

The way to make them understand spatial grasp.

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I announced it 2 years ago. That the contents are important at the geographical class of a junior high school, "Can a student show the location, a place and an area in a paper world map correctly?", I said. I received comment from JpGU for me then. When you used Google Earth and a tablet, I received the comment a student would understand. This announcement is limited to understanding of spatial grasp and the try which makes sure that correct spatial grasp can be done in the paper world map is described.

The first half tells the state of the student who suffers from spatial grasp. Google Earth doesn't fail in indication in the location, so students searches the world map drawn by paper for a place while seeing an animation of Google Earth many times. But when working on the paper map, it'll be done only to follow only the same locus as Google Earth. In other words, the student who can't move from the west longitude or the west longitude to east longitude from east longitude is increasing. When the map drawn at a plane in the student is seen, to follow the location in the Atlantic stops. The students considers a world map in the earth indicated by a sphere and a plane as a different worldview. The paper world map is made a cylinder in that case. But when a world map of a cylinder is explained like a sphere, various contradiction is forming.

The second half tells the measure I'm doing. I make a student learn about projection while learning geography of the world to make them recognize that a world map in a plane is same as a sphere. You shouldn't make a student learn the field of the projection independently. The person who explains projection while learning geography of the world, I found out that a student understands spatial grasp correctly. I'm thinking it's able to do the "substantial topography learning of" a junior high school a geographical synthesis is premising on that a student does right spatial grasp.

The measure I'm doing is described to the student who can think it's developmental disorder at the end. I call the student in the break and make them do the same work just as the work performed at the lesson. An important thing worries about the case that a procedure isn't supposed to be different from the class and time, and is the case that a teacher doesn't hold his hand out. A junior high school student links to understood delight to be done, so I make this important and make them do the same thing repeatedly.

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