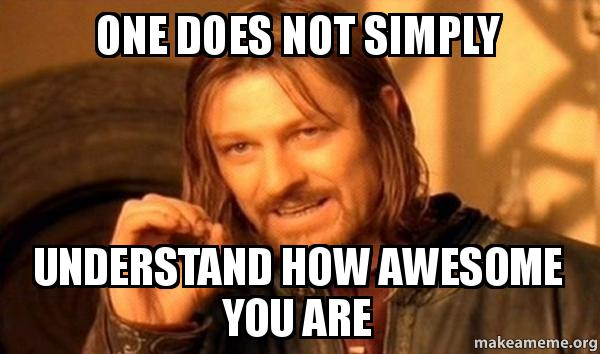
HI! Welcome to Zooming into Maps. Prepare yourself, it is about to get awesome. Map awesome! Mawesome!



Today we are going to be addressing the following target:

[CCSS.ELA-LITERACY.RH.6-8.1](http://www.corestandards.org/ELA-Literacy/RH/6-8/1/)

***Cite specific textual evidence to support analysis of primary and secondary sources.***

**In order to do this, you need to understand the keywords below.**

Analysis (n.)-detailed examination of the elements or structure of something

Cite- (v.)-quote (a passage, book, or author) as evidence for or justification of an argument or statement, especially in a scholarly work.

1. Begin by heading to the following URL.

<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/maps/introduction.html> Underneath the word “maps” click the word enter.

2.) Read the section entitled Introduction. The Library of Congress contains a map collection of over 4.5 million maps.

The sections includes all of the main aspects of maps, please define them next to the words.

Title:

Orientation:

Source:

Legend:

Scale:

Grid:

The final paragraph explains how historical maps can be used. What could you learn from studying an historical map about a topic you are interested in?

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3.) Click on Hometown, USA: Local Geography. The featured map on this page is of what city?

Zoom in to find the following features: the Washington Monument, the White House and the Capitol building.



Washington Monument The White House The Capitol Building

Click on Panoramic Maps, then click on the panoramic maps of St. Louis, in what year was this map copyrighted?

4.) Head to the tab entitled, “Exploration and Discovery”. Click on [Louis Joliet’s](http://www.biography.com/people/louis-joliet-20973103) Map of North America from 1674. This map seems to focus on two different natural resources. Investigate the map to identify these resources using the maps colors and symbols. From the link above, read the excerpts from Louis Joliet’s biography. The biography states that Joliet was able to show explorers a shorter route home by taking a particular river to Lake Michigan. Which river did they use as a shortcut? Hint: You must read the biography carefully.

**5.) Now choose a map from one of the collections in “Zoom into Maps” and complete the following analysis tool.** [**http://www.loc.gov/teachers/primary-source-analysis-tool/**](http://www.loc.gov/teachers/primary-source-analysis-tool/) **When you arrive at this site choose the format “Maps” for your analysis tool. When you finish your analysis do not leave the website. Click on the E-mail link on the bottom or share link at top and e-mail your document to** [**kocourekg@district87.org**](mailto:kocourekg@district87.org)**. Now you are ready to complete our target.**

Analyze the relationship between our secondary source (BrainPOP) and our primary source (your maps). What did you learn about maps as a result of seeing both? If you had only seen one of those things, what would have been missing? I will provide you with a graphic organizer for your thoughts so you can write before you type. When you are done, share a copy of this document with me. Thanks!

