

Using Primary Sources: How Do I Read a Map?

OVERVIEW & OBJECTIVES	GRADES
<p>Through History Day, students learn how to read primary sources, mostly documents. This lesson is intended to teach students how to use maps as primary and secondary sources. Moreover, this lesson will aid students throughout the grade levels to understand historic maps and how to analyze them. Here, maps of the Battle of Gettysburg are used for research into Minnesota’s role in the battle.</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Understand the parts of a map (TODALSS) • Read and analyze a map • Compare maps as primary and secondary sources • Develop guiding questions for research 	6 th -7 th
	TIME
	1-2 class periods
	REQUIRED MATERIALS
	<ul style="list-style-type: none"> ✓ Computer Projector ✓ Computer Internet access for students ✓ Handout: “How Do I Read a Map?” (2 for each student)

MINNESOTA SOCIAL STUDIES STANDARDS & BENCHMARKS

6th Grade

Standard 1. People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.

6.3.1.1.1 Create and use various kinds of maps, including overlaying thematic maps, or places in Minnesota; incorporate the “TODALSS” map basics, as well as points, lines and colored areas to display spatial information.

Standard 2. Historical Inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about what happened in the past, and how and why it happened.

6.4.1.2.1 Pose questions about a topic in Minnesota history, gather a variety of primary and secondary sources related to questions, analyze sources for credibility, identify possible answers, use evidence to draw conclusions, and present supported findings.

Standard 19. Regional tensions around economic development, slavery, territorial expansion and governance resulted in a civil war and a period of Reconstruction that led to the abolition of slavery, a more powerful federal government, a renewed push into indigenous nations’ territory and continuing conflict over racial relations. (Civil War and Reconstruction: 1850-1877)

6.4.4.19.2 Create a timeline of the key events of the American Civil War; describe the war-time experiences of Minnesota soldiers and civilians. (Civil War and Reconstruction: 1850-1877)

7th Grade

Standard 1. People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.

7.3.1.1.1 Create and use various kinds of maps, including overlaying thematic maps, or places in Minnesota; incorporate the “TODALSS” map basics, as well as points, lines and colored areas to display spatial information.

Standard 2. Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the

past.

7.4.1.2.1 Pose questions about a topic in United States history, gather and organize a variety of primary and secondary sources related to the questions, analyze sources for credibility and bias; suggest possible answers and write a thesis statement; use sources to draw conclusion and support the thesis; present supported findings, and cite sources.

Standard 19. Regional tensions around economic development, slavery, territorial expansion and governance resulted in a Civil War and a period of Reconstruction that led to the abolition of slavery, a more powerful federal government, a renewed push into indigenous nations' territory and continuing conflict over racial relations. (Civil War and Reconstruction: 1850-1877)

7.4.4.19.2 Outline the major political and military events of the Civil War; evaluate how economics and foreign and domestic politics affected the outcome of the war. (Civil War and Reconstruction: 1850-1877)

SUGGESTED PROCEDURE

Suggested Procedure

See Teacher's Notes at the end of the lesson before teaching this lesson.

Opening

Review the following questions that are asked when looking at primary documents:

1. Who wrote the document? Who is the document about?
2. What is the purpose of this document?
3. When was the document written? Is this document referring to another time period?
4. Where is this document most pertinent? What country/ state/city/government is it from?
5. Why was this document written?
6. What makes this document unique?
7. What kind of language is being used?
8. What are the expectations of the author?
9. Who is the intended audience of the document?
10. What is the perspective of the author?

Ask the class: Why do we ask these questions when reading primary documents? The response may include: It builds understanding and helps draw conclusions about what the source is saying. Now, are documents the only types of primary sources? What other items can also be primary sources? The list may include: photographs, artwork, cartoons, artifacts, census records, manuscripts, posters, ticket stubs, oral history, maps, data sets, architectural plans, etc.

Development

We are going to talk about two kinds of maps and how to use them in research.

Step 1: In history, we make use of two main kinds of maps—primary and secondary. As we know what primary and secondary sources are, what do you think is the difference between primary and secondary maps? Just like written sources, primary maps are made at the time and tell a story. Just like secondary sources, secondary maps can be of a certain time period with data from that time, but were made in contemporary times. For example, we will look at two maps of the Battle of Gettysburg—one from the Library of Congress and one from the Civil War Trust website. Let's look at the secondary map first, "Pickett's Charge"—the one made in 2009. Ask: What is it telling us? It is telling us information from that time period by giving us the information collected from primary sources. What questions do we ask to understand a map? The questions from primary sources can help us here, too.

Step 2: As a class, examine the secondary map. Go through the “How Do I Read a Map?” handout with them and model the answers. Point out the items required for a map—TODALSS, the acronym for the cartographer’s tools (Title, Orientation, Date, Author, Legend, Scale, and Source):

1. Title
2. Orientation
3. Date
4. Author
5. Legend/Key
6. Scale
7. Source
8. What do you need to know to read this map?
9. Who will read this map (Who is the audience)?
10. Who benefits from reading this map?
11. Why was this map made?
12. What does the map tell us? What is the story?
13. Where is the location this map is illustrating? How do we know?
14. Why should we read this map?
15. What can we trust about this map? What can we not trust about this map?
16. What patterns do you see?
17. What do the colors tell you?
18. What viewpoint is this map telling you? What kind of language is being used?
19. What does this map not tell you that you want to know?

Highlight information and where it was gathered, pointing out information from the map itself or from the website. Notice that on this map’s legend the wood lines and roads are from the 19th century; challenge students to consider how do we know whether the wood lines and roads are from 1803, 1863 or 1893. Notice the contour lines; challenge students to consider how do we know the elevations or the accuracy of the contour lines. Throughout the discussion you are guiding students to build understanding of how to read a map. Once all the written questions are answered, ask the students to pose additional questions, especially what questions are not answered by this information. What questions about the Civil War does this map answer? What questions about the Battle of Gettysburg does this map answer?

The First Minnesota Volunteer Infantry Regiment played a large role in the Civil War as well as the Battle of Gettysburg. Read and discuss their involvement in the Civil War and then at Gettysburg using the 1st MN Infantry website (<http://www.1stminnesota.net/>). Then look at the Google map at the website and zoom in to find the location of the First MN Volunteer Infantry Regiment monument, which is located above the red marker. Find the Copse of Trees and other landmarks including the roads located nearby. Can you find the location of the monument on the secondary map? (You’ll also be able to find the location on the primary map.) What questions do you have?

Step 3: After discussing the secondary map as a class, provide the students with another “How Do I Read a Map” handout and access to a primary source map of the Battle of Gettysburg (Field of Gettysburg, July 1st, 2nd, & 3rd, 1863 from the Library of Congress). Give the following instructions.

“In pairs, look at the map, but do not answer questions yet. Instead, based on the readings of Minnesota in the Civil War and at Gettysburg and looking at the previous map, what other questions can you ask a primary source map? What things do you want to know and what may maps be able to tell you? What other things are you interested in learning about the Battle of Gettysburg? Write these on the back of the handout. Then, examine the map and answer the “How Do I Read a Map” questions. At the end of the class we will review the answers and everyone will share the questions they developed.”

Step 4: When going through the questions with the class, keep track of the questions they asked and if they were able to answer them. Discuss how they used the maps to find details of an event and the viewpoints of those involved. Homework can be assigned for students to find information to answer those questions.

Closing

After both maps have been examined, ask the students to compare the two maps. The same questions were asked, but which ones were easier to answer? Which map was easier to read? Which map answered the most questions? Which map is more reliable? Which map “lies” more? How significant are these maps to understand Minnesota’s role during the Civil War and at the Battle of Gettysburg?

Conclude the lesson by asking: How can they use maps in their own research? Are maps always relevant? Can maps confirm what you already know? What questions will you need to use in your own research?

Teacher’s Notes

Map analysis involves reading and analyzing a map by Observing, Reflecting, and Questioning.

- Observing means describing the details you see on the map.
- Reflecting means thinking about what you see on the map using your prior knowledge. You are making hypotheses or inferences.
- Questioning means asking questions about the map to generate further investigation or inquiry.

Further explanation of map analysis can be found at the Library of Congress website

http://www.loc.gov/tReachers/usingprimarysources/resources/Analyzing_Maps.pdf

The first 7 questions of “How Do I Read a Map?” handout refer to identifying TODALSS while describing or Observing the map; questions 8-18 are Reflecting in which students use prior knowledge to make inferences; the last question is meant to generate further inquiry and can be labeled Questioning. The teacher should consider using the terms Observe, Reflect, and Question while reading and analyzing the map.

Assessment

- “How Do I Read a Map?” handout
- Class discussion

Website Resources:

“Teacher’s Guide: Analyzing Maps” at Library of Congress

http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Maps.pdf

“Gettysburg” at First Minnesota Volunteer Infantry Regiment

<http://www.1stminnesota.net/>

Primary Sources

“Plan of the Gettysburg Battleground” by Charles Wellington Reed (1864) at Library of Congress

<http://www.loc.gov/item/99439158>

“Field of Gettysburg, July 1st, 2nd, & 3rd, 1863” by T. Ditterline at Library of Congress.

<http://www.loc.gov/item/99447499>

“Sketch of the Battlefield of Gettysburg, July 1st and 2nd, 1863” at Library of Congress.

<http://www.loc.gov/item/2005625069>

Secondary Sources

“Maps of Gettysburg, Pennsylvania (1863): Gettysburg—Peach Orchard, July 2, 1863” by Steven Stanley

[2009] at Civil War Trust <http://www.civilwar.org/battlefields/gettysburg/maps/peachorchardmap.html>

“Maps of Gettysburg, Pennsylvania (1863): Gettysburg – Pickett’s Charge, July 3, 1863” by Steven Stanley [2009] at Civil War Trust

<http://www.civilwar.org/battlefields/gettysburg/maps/pickettscharge.html>

“Maps of Gettysburg, Pennsylvania (1863): Gettysburg – Pickett’s Charge – 3:00 pm to 4:00 pm” by Steven Stanley [2009] at Civil War Trust

<http://www.civilwar.org/battlefields/gettysburg/maps/picketts-charge-the.html>

Additional Website Resources

“Gettysburg Battlefield” by E.B. Cope (1863) at Library of Congress

<http://www.loc.gov/item/99447498>

“Gettysburg, Pennsylvania, 1888” by T. M. Fowler at Library of Congress

<http://www.loc.gov/item/75694978>

“Civil War Research—Images and Objects” at Minnesota Historical Society, Collections

<http://sites.mnhs.org/library/content/civil-war-research-images-and-objects>

“Minnesota and the Civil War” at Minnesota Historical Society

<http://sites.mnhs.org/civil-war/>

Minnesota in the Civil War: An Illustrated History by Kenneth Carley (2000) Minnesota Historical Society Press: St. Paul, Minnesota

How Do I Read a Map?

Name: _____

Using the map displayed, answer the following questions:

1. Title _____

2. Orientation _____

3. Date _____

4. Author _____

5. Legend/Key _____

6. Scale _____

7. Source _____

8. What do you need to know to read this map?

9. Who will read this map (Who is the audience)? _____

10. Who benefits from reading this map? _____

11. Why was this map made?

12. What does the map tell us? What is the story?

13. Where is the location this map is illustrating? How do we know?

14. Why should we read this map?

15. What can we trust about this map? What can we not trust about this map?

16. What patterns do you see?

17. What do the colors tell you?

18. What viewpoint is this map telling you? What kind of language is being used?

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