

**TPS Professional Development Activity**

Name: Mrs. Kim Guthrie

School: Granard Middle School

Projected Implementation: Fall 2017

**Title of Activity** *Exploring the World with Maps*

**Overview**

Teachers will use primary source maps to look at how Europeans knowledge of the Americas changed over time as exploration increased. Primary sources will focus on a set of three maps from 1562-1743 to analyze how the European understanding of their world changed over time during the Age of Exploration. Teachers will work together to ask questions that will lead to inquiry about who was exploring the Americas.

Students in South Carolina history will use maps to compare early exploration maps to current maps of the same area.

**Essential Question**

*What do maps tell us about what was important to people when it was made?*

**Audience**

This activity is best suited for educators of the following grade levels

- *Grades 3-5*
- *Grades 6-8*
- *Grades 9-12*

This activity is best suited for educators of the following content areas:

- *Social Studies/ Social Sciences*
- *Language Arts teachers*

**Time Required**

Initial PD session, 60-90 minutes

**Required**

Follow up sessions, 30-60 minutes

**Goal**

- Locate primary sources using the LOC website that are content and standard focused.
- Use primary sources (maps) in the classroom to engage and teach.
- Develop inquiry skills: observe, question, and reflect.
- Develop lessons that use primary sources.



**Standards**

## 21st Century Learner Standards

- 1.1.1 Follow an inquiry based process in seeking knowledge in curricular subjects, and make the real world connection for using this process in own life.
- 1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.
- 1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information.
- 3.1 Conclude an inquiry based research process by sharing new understandings and reflecting on the learning.

## ISTE Standards for Teachers

- Promote, support, and model creative and innovative thinking and inventiveness.
- Engage students in exploring real-world issues and solving authentic problems using digital tools and resources.
- Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.

## South Carolina State Standards

- 3-1.2 Describe the location and characteristics of significant features of South Carolina, including landforms; river systems such as the Pee Dee River Basin, the Santee River Basin, the Edisto River Basin, and the Savannah River Basin; major cities; and climate regions.
- 3-2.2 Summarize the motives, activities, and accomplishments of the exploration of South Carolina by the Spanish, French, and English.
- 4-1.4 Summarize the accomplishments of the Vikings and the Portuguese, Spanish, English, and French explorers, including Leif Eriksson, Columbus, Hernando de Soto, Magellan, Henry Hudson, John Cabot, and La Salle.
- 6-6.5 Identify the origin and destinations of the voyages of major European explorers.
- 7-1.1 Compare the colonial claims and the expansion of European powers through 1770.
- 7-5.2 Summarize the impact of the Truman Doctrine, the Marshall Plan, the North Atlantic Treaty Organization (NATO), the United Nations, and the Warsaw Pact on the course of the Cold War.
- 8-1.2 Compare the motives, activities, and accomplishments of the exploration of South Carolina and North America by the Spanish, French, and English.
- 8-1.3 Summarize the history of English settlement in New England, the mid-Atlantic region, and the South, with an emphasis on South Carolina as an example of a distinctly Southern colony.
- MWH-4.2 Explain the changes in European overseas empires during this period,



including the waning of the Spanish and Portuguese empires and the struggle between empires and colonists.

USHC-1.1 Summarize the distinct characteristics of each colonial region in the settlement and development of British North America, including religious, social, political, and economic differences.

**Objectives**

By the end of this PD Activity, participants will be able to:

- Describe examples of the benefits of teaching with primary sources.
- Analyze a primary source using Library of Congress tools.
- Access teaching tools and primary sources from [loc.gov/teachers](http://loc.gov/teachers).
- Identify key considerations for selecting primary sources for instructional use (for example, student needs and interests, teaching s, etc.).
- Access primary sources and teaching resources from [loc.gov](http://loc.gov) for instructional use.
- Analyze a set of related primary sources in order to identify multiple perspectives.
- Facilitate a primary source analysis using Library of Congress tools.
- Demonstrate how primary sources can support at least one teaching strategy (e.g., literacy, inquiry-based learning, historical thinking, etc.).
- Create primary source-based activities that help students engage in learning, develop critical thinking skills and construct knowledge.

**Digital****Resources**

*Primary sources from loc.gov:*

1. Universalis cosmographia secundum Ptholomaei traditionem et Americi Vespucii alioru[m]que lustrationes. Waldseemüller, Martin, 1470-1521? [St. Dié, France? : s.n.,1507] <https://www.loc.gov/resource/g3200.ct000725/>
2. Americae sive quartae orbis partis nova et exactissima descriptio (America in an Exact Description). [Antwerp : s.n.], 1562  
Gutiérrez, Diego, active 1554-1569. Cock, Hieronymus, approximately 1510-1570. Lessing J. Rosenwald Collection (Library of Congress).  
<https://www.loc.gov/resource/g3290.ct000342>
3. Les costes aux environs de la rivière de Misisipi : découvertes par Mr. de la Salle en 1683 et reconnues par Mr. le Chevallier d'Iberville en 1698 et 1699  
(The Coast of the Mississippi River discovered by Mr. La Salle in 1683)  
Fer, Nicolas de, 1646-1720. Ginville, Vincent de. [Paris? : s.n.], 1701.  
<https://www.loc.gov/resource/g4042m.ct001034/>
4. A map of the British empire in America with the French, Spanish and the Dutch settlements adjacent thereto. Carte particulière de l'Amérique septentrionale. Pople, Henry, -1743. Covens et Mortier. Amsterdam : Printed for I. Covens and C. Mortier, [1741?] <https://www.loc.gov/resource/g3300.ct003436/>
5. They Reach Port Royal (1591). Bry, Theodor de, 1528-1598, engraver Le Moyne de Morgues, Jacques, 1533?-1588. <https://www.loc.gov/item/2001696148/>



*Secondary sources from loc.gov:*

1. Library of Congress Officially Received 1507 Waldseemuller World Map. SPEAKER: James H. Billington, Steny Hoyer, Angela Merkel. 2007/04/30. RUNNING TIME: 36 minutes [http://www.loc.gov/today/cyberlc/feature\\_wdesc.php?rec=4060](http://www.loc.gov/today/cyberlc/feature_wdesc.php?rec=4060)
2. Map Analysis PD Self Directed Module  
<http://www.loc.gov/teachers/professionaldevelopment/selfdirected/maps/index.html>
3. Primary Source Analysis Tool  
[http://www.loc.gov/teachers/usingprimarysources/resources/Primary\\_Source\\_Analysis\\_Tool.pdf](http://www.loc.gov/teachers/usingprimarysources/resources/Primary_Source_Analysis_Tool.pdf)

*Other resources:*

1. Die gantze Welt in eine Kleberblat . . . (The Whole World on an Adhesive Sheet). Magdeburg, Germany, 1581. Heinrich Bünting, German, 1545–1606.  
[http://libweb5.princeton.edu/visual\\_materials/maps/websites/wendt-world-maps/old-site/Bunting\\_1581.html](http://libweb5.princeton.edu/visual_materials/maps/websites/wendt-world-maps/old-site/Bunting_1581.html)
2. 1743 Map of New France (North America)  
<https://tpsteachersnetwork.org/images/tps/images/535258c02e41b15fa9.64513226.jpg>
3. “Zee-togten door Thomas Candys na de West Indien: En van daar rondom den gantzen aardkloot gedaan.” (Zeetogten by Thomas Candys after the West Indies: and from thence did ... around the planet.) Cavendish’ 1707. Circumnavigation Map . Pieter van der, 1659–1733. <http://www.transpacificproject.com/wp-content/uploads/2011/06/map-pacific-cavendish-aa-17071.jpg>
4. “Carte réduite des mers comprises entre l’Asie et l’Amérique, apelées par les navigateurs Mer du Sud ou Mer Pacifique. 1776.  
[https://libweb5.princeton.edu/visual\\_materials/maps/websites/pacific/pacific-ocean/map-pacific-bellin-1776.jpg](https://libweb5.princeton.edu/visual_materials/maps/websites/pacific/pacific-ocean/map-pacific-bellin-1776.jpg)
5. Straight Through : Magellan to Cook in the Pacific. 2010 Princeton University Library.  
[https://libweb5.princeton.edu/visual\\_materials/maps/websites/pacific/contents.html](https://libweb5.princeton.edu/visual_materials/maps/websites/pacific/contents.html)
6. Timeline of the History of Port Royal, South Carolina.  
<http://www.portroyal.org/history.html>
7. Map of Port Royal, South Carolina. March 18, 2017. Google Maps.  
<https://www.google.com/maps/place/Port+Royal,+SC/@32.3569711,-80.7999626,12z/data=!3m1!4b1!4m5!3m4!1s0x88fc0cc86021c767:0xd71c78c347f019b8!8m2!3d32.3790843!4d-80.6926069>

**Classroom  
Materials**

- Wi-fi to access websites used.
- Projector, Screen, laptop, Flash Drive with lessons and copies of all handouts.
- Paper copies of all resources: primary sources, analysis paper, Double-Bubble Graphic Organizer, blank sheets of paper
- Pens
- Participants should have tablets or laptops if Internet access is available.



- Preparation**
1. Preview all primary resources to be used.
  2. Watch the module on analyzing maps:  
<http://www.loc.gov/teachers/professionaldevelopment/selfdirected/maps/index.html>
  3. Know the standards being correlated to the primary sources.
  4. Have a list of all materials on a PPT and/or an Adobe file to be sent out to participants.
  5. Prepare projector to show the lesson and primary sources. Make sure that Internet access is available and you are able to pull up all LOC resources and any other links.
  6. Participants would benefit from having their own laptops or tablets to access the websites used in the PD.
  7. Handouts of primary sources, analysis sheets, Double-Bubble Graphic Organizers, markers, and pens
  8. Participants should be able to work in small groups.

**Procedure** *NOTE: Remember to model strategies to be used with students.*

**Introduction**

- A. Explain how using maps in the classroom, not only teachers perspective of space and geography, but helps students to develop higher level thinking and analysis skills. Point out that The Library of Congress maintains a compilation of over 5 million map sheets, and that this PD looks at just one way to examine maps for classroom use.
  - B. Each participant should think like a historian and ask questions, find possible answers, compare with other maps and documents, consider previous knowledge, reflect on bias or point of view with this source.
  - C. Start by showing the video from Chapter 2-Maps of the Library of Congress. Begin at the halfway mark on the video. Spy Maps of General George Washington and continue to the end.  
<http://www.loc.gov/teachers/professionaldevelopment/selfdirected/maps/index.html>
  - D. Continue to Chapter 3 Analysis of Maps-IF technology is available have participants go to Chapter 3-page 3  
<http://www.loc.gov/teachers/professionaldevelopment/selfdirected/maps/index.html>
  - E. Start with **resource #1** from LOC. The image of the Weissmuller1507 map.
    - Handout copies of the Map Analysis Tool, blank paper for notes and creating timelines. Pens and markers for timeline and notes.
    - Copies of all map sheets to be used: one for every two participants, at least one copy of each.
1. Each teacher will use a copy from other resources **#2-Primary Sources Analysis Tool** from the LOC site.
  2. Each teacher will go to the LOC site for **Primary Source #1** from LOC or be given a copy of a section of the 1507 map. Depending on the technology available for the PD.
  3. Assign map sections based on knowledge of your PD group. If you have no prior knowledge of the PD needs, then randomly assign sheets.



4. Ask them to share their findings with their partner. *What are they noticing? Places, foreign languages, flags? What questions do they have?*
5. Participants analyze the map, recording their thoughts on the **Primary Source Analysis Tool**. Before the students begin, select questions from the Analyzing Maps Tool to focus and prompt analysis and discussion.
6. Participants will share their findings of each of these map sections with the entire class. Participants will reflect on their findings. *What are they wondering now? Did they learn something new? What would they do next to find out the answers to their questions?*
7. *Ask participants how this map activity could be used in inquiry with real world implications.*  
Possible extensions for classroom students:
  - A. Create a timeline of the historic events 15 years before this map and 15 years after this map.
  - B. Create a hypothetical narrative of the map makers of the time discussing this new information.
  - C. Propose how the United States history may have evolved differently if this map was not created.
  - D. Propose how the notation on great amounts of gold has any bearing on the events that follow 1507? How does this comment relate to mercantilism?
  - E. All nations have laws to protect their antiquities. Why did the German government permit the Waldseemüller Map, World 1507 to come to the Library of Congress?
  - F. Listen to German Chancellor Angela Merkel explain the decision making process (Web cast). Primary Source #6
  - G. What role did the Marshall Plan have in that decision?
8. Have participants go to LOC.gov website. Click on Digital Collections, then Maps. Let participants browse for themselves.

**Follow Up PD Session(s):** Base the follow-up class on participant needs. The following activities are designed for South Carolina middle school teachers, but are adaptable for others.

*Comparing and contrasting old maps with current areas.*

1. Provide half of the participants with one of the **other resources #8 or #9**.
2. They will use the **Analysis Tool** for their map. Handout copies of the Analysis Tool, or Participants can make their own with sections labeled: Observations, Reflections, Questions on blank sheets of paper.
3. Participants will regroup with a partner who had the other map.
4. Comparison and contrasts will be made using a Double-Bubble Thinking map or Venn Diagram. Hand out sheets of paper for work. These can be preprinted or blank.
5. Participants will discuss how this could be used in their classrooms.
6. PD facilitator will compile a list of teacher ideas. These should be organized and sent out to participants after the PD.



*Examining the explorations of early European Explorers to the Americas*

1. Participants will have access to **Primary resources #2-#5 and Other Resources #3-#8**, as well as copies of the **South Carolina standards on exploration** for their middle school grade level. (See in Standards above)
2. Participants will have a few minutes to choose which map they would like to work with. Groups may be formed at this time as people work together based on Exploration themes.
3. Use the Map Analysis Tool for each participant to analyze their chosen map.
4. Discuss how each map could be matched to a South Carolina standard and used in their classroom.
5. PD facilitator will list and later organize all suggestions by participants to be sent out to all participants after the PD. This way all teachers will have access to many different ideas to be used for each standard.

**Assessment/  
Reflection**

- If all participants have access to mobile devices use *Kahoot.it!* to assess the PD.
- *SurveyMonkey* could also be used to reflect on the PD after using it in the classroom. A recommendation would be to use a survey to guide follow up PD.
- *Google Docs* can be used as a way to share tools and organize teacher discussions and could also be used for follow up after classroom implementation.