TEACHER’S GUIDE
ANALYZING MAPS

OBSERVE
Ask students to 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
 Invite students to ask questions that 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 time 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