

TPS Professional Development Activity Plan

Mapping Out Ways to Include Geography in the C3 Framework

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Overview	Part of the C3 Framework includes providing students with the resources and skills to learn geographic knowledge and inquiry. This should include providing students with tools to use and learn from maps. However, maps can be a challenge to teachers who are not as familiar with their informational features, types and other unique characteristics, as they may be with documents, books and images. Moreover, finding maps appropriate to different lessons can also be difficult. This session is intended to introduce teachers to maps in the Library of Congress and tips on how to incorporate them in their classrooms.
Essential or Investigative Question (and supporting questions)	<i>How Can I Put More Maps in My Lessons?</i> Supporting questions: <i>What is the value of maps as primary sources? What kinds of questions can maps help answer? What skills will students develop by using maps in classroom learning?</i>
Time Required	One lesson (90+ minutes: 2 hours pre-class tutorials, plus 90 minutes class time)
Goals	Goals: Teachers gain a better understanding of the types of questions maps can help address in the classroom - and how to develop inquiry learning that includes maps. Teachers learn how to find maps at the Library of Congress. Teachers connect maps to their classroom lessons.



<p>Standards</p>	<p>C3 Framework at: http://www.socialstudies.org/system/files/c3/C3-Framework-for-Social-Studies.pdf</p> <p>D2.Geo.2.K-2. Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.</p> <p>D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.</p> <p>D2.Geo.2.6-8. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.</p> <p>D2.Geo.2.9-12. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.</p> <p>D2.Geo.3.K-2. Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.</p> <p>D2.Geo.3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics.</p> <p>D2.Geo.3.6-8. Use paper based and electronic mapping and graphing techniques to represent and analyze spatial patterns of different environmental and cultural characteristics.</p> <p>D2.Geo.3.9-12. Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales.</p>
<p>Objectives</p>	<p>By the end of this PD Activity, participants will be able to:</p> <ul style="list-style-type: none"> • Describe examples of the benefits of teaching with primary sources. • Identify key considerations for selecting primary sources for instructional use (for example, student needs and interests, teaching s, etc.). • Access teaching tools and primary sources from loc.gov/teachers. • 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:**

Collections with Maps at the Library of Congress at:

<https://www.loc.gov/maps/collections/>

Online Collections Listed by Theme at: <http://www.loc.gov/rr/geogmap/guides.html>

K-5 Activity Resources:

<http://hdl.loc.gov/loc.gmd/g3804s.pm006300> (Title: Saratoga Springs, N.Y. 1888; Contributor Names: Burleigh, L. R. (Lucien R.), 1853?-1923, Burleigh Litho. Created / Published: Troy, N.Y. [1888])

Satellite Map of Saratoga Springs:

<http://www.gosur.com/map/?satellite=1&z=17&ll=43.077781,-73.783087&t=hybrid&lang=en>

Saratoga Springs Visitor Center:

<http://www.saratogaspringsvisitorcenter.com/things-to-see-do/health/congress-park-area>

6-12 Activity Resources:

<http://hdl.loc.gov/loc.ndlpcoop/gvhs01.vhs00240> (Title: Topographical map of Washington, D.C., and vicinity. Showing the Union forts and defences built 1861-3; Contributor Names, Sneden, Robert Knox, 1832-1918; Created / Published, [1861-1865])

Other resources:

The C3 Framework for Social Studies Standards:

<http://www.socialstudies.org/system/files/c3/C3-Framework-for-Social-Studies.pdf>

Finding Primary Sources:

*<http://www.loc.gov/teachers/professionaldevelopment/selfdirected/findingprimarysources/index.html>

Analyzing Primary Sources: Maps:

*<http://www.loc.gov/teachers/professionaldevelopment/selfdirected/maps.html>

Making the Most of Maps, from Teaching History:

*<http://teachinghistory.org/teaching-materials/ask-a-master-teacher/24966>

*** Prerequisites. Have attendees read/watch these before class = 2.5 hours and bring certificates with them.**



Classroom Materials	Computers with Internet connection for presenter (2) and attendees; projector and (2) screens, Library of Congress Primary Source Analysis worksheets (hard copies), sample handouts for class activities, markers, pens, pencils, paper, sticky notes, flip charts(2)
Preparation	<p>Watch the Library of Congress online module for Maps at: http://www.loc.gov/teachers/professionaldevelopment/selfdirected/maps.html Make sure you take note of the information conveyed and include mentioning the special features identified in the tutorial as part of your own lesson.</p> <p>Have copies of handouts prepared (Library of Congress Analysis Tools worksheets; C3 Framework sections relevant to class; make sure computer/projector display are working</p> <p>Room should be arranged to facilitate group work</p>
Procedure	<p>Step 1. Before class: Ask attendees to watch the Library of Congress online tutorials identified above - tell them it will be a total of less than 2 hours. - Ask them to record anything they see or hear during the tutorials that might relate to the work we will be doing with maps and to bring these reflections to class</p> <p>Step 2. Class: Welcome everyone and go over what will be covered during the class (see the "Goals" section for intended outcomes). Have everyone introduce themselves and state whether they already use maps in the classroom and in what ways. Put this information (classroom use of maps) on one flip chart as responses are offered.</p> <p>Step 3. Ask attendees to pair up and spend about 2-3 minutes sharing their notes from the two tutorials. Tell them we will then share with entire class - and put results up on computer or other flip chart. Have pairs report and record responses on flipchart</p> <p>Step 4. Compare what is done in class with maps (what we do), with what we learned about ways to use maps in class (what we think we might do) and ask attendees what might keep us from using maps as we had seen discussed and demonstrated in the tutorials.</p> <p>Step 5. As it becomes clear that one barrier to use of maps is access to/finding maps that relate to lessons, instructor introduces attendees to search tools for finding maps, specifically at the Library of Congress, using search tools at the site and the Google Advanced Search method. For the former, attendees are given a handout that highlights key access points on the Library of Congress site that are explored during the class If time allows, have attendees conduct their own search and share some of the experiences</p>



	<p>Step 6.</p> <p>In addition to finding maps, how to “look” at maps can also be a challenge. Refer back to tutorial and introduce the Library of Congress analysis tool. Show attendees the 1888 panoramic map of Saratoga Springs on the screen and with them, go through the analysis steps aloud.</p> <p>Record the “questions” that attendees suggest on a flip chart.</p> <p>Refer to the C3 Framework for Geography, specifically looking at Dimension 2: Human-Environment Interaction (a handout of this section of the C3 Framework is handed out). Ask attendees whether or not some of their own questions match with the intended outcomes of different grade levels for this dimension. Share how these questions could become part of a classroom lesson.</p> <p>Further illustrate the point by showing the Satellite Map of Saratoga Springs today and the Visitor Information site description of the Congress Park Area. The two maps and the information about the area today can help demonstrate how the maps corroborate information from other sources (or challenge it!); can show features of an area at one point in time as well as changes over time and; help connect physical features to human cultural patterns and; lead to further questioning (what caused the changes? what stayed the same and why?)</p> <p>*the Civil War map of DC could be used for attendees teaching grades 6-12</p> <p>A Latitude/Longitude Puzzle: http://education.nationalgeographic.org/activity/latitude-longitude-puzzle/</p>
<p>Assessment/ Reflection</p>	<p>Follow up lesson with survey to teachers to determine if they have used the tools and ideas in their own classrooms in the following months. If not, ask why and if so, ask what worked/what didn't.</p>

