

## ANALYZING MAPS

GOAL	Conduct primary source analysis	<b>Time Required</b> .....
OBJECTIVES	Participants will: <ul style="list-style-type: none"> <li>• Observe a primary source analysis</li> <li>• Analyze a primary source</li> <li>• Develop instructional strategies to help students examine and analyze primary sources</li> </ul>	1 hour 30 minutes  <b>Standards</b> ..... AASL 2.1.1 AASL 2.1.3 NETS-T 3b NETS-T 3c NETS-T 3d
MATERIALS	<b>Materials/Resources Using Primary Sources in the Classroom</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> View of Washington City.</li> <li><input type="checkbox"/> Bibliographic record for View of Washington City.</li> <li><input type="checkbox"/> Teacher's Guide to Analyzing Maps</li> <li><input type="checkbox"/> Primary Source Analysis Tool</li> <li><input type="checkbox"/> Why Use Primary Sources</li> <li><input type="checkbox"/> Waldseemüller 1507 World Map (1/2)</li> <li><input type="checkbox"/> Waldseemüller 1507 World Map (2/2)</li> <li><input type="checkbox"/> Bibliographic record for Waldseemüller 1507 World Map</li> </ul>	
PREPARATION	Read and understand the following Library of Congress resources: <ul style="list-style-type: none"> <li>• <i>Teacher's Guide to Analyzing Maps</i></li> <li>• <i>Why Use Primary Sources</i></li> </ul> <p>Print one copy per participant of the items below. Keep bibliographic records separate from the primary sources.</p> <ul style="list-style-type: none"> <li>• <i>View of Washington City.</i></li> <li>• Bibliographic record for <i>View of Washington City.</i></li> <li>• Bibliographic record for the <i>Waldseemüller 1507 World Map</i></li> <li>• <i>Teacher's Guide to Analyzing Maps</i></li> </ul> <p>Print one copy of the item below.</p> <ul style="list-style-type: none"> <li>• <i>Waldseemüller 1507 World Map</i>, in 12 pieces</li> </ul> <p>Print two copies per participant of the item below.</p>	

## ANALYZING MAPS

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- *Primary Source Analysis Tool*

### PROCEDURE

1. Distribute a *Primary Source Analysis Tool* and a copy of *View of Washington City* to each participant.
2. Model primary source analysis of *View of Washington City*, referring to the *Primary Source Analysis Guide* as needed. Fill in the *Primary Source Analysis Tool* with the help of the participants. Use an overhead or another projection method to display the demonstration, if available.
  - In the "observe" column, record details that you can see.
  - In the "reflect" column, compare your prior knowledge to the clues on the map and then record your hypotheses about what you see. Differentiate between comments that are observations and those that are reflections based on observations. For example, "I see drawings of ships and men in uniform" is an observation, whereas "This is a war map" is a reflection.
  - Use the "question" column to capture questions you may have as you observe and consider what you know about the item. Aim to generate open-ended questions that will prompt further investigation and inquiry.
3. Share the bibliographic data with participants. Discuss what new insights, if any, the information adds, what questions it answers, and what questions remain.
4. Give one piece of the Waldseemüller map to each participant. Participants may work in pairs if the group is larger than 12. Ask participants to record observations and thoughts about their piece of map on the *Primary Source Analysis Tool*.
5. Once they have analyzed their section of map, ask them to compare their section with those of their neighbors' as well as share information from their primary source analysis.
6. Ask participants to circulate around the room to find pieces that match their section of map and to compare notes. Have them assemble the map on a large table or the floor.
7. The group should discuss and try to come to consensus on the

## ANALYZING MAPS

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purpose, creator, audience, using clues from the maps. Distribute the bibliographic information for the map. Discuss what participants learned and what questions they still have.

8. Facilitate a discussion about ways primary sources engage students and help them to develop critical thinking skills. Distribute copies of *Why Use Primary Sources* and refer to it as needed.

**ASSESSMENT** Distribute the *Teacher's Guide to Analyzing Maps* and discuss how they might use elements of this activity with their students.

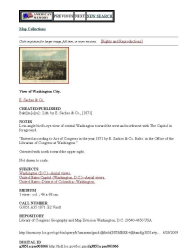
## ANALYZING MAPS

There are 8 resources for this activity...

**View of Washington City.**

Bird's-eye view of central Washington

<http://hdl.loc.gov/loc.gmd/g3851a.pm001066>

**Bibliographic record for View of Washington City.**

<http://hdl.loc.gov/loc.gmd/g3851a.pm001066>

**Teacher's Guide to Analyzing Maps**

An easy-to-use guide for facilitating student analysis of maps, with guiding questions and activity ideas

[http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing\\_Maps.pdf](http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Maps.pdf)

**Primary Source Analysis Tool**

A simple graphic organizer that helps students respond to and analyze primary sources

[http://www.loc.gov/teachers/usingprimarysources/resources/Primary\\_Source\\_Analysis\\_Tool.pdf](http://www.loc.gov/teachers/usingprimarysources/resources/Primary_Source_Analysis_Tool.pdf)

**Why Use Primary Sources**

A one-sheet introduction to the ways in which primary sources build student skills

<http://www.loc.gov/teachers/additionalresources/downloads/resources/handout-red.pdf>

(2 pages)

**Waldseemüller 1507 World Map (1/2)**

<http://myloc.gov/Education/LessonPlans/Pages/lessonplans/world/docs/world1507-pt1.pdf>

(6 pages)



# ANALYZING MAPS



## Waldseemüller 1507 World Map (2/2)

<http://myloc.gov/Education/LessonPlans/Pages/lessonplans/world/docs/world1507-pt2.pdf>

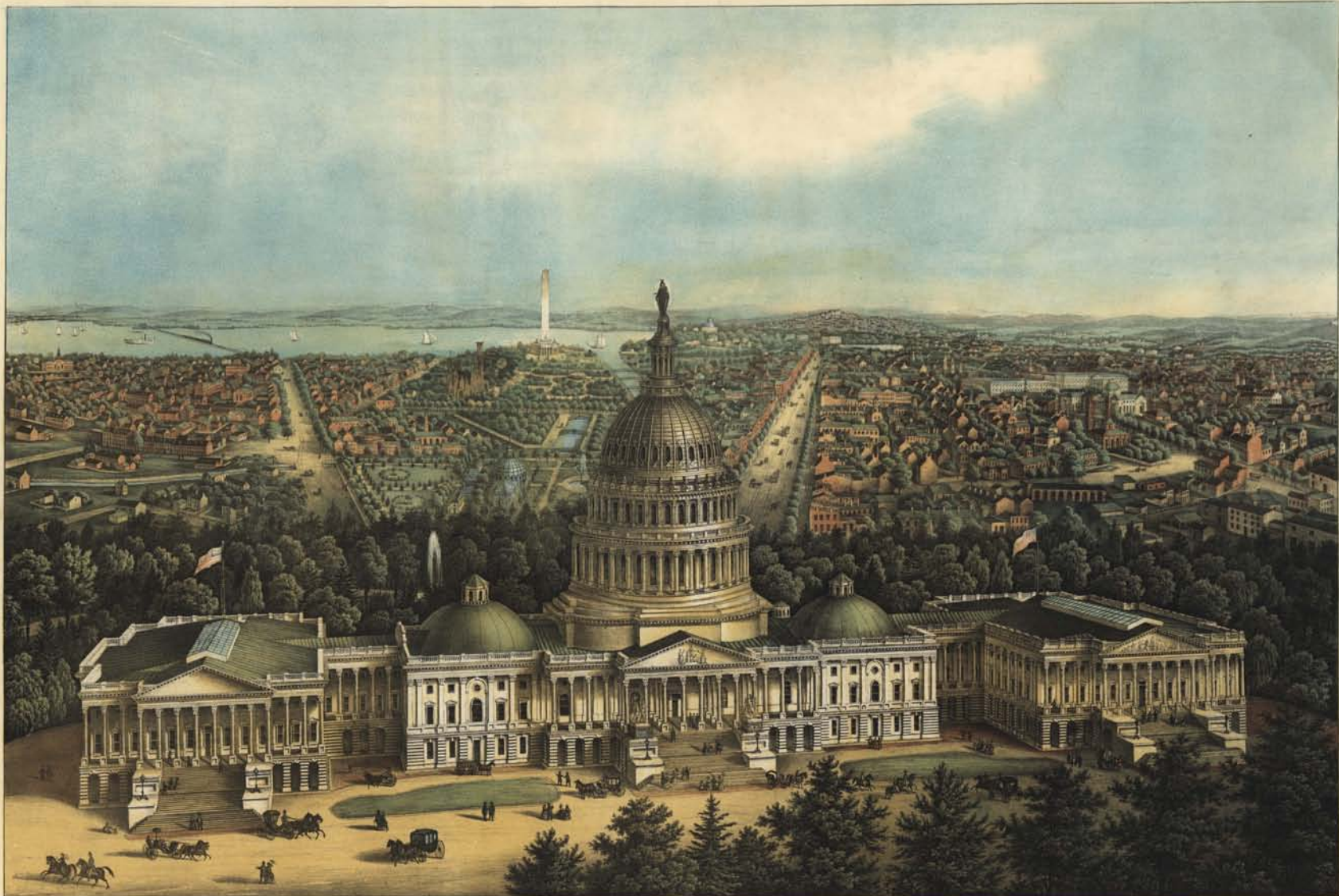
(6 pages)



## Bibliographic record for Waldseemüller 1507 World Map

<http://hdl.loc.gov/loc.gmd/g3200.ct000725C>

(2 pages)



144 by E. Sashford & Co. 1015 N. Liberty St. Balto.

Engraved and printed by E. Sashford & Co. 1015 N. Liberty St. Balto. in the Office of the Engraver at Washington.

1790 E.D.

# VIEW OF WASHINGTON CITY.

## Map Collections

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### View of Washington City.

[E. Sachse & Co.](#)

#### CREATED/PUBLISHED

Balt[im]o[re] : Lith. by E. Sachse & Co., [1871]

#### NOTES

Low-angle bird's-eye view of central Washington toward the west and northwest with The Capitol in foreground.

"Entered according to Act of Congress in the year 1871 by E. Sachse & Co. Balto. in the Office of the Librarian of Congress at Washington."

Oriented with north toward the upper right.

Not drawn to scale.

#### SUBJECTS

[Washington \(D.C.\)--Aerial views.](#)

[United States Capitol \(Washington, D.C.\)--Aerial views.](#)

[United States--District of Columbia--Washington.](#)

#### MEDIUM

1 view : col. ; 46 x 68 cm.

#### CALL NUMBER

G3851.A35 1871 .E2 Vault

#### REPOSITORY

Library of Congress Geography and Map Division Washington, D.C. 20540-4650 USA

[http://memory.loc.gov/cgi-bin/query/h?ammem/gmd:@field\(NUMBER+@band\(g3851a+p...](http://memory.loc.gov/cgi-bin/query/h?ammem/gmd:@field(NUMBER+@band(g3851a+p...) 6/29/2009

#### DIGITAL ID

**g3851a pm001066** <http://hdl.loc.gov/loc.gmd/g3851a pm001066>



# 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

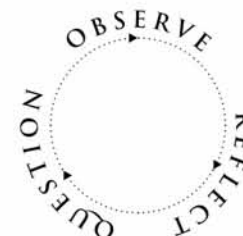
Study three or more maps of a city or state at different time periods. Arrange them in chronological order. Discuss clues to the correct sequence.

### 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>

## PRIMARY SOURCE ANALYSIS TOOL



## OBSERVE

[illegible]

## REFLECT

[illegible]

## QUESTION

*[This area contains horizontal dashed lines for writing.]*

## FURTHER INVESTIGATION



# LIBRARY OF CONGRESS

## Why Use Primary Sources?



Primary sources provide a window into the past—unfiltered access to the record of artistic, social, scientific and political thought and achievement during the specific period under study, produced by people who lived during that period.

Bringing young people into close contact with these unique, often profoundly personal, documents and objects can give them a very real sense of what it was like to be alive during a long-past era.

### 1. Engage students

- Primary sources help students relate in a personal way to events of the past and promote a deeper understanding of history as a series of human events.
- Because primary sources are snippets of history, they encourage students to seek additional evidence through research.
- First-person accounts of events helps make them more real, fostering active reading and response.



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## Why Use Primary Sources?



### 2. Develop critical thinking skills

- Many state standards support teaching with primary sources, which require students to be both critical and analytical as they read and examine documents and objects.
- Primary sources are often incomplete and have little context. Students must use prior knowledge and work with multiple primary sources to find patterns.
- In analyzing primary sources, students move from concrete observations and facts to questioning and making inferences about the materials.
- Questions of creator bias, purpose and point of view may challenge students' assumptions.

### 3. Construct knowledge

Inquiry into primary sources encourages students to wrestle with contradictions and compare multiple sources that represent differing points of view, confronting the complexity of the past.

- Students construct knowledge as they form reasoned conclusions, base their conclusions on evidence, and connect primary sources to the context in which they were created, synthesizing information from multiple sources.
- Integrating what they glean from comparing primary sources with what they already know, and what they learn from research, allows students to construct content knowledge and deepen understanding.



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**[www.loc.gov/teachers](http://www.loc.gov/teachers)**





<http://hdl.loc.gov/loc/gmd/g3200.ct000725C>

Sheet 1 - Upper left section

The Library of Congress

















<http://hdl.loc.gov/loc.gmd/g3200.ct000725C>

Sheet 5

The Library of Congress





<http://hdl.loc.gov/loc/gmd/g3200.ct000725C>

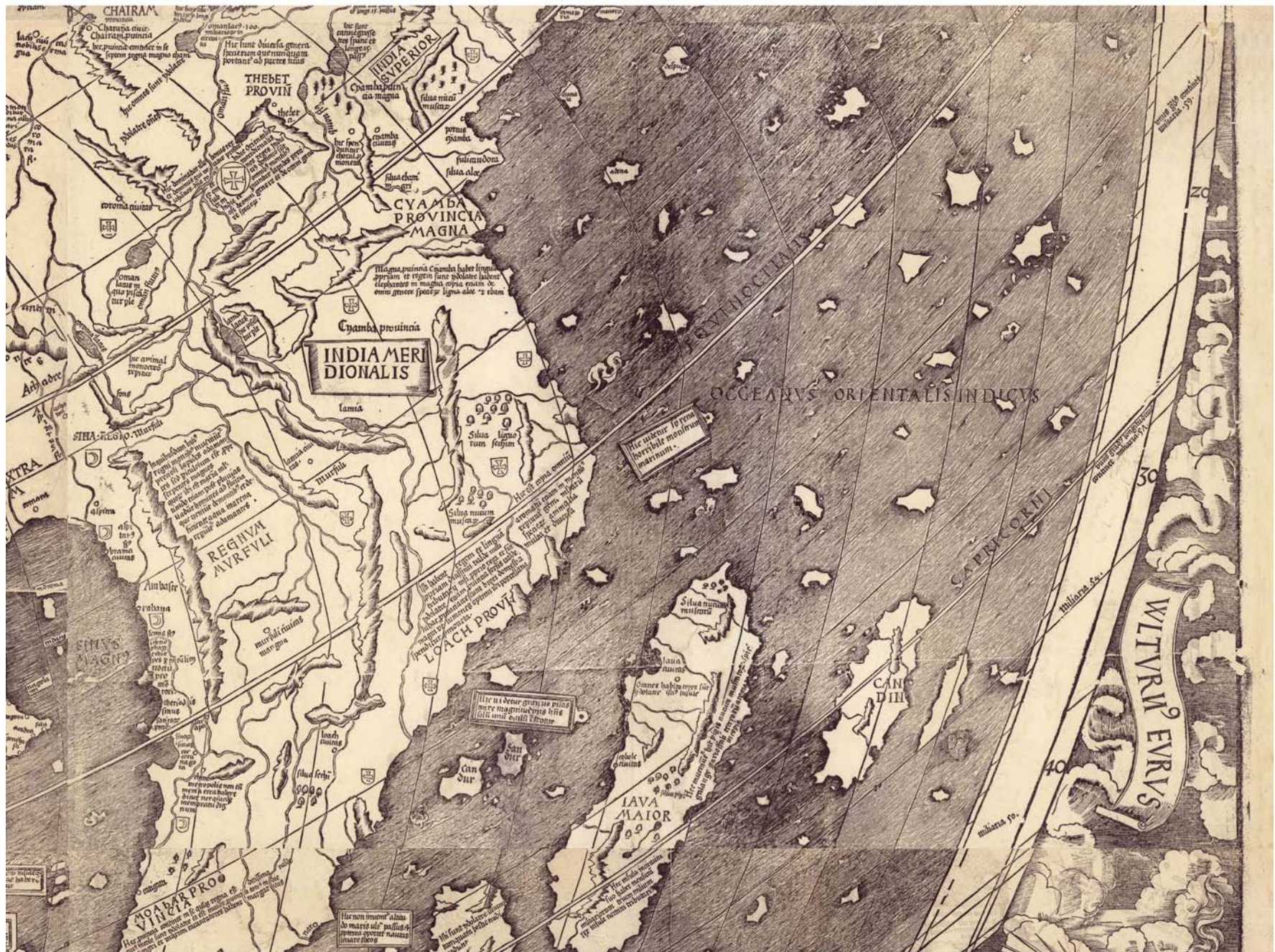
Sheet 6

The Library of Congress









<http://hdl.loc.gov/loc/gmd/g3200.ct000725C>

Sheet 11

The Library of Congress





<http://hdl.loc.gov/loc/gmd/g3200.ct000725C>

Sheet 10 - Upper right section

The Library of Congress









<http://hdl.loc.gov/loc.gmd/g3200.ct000725C>

Sheet 8

The Library of Congress









## Map Collections

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**Universalis cosmographia secundum Ptholomaei traditionem et Americi Vespucii alioru[m]que lustrationes.**

Waldseemüller, Martin, 1470-1521?

### OTHER TITLES

Universalis cosmographia secundum Ptholomaei traditionem et Americi Vespucii aliorū que lustrationes

### CREATED/PUBLISHED

[St. Dié, France? : s.n., 1507]

### NOTES

Relief shown pictorially.

First document known to name America.

Red ink grid on 2 sheets. Text applied over blank areas on 2 sheets. Manuscript annotations in the margin of 1 sheet.

All sheets bear a watermark of a triple pointed crown.

Two stamps on verso of upper left hand sheet: Fürstl. Waldburg Wolfegg'sches Kupferstichkabinett -- Fürstl. Waldbg. Wolf. Bibliothek.

Exhibited: Rivers, edens, empires: Lewis & Clark and the revealing of America, Library of Congress, Washington, D.C., July 24-Nov. 29, 2003.

Includes text and ill.

Printed surrogate in vault available for reference.

LC digital image is a composite map from the twelve separate sheets.

Scale [ca. 1:15,000,000 at equator]; Ptolemy's second proj. (W 180<sup>0</sup>--E 180<sup>0</sup>/N 90<sup>0</sup>--S 50<sup>0</sup>).

### SUBJECTS

World maps--Early works to 1800.

World.

### MEDIUM

1 map on 12 sheets ; 128 x 233 cm., sheets 46 x 63 cm. or smaller.

### CALL NUMBER

G3200 1507 .W3 Vault

## REPOSITORY

Library of Congress Geography and Map Division Washington, D.C. 20540-4650 USA

## DIGITAL ID

([Composite Map](#)) **g3200** ct000725C <http://hdl.loc.gov/loc.gmd/g3200.ct000725C>

([Entire map](#)) **g3200** ct000725 <http://hdl.loc.gov/loc.gmd/g3200.ct000725>

