



## Analyzing Maps

**Goal** Participants will be able to analyze a primary source using Library of Congress tools.

**Objectives** Participants will:

- Complete a model primary source analysis
- Analyze a primary source
- Develop instructional strategies to help students examine and analyze primary sources

**Time** 60 minutes

**Materials**

- View of Washington City*
- Bibliographic information for *View of Washington City*
- Waldseemüller 1507 world map (12 pieces; PDF in two sections)
- Bibliographic information for Waldseemüller 1507 world map
- Primary Source Analysis Tool*
- Teacher's Guide to Analyzing Maps*

**Preparation** Review the following Library of Congress resources before the activity:

- *Teacher's Guide to Analyzing Maps*

Print one copy per participant of the items below. Keep bibliographic records separate from the primary sources.

- *View of Washington City*
- Bibliographic information for *View of Washington City*
- Bibliographic information for the Waldseemüller 1507 world map
- *Primary Source Analysis Tool*
- *Teacher's Guide to Analyzing Maps*

Print one copy of the item below for every 12 participants. If there are more than 12 participants, identify the different copies by marking the backs "A," "B," and so forth.

- Waldseemüller 1507 world map, in 12 pieces

Prepare a flip chart or whiteboard on which to record participant responses.

Distribute magnifiers, if you have them.

**Procedure**

Part I

1. Display the first map, *View of Washington City*, and distribute a copy to each participant.
2. Ask participants to examine the map silently for 60 seconds.
3. Ask participants to consider the questions, “Why do you think this map was created? and why do you think so?”
4. Facilitate a whole-group primary source analysis, using prompts selected from the *Teacher’s Guide to Analyzing Maps*. Record the responses of participants on flip chart or whiteboard.
  - a) In the “observe” column, record details that you can see.
  - b) 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. For example, “I see drawings of ships and men in uniform” is an observation, whereas “This is a war map” is a reflection – an interpretation based on prior knowledge. Allow time for participants to consider and discuss the value of teaching students to distinguish between observations and reflections..
  - c) 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.
5. Share the bibliographic data with participants. Discuss what new insights, if any, the information adds, what questions it answers, what questions remain, and what new questions the information prompts. Record responses on the flip chart.

Part II

6. Give one piece of the Waldseemüller map to each participant. Ask participants to work individually to record responses about their piece of map on the Primary Source Analysis Tool. Ask them not to share their map piece with others yet.
7. Ask participants to hypothesize about the purpose of the map based on their primary source analysis, then complete the following sentence frame: “I think \_ (hypothesis about purpose of the map)\_ because \_\_\_(details from the map or prior knowledge that supports the hypothesis)\_\_\_\_\_.
8. Ask participants to gather with others who have pieces of their map, then share their piece and their hypothesis, one at a time.
9. After all members of a group have shared, ask participants to revisit and revise their own hypothesis based on the new information they’ve learned, completing the sentence frame: “I used to think (old hypothesis) ; but now I think (new hypotheses) because (evidence to support new hypothesis)\_.

## Teaching with Primary Sources Professional Development

10. Ask participants to assemble the map on the table or floor. Hand out any pieces that were not distributed, if necessary. Distribute the bibliographic information about the map.
11. Discuss purpose, creator, and audience. Discuss what participants learned and what questions they still have. Ask, “How did your thinking about the purpose of the map change as you gathered more information?”

### Part III

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

### **Participant Discussion**

Prompt participants to discuss what they learned from this activity about primary source analysis and the benefits of teaching with primary sources.

# 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?

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## FURTHER INVESTIGATION

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**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?

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A few follow-up activity ideas:

### Beginning

Have students write a brief description of the map in their own words.

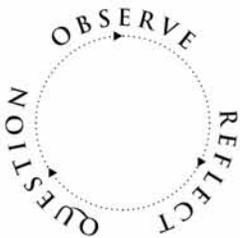
### Intermediate

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

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## REFLECT

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## QUESTION

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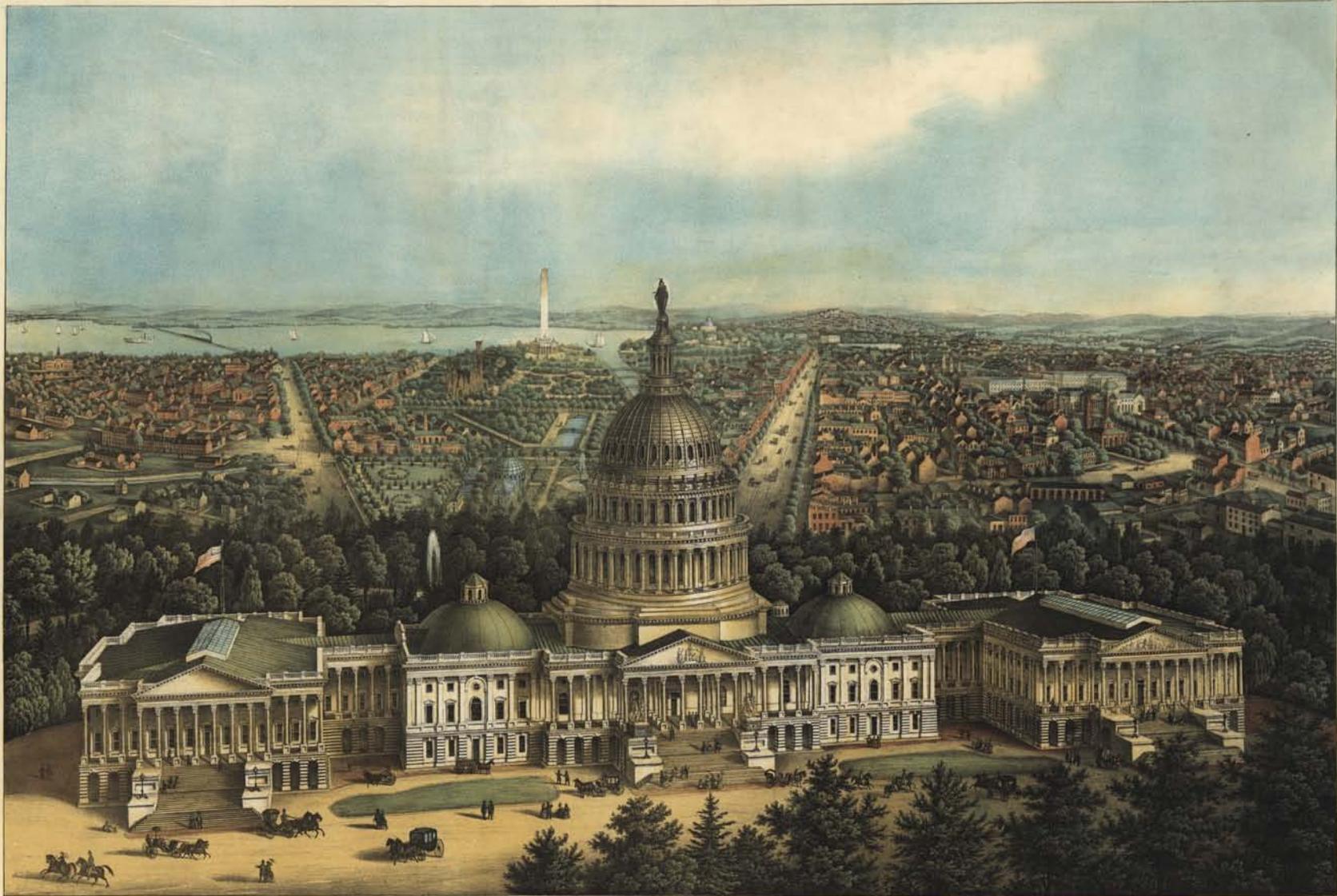
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FURTHER INVESTIGATION



146 by E. Starbuck & Co. N.Y. 11 Liberty St. N.Y.

1790/1

Engraving published by the Library of Congress, 1851. Gift of E. Starbuck & Co. to the Library of Congress, 1851.

# VIEW OF WASHINGTON CITY.

## View of Washington City.

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## Views

[Enlarge](#)

GIF (9.7 KB) | JPEG (917x667 px) |  
 JPEG (1835x1335 px) | JP2 (5.6 MB)

<b>Format</b>	<a href="#">Map</a>
<b>Contributors</b>	<a href="#">E. Sachse &amp; Co.</a>
<b>Dates</b>	1871
<b>Location</b>	<a href="#">United States</a> <a href="#">Washington</a> <a href="#">Washington D.C.</a>
<b>Language</b>	<a href="#">English</a>
<b>Subjects</b>	<a href="#">District of Columbia</a> <a href="#">United States</a> <a href="#">United States Capitol (Washington, D.C.)</a> <a href="#">Washington</a> <a href="#">Washington (D.C.)</a>

**Title**

View of Washington City

**Contributor Names**

E. Sachse &amp; Co.

**Created Published**

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

**Subject Headings**

- Washington (D.C.)
- United States Capitol (Washington, D.C.)
- United States--District of Columbia--Washington.

**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.
- Available also through the Library of Congress Web site as a raster image.

**Medium**

1 View : Col. ; 46 X 68 Cm..

**Call Number/Physical Location**

G3851.A35 1871 .E2

**Repository**

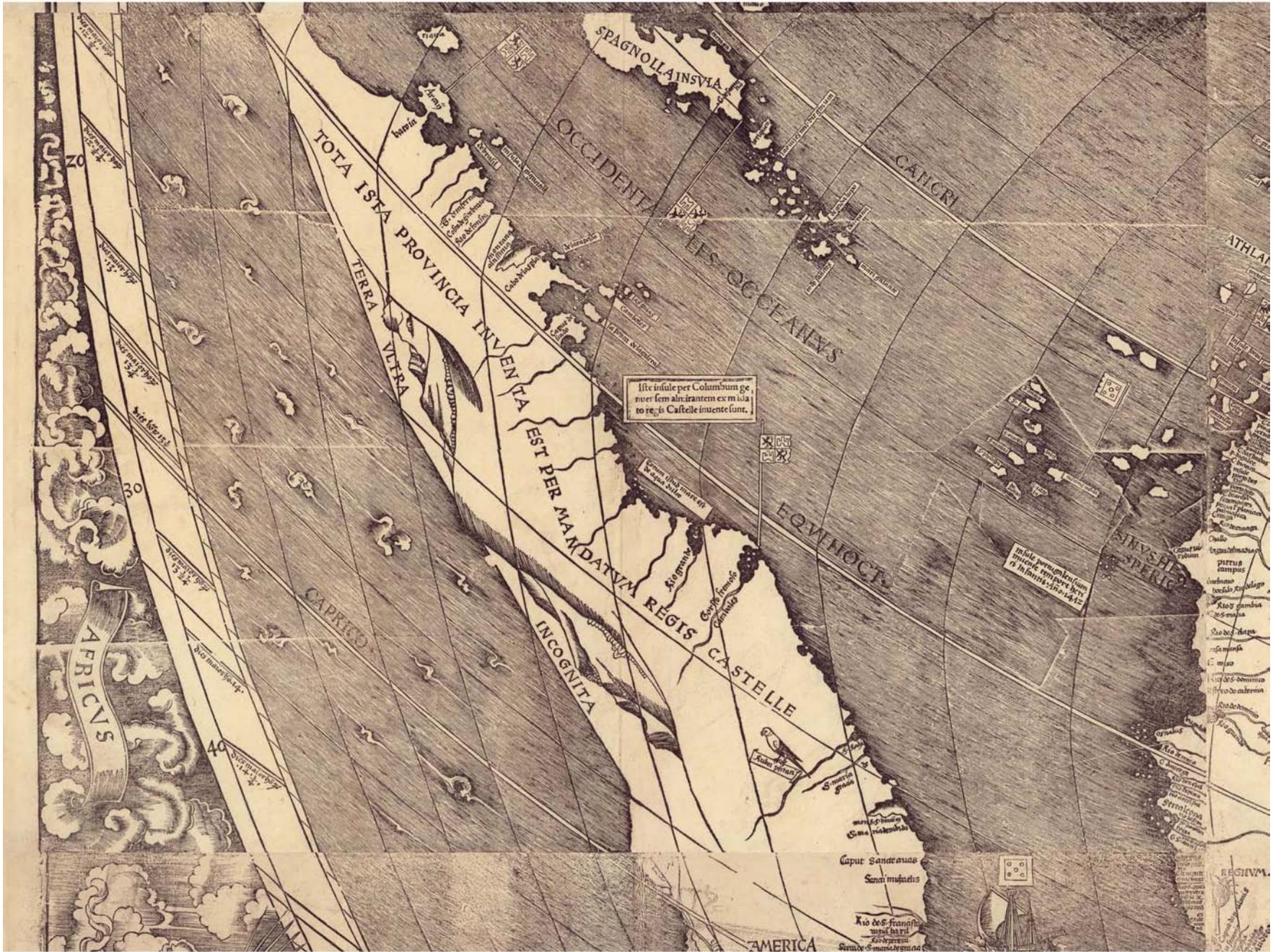
Library of Congress Geography and Map Division Washington, D.C. 20540-4650  
 USA dcu

**Digital Id**G3851A Pm001066 [Http://Hdl.Loc.Gov/Loc.Gmd/G3851A.Pm001066](http://hdl.loc.gov/loc/gmd/G3851A.Pm001066)**Library of Congress Catalog Number**

90683459



Multi commentum esse putarūt quoc̄ ab inclyto Poeta dicit̄ extra sidera iacere tellurē extra anni solisq; vias vbi cœlifer Athlas Axem humero torquet stellis ardentibus aptum. Cum nūc demū ita esse liquidū euadat. Est enim terra per Columbū regis Castilīe capitaneū atq; Americū Vesputium magni & excellentis inuētiō genij viros inuenta; quę licet maiori sua parte sub anni & solis viā atq; inter tropicos iaceat nihilo tamen minus ad vndeiginti ferme gradus vitra capricornū ad polum Antarcticū extra anni & solis vias extenditur. In qua quidem magis auri quam alterius cuiusuis metalli esse compertum est.













LICET PLAFRIQVE VETERVM DESCRIBENDI TERRARVM ORBIS STVDIOSISSIMI FVERINT : NON TAMEN PARVM IPSIS EISDEM INCOGNITA MANSERVNT , SICVT EST IN OCCASV AMERICAE: AB EIVS NOMINIS INVENTORE DICTA. QVE ORBIS QVARTA PARS PVTANDA EST. SICVT ET VERSVS MERIDIEM APHRICE PARS: QVAE SEPTEM PENE GRADIBVS CITRA CAPRICORNVM INCIPENS. VLTRA TORRIDAM ZONAM ET EGOCERI TROPICVM AD AVSTRVM LATISSIME PROTENDITVR . SICVT QVOQVE IN TRACTV ORIENTALI REGIO CATAIAE / ET QVICQVID INDIAE MERIDIONALIS VLTRA CENTESIMVM ET OCTOGESIMVM LONGITVDINIS GRADVM EST SITVM. QVAE NOS PRIORIBVS OMNIA ADIVNXIMVS : VT ISTIVSCEMODI REVRVM AMATORES / QVAECVNQVE SVB HANC DIEM NOBIS PATENT OCVLIS INTVENTES / DILIGENTIAM NOSTRAM POBENT. ID AVTFM VNVM ROGAMVS VT RVDES ET COSMOGRAPHIAE IGNARI HAEC NON STATIM DAMNENT ANTEAQVAM DIDICERINT CHARIORA IPSIS HAVD DVBI POST CVM INTELEXERINT FVTURA.

L VSTRATIONES











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

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[Rights & Access](#)

## Views


[Enlarge](#)

GIF (18.3 KB) | JPEG (1125x626 px) |  
 JPEG (2250x1253 px) | JP2 (26.0 MB)

## More Views


[Enlarge](#)

GIF (18.3 KB) | JPEG (928x515 px) |  
 JPEG (1856x1031 px) | JP2 (70.4 MB)

<b>Format</b>	<a href="#">Map</a>
<b>Contributors</b>	<a href="#">Waldseemüller, Martin</a> <a href="#">Waldseemüller, Martin</a>
<b>Dates</b>	<a href="#">1507</a>
<b>Location</b>	<a href="#">Earth</a>
<b>Language</b>	<a href="#">Latin</a>
<b>Subjects</b>	<a href="#">Earth</a> <a href="#">World Maps</a>

**Title**

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

**Contributor Names**

Waldseemüller, Martin,

**Created Published**

[St. Dié, France? : S.N., 1507]

**Subject Headings**

- World maps
- Earth.

**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. DLC
- All sheets bear a watermark of a triple pointed crown. DLC
- Two stamps on verso of upper left hand sheet: Fürstl. Waldburg Wolfegg'sches Kupferstichkabinett -- Fürstl. Waldbg. Wolf. Bibliothek. DLC
- Exhibited: Rivers, edens, empires: Lewis & Clark and the revealing of America, Library of Congress, Washington, D.C., July 24-Nov. 29, 2003. DLC
- Available also through the Library of Congress Web site as a raster image.
- Includes text and ill.
- Printed surrogate in vault available for reference. DLC
- LC digital image is a composite map from the twelve separate sheets. DLC

**Medium**

1 Map On 12 Sheets ; 128 X 233 Cm., Sheets 46 X 63 Cm. Or Smaller.

**Call Number/Physical Location**

G3200 1507 .W3

**Repository**

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

**Digital Id**

G3200 Ct000725C [Http://Hdl.Loc.Gov/Loc.Gmd/G3200.Ct000725C](http://hdl.loc.gov/loc/gmd/G3200.Ct000725C)

G3200 Ct000725 [Http://Hdl.Loc.Gov/Loc.Gmd/G3200.Ct000725](http://hdl.loc.gov/loc/gmd/G3200.Ct000725)

**Library of Congress Catalog Number**

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