

UNIT 1

WORLD GEOGRAPHY

LESSON 1

Summary

- In this lesson, students will read "The Long Walk" (pp. 24-31) to explore maps and understand what they reveal about the characteristics of the places they depict.

Social Studies Background

National Geographic Explorer Sarah Marquis set out on her first venture when she was just eight years old. Accompanied by her dog, the Swiss native decided to spend the night in a cave she'd discovered—without telling her mother!

Since then, Marquis' treks have been both longer and more organized. In 2000, it took her four months and six days to walk across the U.S. from the Canadian border to Mexico. Two years later, she began a 17-month-long trek around the Australian continent. In 2006, she spent eight months walking through the Andes. And in 2010—on her 38th birthday—she departed Siberia en route to Australia.

Planning a trip like this can take years. Marquis studies topographic maps to outline her route and identify locations where she can replenish supplies. And she packs gear suitable for the variety of environments she'll encounter. Once she's on her way, she contacts people at home via a GPS device to let them know she's safe.

While extended ventures like this might not be for everyone, Marquis says the expeditions give her an "unbelievable connection with nature." And reporting on them makes her feel like "a little bridge between humans and nature."

ENGAGE

Encourage students to flip through the articles and turn and talk with a partner to discuss what they see. Invite students to ask questions or share what they already know about maps.

EXPLORE

Instruct students to read the headline and deck on page 24 of their Readers. **Ask:** *What is this article about?* (a woman who took a long walk) *Where did she go?* (from Siberia to Australia) Brainstorm ideas about how she would have known where to go and what she might have seen along the way.

EXPLAIN

Point out to students that it is a long way from Siberia to Australia. **Ask:** *Which continents did Sarah Marquis travel across to complete her journey?* (Asia and Australia) *Why was it important for her to study detailed maps before she left?* (so she could plan the best route) Have students turn and talk to discuss what finding "the best route" might entail. Then have them review the article for details about what she saw in each place. Encourage them to discuss what she learned about the people and places she encountered. Challenge them identify the country where each city on the article's map is located. (Kharkhorin and Suhbaatar, Mongolia; Chengdu and Kuming, China; Chiang Rai, Chiang Mai, Tak, Ayutthaya, and Bangkok, Thailand; Darwin, Cairns, and Brisbane, Australia)

ELABORATE

Remind students that the trek described in the article isn't Sarah Marquis' only long journey. She's also traveled from Canada to Mexico, around Australia, and across the Andes Mountains in South America. Instruct students to conduct research to learn more about Marquis and her adventures. Challenge them to create maps identifying highlights of each trip.

EVALUATE

Have students complete the **Content Assessment** for this lesson. Encourage them to share and compare their results in small groups.

Name _____

Date _____

CONTENT ASSESSMENT: Thinking Like a Geographer, Lesson 1

Pick three places Sarah Marquis visited. Describe what she saw in each place. Summarize what she learned about each place and the people who lived there.

	Place:	Place:	Place:
Describe			
Summarize			