CULTURALLY RELEVANT PEDAGOGY USING PRIMARY SOURCES
Tenet 2 in an Elementary Classroom

LESSON PLAN

Topic
Maps of Our Community, Past and Present

Essential Questions
- How has our community changed over time?

Objectives
I can:
- Categorize different kinds of maps.
- Analyze a primary source using a graphic organizer.
- Use evidence to identify the perspective of a primary source.
- Create a map of my community.
- Compare sources and draw conclusions.

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Grade Level
5

Time Needed
3 class periods (about 45 minutes each)

Materials
- Primary source set
- "Comparing Maps" & "Analyzing Student Maps" graphic organizers
- Poster paper, markers/crayons/etc., for drawing student maps
- *Madlenka* by Peter Sís

Background
Before this lesson, have students have look at a variety of modern maps, including physical maps, globes, and road maps. They should be familiar with the process of analyzing primary source documents, including maps, using the Observe-Think-Wonder structure. Students need to have a basic understanding of culture and be able to discuss different characteristics of culture.

Procedure
Day 1
1. Introduce vocabulary:
    a. Cartography/Cartographer (noun): People who create maps are called cartographers. Cartographers create maps for different reasons and those maps reveal important elements of the culture at that time.

  b. Perspective (noun): point of view. In the case of maps, this refers to the angle we view the landscape as well as the geographic interpretation of the cartographer.

2. Read *Madlenka* by Peter Sís. Ask students:
  o What do you notice about how the maps are drawn?
  o What is the perspective?
  o What details does each map include?

3. Introduce vocabulary:
  a. Bird's eye view map: appears to be drawn from a view from the sky as a bird might see it. This kind of map shows the architecture, uses point perspective, and depicts physical features like rivers, bluffs, and weather, realistically.
  b. Aerial view map: shows the positions and names of all the streets, buildings, landmarks and some geographic features like bodies of water. It depicts features from straight above and uses symbols to point out features.

4. Have students sort examples of bird's eye and aerial view maps to apply their understanding of the definitions.

Day 2

1. Introduce the historical primary source maps of Saint Paul, Minnesota. (Alternately, search the Library of Congress collections of bird's eye view and plat/aerial maps from your own community.) Have students compare the maps, responding to the following questions:
  o What do you notice about these maps?
  o What details does each map include?
  o What is the perspective of each map?
  o What kinds of maps are these?

2. Have students use the "Comparing Maps" graphic organizer to record their comparisons. When they have finished, lead a class discussion around the following questions:
  o Based on your observations, what was most important to the cartographers who made these maps?
  o Why do you suppose the cartographers included those details but not other details?
  o What don't we see in these maps?

3. Inform students that maps tell us a lot about a people's culture and what is important to them. Ask students to make their own maps of their community. Students can create an aerial view or a bird's eye view map. Maps should include the student's home, school, and ten important personal landmarks.

4. Instruct students to choose ten "personal landmarks" – places that carry special significance to them. Alternatively, students could map their route to school, identifying important landmarks along the way. Have students complete this map as homework or provide an additional class time to work on it.

Day 3

1. Review students' "Comparing Maps" graphic organizers. Have students discuss in small groups or as a class:
  o What things did you notice in these maps?
  o What kinds of maps are these? How do you know?
  o What is missing from these maps?
  o What was important to these cartographers?

2. Inform students that they are now going to apply the skills they used to analyze the historic maps to analyze one another's maps. In pairs, have students use the "Analyzing Student Maps" graphic organizer to guide the analysis of their partner's map.

3. Once the analysis is complete, have students share each other's maps in small groups or as a whole class. Assign a different student to read each prompt and call on classmates to share their observations.

4. As a whole class, have students compare and contrast the historic maps with their own maps by discussing these questions:
   o What area do our maps cover and how is that different from what the historic maps show?
   o Is there anything in anyone else's map that yours is missing?
   o What is the same or different between the historic maps and our contemporary maps?
   o What do our maps teach that the old maps don't? What can you learn from the old maps that you can't learn from ours?
   o What is the purpose for creating our maps? What do you think the purpose was in creating the historic maps?
   o What can you learn about the culture of our community around 1900 from the historic maps? What can you learn about the culture of our community today from our maps?
   o How has our culture as a community changed, based on what you observed in the historic maps compared to our contemporary maps?*

*Note: Additional groundwork may be necessary to scaffold students to answer this question. See the Investigating Culture through Primary Sources extension activity.

5. After students have compared their maps to the historic maps, challenge them to put all their maps together into one mega-map of their community. Allow students to problem-solve and use their resources to figure out the best way to do this. When they are finished, ask students to look at their maps altogether and discuss the following questions:
   o What does our big map show us about what is important to all the students in our class?
   o What does our big map do well? What is it missing?
   o If you were going to make your maps again, what would you change?

Lesson Extension
Analyzing any primary source for cultural characteristics can be difficult if students don't have a ready vocabulary to identify and explain culture. The Investigating Culture through Primary Sources activity can provide a framework for them to view culture using material and non-material cultural characteristics.

Connection to Academic Standards
Minnesota Social Studies Standards
5.4.1.2.2
- Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past.
- Explain a historical event from multiple perspectives.

5.3.1.1.1
- People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.
- Create and use various kinds of maps, including overlaying thematic maps, of places in the

North American colonies; incorporate the "TODALS" map basics, as well as points, lines and colored areas to display spatial information.

Additional Resources

- Visit the Inquiry in the Upper Midwest (IUM) project website: mnhs.org/ium
  - Watch a twelve-minute webinar on analyzing maps: education.mnhs.org/ium/professional-development
  - Sign up for an upcoming IUM project workshop education.mnhs.org/ium/professional-development
  - Check out the other videos and supporting materials on Culturally Relevant Pedagogy Using Primary Sources: education.mnhs.org/ium/teaching-materials
- Explore maps online at the Minnesota Historical Society: collections.mnhs.org/maps/
- Explore primary sources online at the Wisconsin Historical Society: wisconsinhistory.org
- Explore maps online at the Library of Congress: loc.gov/maps
- Sign up to receive the Minnesota Historical Society's monthly Education eNewsletter: mnhs.org/enews