LIBRARY OF CONGRESS

TEACHING with PRIMARY SOURCES

# *Analyzing Maps*

## Learning Objectives

Participants will:

- Observe a primary source analysis;
- Analyze a primary source; and,
- Develop instructional strategies to help students examine and analyze primary sources

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LIBRARY OF CONGRESS TEACHING with PRIMARY SOURCES

## PRIMARY SOURCE ANALYSIS TOOL

| OBSERVE | REFLECT | QUESTION |
| --- | --- | --- |
| | | |

FURTHER INVESTIGATION

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**

**Ask students to 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**

**Invite students to ask questions that 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 time 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**

## *Sample Analysis*

Look closely at your map section:

Observe: What do you see?

Reflect: What do you think?

Question: What do you wonder about?

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Consider purpose and audience.

"**I think** _____
*(hypothesis – What is the purpose of this map?)*

**because** _____."
*(Details from the map or prior knowledge to support your hypothesis)*

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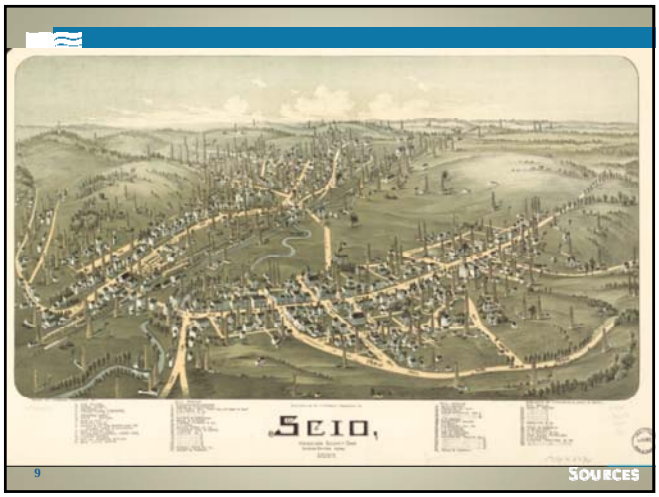


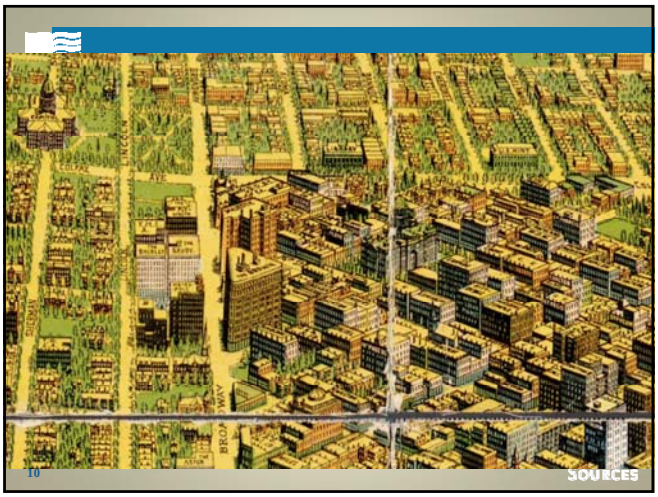


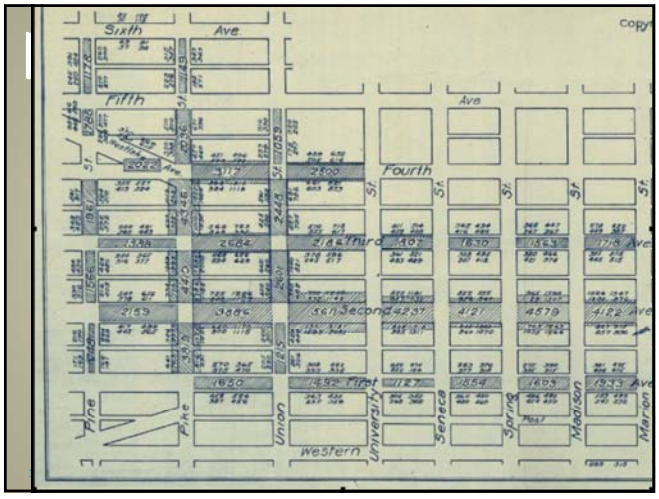


## Critical Thinking

- Your hypothesis was based on evidence and/or prior knowledge.
- Would additional information help your critical thinking?

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- Review new information
- Has your hypothesis changed?



## Map Analysis

- The Bibliographic record may give us even more information. These records tell us a title, creator, date, size, if there are copyright restrictions. Etc.
- Is this information helpful?



## Map Analysis

- Find the envelope on your table that says 1st in upper right corner.



- Select a map piece from the envelope.
- Select a map new to you.
- Work individually.
- Fill our your analysis form: Observe, Reflect Question

Consider the purpose of this map. In the further investigations section, complete this sentence:

**"I think** _____

*(hypothesis – What is the purpose of this map?)*

**because** _____**."**

*(Details from the map or prior knowledge to support your hypothesis)*

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**Use sticky tab to point to one significant detail on your map piece that supports your hypothesis.**

## *Next Steps…*

1. Move to find others with pieces from your map.
2. Do not assemble the map
3. Place your maps face down
4. Take turns showing your map to the group.
5. Each person will:
   - Share your piece of the map.
   - Share your hypothesis about the purpose of the map.

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## *Revisit and Revise*

**"I used to think** _____

*(original hypothesis);*

**now I think** _____

*(new hypothesis)*

**because** _____**."**

*(evidence to support new hypothesis)*

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After everyone has shared and completed their revised statement, THEN assemble your map. (There may be a few missing pieces.)

Discuss what you observe, reflect, question and revisit your primary source analysis tool.



- Look for an envelope with extra pieces.



## Discussion

How did your thinking about the purpose of the map change as you learned more information from the other map pieces?



## Create a Headline for your Map

Write a headline for this map that captures the most important aspect that should be remembered.

- After you have completed your headline, ask for the final pieces and bibliographic record for your map.

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- How could you integrate reading and writing with a map analysis?
  - Share ideas

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## Waldseemuller Map 1507

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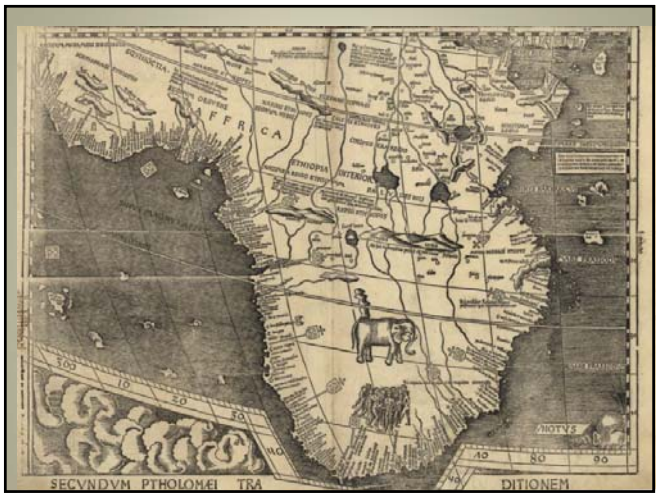
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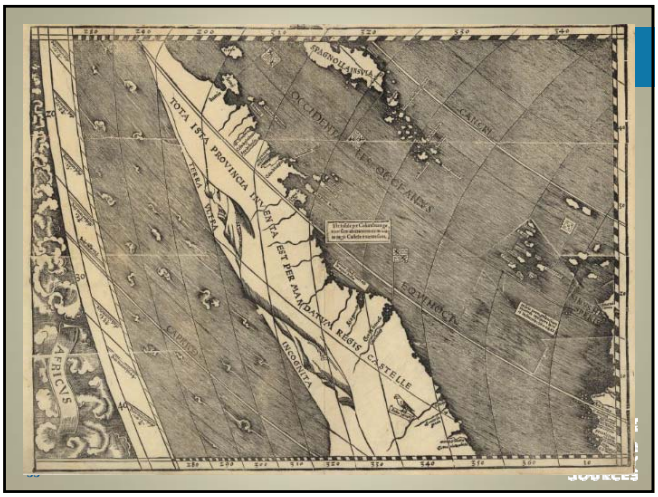
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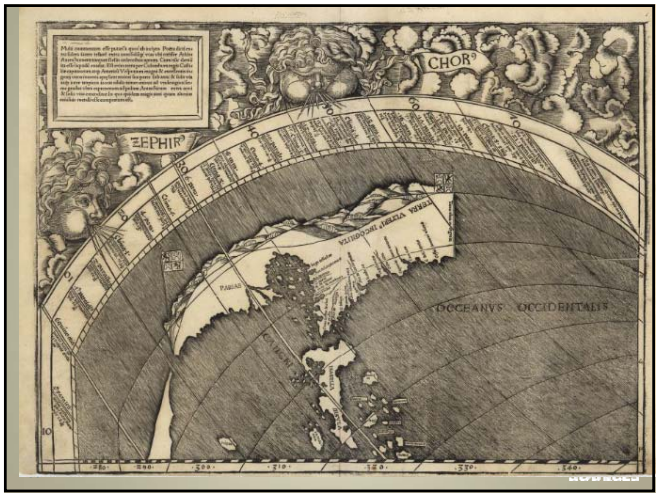
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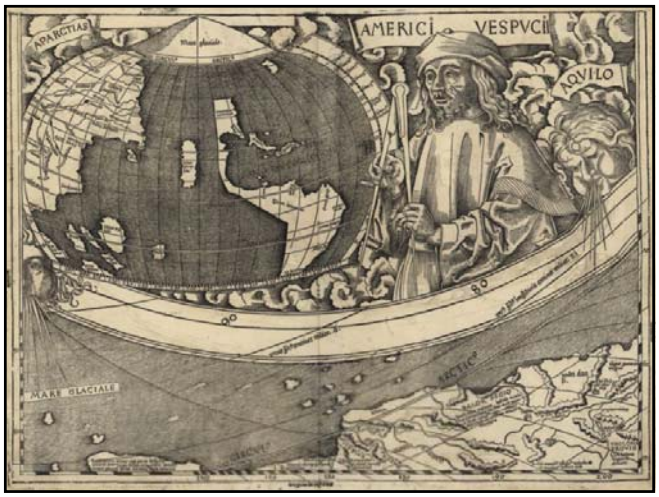

## Drake West Indian Voyage: St. Augustine

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## Drake West Indian Voyage: Entire Trip

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## Map of Missouri River

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## Lewis and Clark map with annotations

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## Diagram of the south part of Shaker Village

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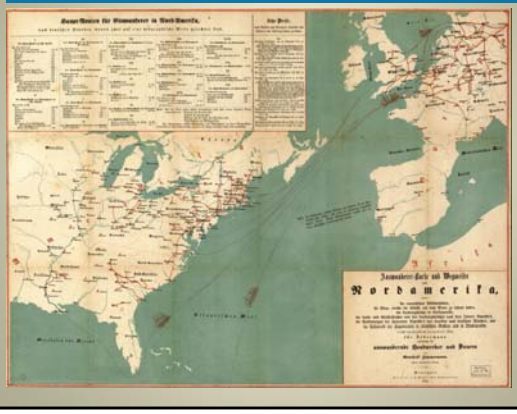
## Auswanderer-karte

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## Map of the U.S. west of Mississippi

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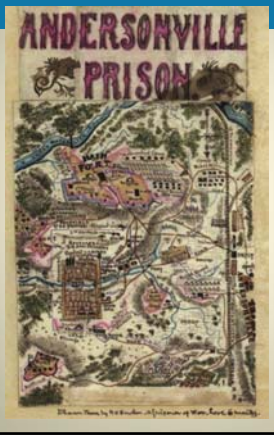
## Andersonville Prison

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## New map of Texas, Oregon and California

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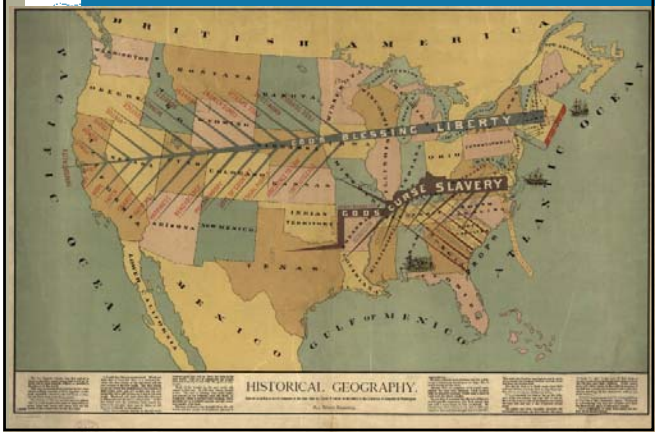
## Historical Geography



## Outline of post-war new world map

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## Visible Thinking Routines

- Sticky notes
- I think _____ because
- "I used to think… but now I think…"
- Headlines
- "What makes you say that?"
- See-Think-Wonder
  - Harvard Project Zero: making Thinking Visible

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## Discussion

Think about how the strategies of visible thinking apply to the analysis of primary sources.

How did the incorporation of visible thinking strategies help build critical thinking skills?

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- **Comments?**
- **Questions?**

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Search map collections
Loc.gov/maps
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