

FLCHE-TPS Lesson 2 Third Grade

Illustration Maps

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

Enduring Understandings:

- Primary sources tell a story about the past.
- By the 1800s America had expanded in most of the United States to the land we know today.
- Each state has its own culture which includes: history, monuments, natural resources, etc.

Essential Questions:

How does the study of history help us understand the past?

What do illustration maps of the United States teach us about the past?

Vocabulary/Targeted Skills: culture, primary source, literary map, history, monuments, natural resources

Unit Assessment/Culminating Unit Activity/Success Criteria:

Students will analyze illustration maps of the United States through discussion and writing.

Lesson: Illustration Maps

Time: 120 mins (1-2 days)

Standard(s):

Florida Social Studies Standards:

SS.3.A.1.1: Use primary and secondary sources to understand history.

SS.3.G.2.5: Identify natural and man-made landmarks in the United States, Canada, Mexico, and the Caribbean.

SS.3.G.3.1: Describe the climate and vegetation in the United States, Canada, Mexico, and the Caribbean.

SS.3.G.3.2: Describe the natural resources in the United States, Canada, Mexico, and the Caribbean.

SS.3.G.4.1: Explain how the environment influences settlement patterns in the United States, Canada, Mexico, and the Caribbean.

Florida Language Arts Standards:

ELD.K12.ELL.SS.1: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

LAFS.3.SL.1.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Content Purpose:

Students will analyze illustration maps of the United States to learn about the history of the United States.

Assessment/Evaluation (for this lesson):

Map Analysis Tool worksheet and class discussion.

Reading Materials/Primary Source links:

- Rambles through our country - an instructive geographical game for the young. 1890, Library of Congress <http://www.loc.gov/pictures/resource/pga.03272/>
- William Gropper's America, its folklore. 1946, Library of Congress <https://www.loc.gov/item/2011592193/>
- Map Analysis Tool Worksheet, Library of Congress <http://www.loc.gov/teachers/usingprimarysources/guides.html>
- Map Analysis Tool Worksheet (novice), National Archives https://www.archives.gov/files/education/lessons/worksheets/map_analysis_worksheet_novice.pdf
- BLOG- Rambles Through Our Country: An Instructive Geographical Game for the Young <https://blogs.loc.gov/picturethis/2016/08/rambles-through-our-country-an-instructive-geographical-game-for-the-young/>

Suggested Procedures:

1. Review the different types of maps by having students watch *Types of Maps* video by Study Weekly: <https://youtu.be/Y8PUnWlvIMY>
2. Display and provide each student a copy of *Rambles through our country - an instructive geographical game for the young* map of the United States.
3. Ask students what they SEE on the map only, not what they think it means.
4. Have students source the photo using Historical Thinking Skills:
 - Who made the map?
 - Why was the map made?
 - When was was the map made?
 - Where was the map made?
 - Is this map reliable (trustworthy)? Why? Why not?
5. Teacher needs to project Map Analysis Tool worksheet questions or read them aloud (teacher chooses which questions will benefit his/her class). Teacher may want to provide each student with a copy of a BLANK Map Analysis Tool worksheet (LOC or ARCHIVES novice) to record answers.
6. Once teacher feels students understand the *Rambles through our country - an instructive geographical game for the young* map of the United States, teacher can then have students compare the 1890 map to *William Gropper's America, its folklore* map from 1946. Teacher should repeat steps 2-4 with students.
7. In closing, explain to students that the original map they studied, *Rambles through our country - an instructive geographical game for the young* map of the United States, is part of a board game (see BLOG). Have them choose a number on the map and look up the corresponding number in the game manual, found at <https://archive.org/details/ramblesthrough00cogooog/page/n4>

Extensions:

Based on what the students have learned from this activity, have them gather evidence (primary sources) about the number they chose from the game manual (see #6 above). This could include: photos, documents, music, etc.

References:

Rambles through our country - an instructive geographical game for the young. 1890, Library of Congress <http://www.loc.gov/pictures/resource/pga.03272/>

William Gropper's America, its folklore. 1946, Library of Congress
<https://www.loc.gov/item/2011592193/>

Map Analysis Tool Worksheet, Library of Congress
<http://www.loc.gov/teachers/usingprimarysources/guides.html>

Map Analysis Tool Worksheet (novice), National Archives
https://www.archives.gov/files/education/lessons/worksheets/map_analysis_worksheet_novice.pdf

BLOG- Rambles Through Our Country: An Instructive Geographical Game for the Young
<https://blogs.loc.gov/picturethis/2016/08/rambles-through-our-country-an-instructive-geographical-game-for-the-young/>

Reading Like a Historian <https://sheg.stanford.edu/history-lessons>

Types of Maps video by Study Weekly <https://youtu.be/Y8PUnWlvIMY>