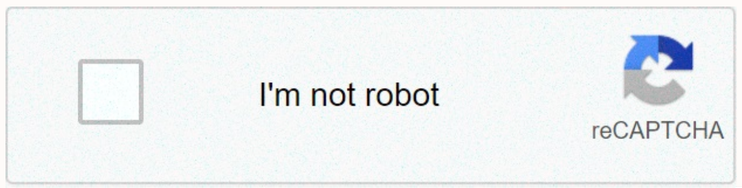

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Orienteering compass worksheets

Grade level: 8 (7-9) Time required: 30 minutes Cost/Group: 1.00 US dollars (minimum or no cost when using existing school or borrowed compasses) Group size: 2 Activity dependency: No subject areas: Earth and space, Geometry, Measurement After this activity, students should be able to: explain the basics of using a compass, including taking a bearing and finding the direction of the bearing, measuring degrees, describing navigation technology capabilities in engineering, creating formal geometric constructions with a variety of tools and methods (compass and straight, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; Copying an angle; Bisecting a segment; desect an angle; construction of vertical lines, including the vertical bisector of a segment of the line; and the construction of a line parallel to a particular line by a point that is not on the line. (Grades 9 - 12) More details View agreed curriculum Do you agree with this orientation? Thank you for your feedback! The findings gained from other fields of study have a direct impact on the development of technological products and systems. (Grades 6 - 8) More details View agreed curriculum Do you agree with this orientation? Thank you for your feedback! Direct and indirect measurements can be used to describe and make comparisons. (Class 8) More details View agreed curriculum Do you agree with this orientation? Thank you for your feedback! Select an accuracy level that is appropriate to the measurement restrictions when reporting quantities. (Grades 9 - 12) More details View agreed curriculum Do you agree with this orientation? Thank you for your feedback! Describe methods and devices used to explore the solar system and beyond (Class 8) More details View coordinated curriculum Do you agree with this orientation? Thank you for your feedback! Suggest an orientation not listed above: Custom worksheet (pdf) Visit [www.teachengineering.org/activities/view/cub_navigation_lesson05_activity1] to print or download. If you are unable to use landmark navigation (identifying known landmarks to determine your location) to move around, how else could you navigate the wilderness or an unknown city? (Listen to students' ideas. Possible answers: Look at a map, use a compass, use a map and a compass together.) Why are you not able to visit sights in unfamiliar areas like using you in your own familiar environment? (Possible answer: Because you don't know the relative location of attractions if you've never been there before.) What if you don't know how to use a compass, what then? Learning how to use a compass requires skills, but with a little practice, new users can get the spin out and find their way with a compass. Today you will learn more about the concepts of taking a warehouse and using a compass to measure a bearing. An introduction to the orientation compass An An Compass is specially made for wilderness trips. It is easy to use and has a number of features that are compatible with topographic maps. The orientation compass has many special features (see Figure 1). Figure 1. An orientation compass. Red-North-Red Arrow: This arrow moves with the rotating dial to align with the compass needle. Note the luminous lines around the top; these help to see in the dark. Compass needle: This needle points in the direction of the magnetic field. The red end points to magnetic north. Note the light line in the middle; this helps to see the needle in the dark. Read Bearings: After aligning the compass needle within the red-north-red arrow, the bearing is read here. Rotating dial: Rotate this dial to align the red-north-red arrow with the compass needle. This dial has the direction. Orientation lines: These lines are used with topographic maps. Topographic maps have grids so you can align the map and compass. Take a bearing with a compass The most basic skill when using a compass is to take a bearing. This tells you in which direction (or camp) you are or in which direction a place is, e.B. a mountain or a tree. This skill is important for anything you could do with a compass. Luckily, it's very simple. Follow the steps below to take a stock. Imagine an object, perhaps a mountain or a tree, to which you want to know the direction. Open your compass (when it opens) and place it against your belly or belt, straight ahead of you. Rotate the rotating dial until the red end of the compass needle is between the red arrow to the north. Read the bearing from the compass. If you look at the compass, this should be the number on the dial pointing to the front of the compass. Usually the compass has a small check mark or could even say READ BEARING. If you are traveling with a compass, e..B back to your campsite, and the camp is 270 degrees west, you need to know how to go in this direction. This is called a warehouse. Rotate the rotating dial until the red end of the compass needle is between the red-north-red arrow. Now go in the direction you need to go (in our case to the west), where you are sure to always hold the compass needle between the red-north-red arrow (i.e., if you have to go west back to the camp, look at the compass to see which direction is west, and then just go in that direction). It is often easy to distract yourself from the direction really want to go. A simple solution is to put the compass on your stomach or belt so you can always look down and make sure you're going in the right direction. Before the activity with the students, ask the class: Who has ever used a compass? What is the purpose of using a compass? (Possible answers: To find an unknown location, find, location.) How does it work? (Answer: A compass works with the Earth's magnetic north pole and directional moves to determine the north, south, east, and west directions.) Usually we find locations with landmark navigation. Of course, we all know where the playground is, but what if we didn't know what we were looking for? Imagine we're on a desertisland in search of the lost treasure of Navigation Nemo. As a navigation mother who is Navigation Nemo, he did not create his treasure map with sights, as other pirates do; he used a compass and wrote down the course with bearings. In this case, navigating the attraction will not help us find the lost treasure, but we can use a compass. All we need to know is how we use it. Part 1: Find the teacher, divide the class into groups of two or more students; the smaller the group, the better. Give each group a group worksheet and one (or more, if available) compass. Give students a few minutes to answer the first question. You should determine in which direction the needle points to its compass. Then give them 5 minutes to take a camp. When they're done, ask them to check what they've just done. (Answer: You have fenced off.) What is a warehouse? (Answer: The direction of an object relative to them.) Next, give students 5 minutes to find the teacher's camp. Have students compare their answers with other groups. If the answers are different from other groups, ask them why. (Answer: Since carrying an object depends on the position from which you took the bearing!) Part 2: Inventory Exchange Give each student an individual worksheet and complete the exercise with the students. Tell students to select any object in the classroom and note the first letter of that object on your worksheet. Instruct them to carry the selected object and write it to their worksheets. Once they're done, let them select a partner at a time. Instruct students to share worksheets and desks/seats with their partners. Now, with your partner's worksheet and sitting at your partner's desk, ask them to find the object that their partner has selected. Then let them discuss with their partners whether they have correctly determined each other's objects or not. If the correct objects have not been identified, students should not view the correct objects, but should have their partners try again. Ask students: Why did they have to sitting on the seats? (answer: Because carrying an object depends on where the bearing was taken from. Because their partners took the camps in their seats, they had to use the same seats to get the right bearings.) Discussion questions for pre-activity assessment: Questions about student requirements, integration, and summary of students' answers. Who's ever used a compass? What is a compass for? (Answers possible: To find an unknown location to measure the location of an object.) How does it work? It? A compass works with the Earth's magnetic north pole and directional moves to determine north, south, east, and west directions.) Embedded Assessment Worksheets activity: Let students track the activity using each worksheet. Post-Activity Assessment Formation: In order to actively involve all students and evaluate their depth of understanding, 8-10 students have simultaneously formed a human compass. Instruct the group of students to stand in front of the classroom. Then have the rest of the class screaming directions for the compass to show. After you've done this with some groups of different students, have a class discussion asking students why or why not, it was easy to determine directions. While students use the compasses, it's easy to let the compass needle jump around a little while they're moving. To help, recommend that students read the compass by placing the compass on a desk or other stationary object. Students must also hold the compass in a position to walk in a straight line. To help, they suggest holding the compass against her stomach or belt, perennially to her body and straight ahead to keep her headlines stable. Have a student couple create a treasure hunt by listing compass readings and distances from a starting point. For example: Start at the desk, go 3 steps west. Next, head south 4 steps. Then you have another student couple trying to follow these instructions to find a secret treasure. Use the same custom worksheet to let students expand their object selection by going outside or into another room with new, unknown objects. Have students compare the activity and discuss why it's easier or more difficult. For sixth-grade students, have two students, instead of one, designate an object and its storage for part 2 of the procedure > With the students section. Then let them switch with another group of two students. Last updated: March 27, 2019 2019 2019

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