

## Maps in the 17<sup>th</sup> and 18<sup>th</sup> Centuries: What Can We Learn about the Pocumtuck Valley?

Grade Level: Grades 4-5 Subject: Library Prepared by: Diane Moller

<p><b>Overview and Purpose</b> Students will observe and interpret primary source maps of the 17<sup>th</sup> and 18<sup>th</sup> centuries, modern maps, and images. They will learn to interpret them and determine that they have a point of view. As a form of visual literacy, students will close-read the maps for information. They will use period maps to help construct the history of the 1704 raid on Deerfield.</p>	<p><b>Education Standards Addressed</b> Common Core: ELA RI.4.6, RI.5.6, RI.4.7, RI.5.7</p> <p><b>AASL 21<sup>st</sup> Century Library Standards:</b> 2.1.1, 2.1.3, 2.1.5</p> <p><a href="http://www.ala.org/aasl/sites/ala.org.aasl/files/content/guidelinesandstandards/learningstandards/AASL_LearningStandards.pdf">http://www.ala.org/aasl/sites/ala.org.aasl/files/content/guidelinesandstandards/learningstandards/AASL_LearningStandards.pdf</a></p>
<p><b>Objectives:</b> <b>Students will:</b> <b>be able to discover information from a map.</b> <b>learn that maps tell a story about history.</b> <b>interpret information from an image.</b></p>	
<p><b>Introduction and Procedure</b> <b>Pre-teaching:</b> Parts of a map- Compass rose Legend Scale</p> <p><b>Investigation of Maps</b> Today you will be looking at many different maps. Most of them show information about early New England and an event that occurred there in 1704. After rotating through all the map stations, we will try to determine what happened and why. Show the first 2 maps in “The Deerfield/Pocumtuck Area” <a href="http://1704.deerfield.history.museum/maps/march.html">http://1704.deerfield.history.museum/maps/march.html</a>. Discuss how the images are different and the same. Something happened at this site. What can we discover using maps?</p>	

Divide class into 5 groups. Assign each group to a map station. Explain the signal for the students to move to the next station. Have students begin by reading the focusing questions. They will read the direction sheet for each station and begin the activity. Each station has a different way of recording answers. At the appropriate time have students switch stations. After 2 stations, meet as a class and share what students learned. Show maps on the Smartboard as they talk about them. Decide what event the maps tell about. How might they be different if the Pocumtuck, Abenaki, or Mohawks had created them? How do the maps help us to understand historical events?

**Materials Needed:**

[http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing\\_Maps.pdf](http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Maps.pdf) (Analyzing Maps from the Library of Congress)

Maps for each station

Directions for each station

Magnifying glasses

Pencils

Graphic organizers for recording data

Exit tickets

Focusing questions for each station

Computers for Station 2

Focusing Questions	Station Directions	Maps
<p><b>Station 1</b>            How did the mapmaker orient the map?            Why is it made in this direction?            How can you tell which way is which?</p>	<ul style="list-style-type: none"> <li>• Read and discuss focusing questions. What is being asked?</li> <li>• Observe maps. Use magnifying glass if necessary.</li> <li>• Record data on a T-chart.</li> </ul>	<p>“A Map of New England” by John Foster, 1677,  <a href="http://1704.deerfield.history.museum/maps/foster.html">http://1704.deerfield.history.museum/maps/foster.html</a></p> <p>“Manatvs gelegen op de Noot [sic] Riuiet. 1639” by Joan Vinckeboons, <a href="http://hdl.loc.gov/loc.gmd/g3804n.ct000050">http://hdl.loc.gov/loc.gmd/g3804n.ct000050</a></p>
<p><b>Station 2</b>            What is the purpose of these maps?            How do you know?            Who survived the raid?            Who was captured?            Which people avoided being captured? Why?            How did the map show that?</p>	<ul style="list-style-type: none"> <li>• Read and discuss focusing questions. What is being asked?</li> <li>• Observe maps online.</li> <li>• Record answers on paper.</li> </ul>	<p>“The Raid on Deerfield”  <a href="http://1704.deerfield.history.museum/maps/deerfield.html">http://1704.deerfield.history.museum/maps/deerfield.html</a></p> <p>“The March to Canada”  <a href="http://1704.deerfield.history.museum/maps/march.html">http://1704.deerfield.history.museum/maps/march.html</a></p>

<p><b>Station 3</b> What is this map about? What title would you give it?</p>	<ul style="list-style-type: none"><li>• Reconstruct this map from the pieces given to you.</li><li>• When it is complete, you will see the title.</li><li>• Record the title on the sheet provided.</li></ul>	<p>“Wobanaki Homelands” <a href="http://1704.deerfield.history.museum/maps/home_wob.html">http://1704.deerfield.history.museum/maps/home_wob.html</a> Teacher: Print this map and cut into squares.</p>
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<p><b>Exit Tickets:</b> List two kinds of information maps show. List one question you have about maps.</p>
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