

Equal Earth Map Teacher Guide

Model responses and a 20-minute activity plan

VANK · Equal Earth Map Share

equalearth.one

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1 How to use this guide

This guide supports teachers, facilitators, libraries, and public institutions using the **Equal Earth Map Activity Sheet**. The worksheet questions do not have one fixed answer. The model responses below offer factual anchors and discussion directions; begin by respecting what learners actually notice on the map.



Figure 1: VANK-produced Equal Earth world map with English labels.

1.1 Prepare before the session

Item	Recommended approach
Materials	Prepare one activity sheet per learner, an Equal Earth map in the chosen language, and writing tools. Show a Mercator map as a comparison when available.
Learning aim	Learners recognize that projections can represent area, shape, distance, and direction differently, and can explain why a map's purpose matters.
Conversation norm	Discuss what a map emphasizes and what it makes less visible. Do not use map comparisons to rank countries or regions.

Facilitation principle

Equal Earth is an equal-area projection useful for considering relative area. Mercator remains useful for particular purposes such as navigation, so avoid presenting any one projection as the sole answer to every mapping need.

2 A 20-minute facilitation plan

Time	Stage	Teacher or facilitator prompt
3 min	Observe	Show the map without explanation first. Ask, “What place do you notice first?” Record several observations without judging them.
6 min	Compare	Invite comparisons of Africa and Greenland, the learner’s home region, and one place of interest. Ask about apparent area, position, shape, and distance.
6 min	Explain	Explain that a projection transfers a spherical Earth to a flat surface. Africa is about fourteen times the area of Greenland, even though a Mercator map can make them appear closer in size.
3 min	Discuss	Center the conversation on “What does this map show well, and what might it show less well?”
2 min	Act	Have learners choose one action: display the map, share it with family or friends, or use it in institutional materials.

3 Model responses and feedback

3.1 1. Start by observing the map

Worksheet prompt	Model response and feedback
Question 1: places that look largest or smallest	Learners may name Africa, South America, Russia, or Greenland. Rather than marking an answer right or wrong, ask, “What on the map led you to that impression?” Explain that Equal Earth helps compare relative area, while shape and visual position can differ from other projections.
Question 2: a new idea or question	Useful responses include “Africa looks larger than I expected,” “Why do maps have different shapes?” and “Why does my country look this way?” Use these questions to frame the comparison activity.

3.2 2. Compare and think

Focus	Key response and facilitation point
Africa and Greenland	Africa's actual area is about fourteen times Greenland's. Learners should distinguish apparent size on a map from actual area. Emphasize the question "What information are we trying to compare?" rather than "Which map is simply better?"
Where I live	Accept observations about location, nearby regions, or relative size. Keep the focus on geographic observation rather than national ranking or stereotypes.
One other place	Any clearly stated reason for choosing a place is sufficient. Learners may connect through history, culture, current events, family, friends, or curiosity.

3.3 3. Talk together and 4. Put the map into action

Discussion A

A different projection can change how people perceive size, distance, or direction. Avoid claiming that maps determine people's thinking; instead, explain that they can make particular information more noticeable.

Discussion B and action

The map can be displayed in a classroom, library, social studies lesson, international-exchange area, or public-information board. Add a short note such as "The Equal Earth projection helps us consider relative area," together with the map source.

4 Quick assessment guide

Look for	Observable evidence
Observation	The learner names at least one specific region, shape, or impression from the map.
Comparison	The learner can say that apparent map size and actual area may differ.

Discussion	The learner can name at least one purpose or limitation of map projections while listening respectfully to others.
Action	The learner chooses one concrete way to display, share, or use the map.

5 Sources and next resources

Download the activity sheet, Equal Earth maps in Korean and English, and the public-use guide at [the Equal Earth Map Share page](#). Please keep the Equal Earth projection name and source statement with any display or redistribution.