

Spring 4-1-2014

Your New World

Tony Romeo

Follow this and additional works at: <https://via.library.depaul.edu/tps-lesson-plans>



Part of the [Curriculum and Instruction Commons](#)

Recommended Citation

Romeo, Tony. (2014) Your New World.

<https://via.library.depaul.edu/tps-lesson-plans/47>

This Article is brought to you for free and open access by the Teaching with Primary Sources Program at Via Sapientiae. It has been accepted for inclusion in Lesson Plans by an authorized administrator of Via Sapientiae. For more information, please contact digitalservices@depaul.edu.

Discovering Your New World: Primary Sources in Lesson Planning

Lesson Overview

How does the historical act of discovery (specifically the European exploration of the Americas) and cartography relate to the students personal progression through school.

Summary

Intended for multiple classrooms at the beginning of the school year. Each classroom will construct a large map (using a blown up primary source) from different time periods. Students will share their classrooms map and write a paragraph and draw their own map. Explain progression through school
Feel free to adapt using any primary source (for example using the bill of rights and talking about classroom rooms and procedures)

Essential Question

Objectives

- Students will compare & contrast different maps from various points in history and identify their similarities and differences.
- Students will organize their analysis of the information from the various maps into a written composition outlining their interpretation of each maps uniqueness.

Time Required

Grade Level(s)

- 2 hours
- 4th/5th Grade

Topic(s)

World History, U.S. History, Geography and Language Arts

Added value

Ice breaker, shared learning experience, collaborative thinking, deep learning – C.M's idea

Format(s) of primary sources used

Maps

Standards Addressed

3.A.2 Write paragraphs that include a variety of sentence types; appropriate use of the eight parts of speech; and accurate spelling, capitalization and punctuation.

5.A.2b Organize and integrate information from a variety of sources (e.g., books, interviews, library reference materials, web- sites, CD/ROMs).

16.A.2c Ask questions and seek answers by collecting and analyzing data from historic documents, images and other literary and non-literary sources.

17.C.2b Describe the relationships among location of resources, population distribution and economic activities (e.g., transportation, trade, communications).

Preparation

-Materials Used

Drawing Paper & Coloring Implements

Reproduce each of the following resources in color using large scale images which could be reconstructed as a giant jigsaw puzzle

-Resources Used

Universalis cosmographia secundum Ptholomaei traditionem et Americi Vespucii alioru[m]que lustrationes. Map. France: Waldseemuller, Martin, 1507. From Library of Congress, American Memory: Discovery and Exploration.

<http://hdl.loc.gov/loc.gmd/g3200.ct000725> (accessed June 19, 2008)

Map of the world with the most recent discoveries. Map.Van Schaack, Mary, 1811. From Library of Congress, American Memory: Discovery and Exploration.

<http://hdl.loc.gov/loc.gmd/g3200.awh00011>

(accessed June 19, 2008)

Procedure

(Activity/s)

(5 Min.) 1. Discuss changes between 3rd -5th grade educational process

(10 Min.) 2. Pass out sections of a map and have students write a prediction about what the whole map is of

(20 Min.) 3. Have students work together to build the whole map and mount it on a classroom wall

(5 Min.) 4. Students reflect on their prediction and bring a notebook to examine other 4th/5th maps

(30 Min.) 5. Tour other classrooms and examine different maps of the world put together by them

(10 Min.) 6. Back in classroom, discuss how each map was different, discuss the importance of perspective

(5 Min.) 7. Have students work independently to compose a paragraph comparing and contrasting their various maps they saw and begin next step when finished with paragraph

(25 Min.) 8. When finished with paragraph students will draw their own map of the school specifically focusing on how their path through the school will be unique this year versus previous years (at least 5 locations)

(10 Min.) 9. Share maps with fellow students, discuss perspective and turn in work for parents see at open house

Evaluation
(Rubric/s)

Assessments:

- Observation Worksheet
- Written Paragraph
- Map of School

Scoring Criteria:

- Written Paragraph- Students will receive full credit if they accurately compare and contrast the differences between the maps and provide their own interpretation of why they are different. (If paragraph is missing one of these elements one letter grade will be lowered for each missing element).
- Map of School- Students will receive full credit if they represent their own classroom and at least five other locations on the school campus. (If map is missing one of these locations one letter grade will be lowered for each missing location).

Worksheet

Three observations about our map.

- 1) _____

- 2) _____

- 3) _____

Three observations about next map.

- 1) _____

- 2) _____

- 3) _____

Three observations about 3rd map.

- 1) _____
- 2) _____
- 3) _____