

FLCHE-TPS Second Grade

Types of Maps

It's Elementary, My Dear: Primary Sources in the Elementary Classroom

<p>Enduring Understandings: Understand that map elements help us to determine the type of map. We can learn about maps through primary sources.</p>	
<p>Essential Questions: What can we learn from maps? Describe the elements of a physical map. Describe the elements of a thematic map.</p>	
<p>Vocabulary/Targeted Skills: elements, panoramic, political, thematic, cartographer</p>	
<p>Unit Assessment/Culminating Unit Activity: The students will create their own map, given specific elements and guidelines.</p>	
<p>Lesson title: Types of Maps</p>	<p>Time: 60-90 minutes (2 30-45 minute lessons)</p>
<p>Standard(s): <u>Florida Social Studies Standards</u> SS.2.A.1.1 Examine primary and secondary sources. SS.2.G.1.1 Use different types of maps (political, physical, and thematic) to identify map elements.</p> <p><u>Language Arts Florida Standards</u> LAFS.2.W.3.8 Recall information from experiences or gather information from provided sources to answer a question. LAFS.2.RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. LAFS.2.W.1.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	
<p>Content Purpose: (I will) Use primary and secondary sources (so I can) to learn about different types of maps.</p>	
<p>Assessment/Evaluation: The students will create their own map, given specific elements and guidelines.</p>	

Reading Materials/Primary Source links:

Panoramic Map Artist Albert Ruger

http://www.americaslibrary.gov/jb/progress/jb_progress_ruger_1.html

Map of the United States compiled from the latest and most accurate surveys by Amos Lay, geographer & map publisher, New York.

<https://www.loc.gov/resource/g3700.rr000020/?r=0.401,0.505,0.516,0.189,0>

Sanborn Sampler: Baltimore and Ohio Railroad Facilities (political map)

<http://www.loc.gov/pictures/collection/wtc/item/2004707965/>

Main Acting Routes of Lotta Crabtree

<https://www.loc.gov/resource/g3701em.gct00274/?sp=3>

1. Share the Panoramic Map (http://www.americaslibrary.gov/jb/progress/jb_progress_ruger_1.html) with the students and hide the title and any words describing it. It is included at the bottom of this lesson too. Ask the students *What is this?* Allow any answers. They may come up with the answer or you may have to tell them it is a map. Once it is announced, ask them to discuss with a partner, *what elements makes this a map?* (Possible responses: streets are labeled, water, shows locations of homes, etc.) *What patterns do you see? What could we learn from this map? How might a person from the past have used this map?*
2. Share the informational passage found at this link: http://www.americaslibrary.gov/jb/progress/jb_progress_ruger_1.html. Discuss new vocabulary (panoramic, cartography) and guide the students' comprehension as the reading passages are read. Share with the students that today they will learn about three different types of maps: panoramic, thematic, and political.
3. To build context, play the BrainPop video *Map Skills*.
4. Show the students the whole map first: <https://www.loc.gov/resource/g3700.rr000020/?r=0.401,0.505,0.516,0.189,0>. Ask them guiding questions: *What do you see?* Create a list verbally or written. The zooming tool on this map is amazing as it does not distort the map. Zoom in on certain sections and continue to guide the discussion by asking questions, such as: *What do you think the blue surrounding the outside of the United States represents? What do you think the dark blue line represents?* Share with them that this is a historical map but it is also a political map. Share the definition of a political map (a map that shows boundaries made by man, and are labeled on the map, such as: borders, streets, countries, states, cities, and capitals) and ask them *what makes this map a political map?*
5. Click on one of the Sanborn thumbnail pictures of the Baltimore and Ohio Railroad Facilities: <http://www.loc.gov/pictures/collection/wtc/item/2004707965/>. It will open up in a different screen. Do this on a smart board or have the students in pairs or groups

with their own device. This is not the most user friendly but is still a valuable example. There are directions to provide guidance on zooming, etc. Allow the students to create a list of things they observe (no speculation or assumptions, only observations.) Have a discussion (whole group, partner, team) on what type of map this is (physical) and what elements support their response.

6. Share the next primary source Main Acting Routes of Lotta Crabtree (<https://www.loc.gov/resource/g3701em.gct00274/?sp=3>), but don't share the title. Allow the students time to observe the details (perhaps 1 minute.) Then have the students do a creative writing activity where all students are writing at the same time. Give every student one sheet of lined paper. Have a timer set for one-minute intervals. The students will write a story about what they think the map represents. It could be written as a journalist, newscaster, a diary entry, a letter, etc. They are to begin their story and write for one minute and when the timer goes off, pass the paper to their right. Continue this one-minute rotation for five minutes. Share a few of the stories. Then share the details of the map from the LOC website. Also explain that this is a thematic map. Share the definition of a thematic map and check for understanding.
7. Students will now create their own map, given specific elements and guidelines. For instance, the students must include three buildings, four streets, and the title must include the type of map, etc. This map could be made up or you could have them do a map of the area of their home or their school area. This could be done using a ruler and paper or they can use a website to create it electronically, such as:
<http://www.teacherled.com/resources/mapmaker/mapmakerload.html>

Extensions:

Read one of the Library of Congress' suggested books:

- Bacon, Josephine. "The Doubleday Atlas of the United States of America." Doubleday, 1990.
- Clouse, Nancy L. "Puzzle Maps USA." Henry Hold and Co., 1990.
- Glickman, Jane. "Cool Geography.": Price Stern Sloan, 1998.
- Knowlton, Jack. "Maps & Globes." HarperCollins, 1985.

Investigate more primary source maps: <https://www.loc.gov/maps/collections/>. Use a primary source analysis tool: <http://www.loc.gov/teachers/primary-source-analysis-tool/>.