Mapping Our Way through Maps, Graphs, and Charts

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Morton ISD
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Capital Conference
Overview to Contest

The maps, graphs & charts contest is designed to help students learn to get information from a variety of maps, graphs and charts including world maps, pie charts, bar charts and local area maps. The objective test will measure skills such as using a reference book to locate information, making comparisons, estimating and approximating, using scale and interpreting grid systems, legends and keys.
Nystrom Desk Atlas

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Other items you want to assist with atlas

Ruler

Tabbing pages
Contest Information

1. This contest will consist of two divisions, one for grades 5 and 6 and one for grades 7 and 8. (With the approval of the district executive committee, a district may have separate divisions for each grade.)

2. Students will be given an objective test containing approximately 75 multiple choice, true/false, and fill-in-the-blank questions which must be answered in 45 minutes.

3. Award three points for each correct answer. Deduct two points for each incorrect answer. There shall be no deduction of points for unanswered questions.
(13) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:

(A) interpret details from procedural text to complete a task, solve a problem, or perform procedures; and

(B) interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.

(24) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:

(A) follow the research plan to collect data from a range of print and electronic resources (e.g., reference texts, periodicals, web pages, online sources) and data from experts;

(C) record data, utilizing available technology (e.g., word processors) in order to see the relationships between ideas, and convert graphic/visual data (e.g., charts, diagrams, timelines) into written notes;

(5.5) Patterns, relationships, and algebraic thinking. The student makes generalizations based on observed patterns and relationships. The student is expected to:

(A) describe the relationship between sets of data in graphic organizers such as lists, tables, charts, and diagrams; and

(6) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:

(A) apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps; and

(B) translate geographic data into a variety of formats such as raw data to graphs and maps.

(7) Geography. The student understands the concept of regions in the United States. The student is expected to:

(A) describe a variety of regions in the United States such as political, population, and economic regions that result from patterns of human activity;

(B) describe a variety of regions in the United States such as landform, climate, and vegetation regions that result from physical characteristics such as the Great Plains, Rocky Mountains, and Coastal Plains;

(C) locate on a map important political features such as the ten largest urban areas in the United States, the 50 states and their capitals, and regions such as the Northeast, the Midwest, and the Southwest; and

(D) locate on a map important physical features such as the Rocky Mountains, Mississippi River, and Great Plains.
8. Port Blair is a possession of what country?

9. What capital city is just north of the Gulf of Martaban?

10. Put the following cities in order by population from largest to smallest. - Kaohsiung, China; Pusan, South Korea and Ipoh, Malaysia.

11. The Caspian Sea borders the country of Uzbekistan.

12. The Bay of Bengal is west of India.


14. The predominant belief in China is Buddhism.

15. It is less than 500 miles from Kyoto, Japan to Tokyo, Japan.
Graphs

Reported Animal Sightings in Canyon National Park

- What years are included on the graph?
- Which is represented by a black and white bar on the graph?
- What year shows the least number of bobcat sightings?
- Which animal was sighted the most in every year?
- About how many bears were sighted in 2009?
- In which year was there an increase in bobcat sightings and a decrease in deer sightings?
- What year shows the greatest increase in sightings for any animal?
- About how many rattlesnakes were sighted across all three years?
  a. 23
  b. 50
  c. 12
- About how many more bobcats were sighted in 2010 than in 2011?
- In what year might there have been the coldest and longest winter, decreasing snake and bear sightings?

True/False

- There were more bobcats sighted than bears in every year.
- In 2011, the number of sightings of every animal increased.
- There were more than 150 deer sighted over all three years.
- Bobcat sightings increase every year.
- Snakes were sighted more than bears in 2009.

TOTAL POINTS THIS PAGE
Charts

Percentages of Reasons for Immigration to Nuevo Mundo

1. Wanted to Own Land
2. Immigrated with Family
3. Escaping Persecution
4. Running from Law
5. Looking for Adventure
6. Indentured Servitude

Answers - (Write answers in Answers column. **Do Not** mark in Pts. Column.)

31. How many percentage categories are represented in this chart?
32. What do the numbers next to the pie chart segments represent?
33. Which reason shows the largest percentage of immigrations?
34. What category(ies) show percentages smaller than 10%?
35. Which category on the chart is represented by vertical parallel lines?
36. What percentage of immigrants came as indentured servants?
37. What category would most likely include people who immigrated to find freedom to practice their religion legally?
38. Which category(ies) has have) between 20 and 30 percent of immigrants?
39. What category would include persons who agreed to work for a specific number of years in exchange for transportation to Nuevo Mundo?
40. How many categories show between 10% and 20% of immigrants?

**TRUE/FALSE**

41. The two categories with the largest percentages represent more than 50% of immigrants.
42. The chart shows that immigrants who came "Looking for Adventure" did not make a reasonable choice.
43. According to the chart, there must have been free or cheap land in Nuevo Mundo.
44. There are a variety of reasons that people immigrated to Nuevo Mundo.
45. The chart shows that people who settled in Nuevo Mundo would have needed a jail since there were already criminals there from the beginning.
Thanks!

I appreciate your participation and attention!

Contact me anytime:

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