

World Map, 1507



Standards

Social Studies:

4.4 Trace the routes of early explorers and describe the early explorations of the Americas,

including: (C, E, G, H, P, TN)

- Christopher Columbus
- Ferdinand Magellan
- Amerigo Vespucci
- Robert de Lad Salle
- Hernando de Soto
- Henry Hudson
- Jacques Cartier

English Language Arts:

RI.4.7 Interpret information presented visually, orally, or quantitatively (eg. in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

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?

PRIMARY SOURCE ANALYSIS TOOL



Use this tool to record your responses to a primary source.
If you need guidance, use the sample questions. Feel free to go back and forth between the columns; there is no correct order.

Select format of your primary source

OBSERVE	REFLECT	QUESTION
<p>Record responses here</p> <p>I see all different sizes and shapes of landmasses, a map key. The countries look strange. The map looks like it shows the world, but the countries are not in the same positions as they are on a world map today. I see a passage, but I can't read it.</p>	<p>Record responses here</p> <p>I think this map was made to show the countries that have been discovered. I think the audience were rulers and explorers. The people who made the map didn't know that the world was round. Today the map would have color.</p>	<p>Record responses here</p> <p>What countries are on this map? Who made this map? What country are they from? Are they an explorer? Why did they make the map this way?</p>

FURTHER INVESTIGATION

Record responses here

I would want to find out the answers to my questions that I previously listed. I could find the answers to my questions by research. I could copy the map into an image search to try to find out more information or since I know the year of the map, I could just research maps of that year.