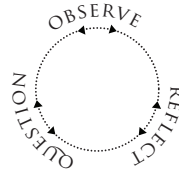


# TEACHER'S GUIDE ANALYZING MAPS



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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.**

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## 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?

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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 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>**