

Unit 9.2 Introduction to Geography



Name: _____

Period: _____

What does it mean to “think like a geographer?”

How do historians understand the past?

To best understand the past, historians engage in a number of **practices**: They evaluate their sources carefully by

annotating

sourcing

close reading

They also **corroborate** multiple sources to gain a better understanding of other **points of view**. Historians also need to **contextualize** what they are studying. They do this by examining the **historical context** and **geographic context** of an event.



Think Like a Geographer

When a historian looks at the geographic context of an event they “**think like a geographer.**”

geography- the study of the Earth, its physical features, and environment and the effects of human interaction with them

geographer- a person who studies geography

Historians **think like geographers** by using their knowledge of **geographic features**, **their ability to interpret and create maps**, and their historical thinking skills to understand the past and explain it to others.

What’s the difference between examining the historical context and examining the geographic context?

When historians examine the **historical context** of an event they ask questions like:

- **When** did it happen?
- What **led** to it?

When historians examine the **geographic context** of an event, they **think like geographers** and ask questions like:

- **Where** did it happen?
- **Why** did it take place **there**?
- **How** did the **location affect** what took place?
- **How** have **places changed over time**?

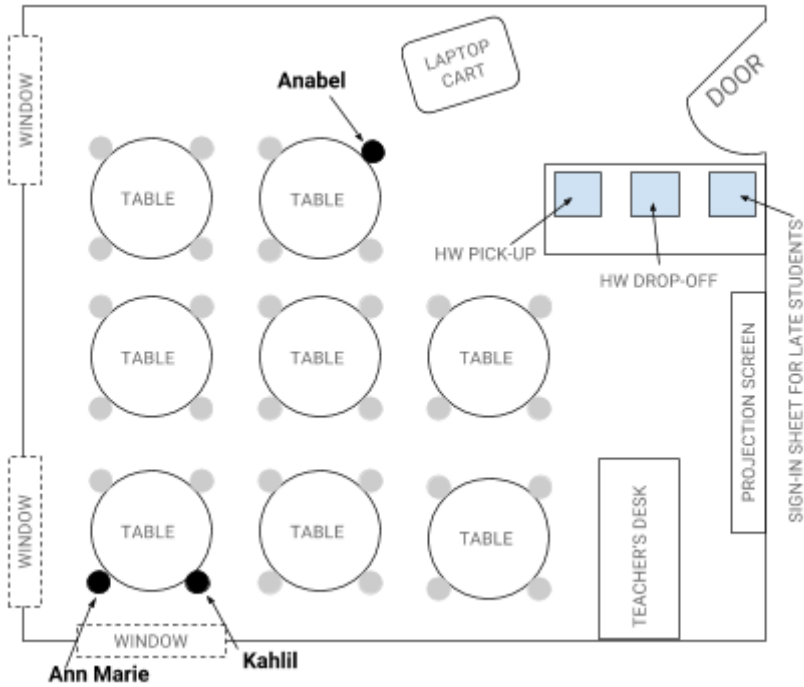
A geographer has come to your community to contextualize a recent rise in asthma and respiratory diseases. Based on the explanation above, identify two questions that a geographer might ask.



Think Like a Geographer in Your Classroom

Think Like a Geographer

➔ **Directions:** Examine the classroom below. **Think like a geographer** when you answer the questions that follow.



1. See

Identify three things that you see in the classroom layout.

2. Think

Identify two things that you think happen in this classroom everyday.

3. Wonder

Write down one question you have about what it's like to be a student in this class.

1. Describe where Ann Marie, Kahlil, and Anabel are sitting in relation to one another.

2. Why might Ann Marie and Kahlil be sitting next to each other?

3. Why might Ann Marie and Anabel be seated so far apart?

4. If the teacher changed her classroom by trading in tables for desks and faced them all towards the front of the room, how might that change the class for students?

5. What other information would help you answer the questions above?



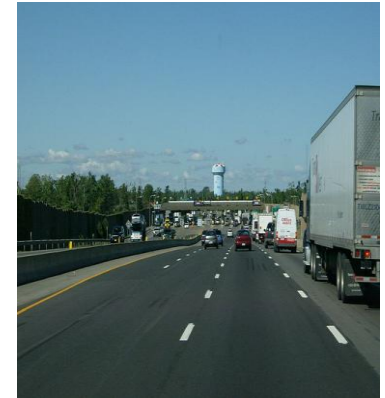
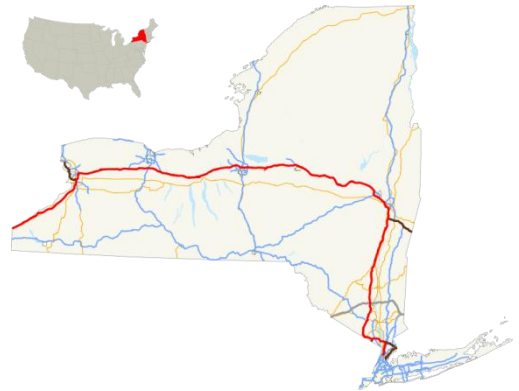
Think Like a Geographer in Your Community

Think Like a Geographer

➔ **Directions:** Respond to the prompts below about a place in your community.

1. **Identify a physical thing in your community that does not change location** (for example: a building, a park, a monument, a street, a store, etc.). Write down the name of that thing in the space below.

2. **Describe where it is.** Pretend you are giving someone directions on how to get there.



A map of the New York State Thruway (seen in red) and a picture of it near Williamsville, NY. [NY Thruway system map.svg](#) by TwinsMetsFan is published under the [Creative Commons Attribution-Share Alike 3.0 Unported](#) license. [Thruway toll barrier at Williamsville NY.jpg](#) by TwinsMetsFan is published under the [Creative Commons Attribution-Share Alike 3.0 Unported](#) license.

For example, the New York State Thruway is a road that extends from New York City in the southeast, north to Albany, and west to Buffalo and beyond into Pennsylvania. The road was built along this path because it traces the flat land beside rivers and between mountains in the state. It is the most traveled road in the state and brings a lot of tourism and business to the towns and cities near it. If it were located somewhere else, the communities where it is now might suffer and another part of the state would see a lot more people.

3. Why do you think this thing is where it is?

4. How does it and its location **affect** your community?

5. If it were moved, how would its effects change?

FA

SQ 1: What does it mean to “think like a geographer?”

➔ **Directions:** Based on what you have learned, complete the task below.



Part I

Explain what it means to “think like a geographer.”

**Think Like a
Geographer**

What are geographic features?

Historians *think like geographers* by using their knowledge of **geographic features**, **their ability to interpret and create maps**, and their historical thinking skills to understand the past and explain it to others.



Think Like a Geographer

Geographic features are naturally occurring landforms, bodies of water, ecosystems, or climates.

Geographic features, along with man-made features make up our **environment**.

Based on the definition provided here, can you identify any geographic features in your community?



Earth from the Apollo 17 spacecraft. Some of the largest geographic features on the planet can be clearly seen even from outer space.

[Image](#) courtesy of Wikimedia and is in the public domain.

Geography Terms

Term	Definition
Latitude	
Longitude	
Equator	
Prime Meridian	
Hemispheres	

Geographic Features

Directions: Give a definition for each geographic feature below. You must then list an effect of the feature. Lastly, give an example for each feature.

Geographic Features	Definition	Effect	Example
Archipelago	Chain of islands	Isolation, protection	Greece, Japan
Deserts			
Irregular Coastline			
Island			
Lack of Warm Water Ports			

Monsoons			
Mountain			
Rainforests			
Regular Coastline			
River Valley			
Strategic Location			

What is a map? What are the features of a map?

A **map** is a drawing or a representation of a place.

Maps have some common **features** to make them easier to read and interpret. A good way to remember these symbols and features is **DOGSTAILS**.

Example of a Map Legend

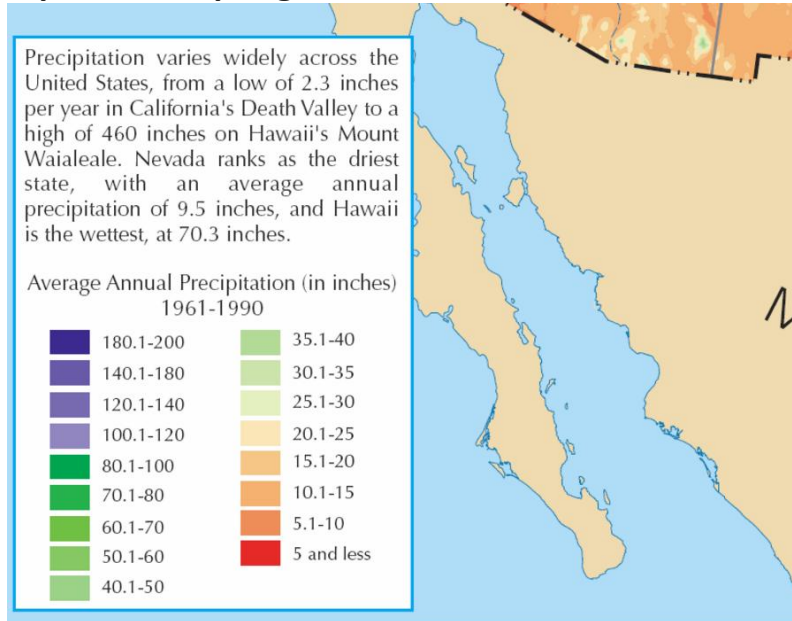


Image was modified by New Visions (CC-BY-NC-SA). Original [image](#) was from Wikimedia and is in the public domain

D **Date** Text identifying when the map was made and/or updated

O **Orientation** A north arrow is a symbol indicating the direction in which north lies; a compass rose is a symbol indicating the cardinal directions (N, S, E, W)

G **Grid** Intersecting lines (called a “coordinate system”) drawn on a map to pinpoint location

S **Scale** The relationship between distance on a map and actual distance on the earth

T **Title** Text explaining what the map is supposed to portray: what is happening, where, and when

A **Author** Text identifying the cartographer or organization responsible for making the map

I **Index** A listing of the places on the map and where to find them using grid coordinates— either latitude-longitude (77°53’W, 38°02’N)

L **Legend** A guide identifying what the map’s symbols and colors represent (Legends are also known as **Keys**)

S **Source** Text identifying where the map’s information comes from

ORIENTATION

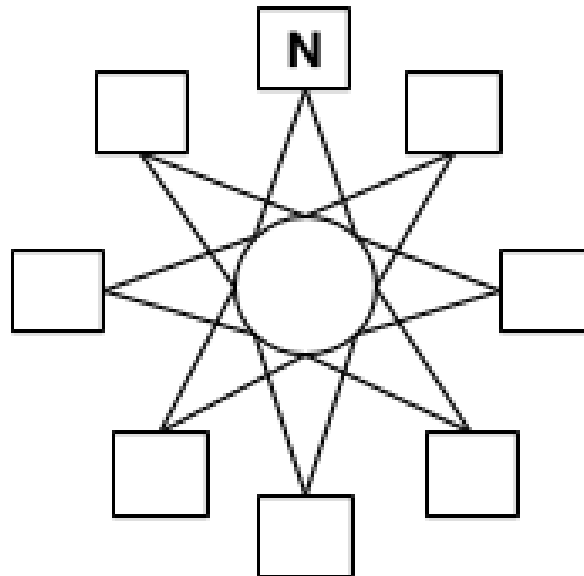
How do you know which direction is north on a map?

Maps have a **compass rose** to show where to find:



Directions: Label the compass to your left using the word bank below:

North* (N)	South (S)
East (E)	West (W)
Northeast (NE)	Northwest (NW)
Southeast (SE)	Southwest (SW)







LEGEND

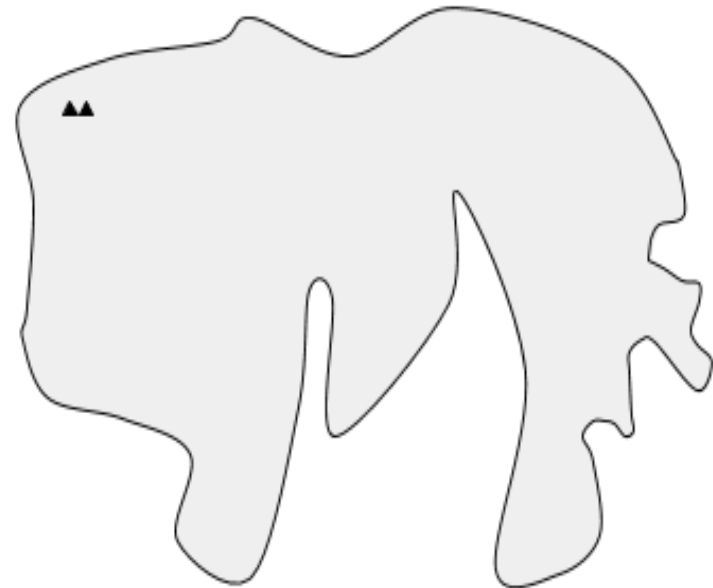
Maps use symbols and colors to represent things such as geographic features (mountains, rivers), places (churches, stores), trade routes (Silk Road, Indian Ocean Complex), events (wars, battles), etc.

Directions: Below is a fantasy map for an imaginary place.

- 1) Using the legend to the left, create a map with the symbols in the legend.
- 2) Create **four (4)** additional symbols for your map and also include them in the fantasy map.

Map Legend

	River	<input type="checkbox"/>	_____
	Road	<input type="checkbox"/>	_____
	Mountain	<input type="checkbox"/>	_____
	Capital City	<input type="checkbox"/>	_____

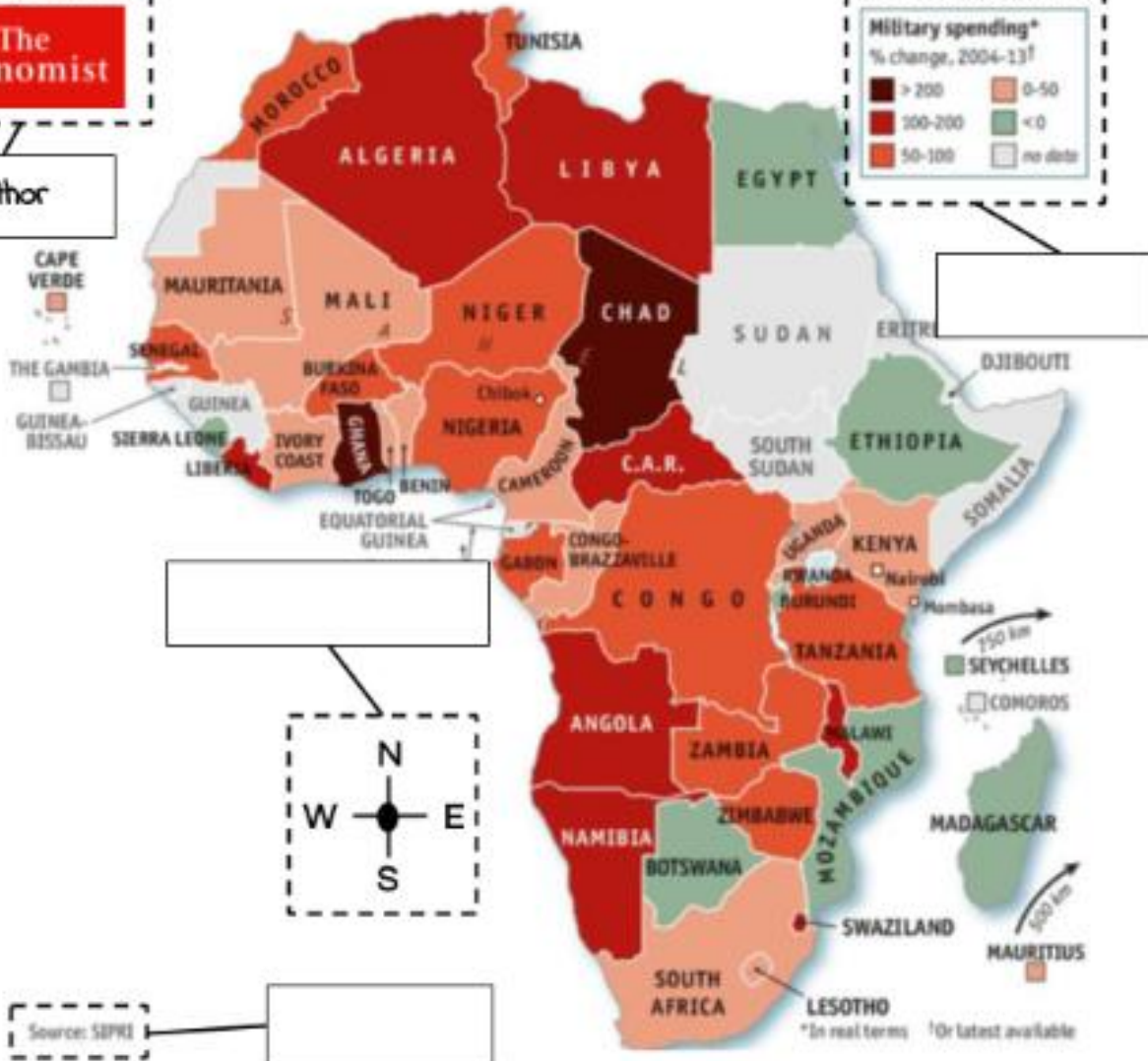


Military Spending in Africa

2014

The Economist

Author



Map Practice

→ Directions: Examine the map to the left, then use the descriptions on the previous two pages to label the map features (see "Author" for an example). After labeling, answer the questions below.

1. Why is it important to know the title of a map?

2. Why is it important to know the date a map was created?

3. Why is it important to know the author and source of a map?

4. What purpose does the Legend/Key serve?

5. How might the orientation of a map help you talk about it with someone else?

What are the types of different maps?

- **Identify** the different types of maps.
- **Describe** the purpose of different types of maps.

Objective:

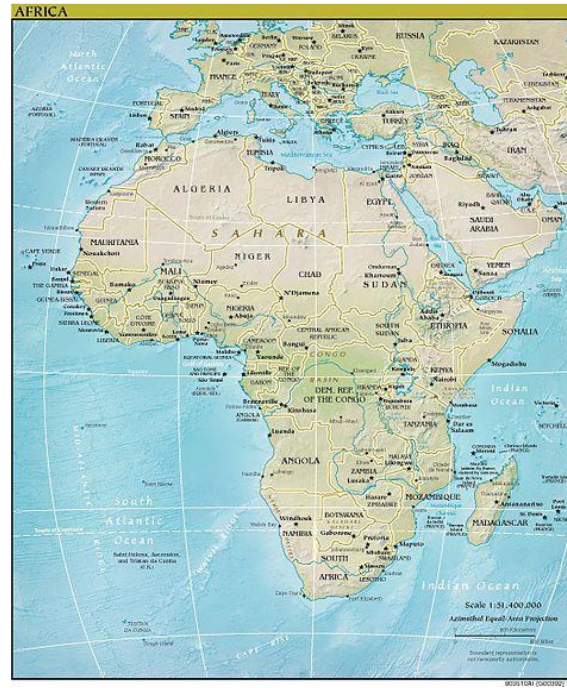
Introduction

➡ Directions: Examine the maps below, then identify their similarities and differences.



Source:

<http://www.worldatlas.com/webimage/countrys/afnewlnd.gif>



This [image](#) courtesy of Wikimedia and is in the public domain



Mapping Africa's Natural Resources by Al Jazeera is published under the [Creative Commons \(BY-NC-SA\)](#) license

What are the similarities between these maps?

What are the differences between these maps?

PHYSICAL Map

shows landscapes and geographic features

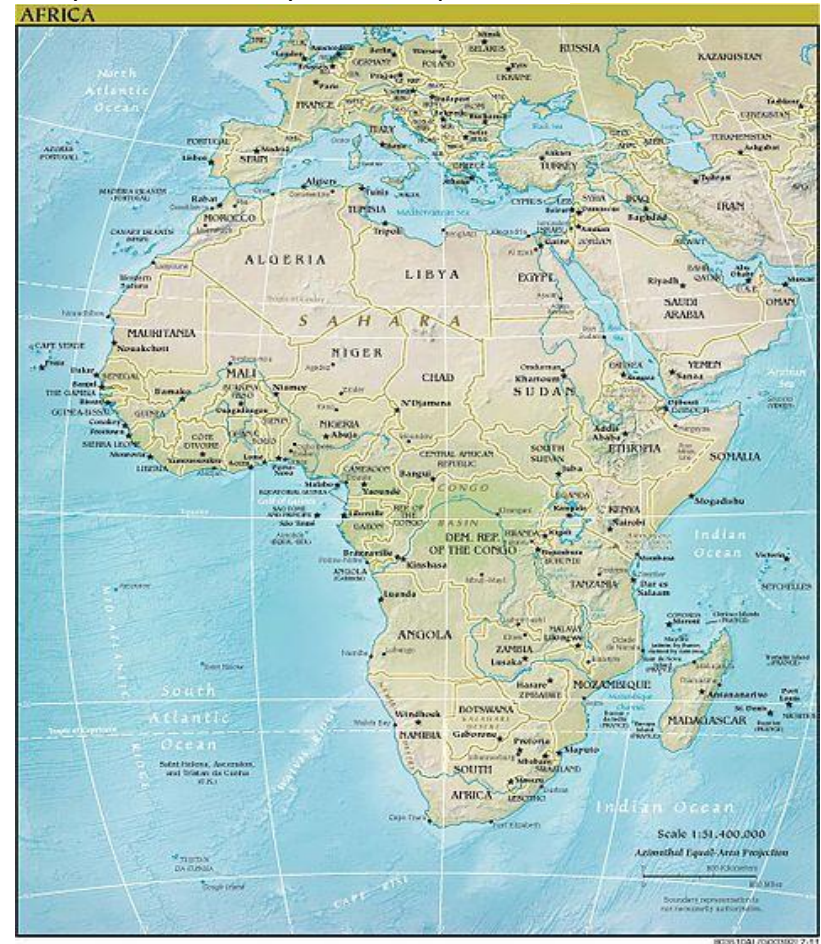
- bodies of water and land features



POLITICAL Map

shows political boundaries

- country boundaries, city names, capital cities



Based on this physical map, name one desert and one river on the continent of Africa

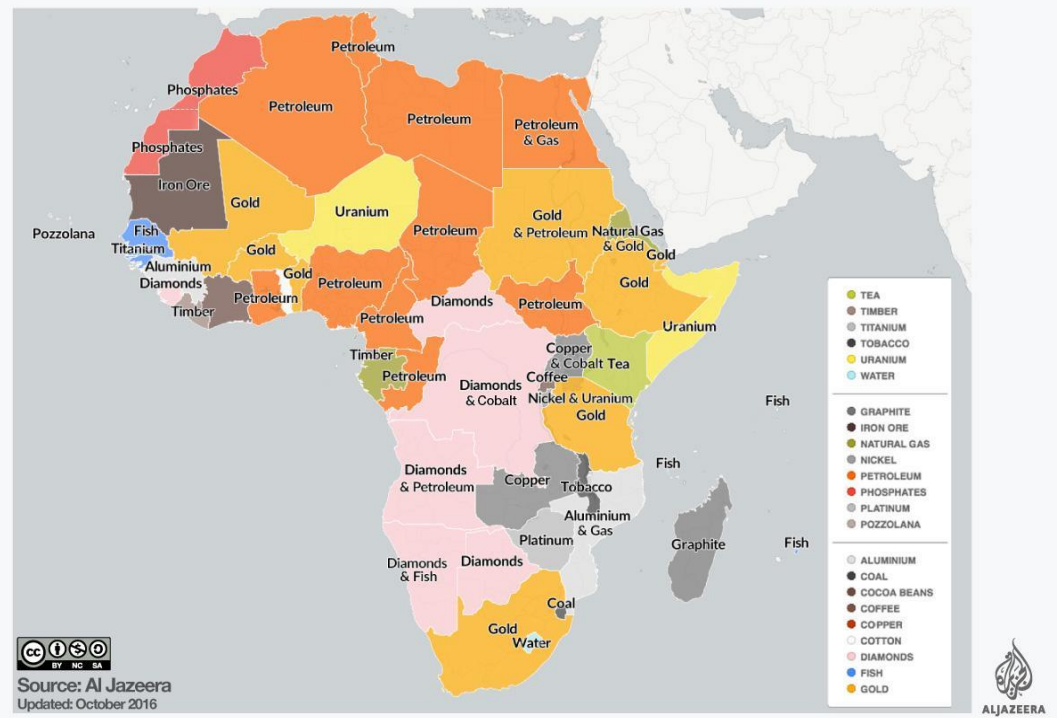
Based on this political map, name two countries in the continent of Africa.

THEMATIC Map

shows specific topics for reference

- Rainfall, population density, infant mortality rates, etc.

Mapping Africa's natural resources



Based on this thematic map, name two resources on the continent of Africa

SQ 4: What are the types of different maps?

➔ **Directions:** Based on what you have learned, complete the task below.



Part I

Identify different types of maps.

Think Like a Geographer

Part II

1. If I want to know which African country had the greatest number of professional soccer players, I would use a

(physical, political, and/or thematic map)

because

3. If I want to know which countries borders Ghana, I would use a

(physical, political, and/or thematic map)

because

If I want to know which country to visit to find rice crops, I would use a

(physical, political, and/or thematic map)

because

4. If I want to know where the Nile River is located, I would use

(physical, political, and/or thematic map)

because

What is location? How can it be described?

Location is the place or position of something.

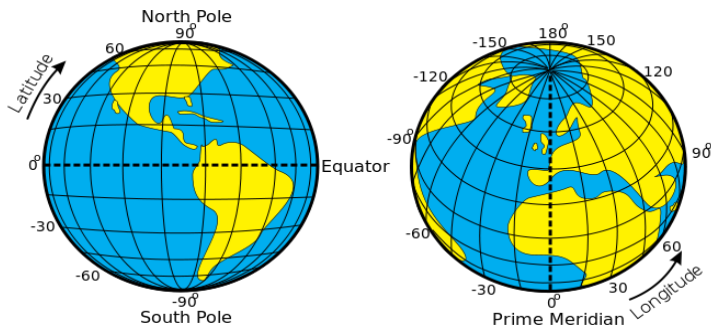
When studying history it is very important to know where events took place and to be able to describe them to others because geographic context impacts every event.

Location can be described in two ways:

ABSOLUTE LOCATION

Absolute location describes a position using the **latitude** and **longitude** lines that cartographers (mapmakers) have drawn on maps of the Earth. These lines make it easier for cartographers to create accurate maps. Latitude lines wrap around the Earth from west to east. The Equator is an example of a latitude line. Longitude lines wrap around the Earth starting at the North Pole and ending at the South Pole. You can tell that these are **longitude** lines because they are always **long**. The Prime Meridian is an example of a longitude line.

When you put the latitude and longitude of a location together, you get two coordinates that show where that place is on a grid that cartographers created to put on maps. For example, the **absolute location** of the Empire State Building is 40.7484°N , 73.9857°W . The first number is the latitude line and the second is the longitude line. This is the same system that the GPS (Global Positioning System) in cell phones works.



The Empire State Building.

Absolute location: 40.7484°N , 73.9857°W

Relative location: On the corner of 34th street and 5th avenue in New York City, east of Madison Square Garden.

RELATIVE LOCATION

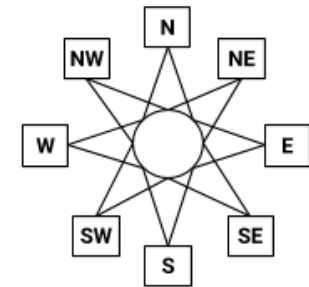
Relative location is the description of a position **based on other locations**. This is how people most often describe location. For example if someone asked, “Can you hand me the pencil that is on top of the red book, next to the laptop?” you would try to locate the laptop and the red book, then follow the directions you were given to find the pencil. This is an example of relative location, because the person asking you the location has described where it is **relative**, or in relation to, the laptop and the book.

Historians almost always refer to places using relative location because they want to show how places are connected to one another and to demonstrate how an event in one place affects others. To show this, it helps to describe locations in relation to other places.

For example, someone might describe the relative location of the Empire State Building as “on the corner of 34th street and 5th avenue in New York City, east of Madison Square Garden.”

Practice Using Relative Location

To describe the relative location of a place, geographers and historians often use directional words like North, South, East, West, Northwest, Northeast, Southwest, and Southeast. You can determine which directions these are on a map by looking for the compass. The compass will at least tell you which way is North, then you will have to figure out the rest of the directions based on that. If a map does not have any compass at all, then the top of the map is *usually* North, but beware, not always.



→ **Directions:** Examine the maps below, then follow the example and describe the relative location of the places identified. Describe the location of each place in relation to at least three other places.



World map ocean locator-en.svg by Finpin is published under the [Creative Commons Attribution-Share Alike 3.0 Unported](https://creativecommons.org/licenses/by-sa/3.0/) license

Example: Describe the location of North America.

North America is west of the Atlantic Ocean, east of the Pacific Ocean, and North of South America.

1. Describe the location of Africa.

2. Describe the location of Europe.

Map of the Fertile Crescent Region ca 1000 BCE



Map of fertile crescent.svg by Nafsadh is published under the [Creative Commons Attribution-Share Alike 4.0 International](https://creativecommons.org/licenses/by-sa/4.0/) license

3. Describe the location of Lower Egypt.

4. Describe the location of Mesopotamia.

5. Describe the location of Phoenicia.

Map of Europe in 1914 at the start of World War I



[FR-WW1-1914.png](#) by Exec is published under the [Creative Commons Attribution-Share Alike 3.0 Unported](#) license

6. Describe the location of Germany.

7. Describe the location of France.

8. Describe the location of the Mediterranean Sea.

SQ 5: How do historians describe location?

➔ **Directions:** Based on what you have learned, complete the task below.



Think Like a Geographer

Part I

Use the map below to describe the location of the places identified.



Map of South Asia.png by Cacahuete is published under the [Creative Commons Attribution-Share Alike 4.0 International](https://creativecommons.org/licenses/by-sa/4.0/) license

1. Describe the location of Pakistan.

2. Describe the location of Bangladesh.

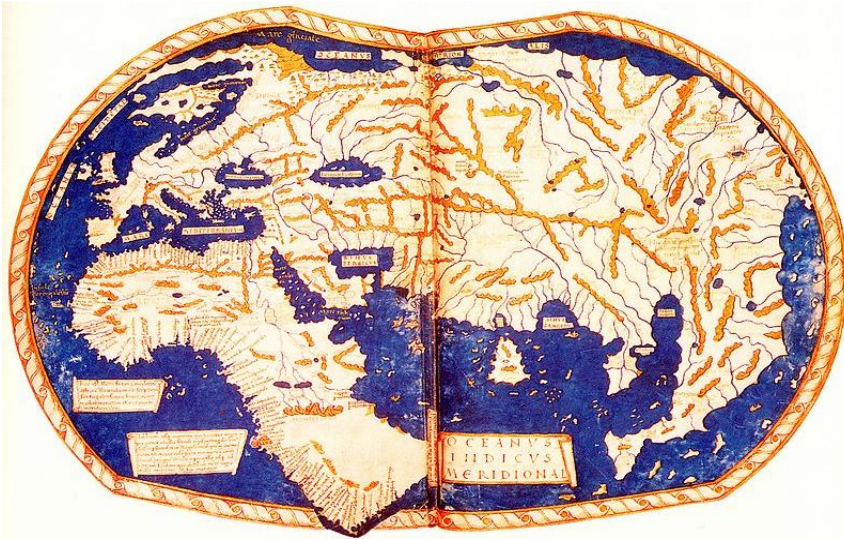
Objective: **How do historians read and interpret maps?**

- Describe the Routine for Analyzing Maps.

Introduction

➔ **Directions:** Examine the two maps below and answer the questions that follow.

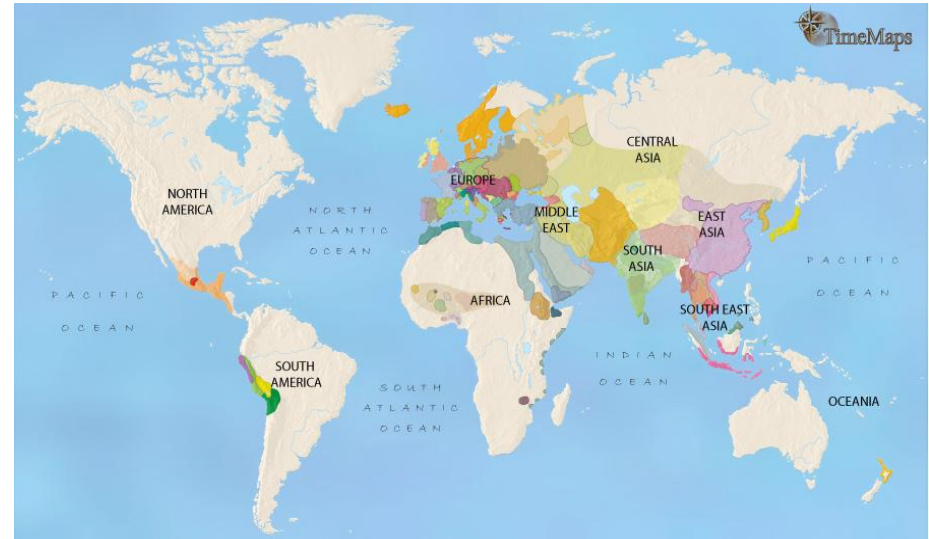
Map A



This is a map of the world that was drawn by Heinrich Hammer the German in Florence, Italy around 1490 based on what he knew about the world at that time.

[Image](#) is courtesy of Wikimedia and is in the public domain

Map B



This is a map of the world as it was in 1453, created recently by the website timemaps.com. Each of the colors represents a civilization that inhabited that area.

Adapted by New Visions from TimeMap of World History, <https://www.timemaps.com/history/world-1453ad>

1. Is map A a secondary source or a primary source? How do you know?

2. Is map B a secondary source or a primary source? How do you know?



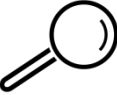



Think Like a Geographer

How do historians read and interpret maps?

Historians use maps to understand the past and to explain it to others. When historians look at a map they use some of the Social Studies Practices to read and interpret it.

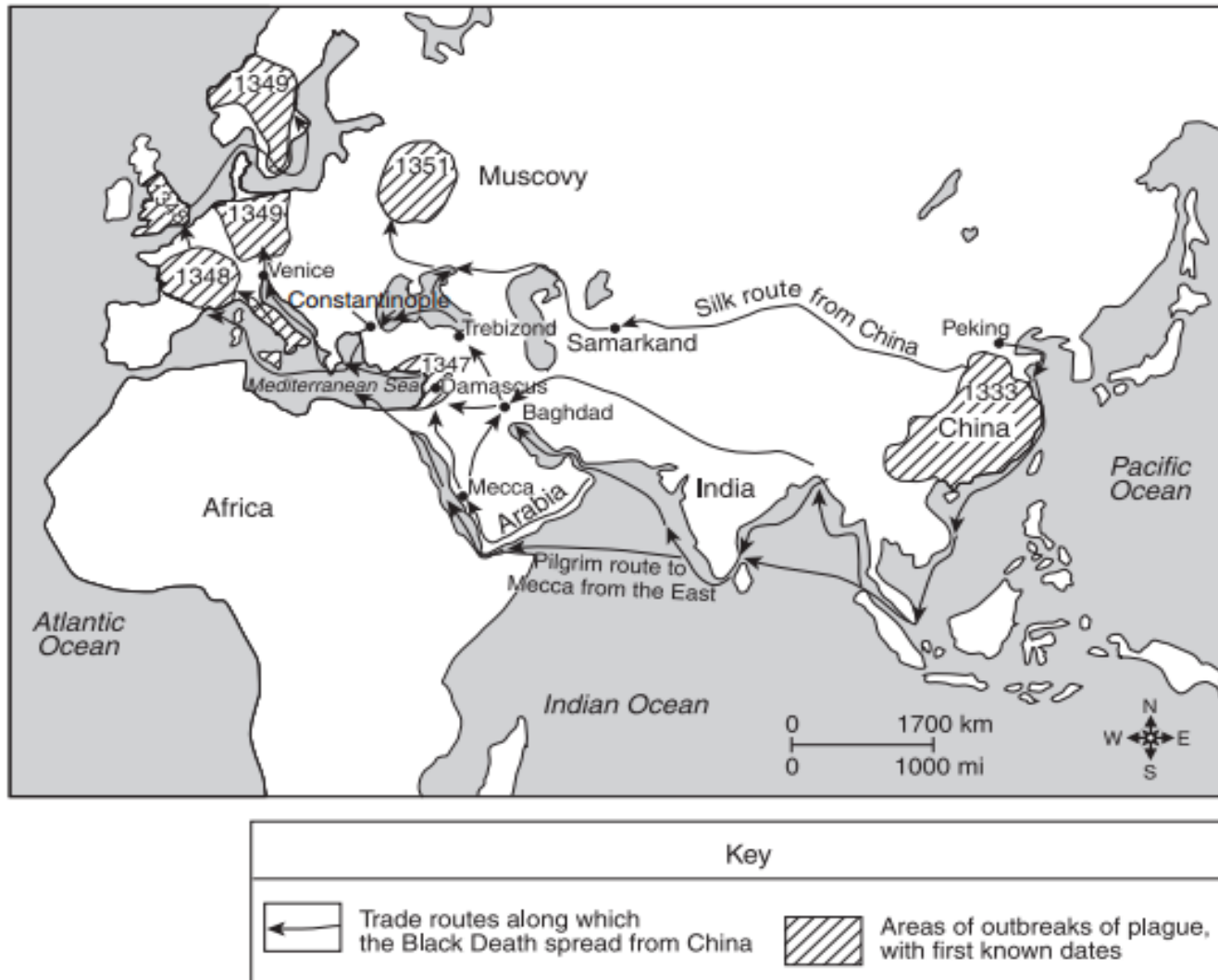
ROUTINE FOR ANALYZING MAPS

	WHERE TO LOOK	WHAT TO DO
<p>Step 1</p>  <p>Annotate</p>	<p>Find all of the common features of a map that are included on the one you are analyzing and examine them carefully.</p> <p>Remember: DOGSTAILS! (Date, Orientation, Grid, Scale, Title, Author, Index, Legend, Source)</p>	<p>Circle, underline, or star important information.</p> <p>Put a question mark next to information on the map that confuses you.</p> <p>Write notes on the map or in the margins with information that you think relates to the map or questions you have.</p>
<p>Step 2</p>  <p>Contextualize</p>	<p>Historical Context: Look at the date that the map represents. This is usually found in the title of the map if it is a secondary source and in the source information if it is a primary source.</p> <p>Geographic Context: Look at the edges of the map, identify the landforms and bodies of water that are on the outside of the space shown.</p>	<p>Historical Context: Identify historical events that occurred around the same time as the time period represented on the map. Explain the cause and effect connections between those events and the map.</p> <p>Geographic Context: Describe the location of the space shown on the map in relation to the rest of the world. Identify the regions and continents on the map and what landforms, bodies of water, and states (civilizations, empires, or nations) are/were nearby.</p>
<p>Step 3</p>  <p>Source</p>	<p>Read the Title of the Map</p> <p>Read the sourcing information</p>	<p>Answer the type of sourcing questions you might use for any historical document:</p> <ul style="list-style-type: none"> • Who wrote this? • When was it written? • Where was it written? • What type of source is this? • Why was it written? • What is the author's perspective? • How is the source useful? How is the source not useful?
<p>Step 4</p>  <p>Close Read</p>	<p>Examine the map as a whole, paying particular attention to the title and what the author chose to include in the legend, represented through symbols on the map, and label.</p>	<p>Try to answer questions like these:</p> <ul style="list-style-type: none"> • What is the main idea of the map? • What evidence does the author use? • What language (words, phrases, images, symbols) does the author use to persuade the map's audience?

Practice the Routine for Analyzing Maps

➔ **Directions:** Examine the map below and follow the Routine for Analyzing Maps by completing the tasks and answering the questions that follow.

First Incidence of Black Death in Europe and Asia, 1333–1351



ROUTINE FOR ANALYZING MAPS

Step 1



Annotate

1. **Find and read the title, legend, scale, compass, and labels** on the map.
2. **Star** information you think is important to understand the map.
3. Put a **question mark** next to **information on the map that confuses you**.
4. **Write notes on the map or in the margins** with information that you think relates to the map or questions you have.

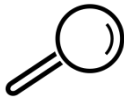
Step 2



Contextualize

- | | |
|--|--|
| 5. What continents and bodies of water are shown on this map? Why? | 6. What continents are not shown on this map? Why not? |
|--|--|

Step 3



Source

- | | |
|--|--|
| 7. Is this a primary or secondary source? How do you know? | 8. Based on the title of this map, why was it created? |
|--|--|

Step 4



Close Read

9. Identify at least two claims based on this map and use evidence from the map to explain your claim.

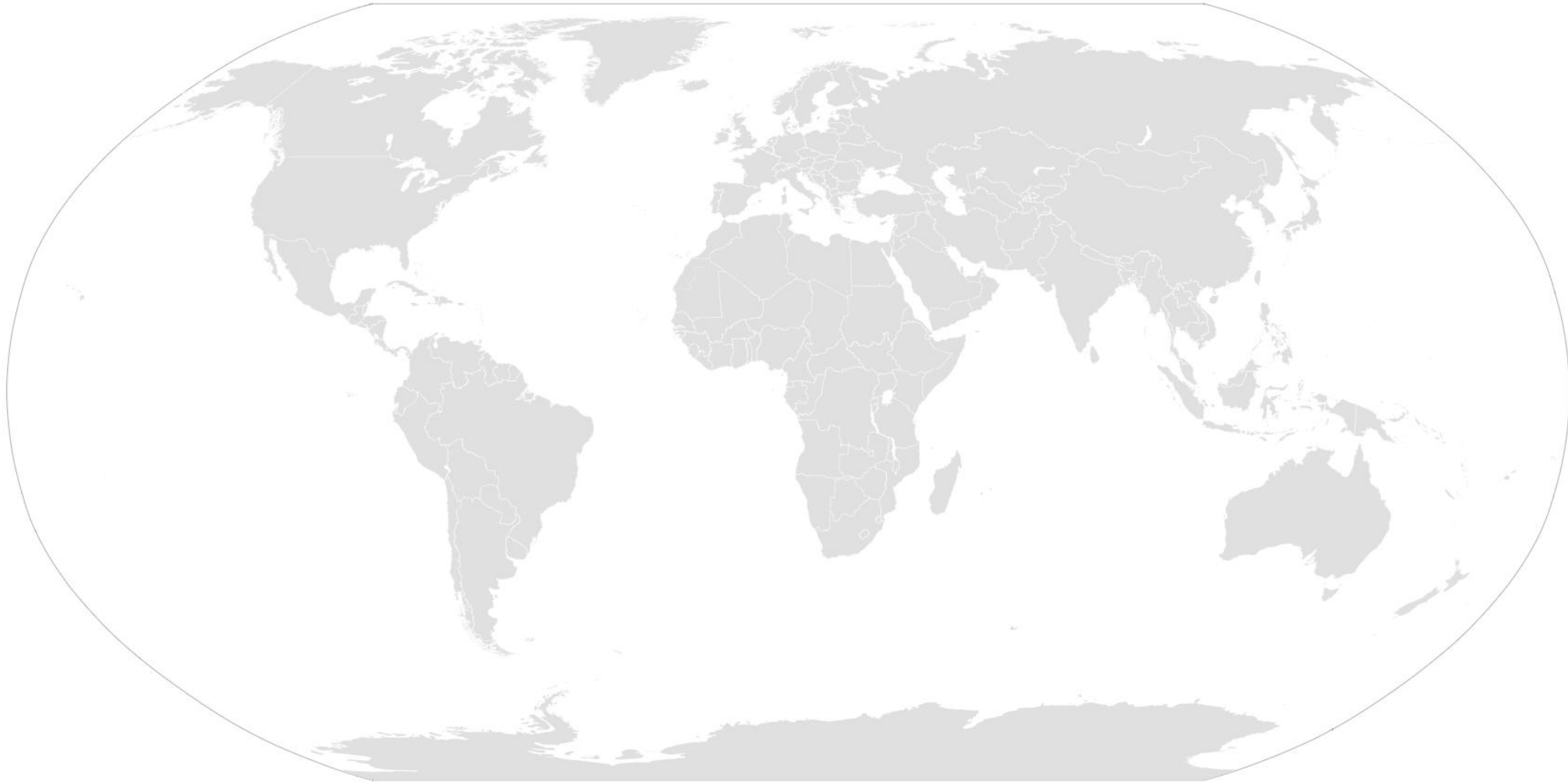
What is the geographic context for Global History?

- **Identify** where major geographic features and regions are located.

Objective:

Introduction

➡Directions: On the map below label as many continents, bodies of water, and regions as you can.

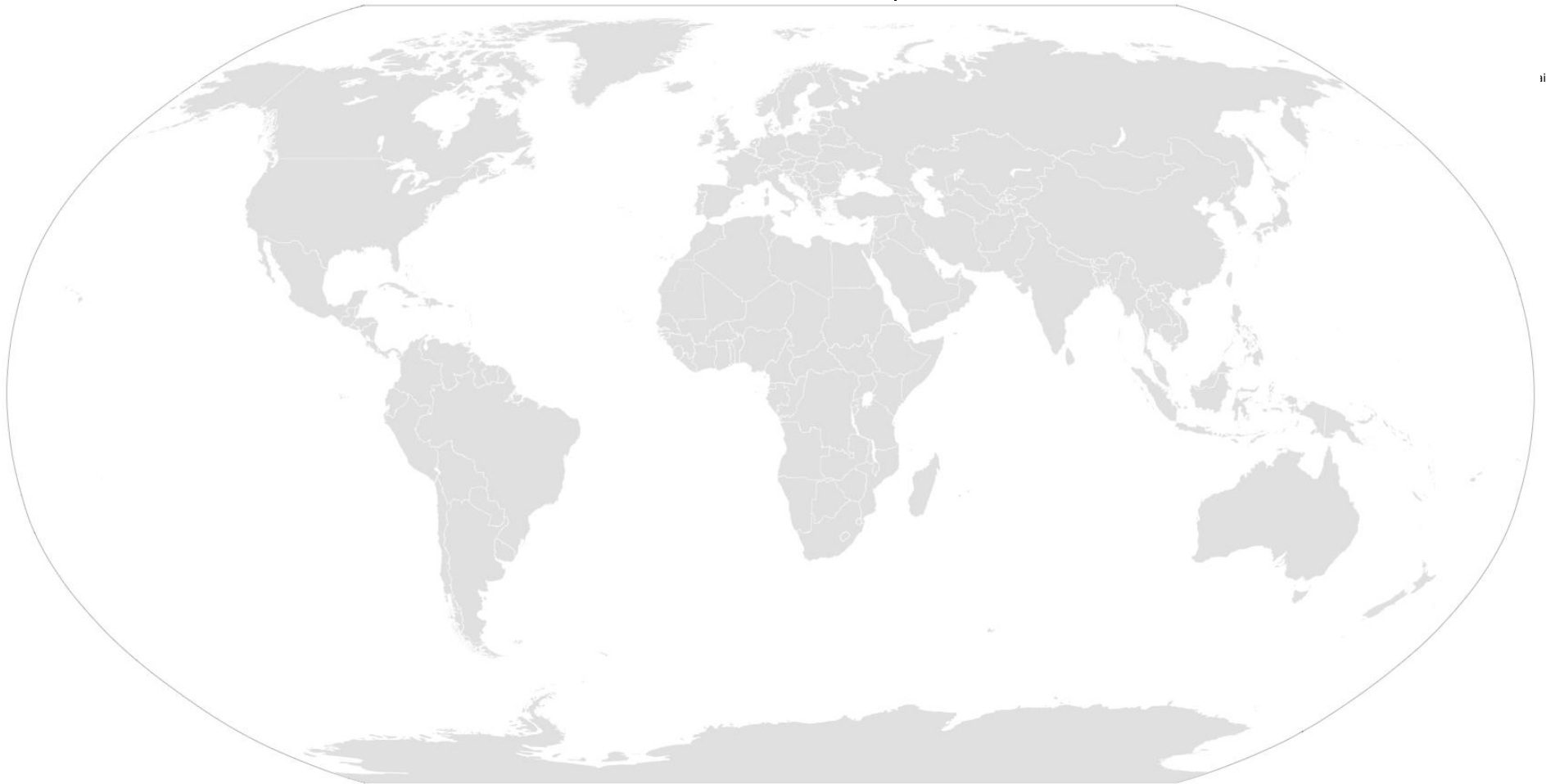


[Image](#) is courtesy of Wikimedia and is in the public domain

Mapping Practice

Directions: Using [this map](#), label the continents and bodies of water listed on the map below.

Continents			Bodies of Water	
North America	Asia	South America	Atlantic Ocean	Indian Ocean
Africa	Europe	Antarctica	Pacific Ocean	Southern Ocean
			Mediterranean Sea	



World Regions: Africa

→ Directions: Using [this map](#), label the regions in Africa.

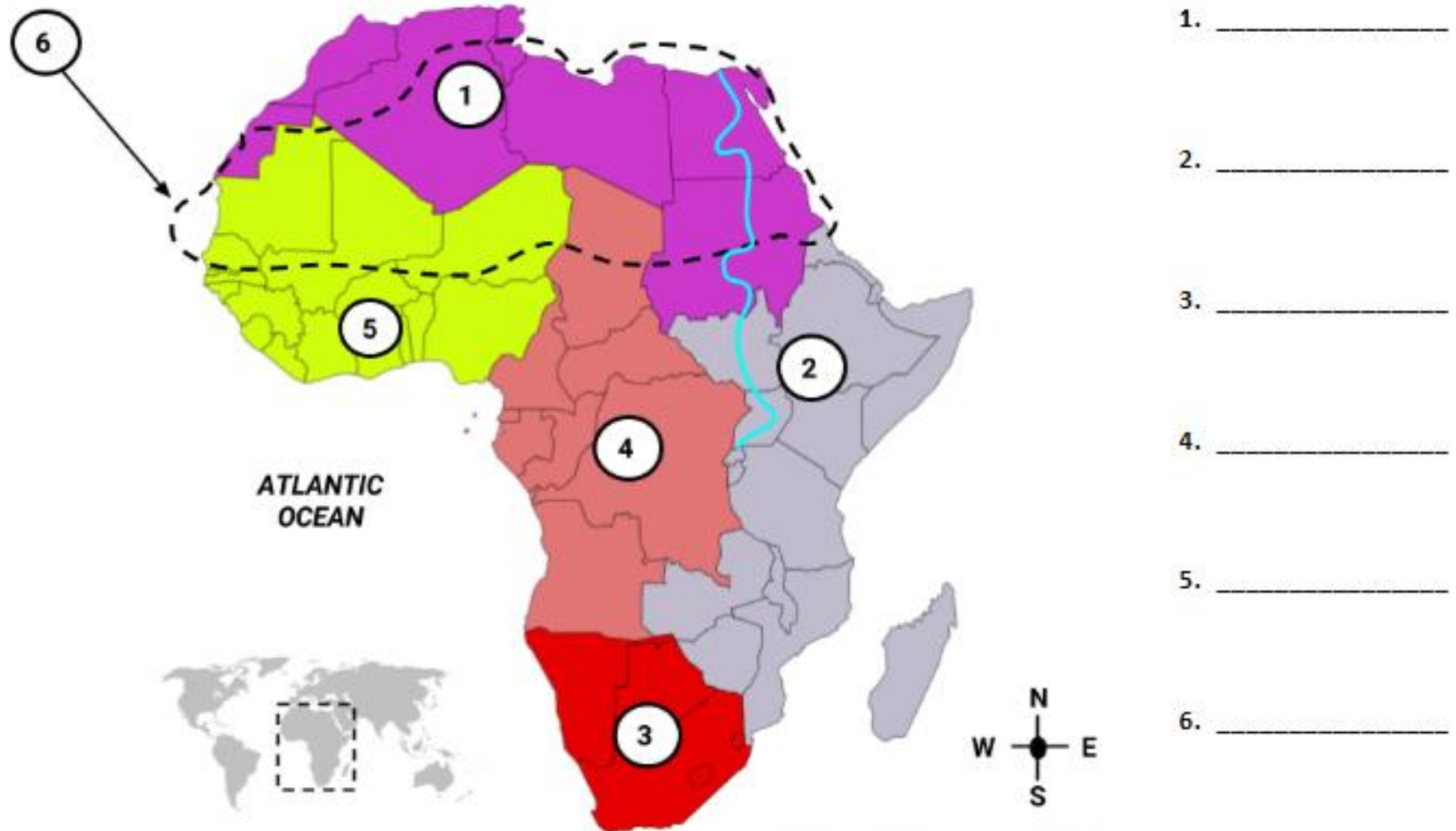


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Image modified by New Visions from [World map blank without borders](#) by Crates and is published under the [CC BY-SA 4.0](#) license

One major body of water in this region of the world is _____.

World Regions: Asia

→ Directions: Using [this map](#), label the regions in Asia.

[Caption 2](#)



1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

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Image modified by New Visions from [World map blank without borders.svg](#) by Crates and is published under the [CC BY-SA 4.0 license](#)

One major body of water in this region of the world is _____.

World Regions: Latin America

→ Directions: Using [this map](#), label the regions in Latin America.



1. _____

2. _____

3. _____

4. _____

Image was modified by New Visions from original [Latin America regions.svg](#) by MexicanGoldEagle which is published under the [Creative Commons Attribution-ShareAlike 3.0 Unported](#) license
Image modified by New Visions from [World map blank without borders.svg](#) by Crates and is published under the [CC BY-SA 4.0](#) license

TWO major bodies of water in this region of the world are _____ and _____.

World Regions: Europe

→ Directions: Using [this map](#), label the regions in the Europe.



1. _____

2. _____

3. _____

4. _____

Image was modified by New Visions from original [European sub-regions according to EuroVoc, the thesaurus of the EU](#) by Samotey Wiedrowiec which is published under the [CC BY-SA 3.0](#) license
Image modified by New Visions from [World map blank without borders](#) by Crates and is published under the [CC BY-SA 4.0](#) license

TWO major bodies of water in this region of the world are _____ and _____.