



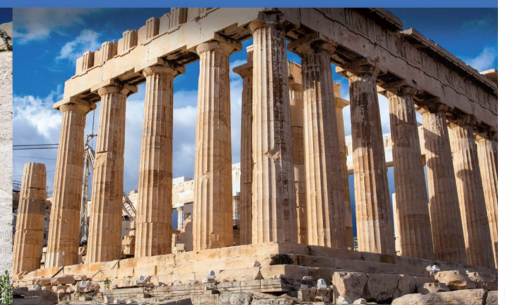
**RAND  
MCNALLY**



# Primary **ATLAS**



Teacher's Guide



# PRIMARY ATLAS TEACHER'S GUIDE

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Development: Benchmark Education Company  
Geography Consultant: Joseph P. Stoltman, Western  
Michigan University  
Rand McNally Editor: Brett Gover  
Design: Rand McNally Art & Design  
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In the Rand McNally *Primary Atlas*, students learn about maps and their uses. They learn to identify physical features, such as oceans and mountains, as well as cities, states, and countries. They learn how to use a compass rose to find locations, and explore the use of map legends and symbols. Full-color photos provide information about places on the maps. The Map Skills questions give students practice finding directions on a map and using a map legend.

The student atlases allow students to explore the same information at closer range. Each of eight Bonus Activities features a specific map from *Primary Atlas* and stimulating activities that students can complete independently or in small group settings with teacher direction.

The Teacher's Guide correlates to National Geography and Social Studies Standards and to the Project 2061 Benchmarks for Science Literacy. Learning objectives and assessment activities for those objectives are provided. Ideas for hands-on activities across the curriculum that use the student atlases and the Bonus Activities, and reproducible United States, continent, and world maps and a compass rose are included in this guide.

## Included Digital Resources:

This Teacher's Guide includes a license for a free digital copy of the guide and access to the bonus activities. Simply enter the link below in a browser to access these resources.

<https://www.randmcnally.com/EDU00469>

## Standards Correlations

### National Geography Standards

Number 1: How to use maps and other geographic representations

### Project 2061 Benchmarks for Science Literacy

11B: A model of something is different from the real thing but can be used to learn something about the real thing.

### National Council for Social Studies Curriculum Standards

Standard III: People, Places, and Environments (a, b, c, d, e)

## Performance Assessment

Section 3 of this guide, entitled Activities: Extending the Concepts, contains activities to teach and assess each of the objectives listed at the top of page 3. These authentic assessment activities result in student products that can be used for portfolio evaluation, which may be shared with parents.

## Special Student Populations

The close relationship between visuals and text makes the atlas and related materials particularly effective for special student populations.

## Materials Needed

To complete the activities in this guide, you will need:

- Rand McNally *Primary Atlas*
- Rand McNally *Primary Atlas* Bonus Activities

Additional materials needed for specific activities are listed with those activities.

# PRIMARY ATLAS OBJECTIVES

After reading Rand McNally *Primary Atlas* and performing the activities in this guide, students will be able to:

1. Locate and identify their state and state capital and Washington, D.C., on a United States map
2. Use a compass rose to find directions on maps
3. Read map symbols and a map legend

## 1 FIRST READING

### **Student Atlas Summary**

The Rand McNally *Primary Atlas* introduces students to maps of the United States, the world, and the continents. Students will learn to locate their own state and state capital on the United States map. They will identify a variety of physical and human features on all the maps. In addition, they will learn to use the compass rose to find directions on maps, and learn how to read map symbols and use a map legend.

### **Presenting the Student Atlas**

#### **Materials Needed: Rand McNally Primary Atlas**

Explain that an atlas is a book of maps, words, and photos that gives us information about our world. Look through the atlas with the students. Read the page headings and explain that the maps represent those areas. Tell students they will learn how to “read” each map in the book.

### **Country Index**

The Country Index at the end of the Primary Atlas lists most of the countries labeled on the maps in the atlas. Each index entry includes the country name, the continent where it is located, and the pages on which it appears in the atlas.

...	<b>D E F</b>	...
	Democratic Republic of the Congo, <i>Africa</i> . . . . .	14
	Denmark, <i>Europe</i> . . . . .	10-11
	Dominican Republic, <i>North America</i> . . . . .	8
	Ecuador, <i>South America</i> . . . . .	9

### **Use the Rand McNally Primary Atlas Every Day**

Once you have completed the activities in this guide with your students, use Rand McNally *Primary Atlas* for daily activities.

#### **Learn a State and a Capital a Day**

Each day, write the name of a state on chart paper. Challenge students to use the United States map in their student atlases to find the state and its capital. Add the name of the capital to the chart paper.

#### **Learn a Country a Day**

Each day, write the name of a country and its continent on the chalkboard. Challenge students to use their student atlases to locate the country.

#### **Guess and Check**

Have students guess the following. Then have them check their guesses by locating the states on the United States map in the student atlases.

- The number of states that begin with the letter A (4)
- The number of states that begin with a vowel (12)
- The number of states that begin and end with the same vowel (4)

#### **Maps and Literature**

As you read library or trade books with your students, use the maps in the atlas to show them places from the story.

Places might include countries, states, cities, rivers, mountainous areas, lakes, or oceans. If the reading selection is about a trip, trace the route of the trip on a map in the atlas.

#### **Maps and History**

Help students understand history by using maps. For example, show them the journey of the Pilgrims across the Atlantic Ocean. Show them the routes the pioneers traveled when they settled the western United States.

# 2 EXPLORING THE ATLAS

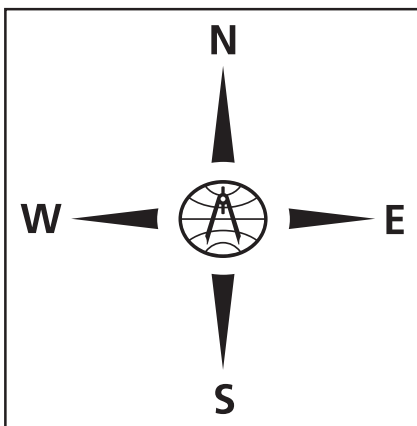
*Materials Needed: Rand McNally Primary Atlas, wall maps of the United States and the world, globe, reproducible compass rose (see below)*

## PREPARATION AND PLANNING

Reproduce the compass rose below and cut it out. You will use this compass rose for several activities.

Plan four to five class sessions to present the cover, table of contents, title page, pages 2 and 3, and pages 4 and 5 (the United States map). Plan two sessions each for pages 6 and 7 (the world map) and page 8 (the North America map). One session should be sufficient for each of the remaining continent map pages.

### Reproducible Compass Rose



### Cover

Direct students' attention to the cover of the student atlas. Read the title and discuss the meaning of the word "atlas." Explain that an atlas is a book that contains mostly maps, and using these maps helps us understand our world. Have students look through the atlas, and ask what kinds of images they notice. Ask students to suggest what they might learn by reading this atlas.

### Contents

Display the "Contents" page (inside front cover) in the atlas. Remind students that a table of contents lists the main topics that will be in the book. Point to the entry North America in the table of contents. Trace the pink line to the number 8 at the left side of the column. Then turn to page 8 to see the map and other information about North America. Call on volunteers to use the table of contents in the same way to find information about the United States and the world.

### Title Page

Show students that the titles on the cover of the book and on the title page are the same. Direct their attention to the map and explain that this is a map of the world with names of the continents and oceans. Tell students they will study many different maps in the *Rand McNally Primary Atlas*.

### Pages 2–3






Read the title and the text on page 2. Help students understand the relationship between the photos of a river, mountains, and a city and their symbols on the sections of maps. Read the text on page 3. Help students find the symbols for river, mountains, and city and compare them to the maps.

Read the text about the compass rose and explain the letters N, E, S, and W stand for the directions North, East, South, and West. Explain that students will see a compass rose on all but one map in the atlas. (Antarctica)

## Pages 4–5 The United States

### THE MAP

Read the heading and text at the top of the page. Explain that the map shows our country, the United States. Call on a volunteer to find the words United States in the heading and in the text.

United States	
	Country boundary
	State boundary
	River
	Mountains
<b>Canada</b>	Country
<b>New Mexico</b>	State
 Washington, D.C.	Country capital
 Lincoln	State capital

### States

Write the name of your state on the chalkboard and call on a volunteer to locate it on the map. Provide a further clue by telling the color of your state on the map. Help the volunteer finger-trace the boundaries of your state. Point to the symbol for state boundary in the legend and ask the class to describe it. (red line)

Encourage students to talk about other states they may have visited or where they may have relatives. Help volunteers locate these states and trace their boundaries. You may want to start a "States We Know" chart for the classroom.

Point out the inset maps of Alaska and Hawaii. Explain that these are also states of the United States but that they do not touch the other states.

### State Capitals

Write the name of your state capital on the chalkboard and read it with the students. Explain that the state capital is a special community where people who help make laws for the state live and work.

Point to the symbol for state capital in the legend and ask the class to describe it. (black star) Help students find both Lincoln, Nebraska, and your state capital on the map. Ask if anyone has visited the state capital and discuss what they saw there.

Help students see the difference in type between state names and state capital names. (State names are in heavier, larger type. State capital names are in lighter, smaller type.)

### Your Community

Show students the approximate location of your community. You may want to add a dot and your community's name to the map.

### National Capital

Write Washington, D.C., on the chalkboard and read it with the students. Explain that Washington, D.C., is our national capital — a special community where people who make laws for the United States live and work.

Point to the symbol for national capital in the legend and ask the class to describe it. (black star in a circle. Point to Washington, D.C., on the map.

### Physical Features: Water

Explain that the blue areas of the map represent water. Ask students how ocean names are different from state names. (Ocean names are in larger type, and the type is blue rather than black.)

### Physical Features: Mountains

Point to the symbol for mountains in the legend. Turn to page 2 and compare the photo and the map representation of mountains.

Help students identify such mountainous areas as the Rocky Mountains, which extend from Montana to New Mexico, and the Appalachian Mountains, which extend from New England into northern Georgia. Discuss any mountainous areas that may have special meaning for the class.

### Physical Features: Rivers

Point to the symbol for river in the legend. Turn to page 2 and compare the photo and map representation of rivers.

Help a volunteer trace the Mississippi River from its beginnings in Minnesota to its outlet in the Gulf of Mexico. Point to its name. Explain that the Mississippi is the longest river in the United States.

Help students trace the courses and read the names of other rivers that have special meaning to them.

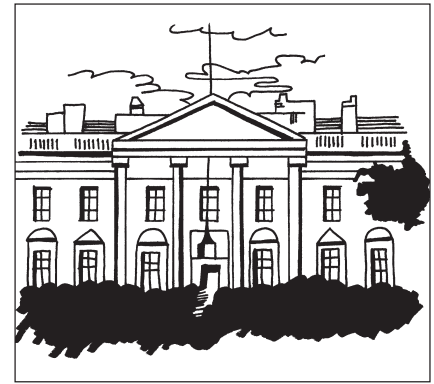
### PHOTOS

Read the photo captions on page 5. Ask volunteers to locate San Francisco, South Dakota, and Washington, D.C. Explain that the photos show landmarks that have special meaning for the United States.

**Golden Gate Bridge:** This majestic bridge in San Francisco, California, is one of the most famous in the United States.

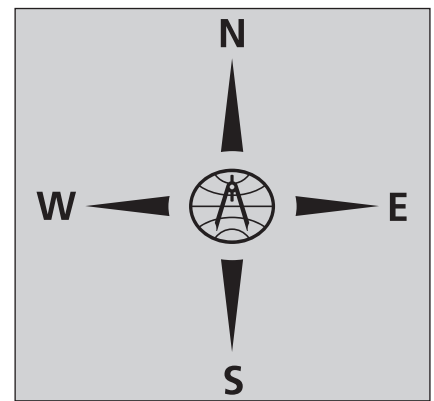
**Mt. Rushmore:** The faces of four presidents — George Washington, Thomas Jefferson, Abraham Lincoln, and Theodore Roosevelt — are carved directly into the mountain.

**White House:** This is the building in Washington, D.C., where the President of the United States lives and works.



### MAP SKILLS

Help students locate the compass rose icon in the bottom right-hand section of the map. Explain that the letters on the four arrows stand for North, East, South, and West.



Tape the compass rose you have reproduced onto your state. Use the arrows to demonstrate to students what state(s), country, or bodies of water border your state to the north, east, and west. (example: Pennsylvania is bordered on the north by Lake Erie

and New York, on the east by New Jersey and New York, and on the west by West Virginia and Ohio.) Call on a volunteer to identify the state(s) or body of water that lies south of your state. (example: Delaware, Maryland, and West Virginia border Pennsylvania on the south.)

Help students identify some states, bodies of water, or a country that are south of your state, but do not border your state. (example: Florida and the Gulf of Mexico are two places south of Pennsylvania.)

As a review, encourage students to help you list all the things they have learned about your state by reading the map. (Possible items are location and size of your state relative to other states, countries, and bodies of water; rivers or other bodies of water in the state; whether or not the state is mountainous; name and location of the state capital.)

## Pages 6-7 The World

### THE MAP

Read the heading and explain that this map shows our entire world. It shows both water and land. Point to the symbol for ocean in the legend. (blue letters on blue background) Explain that oceans are the largest bodies of water in the world. Explain that the other colored areas represent the land on Earth.

Read the text. Point to the symbol for country boundary in the legend and ask the class to describe it. (red line) Explain that country boundaries are the dividing lines between countries or the places where countries touch each other.

Remind students that the name of our country is the United States of America. On maps, the name is often shortened to United States. Call on a volunteer to find the label for the United States on the map and

help him/her trace our country's boundaries.

Point out Alaska and Hawaii and remind students that they are part of the United States.

Ask students to name other countries they may have visited or from which their families may have come. Point out these countries on the map, and call for volunteers to help trace their boundaries.

Point out the continent symbol in the legend, and emphasize that continent



names are shown in bold gray letters. Call on a volunteer to find the name of the continent where the United States is located and help him/her read it.

Help volunteers find the remaining continent labels and read them with the class. Call out the colors of continents and have the class say their names.

Ask students to name the smallest continent (Australia) and the largest (Asia).

If you have a globe, show students that it also represents the entire world. Explain that a globe is a model of Earth. It shows Earth's actual shape more closely than a map does. The world map is like a flattened-out globe. Help students identify the same features, such as oceans and continents, on the globe and on the world map.

### MAP SKILLS

Review the use of the compass rose.

(See Map Skills, page 5)

Place your copy of the reproducible compass rose on South America.

Guide students to see that North America is north of South America.

## Page 8 North America

### THE MAP

Read the heading and text. Remind students that they learned about continents on the world map. Turn to pages 6 and 7, or look at a world map, to review continents.

Explain that on the North America map the orange, pink, green, purple, and yellow areas show all the countries of North America. The light brown areas are not North America. Ask a volunteer to identify what the blue areas show. (oceans and other bodies of water)

Call on a volunteer to identify the color the United States is (orange), and to point to the United States label and finger-trace the boundaries of the United States. Point out that Alaska, which is part of the United States, is shown in orange also.

Point to the symbol for country boundary in the legend. Ask students to describe the symbol. (thick red line) Help them read the country entry in the legend. (United States) Point to Mexico on the map. Call on a volunteer to point to the Mexico label on the map and finger-trace the boundaries of Mexico. You may want to discuss whether students have visited Mexico or have family from there.

Write Canada on the chalkboard. Ask what color it is on the map. (green) Call on a volunteer to point to the Canada label on the map and finger-trace the boundaries of Canada.

Help students read the names of other countries in North America. Discuss any countries that students may have visited or where they may have family.

### PHOTOS

Read the captions for the photos on page 8. Call on volunteers to locate the countries the photos come from.

**Lighthouse:** Lighthouses such as this one on the eastern coast of Canada warn ships away from rocky coastlines.



**Aztec pyramid:** Long ago, the Aztecs built such pyramids to honor their gods.

### MAP SKILLS

Point to the symbol for city in the legend and ask students to describe it. (a black square) Turn to page 2 and show them the photo and map representation of city.

Show students Seattle (in the northwestern corner of the United States) on the North America map. Help students locate any other cities on the North America map that may have special meaning for them. Help students describe how the type for cities is different from the type for countries. (City type is smaller and lighter than country type.)

## Page 9 South America

### THE MAP

Read the heading and text. Explain that the equator is an imaginary line encircling Earth halfway between the North Pole and the South Pole. The equator divides Earth into two halves, the Northern Hemisphere and the Southern Hemisphere. Help a volunteer trace the equator across the map. Place the compass rose you have made on the map to demonstrate that most of South America is south of the equator.

Turn to the world map on pages 6 and 7, or use a world wall map, and help a volunteer trace the equator across this map. Ask if any other continents are south of the equator. (parts of Africa and Asia; Australia; and Antarctica)

### PHOTOS

Read the photo captions on page 9. Call on volunteers to locate the countries the photos come from. Provide color clues to help the volunteers find the countries.

**Rainforest:** The rainforest of the Amazon River basin has more types of plants and animals than anywhere on Earth.

**Llama:** Llamas are members of the camel family. They are pack animals that can carry up to 130 pounds.

## Pages 10–11 Europe

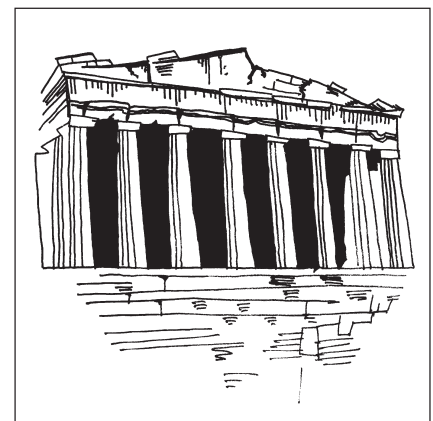
### THE MAP

Read the heading and text. Review the symbol for country boundary in the legend. Call on several volunteers to point to different countries. Read the country names with the students. Discuss countries that may have special significance for your class, such as countries of family origin or countries you are reading about.

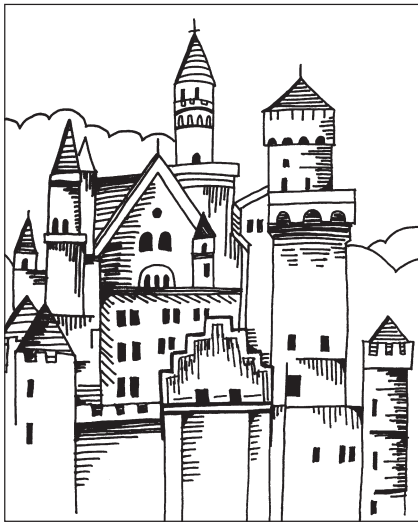
### PHOTOS

Read the captions on page 10. Ask what country each photo is from. Call on volunteers to find the name of each country on the map and trace its boundaries. Provide color clues to help.

**Parthenon:** This temple was built in Athens, Greece about 450 B.C. to celebrate Athena, patron goddess of the city.



**Eiffel Tower:** The 984-foot tower was built in Paris, France, in 1889 for a world's fair. The man who built the tower also designed the iron framework for the Statue of Liberty.



**Castle:** The name of this castle is Neuschwanstein, which means “New Swan’s Stone.”

### MAP SKILLS

Read the question to the students. Remind them that a country capital is a special community where people who help make laws for a country live and work. Help students find the symbol for country capital in the legend and ask them to describe it. (a star in a circle) Explain that Paris is the national capital of France and point out both the symbol and label for Paris on the map. Help students find and identify the capitals of the countries represented in the rest of the photos.

## Pages 12–13 Asia

### THE MAP

Read the heading and text. Turn to the world map on pages 6 and 7, or use a world wall map to compare Asia’s size with that of the other continents.

Point to Russia on page 13 and demonstrate that the largest part of Russia is in Asia, but that part of it also is in Europe. Ask students to name the largest country in Asia. (Russia) Which is the second largest? (China)

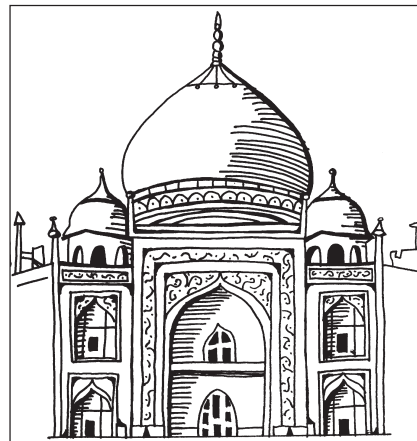
Identify and locate any other countries that may be of particular interest to your students.

### PHOTOS AND DID YOU KNOW?

Read the photo captions on page 12. Ask what country each photo is from. Help volunteers identify these countries on the map.

**Panda:** Giant pandas live in the bamboo forests of China.

**Taj Mahal:** Long ago, a ruler of India built this temple in memory of his wife.



**Temple:** Thailand is famous for its ancient temples. The Thai word for temple is *wat*.

**Himalaya Mountains:** The Himalayas are the highest mountains in the world. They separate India and China.

## Page 14 Africa

### THE MAP

Read the heading and text. Help a volunteer trace the equator across Africa. Explain that areas around the equator are the hottest places on Earth.

Turn to the world map on pages 6 and 7, or use a world wall map, and help a volunteer trace the equator across the map. Ask what other continents have land around the equator. (South America and Asia)

### PHOTOS

Read the photo captions on page 14. Ask which countries they are from. Help volunteers locate these countries on the map. Provide color clues.

**Pyramids:** Egyptians built such pyramids along the Nile River about 4,000 years ago and filled them with treasures.

**Lions:** Many national parks in Tanzania are home to lions, zebras, antelopes, and other wild animals.

### MAP SKILLS

Read the question to the students. Call on a volunteer to point to the symbol for river in the legend and ask the class to describe it. (squiggly blue line) Trace the course of the Nile River from Uganda through Sudan and Egypt until it empties into the Mediterranean Sea. Explain that the Nile is the longest river in the world.

## Page 15 Australia

### THE MAP

Read the heading and text. Explain that the country of Australia is the only country on the continent of Australia. New Zealand is a different country and is not part of the Australian continent.



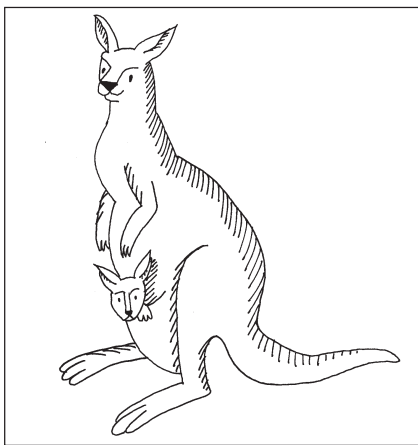
Help students understand that Australia is completely surrounded by water. Point to and read the names of the bodies of water that surround Australia.

### PHOTOS

Read the captions of each photo on page 15.

**Great Barrier Reef:** The longest coral reef in the world is made of the hardened skeletons of sea animals.

**Kangaroo:** Kangaroos are marsupials, or animals that keep their babies in the mother's pouch.



### Page 16 Antarctica

#### THE MAP

Read the heading and text. Help a volunteer trace the Antarctic Circle and explain that land within the Antarctic Circle is some of the coldest land in the world.

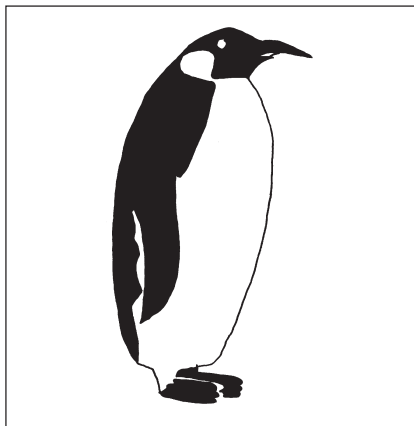
If you have a globe, show Antarctica on the globe. Compare this perspective with the perspective on the map. (It is basically the same.)

#### PHOTOS

Read the captions of the photos on page 16 to students.

**Icebergs:** Icebergs are large pieces of ice that break off glaciers. Up to nine-tenths of an iceberg can be below the water.

**Penguins:** Penguins are excellent swimmers but they cannot fly. They are difficult to keep in zoos because they catch diseases easily and die.



### Page 17 Country Index

Direct student's attention to the Country Index. Explain that most of the countries shown on the maps are listed here. The index indicates on what pages in the atlas each country can be found. Point to the United States in the index. Call on a volunteer to read the pages where United States can be found. (pages 4–5) Call on volunteers to find the United States on the maps on these pages.

Note: Except for the United States, countries are indexed to their respective continent maps.

#### Bar Scales (Optional)

Depending on the level of your students, you may want to teach the use of bar scales to measure distances on the maps. You will need an 8½ x 11-inch piece of paper to present this concept.

Turn to the United States map on pages 4 and 5. Point to the bar scale at the bottom of the map and read the mileage numbers with students. (0, 100, 200, 300, and 400 miles)

Place your paper under the bar scale lengthwise so the left edge of the paper is under the 0. Make hatch marks on your paper to match the 100-, 200-, 300-, and 400-mile marks on the bar scale in the map. Label these hatch marks on your paper with the mileage numbers from the bar scale.

Demonstrate how to use your paper bar scale to measure distances on the map. Place the left edge of your paper on the symbol for Columbus, Ohio. Measure the distance from Columbus to the symbol for Harrisburg, Pennsylvania. (about 300 miles)

Place the left edge of your paper on the symbol for your state capital. Measure the distance from your state capital to the capitals of several nearby states.

Note: The scale for each map in the atlas is different. If you choose to continue this exercise using the other maps, you will need to make a separate paper bar scale for each map.

# 3 ACTIVITIES: Extending the Concepts

These extension activities address the objectives listed on page 3. The assessment activities evaluate students' understanding of the objectives.



## Extension Activity 1

### Locating Places on the United States Map

This activity supports Objective 1: locate your state, state capital, and Washington, D.C., on a United States map.

#### Materials Needed: *Rand McNally Primary Atlas*

- Display pages 4 and 5 of the atlas. Call on a volunteer to trace your state's boundaries.
- Call on volunteers to (1) say the name of your state capital, (2) write it on the chalkboard, (3) describe the symbol for state capital, and (4) locate it on the map.
- Finally, call on volunteers to (1) say the name of the country capital, (2) write it on the chalkboard, (3) describe the symbol for country capital, and (4) point to the country capital on the map.



## Assessment Activity 1

This activity assesses Objective 1.

#### Materials Needed: *Reproducible map of the United States without names from page 15, red crayons or pencils, regular pencils, Rand McNally Primary Atlas*

Provide each student a copy of the United States map without names. Direct them to (1) trace the boundaries of your state in red, (2) write the state's name in black, (3) add the symbol for state capital in the correct place and write its name, and (4) add the symbol for country capital in the correct place and write its name.

You may want to reference the United States map in the atlas as a model for students.



## Extension Activity 2

### Using a Compass Rose

This activity supports Objective 2: use a compass rose to find directions on maps

#### Materials Needed: *Rand McNally Primary Atlas, copy of the reproducible compass rose from page 4*

- Point to the compass rose in the United States map, page 5. Remind students that the letters stand for North, East, South, and West.
- Tape your reproducible compass rose on Kansas. Ask if Canada is north or south of Kansas. (north) Is Utah east or west of Kansas? (west) Is Mexico north or south of Kansas? (south) Is Kentucky east or west of Kansas? (east)
- Place the compass rose on Tennessee and play the following game: Say "I am a state south of Tennessee. I am colored purple on the map." Call on a volunteer to point to the state. (Mississippi)
- Continue to play the game with several other states. Repeat similar activities with the world and North America maps if you think they are appropriate for your class.



## Assessment Activity 2

This activity assesses Objective 2.

#### Materials Needed: *Reproducible compass rose from page 4; reproducible United States map with names from page 14; red, green, orange, and purple crayons; scissors*

Provide each student a copy of the compass rose and a copy of the United States map with names.

Help students identify Arkansas on the map and tell them to color it red. Have them place their compass rose on Arkansas. Then direct them to color the state that borders Arkansas on the north green (Missouri), on the east and starts with the letter T orange (Tennessee), on the south green (Louisiana), on the west purple (Oklahoma)

**Note:** Students should not tape down their compass roses. They will have to move their compass roses around on the map to see state boundaries.



## Extension Activity 3

### Using A Map Legend

This activity supports Objective 3: read map symbols and a map legend

#### Materials Needed: *Rand McNally Primary Atlas, reproducible world map from page 16, crayons or colored pencils*

- Turn to pages 2 and 3 and review the information about map legends with students.

- Turn to pages 4 and 5, the United States map. Call on volunteers to point to the individual symbols in the legend and find examples of each on the map.
- Play “Beat the Clock” by calling on volunteers to point to five states in five seconds, five state capitals in ten seconds, and five rivers with names in 15 seconds.
- Repeat the game with the world map on pages 6 and 7 using continent names, countries, country capitals, and oceans.
- Provide each student a copy of the reproducible world map. Guide students to use red crayons or pencils to write the names of the continents and trace the country boundary of the United States on the reproducible map. Have them write the names of the United States, Canada, and Mexico in black. Encourage them to add other symbols from the atlas map, such as ocean names in blue, to their world maps.

### **Assessment Activity 3**

This activity assesses Objective 3.

**Materials Needed:** *Rand McNally Primary Atlas, reproducible United States map without state names from page 15, red and blue crayons, pencils*

Turned to pages 4 and 5. Provide each student a copy of the reproducible United States map.

Direct students to trace the boundaries of the United States on their reproducible maps, making the boundaries look as they do on the atlas map. (thick red line) Have them trace the boundaries of their state, making the boundaries look as they do on the atlas map (thinner red line). Continue this process, having them

add their state capital, the country capital, and one or two rivers to their maps.

As an extension, have students create legends to accompany their maps.

### **Extension Activity 4 (Optional)**

**Using Bar Scales on Maps**  
**Materials Needed:** *Rand McNally Primary Atlas, index cards*

- Divide students into small groups and provide each group a copy of the student atlas. Help each group make an index card bar scale to match the bar scale in the student atlas United States map.
- Help a volunteer point out Jackson, Mississippi, and Montgomery, Alabama, on the map on pages 4 and 5. Have students copy the two names on a piece of paper.
- Check that each group can find the two capitals on the student atlas United States map. Have the groups measure the distance between the two capitals and write it after the cities’ names. (Distance is approximately 200 miles.)
- Repeat the procedure to measure the distances between your state capital and another state capital of your choosing.

### **Extension Activity 5 (Optional)**

**Hemispheres and Latitude and Longitude**  
**Materials Needed:** *Rand McNally Primary Atlas*

Depending on the level of your students, you may want to introduce hemispheres and latitude and longitude.

- Turn to the world map on pages 6 and 7. Help a volunteer trace the equator across the map. Explain that all land and water north of the equator is in the Northern Hemisphere and that all land and water south of the equator is in the Southern Hemisphere.
- Is the United States in the Northern or Southern Hemisphere? (Northern)
- Help a volunteer trace the Prime Meridian from north to south across the map. Explain that all land and water west of the Prime Meridian is in the Western Hemisphere and that all land and water east of the Prime Meridian is in the Eastern Hemisphere.
- Is the United States in the Eastern Hemisphere or the Western Hemisphere? (Western)
- Call on a volunteer to trace the equator. Then help volunteers trace all the light blue lines that run east and west across the map. Explain that these lines are called lines of latitude.
- Call on a volunteer to trace the Prime Meridian. Then help volunteers trace all the light blue lines that run north and south across the map. Explain that these lines are called lines of longitude.
- Explain that lines of latitude and longitude form a large grid on a map. Help students see that most of the United States falls in the grid section between 30° north latitude and 60° north latitude and between 60° west longitude and 120° west longitude.

**Note:** Because Extension Activities 4 and 5 are optional, assessment is not included.

# 4 USING THE BONUS ACTIVITIES AND STUDENT ATLASES

These activities provide suggestions for using the hands-on materials included in the Rand McNally *Primary Atlas* thematic unit. For a description of these materials, see the box below.

## Reading Activity

### Reading Nonfiction: Using an Atlas Index

**Materials Needed:** *Rand McNally Primary Atlas*

- Explain that the Country Index on the inside back cover of the atlas lists most of the countries shown on the maps in the atlas. It also lists the pages on which the countries can be found.
- Point out the large guide letters (ABC, DEF, and so forth) in the index. Explain that the countries in the index are in alphabetical order.
- Write “United States” on the chalkboard and ask students what letter it begins with. Call on a volunteer to point to the set of guide letters above the section where United States will be listed. Trace down the list under the guide letters, asking students to tell you to stop when you get to United States.
- Ask what pages the United States will be on. (4–5) Turn to those pages and ask volunteers to point to the United States.

### Included Digital Resources:

This Teacher’s Guide includes a license for a free digital copy of the guide and access to the bonus activities.

Simply enter the link below in a browser to access these resources.

<https://www.randmcnally.com/EDU00469>

## Hands-on Materials

Each of the eight Bonus Activities features one of the maps from the *Primary Atlas* and a related activity to be completed independently or under teacher direction. Students may write on the laminated cards or you may reproduce the text to use as worksheets. Students may need to refer to student atlases to complete the Bonus Activities.

Students may use the atlases for independent reading or small group extension activities.

The reproducible maps on pages 14–16 are used in several activities. Students may also take home copies of these maps. The Home/School Link activity on page 13, which uses the maps, will enable parents to assess their children’s understanding.

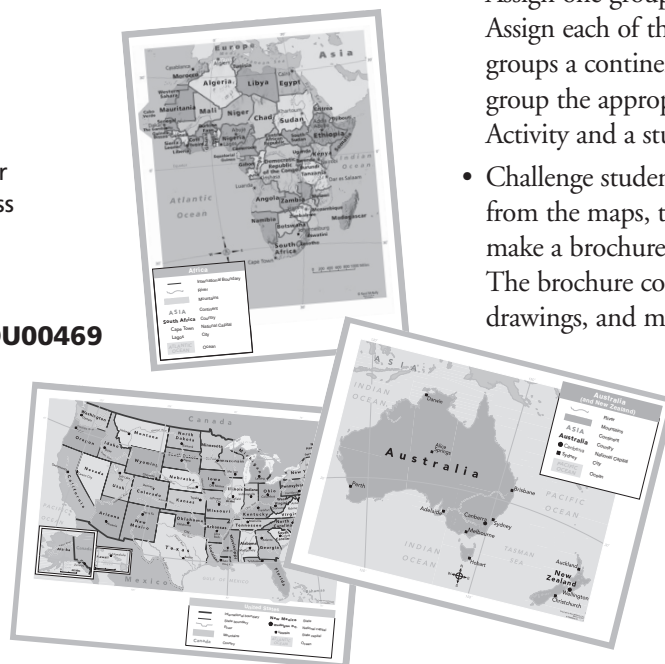
- Write the names of several other countries that have proved to be of interest to your students on the chalkboard and repeat the process.
- Have students work in small groups, using student atlases, to locate several other countries in the index. Write down the names of two or three countries for each group. Check to see if students have located the correct map page and have found the countries on the maps.

## Writing Activity

### A Travel Brochure

**Materials Needed:** *student atlases, Bonus Activities, paper, crayons, pencils*

- Display the United States and continents Bonus Activities. Encourage students to discuss what they have learned about the places shown on each card.
- Have students work in groups. Assign one group the United States. Assign each of the remaining groups a continent. Provide each group the appropriate Bonus Activity and a student atlas.
- Challenge students to use ideas from the maps, text, and photos to make a brochure about their place. The brochure could include words, drawings, and maps.



## Reading Activity

### Phonics/Spelling: Vowels

**Materials Needed:** student atlases

Divide students into small groups and give each group a student atlas. Challenge the groups to find the following:

- States that begin and end with vowels (Alabama, Alaska, Arizona, Idaho, Indiana, Iowa, Ohio, Oklahoma)
- States that begin and end with the same vowel (Alabama, Alaska, Arizona, Ohio)
- The states that have a long “a” sound in their name. (Maine, Pennsylvania)

## Reading Activity

### Making a Word Bank

**Materials Needed:** student atlases, large index cards

- Have students work in groups using the student atlases to create a word bank of state names. Assign groups the following:

**Group 1:** States beginning with A, B, and C (8 states)

**Group 2:** States beginning with D, E, F, G, H, and I (8 states)

**Group 3:** States beginning with J, K, L, and M (10 states)

**Group 4:** States beginning with N and O (8 states)

**Group 5:** States beginning with P, Q, R, or S (7 states)

**Group 6:** States beginning with T, U, V, W, X, Y, and Z (9 states)

- Ask group members to write each state name on a separate card and illustrate something they might know about the state.
- Help students arrange the completed cards in alphabetical order. Place the cards in a file box, such as a recipe box or a shoebox. As an alternative, help students generate the word bank on a computer.

# 5 HOME/SCHOOL LINK

## Home/School Link

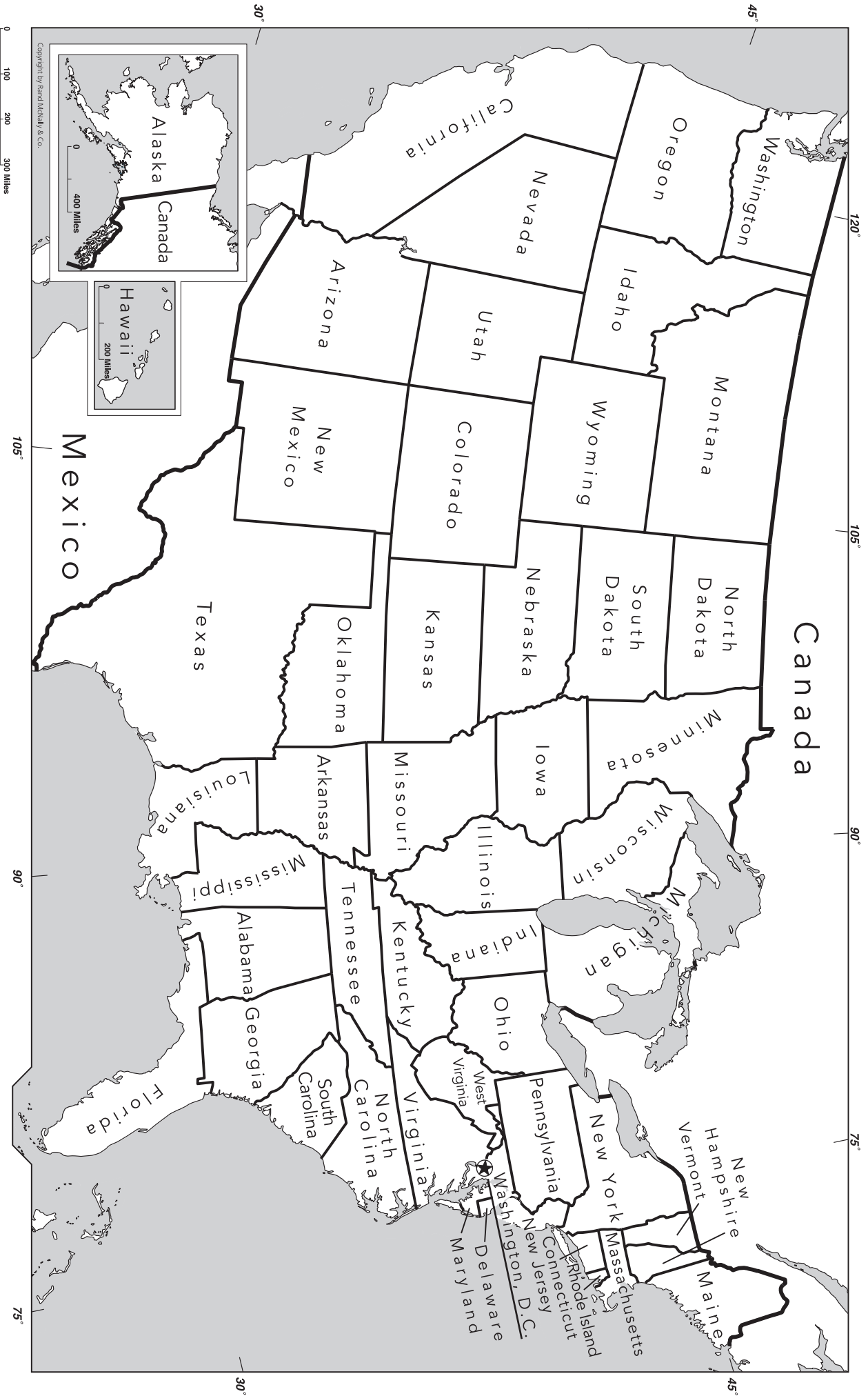
### Using the Reproducible Maps in This Guide

Provide each student a copy of the reproducible United States map with state labels (from page 14) and a copy of the reproducible world map (from page 16) to take home. Have them work with their families to color states they have visited or where they have family. Have them color and write the names of countries they have visited or where they have family.

Encourage them to write or dictate stories about each map to their parents.

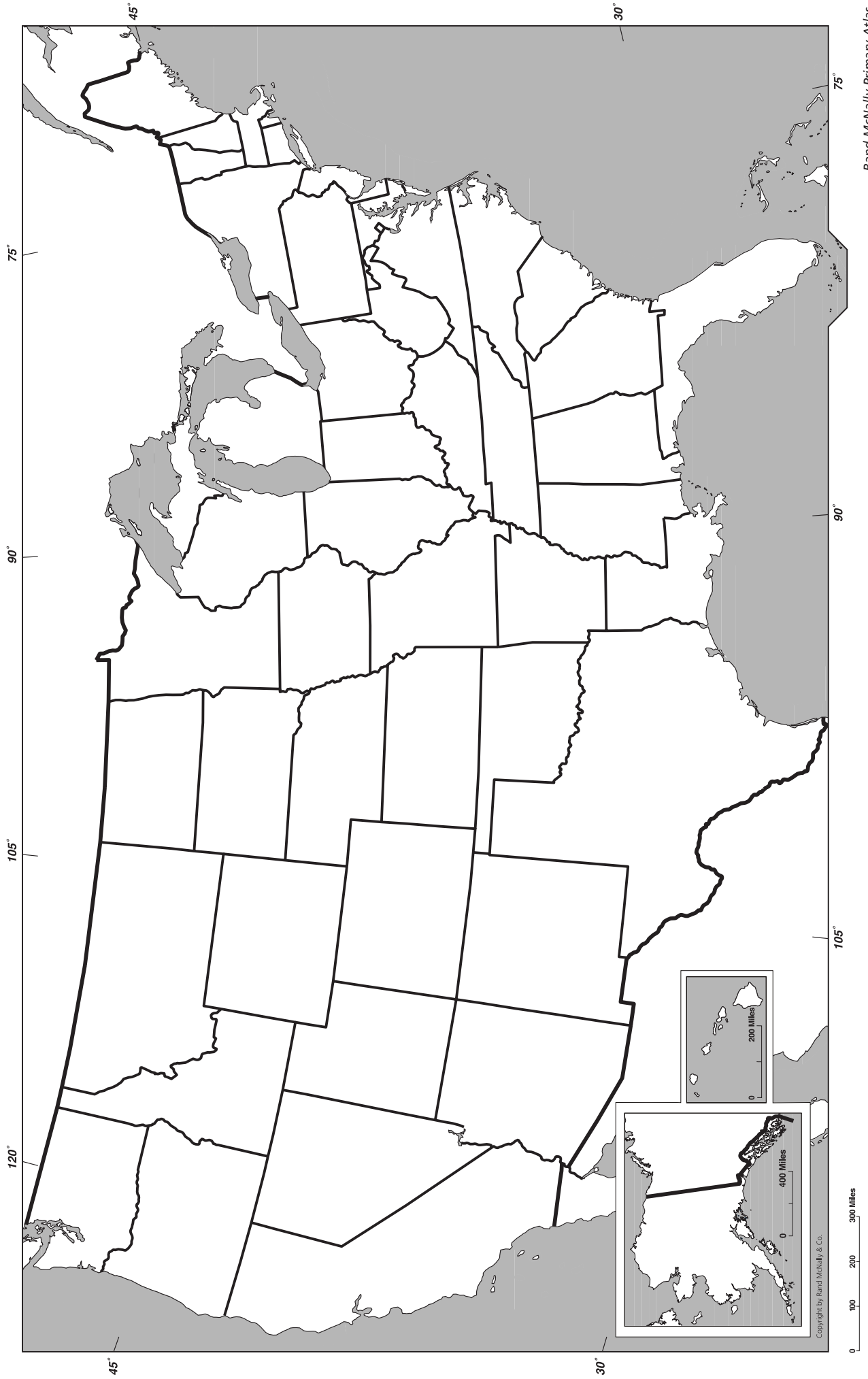
# United States

Name \_\_\_\_\_



# United States

Name \_\_\_\_\_



# The World

Name \_\_\_\_\_

