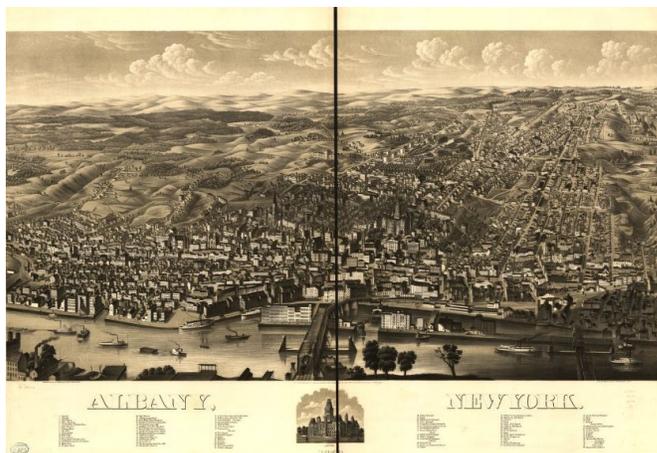


LEARNING ACTIVITY (ELEMENTARY LEVEL)

COMPARING AND CONTRASTING MAPS

LEARNING ACTIVITY OVERVIEW

Students will compare and contrast maps across time in order 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 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

1-2 50 minute class periods

RECOMMENDED GRADE RANGE

3-5

TOPIC/S

Geography, Maps

SUBJECT/ SUB-SUBJECT

Social Studies, Geography

STANDARDS

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

PREPARATION

MATERIALS USED

Have these materials ready before the activity:

- *A Plan of Albany, as it was in the year 1758*. One per group of four, or fewer, students.
Available online at: <http://www.loc.gov/item/gm71000691/>
- *Albany, New York 1879*. One per group of four, or fewer, students.
Available online at: <http://www.loc.gov/item/75694743/>
- Primary Source Analysis Tool. Two per student.
Available Online at: <http://www.loc.gov/teachers/primary-source-analysis-tool/>
or Printable
http://www.loc.gov/teachers/usingprimarysources/resources/Primary_Source_Analysis_Tool.pdf
- Teacher's Guide: Analyzing Maps. Available online at:
http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Maps.pdf
- Optional -- Computers (viewing the maps online will allow students to zoom into various portions of the maps to study their features more closely)

RESOURCES

Background for the activity:

- Understanding of geographic themes – particularly movement, place, and human-environment interaction:
 - Movement: How and why did people migrate and settle within a place?
 - Human-Environment Interaction: How did the landscape of a place likely influence the movement of people? How did people change the landscape over time?
 - Place: How do the maps emphasize different features across time and what might this say about what the mapmakers valued? How is this place unique?
 - Location: Where is this city situated relative to other places through water or land? Why is this location significant?
 - Region: How is this place part of a greater area that shares distinguishing characteristics?
- As needed: background on the history of the place represented on the maps – in this case, Albany, New York – including settlement and importance as a place.
- Note that “Albany, New York 1879” is a “bird’s eye map,” a drawing of a location from above, with a perspective as though the observer were a bird. Bird’s eye maps were common in the United States during the nineteenth century.

PROCEDURE

ACTIVITY

1. Show students A Plan of Albany, as it was in the year 1758 and ask: "What can a map tell us?" Lead a whole group class discussion.
2. On a piece of chart paper or whiteboard, reproduce the "observe," "reflect," and "question" columns from the Primary Source Analysis Tool and lead students in an analysis of "A Plan of Albany, as it was in the year 1758." (If students are new to primary source analysis, you might start with "observe" and then add the other columns as students become comfortable with the process.) Document student responses on the chart. Possible questions include:
 - a) "Where do you see evidence of people (e.g. buildings, boats)?"
 - b) "Where do you see nature (e.g. trees, rivers)?"
 - c) "What details stand out?"

Select additional questions from the Teacher's Guide: Analyzing Maps as needed to facilitate discussion and analysis.

3. Show students the second map, "Albany, New York 1879," explaining that it shows the same place, but was created more than a hundred years later. Place students into small groups and provide each student with a Primary Source Analysis Tool. Support the student groups as they complete a Primary Source Analysis tool for this map.

4. On chart paper or a whiteboard, draw the following chart to help facilitate student comparison and

| | A Plan of Albany, as it was in the year 1788 | Albany, New York, 1879 | How are they the same or different? |
|--------------------------------------------------|----------------------------------------------------|------------------------------|-------------------------------------------|
| How does the map show how people lived and | | | |
| How does the map show things in nature, like | | | |
| What other details are emphasized by the map? | | | |

contrast. Lead a class discussion in which students think through comparing and contrasting the two maps. Record student answers in the chart.

5. Discuss the similarities and differences of the two maps. Lead a class discussion about how and why the city of Albany is depicted differently in the 1758 and 1879 maps. Throughout the discussion, look for opportunities to highlight what maps can tell us:
 - a) Movement: how and why people move;
 - b) Human/Environmental Interaction: how people influence and are influenced by their environment; and
 - c) Place: how the area represented by the map is unique?

6. Next, ask students to write a response to the question: "Think about what is the same and what is different between the two maps. What do you think happened between 1758 and 1879 that caused these differences?" In their responses, students should form a hypothesis and support the hypothesis with details from the maps.

EXTENSION

Provide students with two additional maps, which provide a broader view of the geographical area beyond the city of Albany.

- National Atlas: Middle Atlantic States. Available online at: <http://www.loc.gov/item/77691772/>
- State of New-York for Spafford's gazetteer. Available online at: <http://www.loc.gov/item/2011587198/>

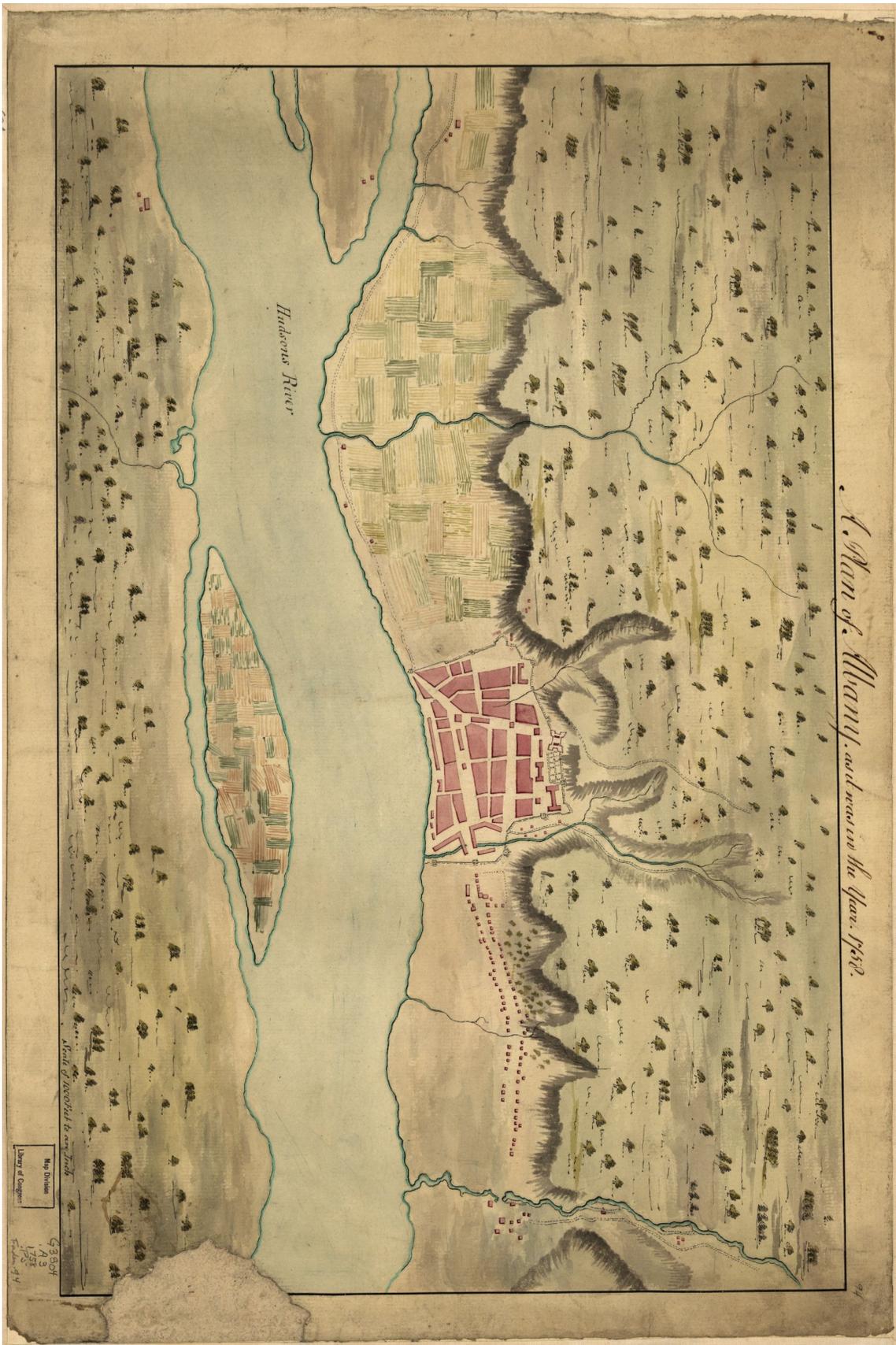
Form small groups and support students as they analyze the new maps to answer questions regarding the geographic themes of location and region.

- Location: Where is Albany situated relative to other places? Why is this location significant? (Consider water, land, and other resources.)
- Region: How is Albany part of a greater area that shares distinguishing characteristics? Why is this important?

EVALUATION

Teachers may use completed Primary Source Analysis tools, writings, and class discussion to evaluate student understanding of key geographic themes:

- Movement
- Human/Environmental Interaction
- Place
- Location (extension only)
- Region (extension only)



A Plan of Albany, as it was in the year 1758.
<http://www.loc.gov/item/gm71000691/>



Albany, New York 1879.
<http://www.loc.gov/item/75694743/>