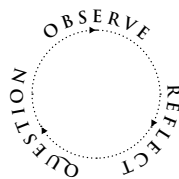


TEACHER'S GUIDE ANALYZING MAPS



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>