

Wisconsin: A Place with a Past

Activity 2.2: County, Country, or Continent

Teacher Materials

Preparation/Organization A globe or a large-scale map of the world as well as the worksheets for Activity 2.2 are needed for this activity. The activity may be done by the class as a whole or by small groups, as well as by supervised individual students and those working independently.

Procedure

1. Distribute Student Pages 1–2. Then guide students through Part 1. When you have finished, you may wish to help students make lists of the names (and spellings) of various counties, countries, and continents.
2. Direct students to Part 2 and help them complete Steps 1 to 3. Make sure that students understand how to follow the line of 45° North Latitude. (**Note:** You might want to have them trace the line with their fingers.)
3. Next have a volunteer read aloud the directions for Step 4. Make sure students understand that they are to continue following the same line of latitude eastward. (**Note:** You might suggest that when students follow 45° North Latitude across a broad expanse, like the Atlantic Ocean, they should place one finger on the first country and then move the finger along the line until they get to the next country.)
4. Then let students do Step 4 on their own. When they have finished, ask volunteers to share their answers, making sure they realize that the next country is France and that it is part of the continent of Europe. Finally, have students complete the remaining step on their own.
5. You may wish to have students continue further, either on their own or with your guidance. If so, emphasize that as students continue to follow the line of 45° North Latitude they:
 - (a) will pass through many countries.
 - (b) will have to look carefully to determine which countries they pass through.
 - (c) may pass through some countries more than once.

Answers

Part 1: Answers will vary.

Part 2: Students should begin to trace the line in the United States (North America) and then continue to Canada (North America). After students cross the Atlantic Ocean they should move on to France (Europe) and then through the northern part of Italy (Europe). Students following the line of 45° North Latitude beyond this will cross through the following countries in Europe: Croatia, Romania, Ukraine, and Russia. In Asia they will cross through Kazakhstan, China, Mongolia, and Japan.

Name _____ Date _____

Activity 2.2 County, Country, or Continent

Part 1

County . . . country . . . continent . . . The words sound a lot alike. But guess what? They're not the same. Exactly how do a county, a country, and a continent differ?

1. A **county** is a part of a state. Wisconsin has 72 counties.

Which Wisconsin county do you live in?

2. On page 17 of *Wisconsin: Our State, Our Story*, you learned that a **country** has both physical and political boundaries. A **physical boundary** is something like a range of mountains, a river, or even an ocean that separates one area from another; a **political boundary** is a human-made border of some kind. The United States has both physical and political boundaries with its neighbors.

Name one country **other than** the United States.

3. A **continent** is a much larger land mass. Usually, several countries make up a continent. For example, the countries of Canada and the United States of America are part of the continent of North America. So are other countries—such as Mexico, Belize, Guatemala, Honduras, El Salvador, Costa Rica, and Panama.

Name one continent **other than** North America.
