

RESOURCE LIBRARY
ACTIVITY : 30 MINS

Mapping World Heritage

Students learn about UNESCO World Heritage sites and use pictures and clues to identify the locations of the sites on a large map. They use geographic coordinates to refine the locations of the sites and consider how geographic coordinates are part of a helpful system of location.

GRADES

3 - 8

SUBJECTS

Geography, Human Geography, Physical Geography

CONTENTS

4 Resources, 4 PDFs

OVERVIEW

Students learn about UNESCO World Heritage sites and use pictures and clues to identify the locations of the sites on a large map. They use geographic coordinates to refine the locations of the sites and consider how geographic coordinates are part of a helpful system of location.

For the complete activity with media resources, visit:

<http://www.nationalgeographic.org/activity/mapping-world-heritage/>

DIRECTIONS

1. Introduce UNESCO World Heritage Sites.

Explain to students that the United Nations Educational, Scientific, and Cultural Organization (UNESCO) is a global organization with more than 190 member countries. UNESCO encourages the identification, protection, and preservation of cultural and natural sites around the world. UNESCO has designated more than 900 places as having outstanding value to humanity,

naming them World Heritage Sites. Some of the sites have cultural significance, some have natural or environmental significance, and some are both cultural and natural. UNESCO member countries commit to protecting these sites. Ask: *Why should we care about protecting cultural and natural sites? Have you ever visited a place that you think needs protection? Is that place cultural, natural, or both?* Invite one or more volunteers to share their answers.

2. Identify locations based on the geographic clues.

Project the UNESCO World Heritage Site cards for students. Explain that each card includes a photograph and description of a site. Have students focus on the photograph of each site and look for geographic clues in the photo, such as types of vegetation, cultural images, or animals. Ask them to guess the location of the site. To help focus students, ask: *What geographic clues can you find in the photograph?* As an example, tell students that a photograph of a lion in the wild is a geographic clue, because lions only live in the wild in Africa and not on any other continents. Then invite volunteers to read the descriptions aloud for the whole class.

3. Place the World Heritage sites on the map.

Have students use the clues gathered from the photographs and the descriptions of the sites to place the actual cards where they think the sites might be located on the map, one at a time. For each card, have students explain why they think the site might be located there. If students need support, model this for them with one of the site cards.

4. Discuss latitude and longitude.

Point out the lines of latitude and longitude included on the map. Explain to students that these lines form a grid that can be used to locate features on the map. Use a dry erase marker to draw, or have a volunteer draw, the Equator and prime meridian. Then label each quadrant of the map with its hemispheric identifier: NE, NW, SE, and SW. The NE quadrant is at top right, the SE quadrant is at bottom right, the SW quadrant is at bottom left, and the NW quadrant is at top left. Provide students with a few examples of latitude and longitude to find on the map. Try the following combinations:

- 30° N, 95° W: a location close to Houston, Texas
- 9° S, 140° W: a location close to the Marquesas Islands in the Pacific Ocean
- 19° S, 47° E: a location close to Antananarivo, Madagascar
- 60° N, 10° E: a location close to Oslo, Norway

5. Have students verify and adjust site locations using latitude and longitude coordinates.

As a large group, use the latitude and longitude list at the end of the site cards to check the locations of the site cards, one at a time, and adjust as necessary. Assist students with reading the lines of latitude and longitude. As each site card is correctly placed, invite a volunteer to read aloud the name of the country where the site is located.

6. Discuss World Heritage sites.

Ask: Which World Heritage site would you like to visit most? Why? Remind students that only a selection of World Heritage sites are included on this map. *Ask: Are there areas on the map that you would expect to find more World Heritage sites? Explain.* Use a dry erase marker to mark the sites that students suggest, or have students do so.

OBJECTIVES

Subjects & Disciplines

Geography

- Human Geography
- Physical Geography

Learning Objectives

Students will:

- identify and analyze characteristics of UNESCO World Heritage sites
- use photographs and text to extract geographic clues
- find points on a map using lines of latitude and longitude

Teaching Approach

- Learning-for-use

Teaching Methods

- Discussions
- Hands-on learning

Skills Summary

This activity targets the following skills:

- 21st Century Themes
 - Global Awareness
- Geographic Skills
 - Acquiring Geographic Information
 - Organizing Geographic Information

National Standards, Principles, and Practices

NATIONAL GEOGRAPHY STANDARDS

- Standard 1:

How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information

- Standard 4:

The physical and human characteristics of places

Preparation

What You'll Need

MATERIALS YOU PROVIDE

- Dry erase markers

- Removable tape or glue

REQUIRED TECHNOLOGY

- Internet Access: Optional
- Tech Setup: 1 computer per classroom, Color printer, Projector

PHYSICAL SPACE

- Auditorium
- Classroom
- Community center

GROUPING

- Large-group instruction

OTHER NOTES

- This activity can be conducted using the World Political, Africa, Asia, Australia & Oceania, or Europe MapMaker Mega Maps. Select a MapMaker Kit and download the corresponding map and World Heritage site cards from the resources provided.
- Print, laminate, and cut the site cards and the latitude and longitude marker list at the end of the site cards. You can use any removable adhesive to attach the laminated cards to the map.
- You will also need to print, laminate, and assemble your MapMaker Kit Mega Map. Watch the assembly video included on the MapMaker Kit download page for instructions.

BACKGROUND & VOCABULARY

Background Information

There are more than 900 World Heritage sites designated by UNESCO. They are located all over the world in 153 different countries. The sites range from culturally significant locations on the small Pacific island of Vanuatu to the geothermal geysers of Yellowstone National Park in the United States. Using large-format maps to locate World Heritage sites illustrates the geographic diversity of these world treasures and helps students to build map skills.

Prior Knowledge

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Recommended Prior Activities

- None

Vocabulary

Term	Part of Speech	Definition
city	<i>noun</i>	large settlement with a high population density.
continent	<i>noun</i>	one of the seven main land masses on Earth.
coordinates	<i>noun</i>	a set of numbers giving the precise location of a point, often its latitude and longitude.
country	<i>noun</i>	geographic territory with a distinct name, flag, population, boundaries, and government.
Equator	<i>noun</i>	imaginary line around the Earth, another planet, or star running east-west, 0 degrees latitude.
grid	<i>noun</i>	horizontal and vertical lines used to locate objects in relation to one another on a map.
latitude	<i>noun</i>	distance north or south of the Equator, measured in degrees.
longitude	<i>noun</i>	distance east or west of the prime meridian, measured in degrees.
physical features	<i>noun</i>	naturally occurring geographic characteristics.
prime meridian	<i>noun</i>	imaginary line around the Earth running north-south, 0 degrees longitude.
quadrant	<i>noun</i>	one of four parts of a grid. Quadrants are divided into northwest, northeast, southeast and southwest.
state	<i>noun</i>	political unit in a nation, such as the United States, Mexico, or Australia.
UNESCO	<i>noun</i>	the United Nations Educational, Scientific, and Cultural Organization.

For Further Exploration

Images

- [National Geographic News: New Natural Wonders Added to World Heritage List](#)



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