

Comparing and Contrasting Maps
Robin Mitchell
Tahquamenon Area Schools
Newberry, Michigan
2011

Comparing and Contrasting Maps

Lesson Overview:

Students often hear parents and grandparents talk about when they were younger and how the area they live in has changed over time. Maps can provide students with multiple points of view in regard to these changes that have taken place over time.

Students will be looking at three different map views of the same area. These views were created at three different time periods. They will create a Venn diagram to place their data that they gather and they will then share their findings with the class.

Students will answer questions from other students and from the teacher. They will give their opinions in regard to why areas may stay the same and why they may change on the different maps.

Objectives:

- Students will be able to explain why maps of the same place might vary. Students will also be able to explain and give their opinions on why the maps are different.
- Students will be able to explain why maps of the same place might remain the same.
- Students will be able to create a Venn diagram exhibiting items that are similar and different.
- Students will be able to share their observations with the class and answer questions in regard to their data.

Standards: Michigan Grade Level Content Expectations

6-G1.2.2 - Explain why maps of the same place may vary, including cultural perspectives of the Earth and new knowledge based on science and modern technology.

6-G1.2.4 - Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions.

Time Required: Two 55 minute class periods.

Recommended Grade Level(s):

Grades 3 up

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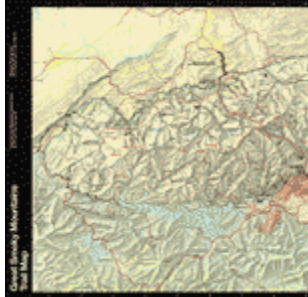
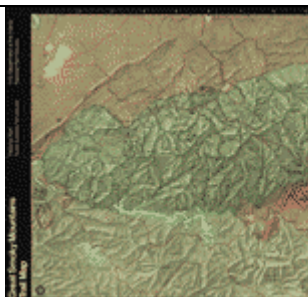
Topic(s):
Social Studies-
Comparing and contrasting maps

Era:
1980's-1990's

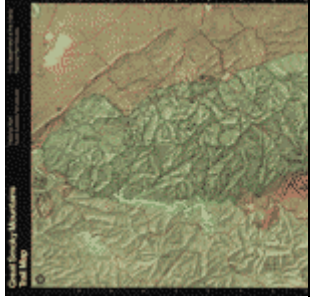
Preparation:

Materials: laptops, poster board, pencils, map views, and analyzing maps from LOC site.

Resources:

Image	Description	Citation	URL
	<p>Great Smoky Mountains National Park, North Carolina/Tennessee, trail map / National Park Service, U.S. Department of the Interior. 1997</p>	<p>Credit Line: Library of Congress, Geography and Map Division.</p>	<p>http://memory.loc.gov/cgi-bin/query/r?ammem/gmd:@field(NUMBER+@band(g3902g+np000259))</p>
	<p>Great Smoky Mountains National Park, North Carolina/Tennessee, trail map / National Park Service, U.S. Department of the Interior.</p> <p style="text-align: center;">1990</p>	<p>Credit Line: Library of Congress, Geography and Map Division.</p>	<p>http://memory.loc.gov/cgi-bin/query/r?ammem/gmd:@field(NUMBER+@band(g3902g+np000255))</p>

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Procedure:

Activities

1. Introduce lesson to students. How do we know a place has changed? What do we look at or use to determine a place has changed? Do we have special tools we can use to determine if a place or location has changed over time?
2. Introduce maps to students. Point out and discuss different parts that make up the map: compass rose, title, legend, markings.
3. Have students look at three topographic map views of the same area. In this lesson we are going to use topographic map views of the Smokey Mountain National Park in Tennessee. [http://memory.loc.gov/cgi-bin/query/r?ammem/gmd:@field\(NUMBER+@band\(g3902g+np000259\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/gmd:@field(NUMBER+@band(g3902g+np000259)))
[http://memory.loc.gov/cgi-bin/query/r?ammem/gmd:@field\(NUMBER+@band\(g3902g+np000255\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/gmd:@field(NUMBER+@band(g3902g+np000255)))
[http://memory.loc.gov/cgi-bin/query/r?ammem/gmd:@field\(NUMBER+@band\(g3902g+np000251\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/gmd:@field(NUMBER+@band(g3902g+np000251)))
4. Students will view individual maps (Using quartering, breaking map up into four sections and studying each section carefully.) and will put observations on an analysis tool.
5. Students will spend 20 minutes comparing the views and contrasting the views and creating a Venn diagram (pencil and paper) using the data they gather.

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6. Students will then share their findings with their class and answer questions that classmates might have.
7. Students will give ideas in regard to why the maps had areas that changed and what caused that change and areas that remained the same and why they may have remained the same.

Extension Activities:

Show students present day satellite views of this area. Note differences in these views compared to the topographic views they used earlier.

Evaluation:

- Teacher observation of student work
- Evaluate Venn diagrams
- Teacher observations of student's critical thinking
- Evaluate student's response to questions
- Analyzing maps worksheet

For examples of successful lesson plans, please view published plans at:
<http://www.loc.gov/teachers/classroommaterials/lessons/>