

Map Reading
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Grades 1-4

Introduction

In this lesson, students become explorers. They will examine a map from 1803 and 2003.

Content Areas and Grade Levels

This lesson utilizes language arts and social studies skills. It is primarily intended for students in second and third grades, but can be modified for first and fourth.

Curriculum Standards

Curriculum Standards to be addressed in this lesson are:

Social Studies

- G-1A-E1 Identifying and describing the characteristics and uses of geographic representations, such as various types of maps, globes, graphs, diagrams, photographs, and satellite-produced images
- G-1A-E2 Locating and interpreting geographic features and places on maps and globes
- G-1A-E3 Constructing maps, graphs, charts, and diagrams to describe geographical information and to solve problems
- G-1B-E1 Describing and comparing the physical characteristics of places, including land forms, bodies of water, soils, vegetation, and climate
- G-1B-E2 Identifying and describing the human characteristics of places, including population distributions and culture
- G-1B-E3 Describing how the physical and human characteristics change over time
- H-1C-E3 Describing the causes and nature of various movements of large groups of people into and within Louisiana and the United States throughout history

Language Arts

(among others:)

- ELA-2-E1 Dictating or writing a composition that clearly states or implies a central idea with supporting details in logical, sequential order
- ELA-2-E3 Creating written text using the writing process
- ELA-2-E6 Writing as a response to tests and life experiences
- ELA-5-E1 Recognizing and using organizational features of printed text, other media, and electronic information
- ELA-5-E2 Locating and evaluating information sources

Implementation Overview

This lesson is to be implemented within a unit of study celebrating the Louisiana Purchase of 1803. This particular lesson can take 1-2 class periods of 25-45 minutes each.

Resources Needed

The following materials will be necessary for the implementation of this lesson.

- Cramer, Zadok. *The navigator: containing directions for navigating the Monongahela, Allegheny, Ohio, and Mississippi rivers; with an ample account of these much admired waters, from the head of the former to the mouth of the latter, and a concise description of their towns, villages, harbours, settlements, &c. With accurate maps of the Ohio and Mississippi. To which is added, an appendix, containing an account of Louisiana, and of the Missouri and Columbia rivers, as discovered by the voyage under Captains Lewis and Clarke.* (Pittsburgh: Printed and published by Cramer, Spear & Eichbaum, 1811). Available through the LSU Digital Library at <http://www.louisianadigitallibrary.org/u/?lapur,10222>. Within the book, navigational map of Miss. #12 has B.R. and navigational map of Miss. #13 has N.O.—see table of contents for the book.
- Current maps of Louisiana showing the Mississippi River

Evaluation

The students will be evaluated by the teacher's observation, or points could be assigned to the completed work.

Procedure:

- Show older map of the Mississippi River (link) to students
- Ask students to describe the map: What is described?
- What do you think the triangle symbols mean? Why do you think only "Batton Rouge" is listed?
- Compare the map to one from today. What elements are listed on the newer map?
- Have students complete a Venn Diagram comparing the elements of the two maps.
- Ask why the students think things have changed (more people, more land has been developed/explored, increased transportation) How do we know these things?
- Read the excerpt that goes along with the map. (link)
- Journal writing activity: Have students pretend that they are one of the explorers. What did they see? How were their days and nights spent?

How long would it take you to get from Baton Rouge to New Orleans?
What were the encounters with the Native Americans like? Write/Draw
about your journey.

- Students can create a map (or draw a picture) of their neighborhood as it looks today.
- Create a map (or draw a picture) of the same neighborhood as it may have looked 100 or 200 years ago.
- Students may draw and/or write about what they have discovered.

Possible Variations

Discuss the reasons for exploration. Why was exploration important?
Compare to exploration today (space exploration, astronauts).