

4-1-2014

# Understand a Native American Voyage through Analyzing a Map

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## Recommended Citation

Sanchez, Laura, "Understand a Native American Voyage through Analyzing a Map" (2014). *Lesson Plans*. Paper 48.  
<http://via.library.depaul.edu/tps-lesson-plans/48>

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**Title**

Understand a Native American Voyage through analyzing a map.

**Overview**

Students will analyze Drake's West Voyage Map from Santo Domingo, Dominican Republic.

**Goal**

Students will explore and identify details in Old Maps of a voyage.

**Objectives**

Students will be able to identify a Native American voyage map and its symbols and the use of the symbols.

**Investigate Question**

What are symbols use for?

How are the images telling us about that location?

Does it have food, crops or animals?

How does compare and contrast help us to understand the difference between two maps.

**Time required**

Three periods of 45 minutes

**Recommended Grade Range**

Kindergarten – 6<sup>th</sup> grade

**Subjects**

Social Studies, Language Arts, Technology

**Standards**

K.R.1.1 With prompting and support, ask and answer questions about key details in a text.

K.R.1.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

K.SL.1.a Follow agreed-upon rules for discussion (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

**Credits**

**Laura Sanchez**

## Preparation

Teacher will compile in power point the map of Francis Drake's Voyage as well as symbols early explorers used to communicate. The teacher will prepare to discuss the map from Domingo, Dominican Republic. The Map contains nine sections. The students will be in groups of four. Each group will explore map B containing nine sections of Santo Domingo.

## Materials Used

- Symbols
- Primary Source Analysis Tool (PDF, 26 KB)  
<http://www.loc.gov/teachers/primary-source-analysis-tool/>
- Teacher's Guide to Analyzing Maps (PDF, 55 KB)  
[http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing\\_Maps.pdf](http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Maps.pdf)
- Drake Maps: West India voyage
  1. Santo Domingo (PDF, 16.87 MB) (print one set of 9 pages)  
<http://www.loc.gov/teachers/classroommaterials/lessons/drake/pdf/santo.pdf>

## Resources

Title: Franciscus Draeck Nobilissimus Eques Angliae An<sup>o</sup> Aet Sue 43.

URL: <http://hdl.loc.gov/loc.rbc/rbdk.d055>

Author/Creator: Jodocus Hondius?

Date: 1583

Title: Map and views illustrating Sir Francis Drake's West Indian Voyage, 1585-6

URL: [http://memory.loc.gov/cgi-bin/ampage?collId=gmd&action=browse&fileName=gmd3m/g3291m/g3291sm/grb00002/ct\\_browse.db&displayType=3&maxCols=3&recNum=0&itemLink=r?ammem/gmd:@field\(NUMBER+@band\(g3291sm+grb00002\)\)&title2=\[Map%20and%20views%20illustrating%20Sir%20Francis%20Drake's%20West%20Indian%20voyage,%201585-6\].&linkText=Back+to+bibliographic+information](http://memory.loc.gov/cgi-bin/ampage?collId=gmd&action=browse&fileName=gmd3m/g3291m/g3291sm/grb00002/ct_browse.db&displayType=3&maxCols=3&recNum=0&itemLink=r?ammem/gmd:@field(NUMBER+@band(g3291sm+grb00002))&title2=[Map%20and%20views%20illustrating%20Sir%20Francis%20Drake's%20West%20Indian%20voyage,%201585-6].&linkText=Back+to+bibliographic+information) and

<http://www.loc.gov/teachers/classroommaterials/lessons/drake/pdf/santiago.pdf>

Author/Creator: Boazio, Baptista

Date: 1589

## Procedure

This lesson will include the makes use of an organizer that deals with symbols to give students an introduction about the lesson.

Good morning today we will work on maps. Has anybody ever used a map? Students' answers will vary. Let us talk about the little things in those maps. Does anybody know what the name for that is called? Well, they are called symbols. Symbols in maps are.... . What are they for?

Brainstorm a list on the overhead projector. The list should include the symbols that focus on Native Americans.

Students use symbols for everything, like McDonalds. Teacher will display a McDonald symbol. Do you know any symbols? Answers will vary.

Well in order for us to understand location we must recognize symbols and their purpose. In order for us to be explorers we must know what symbols mean for us to know where we want to go.

Today we are going to talk about symbols. We will learn about an explorer named Francis Drake who made various trips throughout the world. I'll show you first a map where Francis Drake traveled. By looking at the slide, I want you to look at the symbols. What symbols do you see? Why are these symbols on the map? What do they mean or represent? Did they help Francis Drake make his voyage?

### **Description of procedure**

The students are going to be able to answer oral questions about the images they see by looking at the symbol organizer (Primary source/Analyzing maps tool). They will be able to use the primary source symbol organizer to tell about the location, if the image contains food, crops or animals.

Before the lesson the teacher will have copies of Santo Domingo – Dominican Republic map which is composed of nine copies. The teacher will keep a copy already taped together so that she will be ready to assess student as they building their whole map.

In front of you, you see pieces of a big map which is about the voyage of Francis Drake when he was traveling in Santo Domingo, Dominican Republic. The purpose of the activity is for you to continue asking yourself some of the following questions.

I will ask the students the following questions:

- What type of symbols do you see?
- Why does Francis Drake use these symbols?
- Why are these symbols important?

In your groups I want you to put the map together and discuss the questions among yourself by using Primary source/Analyzing maps tool. On the first column of Primary source/Analyzing maps tool, I want you to draw symbols that you see on the map. When you finish completing the first column by drawing symbols, I will explain to you the meaning of the symbols. After listening you will reflect on your meaning and the actual meaning and see if there are any differences.

### **Evaluation**

After completing analyzing the map, the students will be asked to work on the primary source/Analyzing maps tool. The purpose of this tool is for students to draw symbols, explain meaning, and teacher reflecting changes. Teacher will individually go around each child to orally ask the questions listed on the primary source analysis tool.

Name \_\_\_\_\_

## Primary Source/Analysis Tool

<b>Draw Symbols</b>	<b>Explain Your Meaning</b>	<b>Teacher/Reflect (any changes)</b>

## **Reflection**

### Observations:

The students were engaged in the task for 45 minutes.

The students participated in oral discussion by reading and answering the questions viewed in the powerpoint. The students were able to identify symbols from a daily life experience like food symbols like McDonalds, Dunkin Doughnuts and Burger King. Students were introduced to recognize primary sources such as the picture of the explorer Francis Drake and symbols from North American Indians. Students participated in groups of four by analyzing and sequencing the nine pieces of the Santo Domingo map that Francis Drake explored.

Part of the lesson was for students to use the primary source/analysis tool to analyze the map once it was put together to draw symbols on the first column; and on the second column students explained their meaning of their drawing symbol. The last column was discussed after students had completed their drawing and explaining their meaning. The last column was the teacher/reflect and for students to make changes.

### Overview:

The way my students participated during the lesson makes me feel that they accomplished the goal of exploring and identifying details in Old Maps of a voyage. Introducing primary source documents to kindergarteners it's a great asset to their learning academic steps.

### Adjustments:

I think that introducing vocabulary with pictures would let the students have a better understanding of the Native American voyage.

I would continue to use more powerpoint activities since these type of activities students enjoy and they are able to discuss with a better understanding on the lesson's theme.

I would make this lesson a two day session since some students needed more time to work on their primary source/analysis tool.

## Summary:

Showing students pictures of modern life and then bringing them back to old times is a way of teaching how people, and maps change throughout the years. Using primary sources from the library of congress has inspired me to teach my students to learn about World History.