



**NATIONAL
GEOGRAPHIC**
Giant Traveling Maps



EUROPE

Teacher Guide





Use this overview to decide which activities to do with your students based on their grade/readiness level and the amount of time you have available.

An Introduction to Europe..... 3

Symbols Are the Key..... 4-5

Grades K-2 or 3-6

Time Needed: 45 minutes

Students locate cities, lakes, rivers, and more using handheld map keys and cards featuring places on the map. The fastest and most accurate team wins the game!

The ABCs of Europe! 6-8

Grades K-3

Time Needed: 30-45 minutes

Focusing on letters of the alphabet, young students learn how to locate countries, cities, and physical features.

Simon Says...Explore!..... 9-12

Grades K-8

Time Needed: 15 minutes and up (activity is flexible as to grade level, size of group, and amount of time).

Students play this popular and fun game while exploring Europe. (Can also be used as a pre-assessment or post-assessment tool.)

A Peninsula of Peninsulas...and More..... 13-14

Grades K-2, 3-5, 6-8 options

Time Needed: 45 minutes

Using clues and photographs, teams of students compete to accurately locate the most peninsulas, islands, mountains, and bodies of water.

All Aboard the Landmark Carousel..... 15-17

Grades 3-5

Time Needed: 45 minutes

Stonehenge, the Eiffel Tower, the Parthenon, the Alhambra, and twelve other iconic European landmarks are found and marked on the map. Students take a “grand tour” of Europe when they’re done!

Venn There, Done That..... 18-22

Grades K-2 or 3-6

Time Needed: 45 minutes

How many European capitals are located on a coast? A river? Or both? Students will explore the importance of water in determining the locations of cities.

The Grid Game..... 23-26

Grades K-2 or 3-6

Time Needed: 45 minutes

Using latitude and longitude coordinate cards, teams of students find locations on the map and mark them. If correct, they get a special bonus question about a place nearby. The team with the most points wins!

To Prague and Beyond	27-28
Grades K-2 or 3-6	
Time Needed: 45 minutes	
Starting in Prague, groups of students create their own creative travel itinerary across a quadrant of the map. Trains, planes, boats, and automobile engines revving—it’s time for a European vacation!	
Additional Activities	29-30
Grades K-8	
There’s so much more you can do. We invite you to try some of these, or use props and cards to create your own educationally rich activities!	
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WELCOME TO EUROPE!

Even though it's the second smallest continent after Australia, you will find that Europe boasts bountiful landscapes. A collection of peninsulas and islands reaching west from Asia, Europe is ringed by two oceans and more than a dozen seas. Russia's Ural Mountains bound its eastern edge. Rugged uplands form its western coasts while glacial lakes dot Scandinavia. The fertile North European Plain sweeps west from Russia through France, and the Alps arc across southern Europe, blocking Mediterranean lands from cold northern winds. Navigable rivers like the Rhine, Rhone, and Danube flow from these heights, linking inland areas to the oceans and seas.

Today's Europe proudly connects to peoples and ideas of the past. Greek and Roman civilizations built cultural foundations, and many of their ideas—and even buildings—live on today. Amazingly, a brand-new skyscraper or an Internet cafe might be located right next to ancient walls in a modern city center. Europe's 48 countries are home to 740 million people. More than half of these countries have joined together in the European Union, with an aim to unite differences and solve problems together. It is a noble goal yet a challenge, with changing economies and an overall slowing of population growth presenting many difficulties. But Europe continues a long tradition of success, linking its rich past with new ideas for the future.





SYMBOLS ARE THE KEY

Objectives:

- Students will learn the meaning of the map key symbols and apply that knowledge to locate features on the map.

Recommended Grades: K-2 and 3-6 options

Time Needed: 45 minutes

Materials (all included in the trunk):

- 32 Symbols are the Key cards, Level I
- 32 Symbols are the Key cards, Level II
- 4 Europe Map Keys (primary and intermediate versions available)
- 32 menu holders
- Hourglass timer (optional)
- Colored cones (8 of each color: red, blue, yellow, green), optional

Preparation: 5 minutes

- Choose grade-appropriate deck of Symbols are the Key cards
- Choose grade-appropriate set of map keys
- Distribute Symbols Are the Key cards face down at each “Base Camp” (the colored circles in the corners of the map)
- Place eight menu holders near each Base Camp

Rules:



Shoes are not allowed on the map. Please have students remove shoes before walking on the map.



No writing utensils on the map.

INTRODUCTION

Ask students to describe what a map key is and why it is important. Explain that colors and shapes are used as symbols on a map to help us understand what is represented on the map. The map key, also called a legend, is the code to interpreting the map. A key “unlocks” the map. Every map must have a key!

PLAY “SYMBOLS ARE THE KEY”

Divide the class into four teams—red, blue, yellow, green—and instruct each team to line up on the map border near their “Base Camp” (the colored circles in the corners of the map). Distribute one map key to each team.

Explain that teams will locate certain features on the map using their map key and the information on their team cards.

Students will work in pairs. Instruct the first two players in line from each team to stand on their Base Camp colored circle. These players will draw one card. They will use the Map Key to identify the symbol that matches the feature listed on the card. They will then search the map to find the particular feature shown on the card. When the pair identifies the correct feature, they will put their card in a menu holder on that spot.

After placing the card, the players return to their Base Camp and tag the next two players who then set out to find their feature. Only two players from each team will be on the map at one time.

WINNING

Play continues until all of the cards have been correctly placed. As each team completes its stack of cards, the entire team sits down at their Base Camp. This will help determine the teams that finish first, second, third, and fourth. Optional: Use the hourglass timer to expedite the game.

EXTENSION FOR K-2:

As a group, team members use one card at a time. Each member of the team searches for an example of the symbol. When found, they place a cone on the location. Team points can be gathered for each correctly placed cone. Cones are then picked up and returned to the corner for the next search. Teams can pair up and calculate each other’s points while learning the symbols.





THE ABC'S OF EUROPE

Objectives:

- Students will explore countries, cities, and physical features of Europe.
- Students will recognize capital alphabet letters.

Recommended Grades: K-3

Time Needed: 30-45 minutes

Materials (all included in the trunk):

- 25 ABC's of Europe cards (there is no card for the letter Q. See extensions for the letter Q.)
- 25 menu holders

Preparation:

- Review the ABC cards and acquaint yourself with the countries, cities, and physical features. The following chart lists all the locations found on the ABC cards.

Countries	Cities	Physical Features
Finland	Dublin, Ireland	Alps
Germany	London, UK	Black Sea
Hungary	Paris, France	Caspian Sea
Ireland	Zermatt, Switzerland	English Cannel
Russia	Yalta, Ukraine	Jutland Peninsula
Spain	Venice, Italy	Koal Peninsula
Norway	Warsaw, Poland	Mediterranean Sea
	Xanthi, Greece	Ural Mountains
	Tallinn, Estonia	Ocean (Atlantic)

Rules:



Shoes are not allowed on the map. Please have students remove shoes before walking on the map.



No writing utensils on the map.

INTRODUCTION

This teacher-led activity can serve as an introduction to the Giant Traveling Map.

Invite students to sit on the border on the southern edge (facing Europe from Africa) of the map. Give one ABC card and one menu holder to each student.

Show students the title of the map, Europe, and have them name the first alphabet letter of the word. Tell students they will be looking for items on the map that begin with the letter on their cards. Some cards are the names of countries, some are the names of cities, and some are the names of physical features, such as mountains, seas, or peninsulas.

Share with the students this definition of physical feature:

A physical feature is a natural feature of the Earth's surface, including landforms, bodies of water, climate, natural vegetation, and soil of the earth.

PLAYING THE GAME

1. Ask students if they think they may have a card with the name of a country. Hint: Country cards have a red border. Invite students with country cards to come onto the map, three at a time. Help students find their countries on the map and have them sit in their countries, holding their cards.
2. When all students with country cards are on the map, ask students sitting on the edge of the map if they can remember a letter OR a country that was just located. If they can correctly identify a letter or country, the student sitting in that country may put his or her card in a menu holder and display it on the country. Then the student may go and sit on the map border next to the person who identified their alphabet letter or country.
3. Throughout the activity the instructor should model the process of naming the alphabet letters and the country names. This will encourage students to learn/review alphabet letters and expand their vocabulary with country names.
4. When all country cards are in menu holders and displayed on the map, repeat the activity with cities (blue border cards), and then with physical features (green border cards). Make sure each child gets a turn to sit on the map.
5. To complete the lesson, ask all students to again sit near their original alphabet card on the map. The teacher can call out the letters in order (or all mixed up). Each student can point out the location of their letter, read their card (with teacher assistance if needed), and bring the card and menu holder to the teacher. The student should return to sit on the edge of the map after handing in his or her card. The activity ends with all cards collected.

ADDITIONAL QUESTIONS/EXTENSIONS

- Can you find a country, city, or physical feature that starts with the same letter as your first name? As your last name?
- Can you spell your name by finding alphabet cards on the map?
- Can you find an alphabet card that is located in water on the map? How do you know it is water?
- Can you find an alphabet card that is in a large country? A small country?
- Can you find a different country, city, physical feature, or region that starts with your alphabet letter?
- Partner with a class of upper elementary students. The older students can assist the younger students as they complete the activities.
- There are no countries, cities, or physical features in Europe labeled on this map that begin with the letter Q. (Students may be interested to know there is a city named Quimper in the Brittany region of France.)





SIMON SAYS...EXPLORE EUROPE!

Objectives:

- Students will explore the physical and human geography of Europe.
- Students will utilize movement and knowledge of cardinal directions to locate and identify major physical and political features in Europe.

Recommended Grades: K-8

Time Needed: 15 minutes and up (activity is flexible as to grade level, size of group, and amount of time)

Materials (all included in the trunk):

- Colored Lanyards (red, blue, yellow, green)
- Hourglass Timer

Preparation: 5 minutes

- Read the activity introduction and locate the examples to show students.
- Review the Simon Says statement card for your group size and familiarize yourself with the statements.

Rules:



Shoes are not allowed on the map. Please have students remove shoes before walking on the map.



No writing utensils on the map.

INTRODUCTION

Depending on experience and prior knowledge, students may need a general introduction or tour of the Europe map. This teacher-led activity can serve as an introduction or review of some of the major physical or political features that students will visit during the game. Walk over the map and show (or have selected students locate and stand on) the following:

Atlantic Ocean

Alps

Greenland

Ireland

Caspian Sea

Ural Mountains

Russia

Strait of Gibraltar

Arctic Ocean

France

Sicily

Black Sea

Spain

Italian Peninsula

Scandinavia

Asia

Mediterranean Sea

Prime Meridian

United Kingdom

Germany

North Sea

English Channel

Iceland

Africa

Remember to note the colors on the map that represent countries, elevation or relief, and water. Have students face north on the map and then turn and face each of the other three cardinal directions (south, east, west) before starting the first game.

PLAYING THE GAME

Divide the class into 4 teams—red, yellow, green and blue—and instruct each team to gather behind their “Base Camp” (the colored circles in the corners of the map). Make the teams as even as possible. Give each student a lanyard corresponding to the color of his or her team.

Using Simon Says statements, direct students to visit various locations in Europe. If they move toward a location that did not begin with the direction “Simon Says,” or they choose an incorrect place, they will be “out.” When a student is out, he or she will walk off the map and sit on the border of the map near his or her team’s corner until the start of a new game. Mix the game up and control traffic with qualifiers, like these:

Simon Says **everybody**...

Simon Says **red team**...

Simon Says **all girls**...

Simon Says **all boys**...

The hourglass timer will signal the end of each game. The team with the most team members still on the map will be declared the winner of that game. Team members who were out of the game can return to the map for the start of a new game.

The Simon Says Statement Card is two-sided. Side one features statements best for when the game begins and there are larger groups of students. Side two statements are best for the middle and end of the game when there are fewer students left on the map.

No running is allowed. Students who run, touch, or impede other students will be out.

Allow students a few seconds to get to each location that Simon Says for them to visit. Assure students that each game will have a time limit of 5 to 10 minutes to keep “out time” to a minimum.

Remember to mix in statements without the prefix “Simon Says” to catch students who are not paying close attention.

Feel free to create and use your own Simon Says statements. Review the rules, turn the hourglass timer, and begin!

SIMON SAYS STATEMENTS FOR LARGE GROUPS

Simon Says statements for the start of the game or with larger numbers of students.

Sit on the Arctic Circle and face south.

Stand in European Russia and face west.

Stand on any border between European countries.

Make a circle around the country of Iceland.

Stand in Atlantic Ocean and face east.

Put a toe in the country, completely within Europe, with the largest population. **[Germany]**

Kneel in the Mediterranean Sea and face north.

Stand on the Prime Meridian and face east.

Place a finger on your own European capital city (try to find your own).

Sit on the African continent.

Stand in a country that borders the Atlantic Ocean and the Mediterranean Sea. **[Spain or France]**

Lie down along any coastline.

Put a toe on any island north of 50 degrees north latitude.

Place your right foot on one of Europe's many peninsulas.

Stand in a country that starts with a consonant.

Put a toe on the Italian Peninsula.

Stand on a mountain range that separates Europe and Asia. **[Urals or Caucasus]**

Stand on the Scandinavian Peninsula.

Place one hand in the Black or Caspian Sea.

Put a toe in one of Europe's major Alpine countries. **[Austria, France, Germany, Italy, Switzerland, Slovenia]**

Stand in any country east of 20 degrees east longitude.

SIMON SAYS STATEMENTS FOR THE START OF THE GAME OR WITH SMALLER NUMBERS OF STUDENTS

Put a toe in the Arctic Ocean.

Stand in your own landlocked European country.

Stand in the country that boasts Europe's longest river. **[Russia, Volga River]**

Line up on 40 degrees north latitude facing north.

Stand anywhere in the Western Hemisphere.

Place one hand in a European country that starts with the letter I. **[Italy, Ireland, or Iceland]**

Sit in the country in Europe that spans the most degrees of longitude. **[Russia]**

Put a toe in the country that hosted the 2012 Summer Olympic Games. **[United Kingdom–London]**

Sit in any sea that starts with the letter A, B, or C. **[Adriatic, Aegean, Baltic, Barents, Black, Caspian]**

Lie down on the Northern European Plain.

Put a toe on your own European capital that is not on a coastline.

Put one foot in a country that starts with the letter S. **[Serbia, Slovakia, Slovenia, Spain, Sweden, San Marino]**

Stand on the world's largest island. **[Greenland]**

Stand within eight hundred miles of a map scale.

Put a toe in a country that starts with P. **[Poland, Portugal]**

Place a finger on the country whose capital encircles Vatican City. **[Italy]**

Stand in one of the two countries connected by the "Chunnel." **[France, United Kingdom]**

Place a finger on the country where both NATO and EU headquarters are located. **[Belgium]**

Put a toe on any island north of 55 degrees north latitude.

Stand in a country that starts with a vowel. **[Albania, Andorra, Austria, Estonia, Iceland, Ireland, Italy, Ukraine, United Kingdom]**

Place a finger on one of Europe's seven smallest countries. **[Andorra, Liechtenstein, Luxembourg, Malta, Monaco, Vatican City, San Marino]**





A PENINSULA OF PENINSULAS...AND MORE!

Objectives:

- Using images and text clues, students will identify and describe important physical features of the European continent.

Recommended Grades: K-2, 3-5, 6-8 options

Time Needed: 45 minutes

Materials (all included in the trunk):

- 48 European Physical Features cards
- 48 menu holders
- 40 lanyards (red, blue, yellow, green)

Preparation: 5 minutes

- Place the Physical Features photo cards at the corresponding colored Base Camps (the large colored circles in the corners of the map). Use cards numbered 1-12 for grades K-2, 1-24 for grades 3-5, and 1-48 for grades 6-8).
- Place menu holders (one per student) at each Base Camp.

Rules:



Shoes are not allowed on the map. Please have students remove shoes before walking on the map.



No writing utensils on the map.

PLAYING THE GAME

Divide the class into four teams—red, blue, yellow, green—and instruct each team to line up behind their Base Camp. Make the teams as evenly numbered as possible. Give each student a lanyard corresponding to the color of his/her team.

Explain to students that each card has a photo or satellite image of a prominent European physical feature. These physical features are peninsulas, islands, mountains, or bodies of water. Define these terms if needed. On the back of each card they will find the name of the physical feature and two clues to its location.

When told to start, two students per team will pick up a card and a menu holder and go onto the map. Only two students from each team will be on the map at one time. Students will read the clues and use this information and the photo or satellite image to help them find the location of the physical feature. When they think they have the correct location they will place their card in the menu holder and leave it on the spot they have chosen. When those students return to the line, the next two students can then proceed with the next card and menu holder. Play will continue until all four teams place all their cards on the map. Assist students as needed.

PLAYING THE GAME (CONT'D)

Teams are awarded four points for finishing first, three points for finishing second, two points for finishing third, and one point for finishing fourth. However, speed is not the only factor for determining a team's final score. They are also awarded one point for each correct location.

When all teams are finished, instruct students to sit along the outside border of the map for a scoring and review session. Starting with the fourth-place team, ask each student to go onto the map and read the name of the physical feature out loud to the entire class. If the location is correct, award a point for that team. If the location is incorrect, place the card on the correct location before continuing. After scoring for both time and correct placement, the final scores will be determined.

Students who run on the map or knock over another team's card will have to leave the map and will not be able to place that card or earn that point for their team.

OPTIONS AND EXTENSIONS:

- Collect and redistribute the cards for another round.
- Instead of a team relay, give students the cards while they sit on the outside border of the map and ask them to find their physical features in groups (peninsulas, islands, mountains, and bodies of water).
- Have students roam around the map and look at the physical features from the other three groups before the scoring session.





ALL ABOARD THE LANDMARK CAROUSEL

Objectives:

- Students will learn about the human geography of Europe.
- Students will locate selected sites of European landmarks on the map, using written directions and relative location.

Recommended Grades: 3-5

Time Needed: 45 minutes

Materials (all included in the trunk):

- 16 colored poly spots (4 red, 4 blue, 4 yellow, 4 green)
- 16 menu holders
- 16 All Aboard the Landmark Carousel photo cards

Preparation: 5 minutes

- Place the 16 colored poly spots on the map at specified locations (using the locator key).
- Place one menu holder on top of each poly spot.
- Review photo cards to be acquainted with the landmarks.

Rules:



Shoes are not allowed on the map. Please have students remove shoes before walking on the map.



No writing utensils on the map.

INTRODUCTION AND STUDENT PREPARATION:

Students may need a general introduction or tour of the map. This teacher-led activity can serve as an introduction or review of some of the major physical features of and bordering Europe. Walk or have a selected student walk on the map and stand on the following:

Atlantic Ocean

Baltic Sea

Alps

Danube River

Iberian Peninsula

United Kingdom

Africa

Black Sea

Urals

Volga River

Italian Peninsula

France

Mediterranean Sea

North Sea

Caspian Sea

Scandinavian Peninsula

Russia

Germany

Remember to note the map represents countries with borders and that selected symbols represent cities. Next, review the cardinal directions. Have students face north on the map using the compass rose located in each corner and then turn and face each of the other three cardinal directions (south, east, west) before starting.

DOING THE ACTIVITY

Divide the class into four groups—red, blue, yellow, green—and instruct each group to gather next to their “Base Camp” (the colored circles in the corners of the map). Make groups as evenly numbered as possible. Place the appropriately colored Landmark photo cards in each corner, face down. Explain that each card has a picture on one side, and on the other side 2-3 landmark facts and 2-3 clues as to where the landmark is located.

To start, one student (or a pair of students if there are more than four per group) chooses one of the cards and takes one menu holder onto the map. The student reads the facts and location clues and then places the card on the correct polyspot, standing the card upright using the menu holder.

There can be no more than one correct card in each menu holder. Students who run, touch, impede other students, or knock over menu holders will have to leave the map and gather his or her information by listening to others sharing from their cards.

When all the cards have been correctly placed on the map, each of the four colored groups will pair with another colored group and share information from their cards. When the sharing portion has concluded, student groups will rotate clockwise (“carousel”) to the next Base Camp. The activity will then be repeated. Do as many carousel rotations as time permits.

As a winding down activity, the students can sit on the map or on the border of the map. Ask for volunteers to stand and share one new geographic fact they learned from this activity.

In conclusion, ask students these questions:

- Is there a pattern of where the landmarks are? Where they are not?
- Why might these patterns exist? This may lead to a discussion about where people are more densely populated.
- Did you learn any new words from languages other than English?







VENN THERE, DONE THAT

Objectives:

- Students will locate the capital cities of countries in Europe.
- Students will connect the capital cities with their locations near bodies of water.
- Students will understand that water-based transportation is important to commerce and trade.

Recommended Grades: 3-8

Time Needed: 45 minutes

Materials (all included in the trunk):

- 8 blue hoops
- 4 sets of 47 Country Name cards (red, blue, yellow, green)
- Europe map key (choose from primary and intermediate versions)
- 4 cards (red, blue, yellow, green) labeled “Ocean or Sea”
- 4 cards (red, blue, yellow, green) labeled “River”

Preparation:

- Place two hoops and the red set of Country Name cards near the red spot on the corner of the map (red “Base Camp”). Place one card labeled “Ocean or Sea” and one card labeled “River” on the red Base Camp.
- Repeat for blue, yellow, and green corners.
- Place map key under the map title Europe.

Rules:



Shoes are not allowed on the map. Please have students remove shoes before walking on the map.



No writing utensils on the map.

INTRODUCTION AND STUDENT PREPARATION:

Students may first need an introduction to the symbol for capital cities and the symbol for rivers using the map key. Ask students what the color blue indicates on the map, and point out a sample ocean, sea, and river. Ask students to identify the symbol used for a capital city, and demonstrate a sample country and capital.

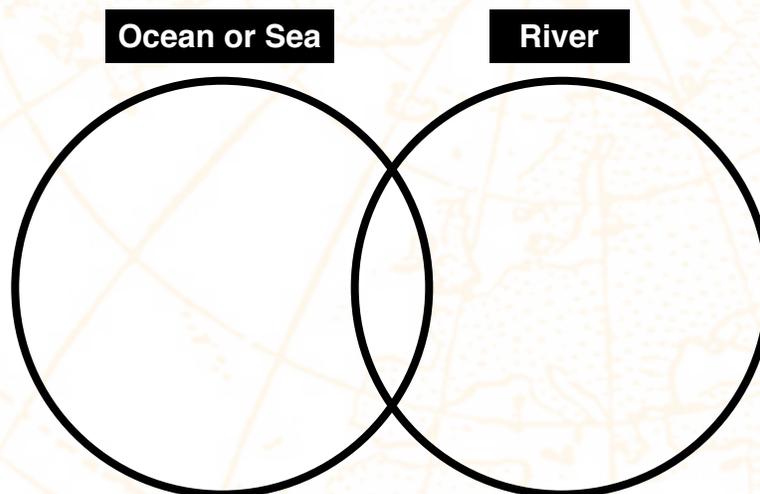
PLAYING THE GAME

Divide the class into 4 groups—red, blue, yellow, and green—and instruct each group to gather next to a Base Camp (the colored circles in the corners of the map). Make the teams as even as possible, with six to eight students in each.

Tell students they are competing with the other teams to find the capital city for each country on their cards. Every person on the team should have the opportunity to find several capitals. When they find the capital city, they need to make a decision about the location of the capital city. Is the capital:

1. Located on the coast of an ocean or sea?
2. Located on a river?
3. Located BOTH on the coast of an ocean or sea, and a river?
4. Located on NEITHER (not located near any visible body of water)?

Tell the students to use their two hoops to make a Venn diagram to organize information about the capital city of each country. They will place the hoops in a Venn formation (see diagram below) near their Base Camp and add the two labels as shown:



After learning the location of the capital city, students place the country name card:

- In the left hoop if the capital city is located on the coast of a sea or ocean,
- In the right hoop if it is located on a river,
- In the intersection of both hoops if it is located BOTH on a coast and on a river, or,
- Outside both hoops if the capital doesn't appear to fit the other categories.

Each team has a card for all European countries on the map, but if time is limited it is not necessary for all cards to be used. Allow at least 15 minutes for the teams to work, and then call "time" so the teams can compare their results.

When time is called ask students to sit near their Base Camp. Ask the red team to read the names of all the countries that have capitals on the coast of a sea or ocean. Other teams should find the card names as they are read, and see if they have the same results.

Ask the blue team to read the names of all countries that have capitals on a river. Other teams again find the card names as they are read, and note any differences.

The yellow team reads the names of countries that are in the intersection of both hoops.

The green team reads the names of countries that are outside the hoops.

Students may disagree, or say that they are unable to determine the location of a capital city. Point out that the scale and the features included by the cartographer determine how much detail can be included in the map.

In conclusion, ask students these questions:

- What countries were you unable to place in the Venn diagram? Why?
- How can you find more information about these countries and their capitals?
- Why do you think many capitals are located on rivers? Why are some located on the shores of oceans or seas?
- What rivers do you think are the most important rivers in Europe?
- Students will be interested to know that all the capital cities in Europe are located on rivers, and many are also located on a coast of an ocean or sea.

EXTENSIONS:

- Choose a country, and research the river that runs through the capital city.
- Many rivers of Europe have been the subjects of songs. How many river songs can you find for this continent? Examples: “Song of the Volga Boatmen” and “The Blue Danube.”
- Some of Europe’s rivers flow through several countries. Trace the path of the Danube, Volga, or another European river.

TEACHER RESOURCE I

European Countries and Capitals

Name of the Country	Capital
Albania	Tirana
Andorra	Andorra la Vella
Austria	Vienna
Belarus	Minsk
Belgium	Brussels
Bosnia and Herzegovina	Sarajevo
Bulgaria	Sofia
Croatia	Zagreb
Cyprus	Nicosia
Czech Republic	Prague
Denmark	Copenhagen
Estonia	Tallinn
Finland	Helsinki
France	Paris
Germany	Berlin
Greece	Athens
Hungary	Budapest
Iceland	Reykjavík
Ireland	Dublin
Italy	Rome
Kosovo	Prishtina
Latvia	Riga
Liechtenstein	Vaduz
Lithuania	Vilnius
Luxembourg	Luxembourg
Macedonia	Skopje
Malta	Valletta
Moldova	Chişinău
Monaco	Monaco
Montenegro	Podgorica
Netherlands	Amsterdam and The Hague
Norway	Oslo
Poland	Warsaw
Portugal	Lisbon
Romania	Bucharest
Russia	Moscow
San Marino	San Marino
Serbia	Belgrade
Slovakia	Bratislava
Slovenia	Ljubljana
Spain	Madrid
Sweden	Stockholm
Switzerland	Bern
Turkey	Ankara
Ukraine	Kiev
United Kingdom	London
Vatican City	Vatican City

TEACHER RESOURCES II

European Capital Cities Located on a River

Name of the Country	Capital City	River
Albania	Tirana	Lana
Austria	Vienna	Danube
Belgium	Brussels	Zenne
Bulgaria	Sofia	Vladaya
Cyprus	Nicosia	Pedieos
Czech Republic	Prague	Vltava
England	London	Thames
Finland	Helsinki	Vantaa
France	Paris	Seine
Germany	Berlin	Spree and Havel
Greece	Athens	Kifissos
Hungary	Budapest	Danube
Iceland	Reykjavík	Ellioaa
Ireland	Dublin	Liffey
Italy	Rome	Tiber
Latvia	Riga	Daugava
Spain	Madrid	Manzanaras
Macedonia	Skopje	Vardar

TEACHER RESOURCES III

Capital Cities Located on a Coast

Name of the Country	Capital City
Greece	Athens
Italy	Rome
Norway	Oslo
Denmark	Copenhagen
Portugal	Lisbon
Finland	Helsinki
Estonia	Tallin
Ireland	Dublin
Sweden	Stockholm
Malta	Valletta
Netherlands	Amsterdam
Lativa	Riga



THE GRID GAME

Objectives:

- Students will review the concept of absolute location using latitude and longitude.
- Students will use colored chains to locate sets of coordinates and simulate the global grid of latitude and longitude lines.

Recommended Grades: 4-8

Time Needed: 45 minutes

Materials (all included in the trunk):

- 32 Coordinate cards (eight for each team)
- 8 Fluorescent Orange Chains, 46" each (two per team)
- 40 Colored Lanyards (blue, red, yellow, green)—optional

Preparation: 2 minutes

- Place two orange chains per team near each colored circle in each corner.
- Place the corresponding colored Coordinate cards (#1-8) on each team's circle.

Rules:



Shoes are not allowed on the map. Please have students remove shoes before walking on the map.



No writing utensils on the map.

PREPARATION

Review the concepts of latitude and longitude with students before starting the game by showing them where they will find the numbers associated with each set of coordinates. Latitude numbers can generally be found along the sides of the map (east and west), while longitude numbers can be found at the top (bunched centrally) or along the bottom (south). Have a few students walk along each set of lines to show their locations and demonstrate how the lines curve or slowly get closer or farther apart.

PLAYING THE GAME

Divide the class into 4 teams—yellow, blue, red, and green—and instruct each team to line up behind their “Base Camp” (the colored circles in the corners of the map). Make the teams as even as possible. Optional: Give each student a lanyard corresponding to the color of his/her team.

Explain that four students at a time from each team will work together as a group to locate the coordinates on their card and place their chains on the correct lines of latitude and longitude, forming a + sign with the two chains along the intersection of the two lines. Give students a set time (thirty seconds or one minute) to locate their coordinates and place their chains. The group waits at that spot for the teacher to check their location.

Start each round of the game by telling the four teams of four students to pick up their chains and the top card on their pile before going out on the map to locate their coordinates. Students will then wait at that spot for the teacher to check their location and to ask their team their bonus question.

There will be a total of sixteen points available to each team. One point will be awarded if the team marks the correct location. A second point will be awarded if the team is able to answer a bonus question (below) about a physical feature or place near their coordinates. A group is only asked a bonus question if they first got the location right. The group returns to their Base Camp with their chains and card and the next group from their team takes a turn.

No running is allowed. Students who run, touch, or impede other students will be disqualified.

ROUND ONE QUESTIONS AND ANSWERS

Yellow Card #1: Name the country closest to your coordinates. [Italy]

Blue Card #1: Name the ocean northeast of your location. [Arctic Ocean]

Red Card #1: What is the capital of Iceland? [Reykjavík]

Green Card #1: Name the nearest capital city to your coordinates. [Moscow]

ROUND TWO QUESTIONS AND ANSWERS

Yellow Card #2: Name the sea southeast of your location. [Norwegian Sea]

Blue Card #2: What is the capital of Finland? [Helsinki]

Red Card #2: Name the inland sea closest to you coordinates. [Caspian Sea]

Green Card #2: Which ocean are you in? [Atlantic Ocean]

ROUND THREE QUESTIONS AND ANSWERS

Yellow Card #3: Name the sea west of your coordinates. [Barents Sea]

Blue Card #3: What river empties into the Black Sea near your coordinates? [Danube River]

Red Card #3: Name the sea west of your location. [Baltic Sea]

Green Card #3: What country does the island of Crete belong to? [Greece]

ROUND FOUR QUESTIONS AND ANSWERS

Yellow Card #4: Name the country at your location. [Poland]

Blue Card #4: Name the sea southeast of your coordinates. [North Sea]

Red Card #4: Which two countries make up the Iberian Peninsula? [Spain and Portugal]

Green Card #4: Name the islands northwest of your location. [Svalbard Islands]

ROUND FIVE QUESTIONS AND ANSWERS

Yellow Card #5: What country lies both east and west of your location? [United Kingdom]

Blue Card #5: Which two large bodies of water are connected by the Strait of Gibraltar? [Atlantic Ocean and Mediterranean Sea]

Red Card #5: Name the sea south of your location. [Adriatic Sea]

Green Card #5: Name the mountain range east of your coordinates. [Ural Mountains]

ROUND SIX QUESTIONS AND ANSWERS

Yellow Card #6: What continent lies just east of your location? [Asia]

Blue Card #6: Name the peninsula northwest of your coordinates. [Kola Peninsula]

Red Card #6: Name the island country northwest of your location. [Ireland]

Green Card #6: What is the capital of Germany? [Berlin]

ROUND SEVEN QUESTIONS AND ANSWERS

Yellow Card #7: True or False. Your location is below the Arctic Circle. [False]

Blue Card #7: What is the capital of France? [Paris]

Red Card #7: Name the island directly west of your coordinates. [Cyprus]

Green Card #7: What country owns the island northwest of your location? [Denmark]

ROUND EIGHT QUESTIONS AND ANSWERS

Yellow Card #8: Name the peninsula that Denmark occupies. [Jutland Peninsula]

Blue Card #8: What country do your coordinates lie within? [Ukraine]

Red Card #8: Which major river starts just south of your location? [Volga]

Green Card #8: Name the peninsula that includes Sweden and Norway. [Scandinavia]





TO PRAGUE AND BEYOND ...

Objectives:

- Students will locate places on the map.
- Students will identify transportation routes on a map.
- Students will become familiar with the physical and human characteristics of places in Europe.

Recommended Grades: 6-8

Time Needed: 45-60 minutes

Materials (all included in the trunk):

- 6 colored 20-foot plastic chains (2 white, 1 blue, 1 green, 1 red, and 1 yellow)
- 36 plastic building blocks (9 blue, 9 green, 9 red, 9 yellow)
- 36 menu holders
- European Destination cards (36)
- Transportation models (4 airplanes, 4 cars, 4 train engines, and 4 ships – 1 each blue, red, green and yellow)
- Four map keys (intermediate version)

Preparation: 10 minutes

- Place one white chain along the 50 degree north latitude line and another along the 15 degree east longitude line. The chains divide the map into 4 regions.
- Place the following in each corner: Color coordinated plastic chain, airplane, car, train engine, ship, 9 European Destination cards, and 9 menu holders

Rules:



Shoes are not allowed on the map. Please have students remove shoes before walking on the map.



No writing utensils on the map.

INTRODUCTION AND STUDENT PREPARATION

Divide the students into four groups (red, blue, green, yellow) and instruct them to be seated on the map border near their Base Camp (the colored circles in the corners of the map). Explain that each group will create a tour of the region of Europe nearest their corner.

Outline key information for the task:

1. This student-created tour is a product of group input and cooperation.
2. Each of the four groups will begin its tour of Europe in centrally-located Prague, Czech Republic.
3. Each member will choose a color-coordinated European card and locate the destination on the map. Using a menu holder, the European Destination card should be placed on the map. (Optional: Plastic blocks may be used to locate the destination.)
4. Groups need to determine the best route to travel between their destinations, beginning in Prague and ending their tour at a destination of their choice. The route is marked by the chain.
5. Each tour will need to include transportation by boat, car, train, and plane. Groups should place a transportation model by each type of travel, indicating at least one leg of the journey is traveled by each of the modes of transport. Students will use the map key to determine rivers, roads, railroads, and airports.
6. Groups should work so that the tour does not exceed the length of their chain.

IN CONCLUSION:

Students from each regional group can share their tour with the other three groups. They can accomplish this through oral presentation of each tour, or walking around the map and making observations about their tour. Alternatively, a “jigsaw” of the groups could be completed (assemble new groups containing a member from each of the original groups), to pair and share the destination choices and methods of transportation.

EXTENSIONS:

Groups can calculate the mileage of each tour using the map scale and the chain.

Groups can include the World Heritage sites on their tour. Cards are provided in the trunk.

Groups can research and include destinations of their choosing.





ADDITIONAL ACTIVITIES

Below are suggestions for additional activities on the National Geographic Giant Traveling Map of Europe. Improve as needed to make appropriate for grade level.

Trunk Resources:

Use the props and other resources found in the map trunk to supplement your giant map experience and classroom studies. Many of the resources in the trunk can enhance the activities and help you adapt them to various grade levels.

Rules:



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No writing utensils on the map.

HOW BIG IS EUROPE?

For some fun with math and geography, challenge the students to outline the United States inside Europe. Use the plastic chains so they can visualize how large the continent is in relation to the United States of America. This is best done with small groups. Alternatively, if you want to quickly demonstrate it, direct four students to stand on these locations, each representing a corner of the U.S. Students may also fill in the space between the four corners to further illustrate the boundary lines.

- Portland, Maine: Novgorod, Russia (58° N, 31° E)
- Miami, Florida: Istanbul, Turkey (40° N, 29° E)
- San Diego, California: Lisbon, Portugal (39° N, 9° W)
- Seattle, Washington: Dublin, Ireland (53° N, 6° W)

From here you may segue to having students predict and stand on the country they think is the same size as their own state, or selected states such as Texas or Rhode Island. Use the tables of U.S. state land areas compared to European country land areas for more discussion.

EUROPEAN COUNTRY CARDS?

In the trunk you will find a complete deck of European Country cards. Each card gives the population, land area, currency, language(s), and Gross Domestic Product of a European country. Use these to create your own activity/game using analysis, math, comparisons, and rankings of countries.

FIVE-MINUTE IDEAS FOR HISTORY AND HUMAN GEOGRAPHY

This may be better suited for older students as it reviews and connects European history. For example, ask the students to stand in a country that belongs to the European Union. Stand in a country that uses/does not use the euro for its currency. Stand in a country that was behind the Iron Curtain. Stand in a country that was part of the Roman Empire. You may think of other regions, based upon your curriculum or class interest.

FAMOUS EUROPEAN REGIONS

This may be better suited for older students. Students may review and discuss the significance of various regions such as the following:

France: Brittany, Normandy, Burgundy, Bordeaux
Spain: Catalonia, Valencia, Andalusia
Italy: Tuscany, Campania, Umbria
United Kingdom: Wales, Scotland, Northern Ireland

WHERE DID THAT NAME COME FROM?

Assign students to walk about the map and look for city and place-names that are the same as or similar to those in their home state or somewhere in the United States. Examples include Berlin, Paris, Rome, Dublin, Florence, Moscow, and London, which all have “namesake” cities in the U.S.

CURRENCY AND WEALTH

Use the Country cards to compare the income and currencies of selected countries. The Country cards show GDP per capita (Gross Domestic Product per person, a widely accepted indicator of a country’s standard of living) as well as the currency used in each European country. Which countries of Europe are wealthier? Which are poorer? How many countries use the euro? Is there a pattern to the other currencies used?

EXHIBITING PHOTOS

The Giant Traveling Map has several photo cards that support map activities. These photo cards each tell a compelling story about a special place in Europe. Arrange a selection of photos on the map as an exhibit and invite family and community interaction at open houses or other events.

GEO-GYM

Collaborate with the physical education teacher to create fun games on the map that combine exercise with geography. Use foam balls, hoops, cones, and other equipment to invent your own games. Remember, shoes are not allowed on the map.

MUSIC

Invite a music teacher or local musicians and dancers to lead an activity on the map using sounds and movement. Identify geographic regions known for particular music and dance genres, drawing on folk dances, waltzes, ballet, classical music, and EuroPop. Go to www.nationalgeographic.com/worldmusic for sample music from Europe.



EUROPEAN COUNTRY AREAS

Name of the Country	Area in Square Miles	Area in Square Kilometers
Albania	11,000	28,748
Andorra	181	468
Austria	32,858	83,858
Belarus	80,153	207,595
Belgium	11,787	30,528
Bosnia-Herzegovina	19,741	51,129
Bulgaria	42,855	110,994
Croatia	21,831	56,542
Cyprus	3,572	9,251
Czech Republic	30,450	78,866
Denmark	16,640	43,098
Estonia	17,462	45,227
Finland	130,558	338,145
France	210,026	543,965
Germany	137,847	357,022
Greece	50,949	131,957
Hungary	35,919	93,030
Iceland	39,769	103,000
Ireland	27,133	70,273
Italy	116,345	301,333
Kosovo	4,203	10,887
Latvia	24,938	64,589
Liechtenstein	62	160
Lithuania	25,212	65,300
Luxembourg	998	2,586
Macedonia	9,928	25,713
Malta	122	316
Moldova	13,050	33,800
Monaco	1	2
Montenegro	5,333	13,812
Netherlands	16,034	41,528
Norway	125,004	323,758
Poland	120,728	312,685
Portugal	35,655	92,345
Romania	92,043	238,391
Russia	6,592,850	17,075,400
San Marino	24	61
Serbia	29,913	77,474
Slovakia	18,932	49,035
Slovenia	7,827	20,273
Spain	195,363	505,988
Sweden	173,732	449,964
Switzerland	15,940	41,284
Turkey	300,948	779,452
Ukraine	233,090	603,700
United Kingdom	93,788	242,910
Vatican City	0.2	0.4

U.S. STATE AREAS

Name of the State	Area in Square Miles	Area in Square Kilometers
Alabama	52,419	135,765
Alaska	663,267	1,717,854
Arizona	113,998	295,254
Arkansas	53,179	137,732
California	163,696	423,970
Colorado	104,094	269,601
Connecticut	5,543	14,357
Delaware	2,489	6,447
Florida	65,755	170,304
Georgia	59,425	153,909
Hawaii	10,931	28,311
Idaho	83,570	216,446
Illinois	57,914	149,998
Indiana	36,418	94,321
Iowa	56,272	145,743
Kansas	82,277	213,096
Kentucky	40,409	104,659
Louisiana	51,840	134,264
Maine	35,385	91,646
Maryland	12,407	32,133
Massachusetts	10,555	27,336
Michigan	96,716	250,494
Minnesota	86,939	225,171
Mississippi	48,430	125,434
Missouri	69,704	180,533
Montana	147,042	380,838
Nebraska	77,354	200,345
Nevada	110,561	286,351
New Hampshire	9,350	24,216
New Jersey	8,721	22,588
New Mexico	121,590	314,915
New York	54,556	141,299
North Carolina	53,819	139,389
North Dakota	70,700	183,112
Ohio	44,825	116,096
Oklahoma	69,898	181,036
Oregon	98,981	254,805
Pennsylvania	46,055	119,283
Rhode Island	1,545	4,002
South Carolina	32,020	82,932
South Dakota	77,117	199,731
Tennessee	42,143	109,151
Texas	268,581	695,621
Utah	84,899	219,887
Vermont	9,614	24,901
Virginia	42,774	110,785
Washington	71,300	184,665
West Virginia	24,230	62,755
Wisconsin	65,498	169,639
Wyoming	97,814	253,336



EUROPE TRUNK CONTENTS

Upon receiving the map, please check the trunk for all contents on this list. If anything is missing or damaged, please call or email Liesl Pimentel immediately at 480/243-0753 or NGgiantmaps@gmail.com

When you are done with the map, carefully check the trunk for all the contents on this list. Please report any missing or damaged items before the map is picked up.

Borrowers will be financially responsible for replacement costs of any missing or damaged items.

Props

- Lanyards: (10 of each color: red, blue, yellow, green)
- Menu holders (48)
- Hourglass timer
- Colored cones (8 of each color: red, blue, yellow, green)
- Colored poly spots (4 of each color: red, blue, yellow, green)
- Blue hoops (8)
- Fluorescent Orange Chains (8)
- Plastic chains (2 white, 1 blue, 1 green, 1 red, and 1 yellow)
- Plastic building blocks (9 blue, 9 green, 9 red, 9 yellow)
- Transportation models (4 airplanes, 4 cars, 4 train engines, and 4 ships)

Teacher Guide

Cards Decks

- Symbols are the Key cards, Level I (32)
- Symbols are the Key cards, Level II (32)
- ABC's of Europe cards (25)
- European Physical Features cards (48)
- All Aboard the Landmark Carousel cards (16)
- Country Name cards, 4 sets (47 in each set)
- Coordinate cards (32)
- European Destination cards (36)
- Country Data Cards (47)

Map Keys

- Europe Map Keys – primary (4)
- Europe Map Keys – intermediate (4)

Labels

- "Ocean or Sea" labels (4)
- "River" labels (4)

