

ANALYZING MAPS

GOAL	Conduct primary source analysis	Time Required
OBJECTIVES	Participants will: <ul style="list-style-type: none"> • Observe a primary source analysis • Analyze a primary source • Develop instructional strategies to help students examine and analyze primary sources 	1 hour 30 minutes Standards <ul style="list-style-type: none"> AASL 2.1.1 AASL 2.1.3 NETS-T 3b NETS-T 3c NETS-T 3d
MATERIALS	Materials/Resources Using Primary Sources in the Classroom <ul style="list-style-type: none"> <input type="checkbox"/> View of Washington City. <input type="checkbox"/> Bibliographic record for View of Washington City. <input type="checkbox"/> Teacher's Guide to Analyzing Maps <input type="checkbox"/> Primary Source Analysis Tool <input type="checkbox"/> Why Use Primary Sources <input type="checkbox"/> Waldseemüller 1507 World Map (1/2) <input type="checkbox"/> Waldseemüller 1507 World Map (2/2) <input type="checkbox"/> Bibliographic record for Waldseemüller 1507 World Map 	
PREPARATION	Read and understand the following Library of Congress resources: <ul style="list-style-type: none"> • <i>Teacher's Guide to Analyzing Maps</i> • <i>Why Use Primary Sources</i> <p>Print one copy per participant of the items below. Keep bibliographic records separate from the primary sources.</p> <ul style="list-style-type: none"> • <i>View of Washington City.</i> • Bibliographic record for <i>View of Washington City.</i> • Bibliographic record for the <i>Waldseemüller 1507 World Map</i> • <i>Teacher's Guide to Analyzing Maps</i> <p>Print one copy of the item below.</p> <ul style="list-style-type: none"> • <i>Waldseemüller 1507 World Map</i>, in 12 pieces <p>Print two copies per participant of the item below.</p>	

ANALYZING MAPS

- *Primary Source Analysis Tool*

PROCEDURE

1. Distribute a *Primary Source Analysis Tool* and a copy of *View of Washington City* to each participant.
2. Model primary source analysis of *View of Washington City*, referring to the *Primary Source Analysis Guide* as needed. Fill in the *Primary Source Analysis Tool* with the help of the participants. Use an overhead or another projection method to display the demonstration, if available.
 - In the "observe" column, record details that you can see.
 - In the "reflect" column, compare your prior knowledge to the clues on the map and then record your hypotheses about what you see. Differentiate between comments that are observations and those that are reflections based on observations. For example, "I see drawings of ships and men in uniform" is an observation, whereas "This is a war map" is a reflection.
 - Use the "question" column to capture questions you may have as you observe and consider what you know about the item. Aim to generate open-ended questions that will prompt further investigation and inquiry.
3. Share the bibliographic data with participants. Discuss what new insights, if any, the information adds, what questions it answers, and what questions remain.
4. Give one piece of the Waldseemüller map to each participant. Participants may work in pairs if the group is larger than 12. Ask participants to record observations and thoughts about their piece of map on the *Primary Source Analysis Tool*.
5. Once they have analyzed their section of map, ask them to compare their section with those of their neighbors' as well as share information from their primary source analysis.
6. Ask participants to circulate around the room to find pieces that match their section of map and to compare notes. Have them assemble the map on a large table or the floor.
7. The group should discuss and try to come to consensus on the

ANALYZING MAPS

purpose, creator, audience, using clues from the maps. Distribute the bibliographic information for the map. Discuss what participants learned and what questions they still have.

8. Facilitate a discussion about ways primary sources engage students and help them to develop critical thinking skills. Distribute copies of *Why Use Primary Sources* and refer to it as needed.

ASSESSMENT Distribute the *Teacher's Guide to Analyzing Maps* and discuss how they might use elements of this activity with their students.

TEACHER'S GUIDE ANALYZING MAPS



Guide students with the sample questions as they respond to the primary source. **Encourage them to go back and forth between the columns; there is no correct order.**

OBSERVE

Have students identify and note details.

Sample Questions:

Describe what you see. • What do you notice first? • What size and shape is the map? • What graphical elements do you see? • What on the map looks strange or unfamiliar? • Describe anything that looks like it does not belong on a map. • What place or places does the map show? • What, if any, words do you see?

REFLECT

Encourage students to generate and test hypotheses about the source.

Why do you think this map was made? • Who do you think the audience was for this map? • How do you think this map was made? • How does it compare to current maps of this place? • What does this map tell you about what the people who made it knew and what they didn't? • If this map was made today, what would be different? • What would be the same?

QUESTION

Have students ask questions to lead to more observations and reflections.

What do you wonder about...
who? • what? • when? • where? • why? • how?

FURTHER INVESTIGATION

Help students to identify questions appropriate for further investigation, and to develop a research strategy for finding answers.

Sample Question: What more do you want to know, and how can you find out?

A few follow-up activity ideas:

Beginning

Have students write a brief description of the map in their own words.

Intermediate

Study three or more maps of a city or state at different time periods. Arrange them in chronological order. Discuss clues to the correct sequence.

Advanced

Search for maps of a city or state from different periods, then compile a list of changes over time and other differences and similarities between the maps.

For more tips on using primary sources, go to <http://www.loc.gov/teachers>