

Directions: Use the field map below to answer the following questions.

°C Temperature Field Map
Liberty High School Science Classroom 7 on 5-19-2000 at 10 A.M.

	A					B
		20°	21°	22°	24°	26°
		19°	20°	22°	25°	28°
		18°	19°	24°	27°	27°
		17°	18°	24°	25°	24°
		16°	17°	20°	22°	22°
		15°	16°	17°	18°	18°
D						C

- 1 In this field map of room temperatures, where would an open door or window likely be located?
 1. corner A
 2. corner B
 3. corner C
 4. corner D

- 2 In which direction across the room would a person need to walk in order to experience the greatest temperature increase?
 1. B to A
 2. D to A
 3. D to C
 4. B to C

- 3 Put an X on the map where a heat source is probably located.
- 4 Draw isolines on the field map for the temperatures of 15° - 28° C.

PRACTICE ► Constructed Response: Field Maps

Isolines connect adjacent points of equal value. Isolines never cross each other. They do not have sharp corners, and they are continuous. Isolines may form closed loops or run off the edges of the map, but isolines that are not closed loops can only begin or end at the edges of the map. Isolines tend to be parallel to each other. You may begin your isoline pattern with any temperature.

Directions: Use the field map below to answer the following questions.

Freedom High School, Classroom 302 on 9-7-02 at 2 P.M.

19°	22°	23°	24°
20°	21°	22°	24°
20°	21°	22°	24°
22°	22°	23°	25°
23°	24°	25°	27°

- In pencil, draw isolines on the temperature field map above. Use intervals of one degree apart for the isolines. Label the temperature of the isolines at the edges of the field map. Be sure to add an isoline for each degree from 19°C to 27°C.
- If you had not been told in the directions that the temperature measurements were made in °C, how could you determine whether the data were written in °F or °C?

- Why is it important for the title of this temperature field map to include information about the time and date when the data measurements were collected?
