

INTEGRATING HISTORICAL AND GEOGRAPHIC THINKING

By Educational Outreach Staff, with contributions from Dr. Mark Newman and Dr. Peggy O-Neill-Jones

The light bulb went on; the energy in the room bounced off the ceiling. While reflecting upon their learning after a two-day Teaching with Primary Sources workshop, one teacher exclaimed, "I can bring geography back into history!" The workshop focused on examining primary sources through two lenses: history and geography. Another teacher could just have easily said, "I can bring history back into geography!" with equal enthusiasm.

Primary sources support the study of many disciplines, including both history and geography. Connecting and layering these two disciplines can contribute new perspectives and a multi-dimensional understanding of complex topics—no wonder teachers are excited!

Each discipline informs the other with its own specific set of thinking or reasoning routines. When analyzing a primary source, students might apply historical thinking strategies of sourcing, contextualizing, close reading, using background knowledge, reading the silences, and corroborating (See Sam Wineburg, TPS Quarterly — Historical Thinking: Vol. 3, No. 1, Winter 2010). Or, they might apply geographic thinking or reasoning to the same source, considering location, place, human-environment interaction, region, and movement, and looking for patterns and changes (National Geography Standard Index).

GEOGRAPHIC THINKING

Geographic thinking, also called "geographic reasoning" or "spatial thinking," conceives of the Earth as a physical system with interconnected sub-systems, including humans as biological entities as well as members of collective societies (C3 Framework).

By considering the geographic concepts of location, place, human-environment interaction, region, and movement, students develop an understanding that extends beyond identifying our planet's physical features and knowing how to find them on a map. In the new C3 Framework for Social Studies State Standards, the interconnectedness of these themes is described in four categories:

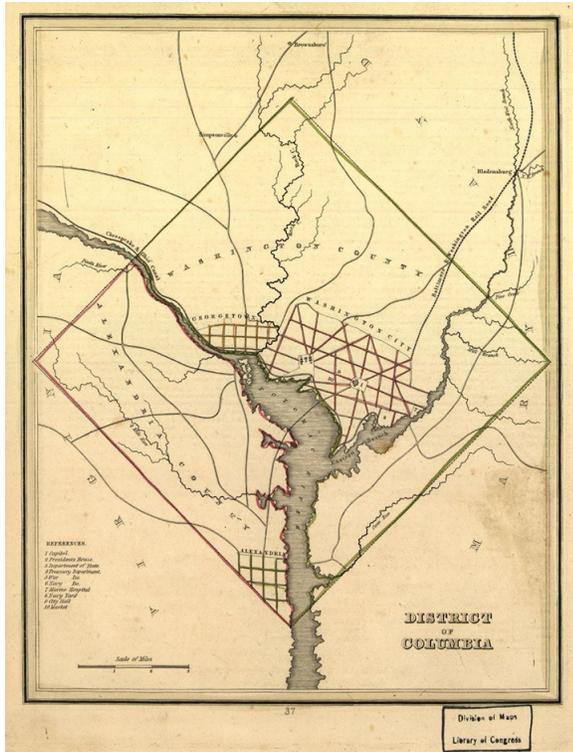
- Geographic Representations: Spatial Views of the World;
- Human-Environment Interaction: Place, Regions, and Culture;
- Human Population: Spatial Patterns and Movements; and
- Global Interconnections: Changing Spatial Patterns.

Applying geographic thinking strategies can help students ponder questions such as: How is this place unique? How do people influence their environment? Why do people move from one place to another? Time is an important element in geographic thinking as well. Using geographic thinking, students can consider how and why places have changed over the last decades, centuries, or millennia.

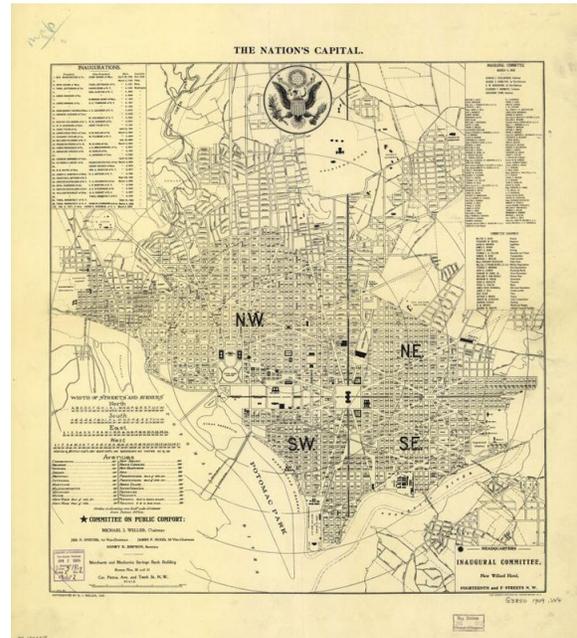
LOCATION

Location refers to the physical situation of an identified place. This could be related to its coordinates on a map or where it is located in relation to or within another location of note, for example, a town, state, region, country, or continent.

Students can hypothesize about the economic, social, cultural, or strategic importance of a location and can extend this thinking to form ideas about what geographic features generally hold value and utility to human beings. Teachers can encourage students looking at maps of a location to think about why and how they were created.



District of Columbia, 1835 Maps.
www.loc.gov/item/88694084/



The nation's capital :
[Washington D.C.], 1901. Maps.
www.loc.gov/item/87691457/

- Who were the intended users?
- What was the map's creator attempting to communicate to these users about the location and why?
- What cultural or political biases are evident?

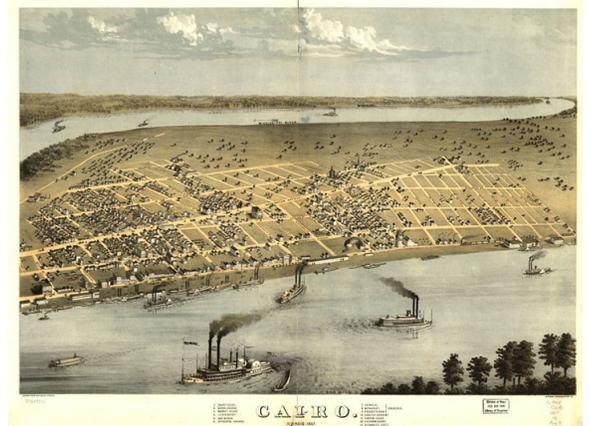
Comparing maps or other spatial views of the world can also help students think about location. For example, a teacher might show students two maps of the District of Columbia, from 1835 and 1901. (The maps can be printed or viewed online, where students can zoom in to see minute details or zoom out to see the placement of the city in relation to its environs.) Students can study the maps individually and together. In addition to thinking about why and how the maps were created, they can consider what changes took place between 1835 and 1901. They might notice that in 1835, the District encompassed two counties, but by the twentieth century, its western boundary stopped at the shores of the Potomac River. Why? Students might notice that the 1901 map sections the city into quadrants. Encourage them to investigate the political, economic and demographic significance of these boundaries, then and now. What does comparing the maps suggest about the development of the city during the 19th century?

PLACE

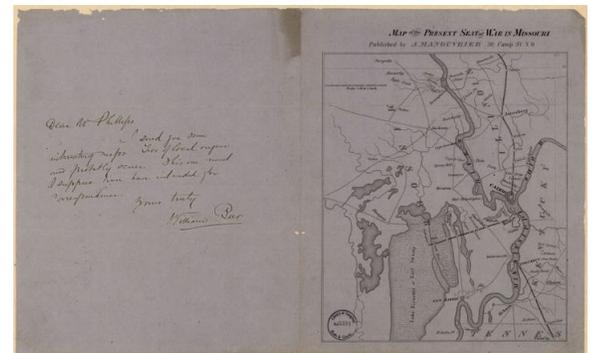
In geographic terms, place refers to the special qualities that make a designated space distinct from other locations. A place can be defined in ecological, political, historical, or cultural terms. Observing the physical characteristics of a place and how these might differ from physical characteristics of other places is important as students consider the diversity of Earth's environmental and societal features.

When applying geographic thinking to the analysis of primary sources, students closely observe the topography -- lakes, rivers, shorelines, and mountains -- of the place under study, along with its plant and animal life and manmade structures. They might reflect on the unique qualities of the area that define it as a place, evidence of how humans have responded to its particular geographic features and the ecological, political, historical, and cultural themes connected to it. Students can think about how they would react emotionally if they were standing in this place – what would they feel, hear, see, or smell. They might question how big or small the place is and why the creator of the primary sources chose to include some, but not other, features that they would expect to see.

The following perspective map of Cairo, Illinois, created in 1867, offers a bird's eye view of the town. The bibliographic notes for the map indicate that it was not drawn to scale. After observing the details of the map – including the placement of the town, the geographic features it portrays or omits, the activity on the river, and the layout of the town – students can speculate about its purpose. For example, they might guess at which features of the map might have been off scale, portrayed either larger or smaller than they actually were. Why?



Cairo, Illinois] 1867. Maps.
www.loc.gov/item/73693346/



Map of the present seat of war
in Missouri. Maps.
www.loc.gov/resource/g4160.cw0296500/

Students will probably notice dark smoke billowing out of the ships on the river. Today, this image conjures concerns about air quality, but what message would it give to someone living at the beginning of the industrial age? Why would the mapmaker want to define this place in this way?

Cairo, Illinois, also appears in a Civil War era map, *Map of the present seat of war in Missouri*. How is the notion of place different here? The map shows the placement of Cairo in relation to the states of Kentucky and Missouri. Why?

- What else is included in the map?
- What was the purpose of this map?
- Who would have used it?
- What geographic features made Cairo well suited to both military campaigns and commerce in the 1800s? Are those features still important in 21st century? How does this affect the economic and social conditions of present-day Cairo?

HUMAN-ENVIRONMENT INTERACTION

Geographic thinking also focuses on how human beings shape and are shaped by their natural environments. People's actions can be both beneficial and detrimental to the natural world, triggering local, regional and global consequences. Primary sources offer examples of a variety of actions, including grand environmental change projects, implementation of land use policies and practices, and conservation efforts. For example:

- Documents and photographs about the Tennessee Valley Authority, before and after completion of dams, offer an excellent example of a significant and large-scale project that had great economic impact over a whole region. Students can speculate about and find evidence of negotiations between government officials, professional groups, scientists, and citizens that influence large and small human-environmental interactions.
- Land use maps illustrate the interconnectedness between earth and human economic and social activity, including farming, mining, manufacturing, and even slavery.
- Primary sources related to conservation projects demonstrate how our feelings about the treatment of our natural environment incorporate both practical considerations and transcendent emotions. For example, students in younger grades can read the words of conservationist John Muir, who considered sleeping outdoors to be one of life's greatest pleasures, and write about their own encounters with the natural world. Older students can review language from the 1918 bill establishing the National Park Service to identify the values expressed within it.

These materials can shed light on mental models, through time, that are similar and very different from those we have today.

MOVEMENT

Location, place, and region focus on defining space in various ways; movement examines how and why places are connected to one another. This study of how and why people move examines not only where people leave, but also where they travel to reach their final destinations. The study of population movement offers students an opportunity to learn vocabulary such as *migration*, *displacement*, *refugee*, *immigrant*, *alien*, and the social, political, cultural, economic, and health connotations of these concepts.

The reason for a population's movement provides an interesting lens through which students can analyze primary sources. Primary sources often portray causes of human suffering, such as scarcity, expulsion, climatic conditions, and extreme competition for resources. Some primary sources were

created by individuals who were compelled to move, like those fleeing the Dust Bowl. Their emotional reactions to movement often include both a sense of loss for the cherished familiar and anticipation of new opportunities, conveyed in diary entries, poetry, songs and artwork. For example, students can study the photograph *Oklahoma dust bowl refugees. San Fernando, California*, taken by Dorothea Lange in 1934, and imagine the feelings of the occupants of the car shown, stuffed with inhabitants and laden with belongings.



Oklahoma dust bowl refugees. San Fernando, California
Photos, Prints, Drawings.
www.loc.gov/item/fsa1998018535/PP/

In the recording of the song *Why We Came to Californy*, students of all levels can hear composer and performer Flora Robertson's firsthand account of the conditions that pushed her family toward California. Her song provides personal insight, promotes empathy, and provokes questions about why people move, and the relationship between humans and the places in which they live. Students can reflect on what that means in the context of today and our own treatment of and dependence on our natural environment.

Listening to Mrs. Robertson's use of language also suggests her background and level of education, which might lead to a discussion about the socio-economic aspects of groups that bear the greatest hardship during population movement. Students will hear how the Robertson family adapted to their changing environment and how the family's circumstances affected the way they choose to adapt. Providing students with a printed copy of the text may help them better understand the recording.

Official documents, like the directives that precipitated the Trail of Tears, can expose another reason for movement and shed light on the consequences of population shifts; competition for, and ownership of, natural resources; changing laws; and perceptions of human rights related to land.

REGION

An important aspect of geography is organizing space and using models that reflect how humans conceptualize a region. A region can be defined as an area with unifying physical characteristics such as



Building an Eskimo igloo. Photos, Prints, Drawings.
www.loc.gov/item/2005691861/



New Mexico. Pueblo de Taos. Photos, Prints, Drawings.
www.loc.gov/item/2008678090/

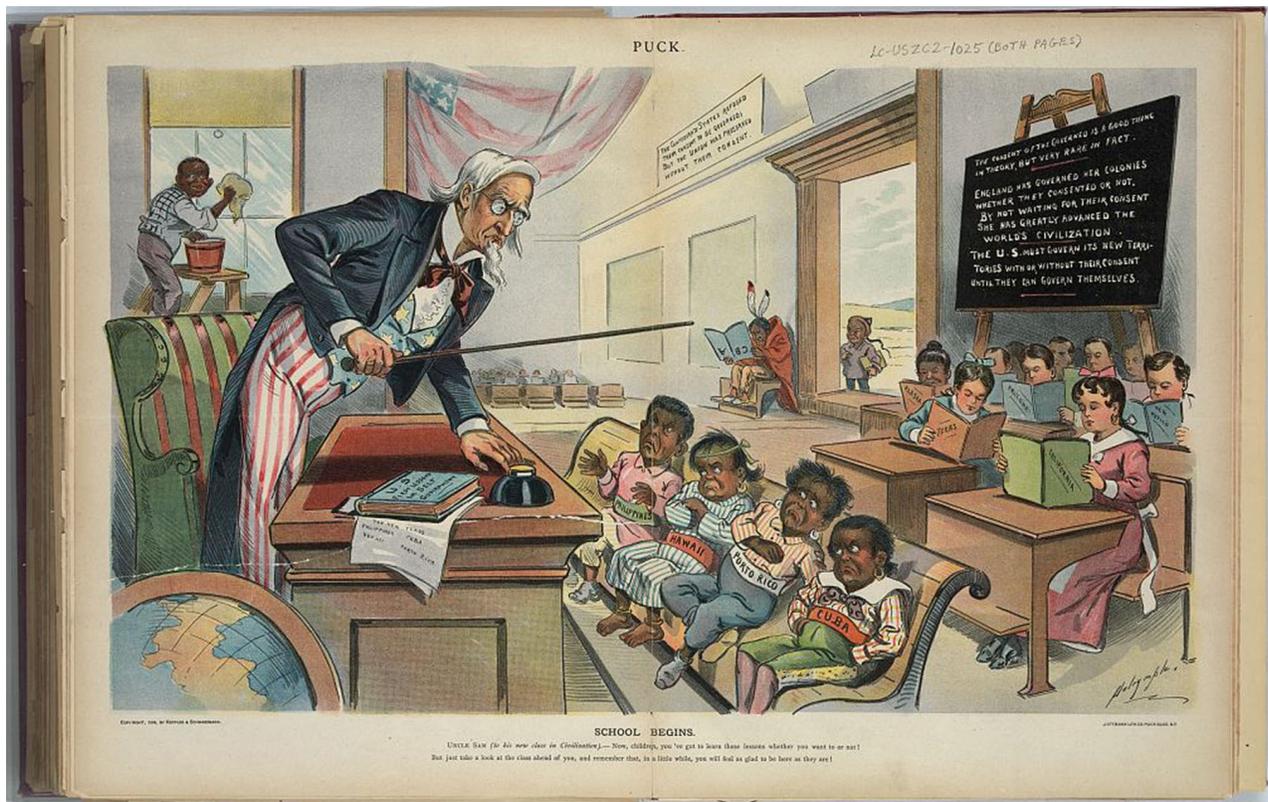
climate or topology; or human characteristics, like history, ethnicity, politics or economic activity.

A teacher might ask students to examine the details in these photographs representing two very

different regions within the United States – Alaska and the Southwest. Students’ observations, reflections, and questions can launch investigations about how the geographic features of these regions shaped economic, social, and political life over time.

COMBINING THE STUDY OF HISTORY AND GEOGRAPHY

How might teachers and students apply both historical and geographic thinking strategies to analyzing one primary source? Consider some approaches to analyzing the cartoon “School Begins” using both geographic and historical thinking strategies. Historical thinking strategies can help students see that the source of this article is *Puck* magazine, a publication operating at the turn of the last century, famous for its satirical cartoons. They will observe a figure representing Uncle Sam portrayed as a teacher in a classroom. Through close observation, students will notice depictions of various ethnicities and nationalities, each with a different position, attitude, and occupation. Using their background knowledge, students recognize that each figure represents a place or population with a history of contact with the United States. Students can analyze the placement, body language and facial expressions of the students shown in the primary source. Those with sharp eyes might see that Hawaii is portrayed as a female. Why? They might also notice and speculate about the meaning of the



School begins / Dalrymple. Photos, Prints, Drawings.
www.loc.gov/item/2012647459/

This political cartoon, “School Begins,” was published in *Puck* magazine on January 25, 1899, as the U.S. Senate debated annexation of the Philippines. Its caption reads: “Uncle Sam (to his new class in Civilization).—Now, children, you’ve got to learn these lessons whether you want to or not! But just take a look at the class ahead of you, and remember that, in a little while, you will feel as glad to be here as they are!” (Dalrymple, 1899)

placement and activities of the African American and native boys in the cartoon or question the identities of the orderly students in the back of the room.

Because this primary source refers to American imperialism in the late 19th century, it also contains rich fodder for applying geographic thinking routines. Students can map the locations of the places shown in the cartoons, particularly in proximity to the United States. They might look at American interaction with the regions shown over time, and consider what else might have been happening in the world, such as wars, colonization, and technological advancements. Imperialism is often based on geographic features, resources above and below the ground, and intentions for human-environmental projects, such as mines, dams, fishing, and agricultural plantations. Students can research the characteristics of each place and reflect on why the American government considered it to be of strategic or economic importance.

Movement is a central theme of American history. This primary source alludes to voluntary and involuntary movement within, to, and from the continental United States. Students can use both geographic and historical thinking strategies to identify references to human movement in the cartoon. For example, people of various races and ethnicities appear. What does the primary source say about how, when, and why each came to the United States? What turn-of-the-last-century attitudes about each population does it portray? Students might also consider the movement of people, like soldiers, administrators, engineers and agriculturalists, away from the U.S. to other regions that might have been necessary to support imperialistic ambitions.

INTEGRATING GEOGRAPHIC THINKING

Twenty-first century geography is action-oriented and framed by attitudes, skills and knowledge. Virtually every subject in the curriculum, from social studies to the physical sciences, connects at some level to geographic thinking. Combining geographic thinking with primary sources can help students build deeper, more nuanced content knowledge and hone key analysis and literacy skills.

Both loc.gov and the Teachers Page are rich with geography-related primary sources and classroom materials. Students can use maps, photographs, surveys, blueprints, government documents, battle plans, diaries, and myriad other primary source formats to enrich their investigations of the geographic themes of location, place, human-environment interaction, region, and movement.

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RESEARCH AND CURRENT THINKING

For each issue, Teaching with Primary Sources consortium members submit summaries of and links to online resources—articles, research reports, web sites, and white papers—that provide research and current thinking relating to the theme.

[Geography and History: Bridging the Divide](#)

catdir.loc.gov/catdir/samples/cam041/2003046037.pdf

History is often interpreted as a series of time periods or eras, while geography looks at the past as places defined by their features and events. Alan R. H. Baker argues that looking at history and geography interdependently allows new patterns to emerge.

[National Geography Standards & Skills \(From Geography for Life, Second Edition\)](#)

education.nationalgeographic.org/national-geography-standards/

This online collection of articles and information from the National Geographic Society addresses approaches to help K-12 students engage in geographic thinking, including discussions of geographic perspectives, standards, and skills pertinent to K-12 education.

[A Road Map for 21st Century Geography Education: Geography Education Research](#)

www.j-reading.org/index.php/geography/article/viewFile/63/77

Using action research to evaluate geographic knowledge of students in the United States, Fengtao Guo suggests strategies and techniques for improving geography education in the United States and engaging students in the process.

[Trove of Information From the 1930s, Animated by the Internet: Lab in Richmond Animates Comprehensive 1932 U.S. Atlas](#)

www.nytimes.com/2013/12/26/arts/lab-in-richmond-animates-comprehensive-1932-us-atlas.html

More than 700 maps from Charles O. Paullin's impressive Atlas of the Historical Geography have now been digitized in an interactive format and made available online.

[Common Core English Language Arts and Geography Connections](#)

education.nationalgeographic.org/media/common-core-ela-geography-connections/

This guide provides a helpful alignment of Common Core ELA and National Geography Standards.

[An Ethnic Geography of New Orleans](#)

archive.oah.org/special-issues/katrina/Campanella.html

This article looks at the diversity of New Orleans from both historical and geographical perspectives and discusses them within the context of Hurricane Katrina, yielding new perspectives and insights into this tragic event.

[The Lens of the Local: Teaching an Appreciation of the Past through the Exploration of Local Sites, Landmarks, and Hidden Histories](#)

www.societyforhistoryeducation.org/pdfs/M15_Bischof.pdf

The author advocates teaching history through a local lens – physically immersing students in the landscape to make history more dynamic, concrete, and tangible.

[The Civil War: Looking at the Battle of Gettysburg Through Robert E. Lee's Eyes](#)

www.smithsonianmag.com/history/looking-at-the-battle-of-gettysburg-through-robert-e-lees-eyes-136851113/?no-ist

This article profiles Anne Kelly Knowles, winner of a 2012 Smithsonian American Ingenuity Award, and her work using GIS technology for historical geography. Knowles models how the technology works tracing an example of Robert E. Lee.

RELATED LIBRARY OF CONGRESS RESOURCES

The Library of Congress vast online offerings include many collections and resources to help you integrate geographic thinking into curriculum. Below is a sampling of resources. Please note that this list is far from comprehensive.

Map Collections

www.loc.gov/maps/collections/

The online collections represent a subset of the world's largest and most comprehensive cartographic collection, which includes over 5.5 million maps, 80,000 atlases, 25,000 geospatial datasets, 6,000 reference works, over 500 globes and globe gores, 3,000 raised relief models, and a large number of cartographic materials in other formats.

World's Revealed: Geography & Maps at the Library of Congress

<http://blogs.loc.gov/maps/>

The official blog for the Geography & Map Division at the Library of Congress contains numerous articles revealing the world of geography by exploring the past, present, and future of maps and mapping.

Places in the News

www.loc.gov/today/placesinthenews/

This regularly updated feature highlights geographical locations of current interest.

Finding Our Place in the Cosmos: From Galileo to Sagan and Beyond

www.loc.gov/collections/finding-our-place-in-the-cosmos-with-carl-sagan/about-this-collection

This thematic collection of artifacts focuses on the human perspective and changing models of the universe, including ideas about the geography of our solar system.

Earth As Art: A Landsat Perspective

www.loc.gov/exhibits/earthasart

This exhibition includes Landsat satellite images of the Earth, captured over nearly thirty years, that were created by printing visible and infrared data in colors visible to the human eye.

Exploring the Early Americas

www.loc.gov/exhibits/exploring-the-early-americas/

This exhibition features selections from the more than 3,000 rare maps, documents, paintings, prints, and artifacts that make up the Jay I. Kislak Collection at the Library of Congress. It provides insight into indigenous cultures, the drama of the encounters between Native Americans and European explorers and settlers, and the pivotal changes caused by the meeting of the American and European worlds. The exhibition includes two extraordinary maps by Martin Waldseemüller created in 1507 and 1516, which depict a world enlarged by the presence of the Western Hemisphere.

Maps In Our Lives

www.loc.gov/exhibits/maps/

Celebrating a thirty-year partnership between the Library of Congress and the American Congress on Surveying and Mapping (ACSM), this exhibition explores surveying, cartography, geodesy, and geographic information systems, and draws on both the Library's historic map collections and ACSM collection.

Maps from the World Digital Library Primary Source Set

www.loc.gov/teachers/classroommaterials/primarysourcesets/wdl/

Explore maps from different cultures and eras to discover diverse perspectives on the world's geography. All the items in this set are from the World Digital Library, a project that makes available significant primary materials from countries and cultures around the world. Many of the Library's other primary source sets also contain resources to support geographic thinking.

MAPS & GEOGRAPHY LESSON PLANS

www.loc.gov/teachers/classroommaterials/lessons/#topic210

Lesson plans featuring the Library's online resources.

TO ACCESS LINKS TO RESOURCES CITED ABOVE VISIT THE ONLINE VERSION OF THIS ISSUE OF
THE TEACHING WITH PRIMARY SOURCES JOURNAL AT WWW.LOC.GOV/TEACHERS/TPS/JOURNAL.

LEARNING ACTIVITY - ELEMENTARY LEVEL

COMPARING AND CONTRASTING MAPS

OVERVIEW

Students will compare and contrast maps across time to construct knowledge about the geographic concepts of movement, human-environment interaction, and place. This activity uses maps of Albany, New York; however, maps of other locations could be used.

OBJECTIVES

After completing this learning activity, students will be able to:

- Identify similarities and differences between two historic maps.
- Articulate their thoughts about the concepts of movement, human interaction, and place.

TIME REQUIRED

One—two 50 minute class periods

GRADE LEVEL

3-5

TOPIC/S

Geography, Maps

SUBJECT

Social Studies, Geography

STANDARDS

Common Core State Standards <http://www.corestandards.org/>

CCSS.ELA-Literacy.RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

C3. Geography Standards

Human-Environment Interaction: Place, Regions, and Culture

D2.Geo.5.3-5. Explain how the cultural and environmental characteristics of places change over time.

D2.Geo.6.3-5. Describe how environmental and cultural characteristics influence population distribution in specific places or regions.

Human Population: Spatial Patterns and Movements

D2.Geo.7.3-5. Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

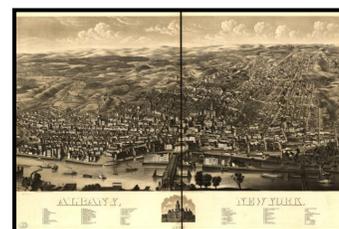
D2.Geo.8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources.

CREDITS

Norman B. Leventhal Map Center at the Boston Public Library

VIEW AND DOWNLOAD THE COMPLETE LEARNING ACTIVITY:

www.loc.gov/teachers/tps/journal/integrating-historic-and-geographic-thinking/pdf/ElementaryLevelLearningActivity.pdf



Albany, New York 1879. Maps.
www.loc.gov/item/75694743/

LEARNING ACTIVITY - SECONDARY LEVEL

THE DEBATE OVER NORTH SHORE ROAD

OVERVIEW

This lesson activity explores the debate over the construction of North Shore Road through the Great Smoky Mountain National Park. Students will study primary source images, maps and the Historic American Building Survey data pages to determine environmental impact of the North Shore Road project.

OBJECTIVES

After completing this learning activity, students will be able to:

- Investigate the impact of human activities on the environment by analyzing primary sources, including photographs, written text, and maps.
- Form a position on an environmental issue and articulate a defense of this position.

TIME REQUIRED

Two or three class periods

GRADE LEVEL

9 - 12

TOPIC/S

Environment, Conservation, Maps

SUBJECT

Geography

STANDARDS

C3 Standards: Geography—Geographic Representations: Spatial

Views of the World

D2.Geo.2.9-12. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.

C3 Standards: Geography—Human-Environment Interaction: Place, Regions, and Culture

D2.Geo.4.9-12. Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them

D2.Geo.5.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.

D2.Geo.6.9-12. Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions

C3 Standards: Civics—Processes, Rules, and Laws

D2.Civ.11.9-12. Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.

D2.Civ.12.9-12. Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.

D2.Civ.13.9-12. Evaluate public policies in terms of intended and unintended outcomes, and related consequences.

D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

CREDITS

Teaching with Primary Sources at Middle Tennessee State University

VIEW AND DOWNLOAD THE COMPLETE LEARNING ACTIVITY:

www.loc.gov/teachers/tps/journal/integrating-historic-and-geographic-thinking/pdf/SecondaryLevelLearningActivity.pdf



Opposition sign posted on private property at the entrance to the road looking NW. - Great Smoky Mountains National Park Roads & Bridges, Northshore Road, 1 mile spur at Fontana Dam & Bryson City to Noland Creek, Gatlinburg, Sevier County, TN.

*Prints & Photographs Online Catalog.
www.loc.gov/item/tn0286/*

TEACHER SPOTLIGHT

Jennifer Kelly



In each issue, we introduce a teacher who has participated in Teaching with Primary Sources (TPS) professional development and successfully uses primary sources from the Library of Congress to support effective instructional practices.

This issue's Teacher Spotlight features Jennifer Kelly, an eighth-grade geography teacher at Gunston Middle School in Arlington, Virginia. This is Jennifer's eleventh year teaching, her eighth as a World Geography teacher. The TPS program in Northern Virginia nominated Jennifer for her effective use of primary sources in her lesson design and classroom instruction. In this interview, conducted the day after Jennifer submitted her NBCT (National Board Certified Teacher) portfolio, she discusses teaching strategies and some of her favorite Library of Congress online resources. Following are excerpts from that interview. The complete text of Jennifer's responses is available at www.loc.gov/teachers/tps/journal.

How did you become involved with the TPS Program?

I first gained an appreciation of the Library of Congress in 1995 when I was doing research as an intern at the OAS (Organization of American States) in Washington. I still have my original reader's card.

In 2005, I was teaching American History when I became involved with An Adventure of the American Mind (AAM), a program sponsored by the Library. I found the early American history resources particularly strong, so it was the beginning of learning what the Library of Congress offered for teachers, even back then.

How do you use primary sources to support teaching and learning about geography?

Using primary sources allows students to make connections with the people who live in the places we explore. When I studied geography in school, it was largely memorization and maps. Much later, I realized that the study of geography can take us in other directions. We use lots of maps because I love maps, but it's important for students to realize that geography is not just the study of places, but also of people and the way we are all connected to places. For the topic of Apartheid in South Africa, for example, I will certainly use maps, but I will also use speeches, manuscripts, photographs, and other primary sources so that my students can develop more dimensions and layers of understanding.

Recently, I created a lesson focused on Latin America's

physical geography. I gathered Library of Congress primary sources reflecting various locales and assigned the class the task of planning a trip. Students were placed in groups of four with each having a unique role: travel agent, cartographer, tour guide, and travel writer. First, the students worked together to identify the places and locate them. They mapped the trip, predicting obstacles and potential problems, and then presented their plan to the class. The students really liked this activity; it forced them to think critically about geographical features: where, why and how they would travel to a particular place.

What are some of your favorite teacher resources from the Library's website?

Maps, maps, and more maps! I have a closet full and use the cartographic materials available online in so many formats. The Teacher Page (www.loc.gov/teachers) is particularly valuable and has lesson plans, primary source sets, and professional development. The World Digital Library (www.wdl.org) is another great resource for teaching geography and I'd like to explore more of the audiovisual collections as well.

What advice do you have for teachers who never/seldom use primary sources in their classrooms?

It's hard to imagine who might not see the benefit of using primary sources in the classroom. They're a natural fit for Social Studies, of course, but using primary sources should be an essential tool for teachers of other subjects as well. Carefully chosen primary sources can enrich a topic and lend authenticity, which students find intriguing. Ideally, they want to know more and are willing to do the research to find out. With everything that teachers have to do, it might sometimes seem daunting to search and find primary sources, but the Library of Congress and other institutions have become much more user-friendly, making it easy to collect powerful images that are in the public domain. Once you start gathering primary sources to use in your classrooms, it becomes almost addictive – I find myself constantly looking for new material. It's very easy to do the same thing over and over, but I read somewhere that good teachers change at least 25% of the curriculum every year, and that makes sense to me. One of the best ways I know to do this is gathering new primary sources, particularly when textbook adoption cycles can take many years. To keep current in my instruction and to keep material fresh, I make it a point to find new resources, particularly primary sources. I love to travel and often use my own photos to get my students excited about what we're studying whether it's the Great Wall of China or Macchu Pichu. I don't just teach geography; I live it and love it!