

## Seventh Grade

### **Print out single copies of the following pages:**

06-01, 06-02, 06-03, 06-04, 08-02, 08-03, 08-04, 08-05, 08-06\*, 08-07\*, 10-01, 10-03, 12-02, 12-03 and 12-04.

\*You should print several copies of these two pages. The number of each depends on how you set up your class.

### **Print out sufficient copies of the following pages for the entire class:**

06-05, 10-02.

### **Print out single copies of the following pages on cover stock or equivalent:**

08-01, 10-04, 12-01.

We all make maps. We make maps of people places and things. Every time we give an instruction, we make a map. For maps to have any usefulness, they must reflect the territory they describe. Pages 06-01 and 06-02 will provide you with a little background. Present the information on Page 06-04 to your class. Hand out Page 06-05, and plan to discuss it in class at a later date. Page 06-03 deals with useless maps and should be addressed a month or more after you have handed out Page 06-05. Students living on the eastern coast of the United States probably have some familiarity of eastern cities. If you are teaching in another geographic location, substitute local cities in the exercise. Prior to doing the exercise, ask your students just what they remember about usable maps.

Chapter 8 deals with perspective. Start by posting 08-01 for your class to see and tell them to try to figure it out. Read 08-02, 08-03, and 08-04 (done in first grade) for background. Do perception exercise 2 on Page 08-05. This requires you to print out a few copies of 08-06 and 08-07. Try to arrange your groups so the students in the group all see the graphic in the same direction. If the students accept that they can see the same thing differently depending on their viewing points we have achieved one small step.

Chapter 10 deals with the concept of time-binding. Pages 10-01 and 10-02 provide background material on time-binding. You might wish to distribute 10-02. The exercise on pages 10-03 and 10-04 drives home the need to depend on those who came before us. You might ask your students for some other dangerous situations we avoid because our ancestors may have died finding out.

Post Page 12-01 for about a week prior to reading 12-04 to your class. Pages 12-02 and 12-03 are repeated for your background information on personal labels.