

LESSON TITLE: MAPS OF NEW ENGLAND

GRADE/AUDIENCE:

8th Grade Geography

STATE STANDARDS:

CCSS.ELA – LITERACY.6-8.7.

LESSON OBJECTIVES:

Help students to understand that people in different eras had different visual perceptions of the world as they know it.

LESSON OBJECTIVES FOR YOUR STUDENTS:

Notice the differences and similarities in how people represent and identify places known to them.

COMPELLING / GUIDING QUESTIONS:

How can you tell by looking at a map what the map's creators considered to be important?
Why do people create maps?

DESCRIPTION OF LEARNING TASKS / ACTIVITIES:

- 1. Draw a map of the coastline and significant offshore islands from New York to Maine, including labels of land and water features.**
- 2. Compare your map with the Blaeu map.**
- 3. Notate the similarities and differences.**
- 4. Report your findings to the class.**

TIME NEEDED FOR LESSON:

40 minutes

MATERIALS, RESOURCES, TECHNOLOGY NEEDED:

Internet access, connection to projector, screen
Paper, pens/pencils

PRIMARY OR SECONDARY RESOURCES (WORKS CITED):

- Blaeu, Willem Janszoon. *Nova Belgica et Anglia Nova* Map, 1635.
<http://maps.bpl.org/id/10053>

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PRIOR LEARNING, CONNECTIONS, STUDENT NEEDS OR INTERESTS, COMMON MISCONCEPTIONS:

See step 1. of Tasks.

SUGGESTED DIFFERENTIATIONS:

Students work in small groups – one student drawing the maps, others guiding the student or looking at Blaeu map for details.

CROSS-DISCIPLINARY CONNECTIONS:

6th grade science course *Earth and Environment*: Data collection.

FORMATIVE ASSESSMENT PROCESSES (INCLUDING STUDENT SELF-ASSESSMENT):

Homework: Have students look at a current National Geographic map of the New England coastline and add at least ten significant features that they did not include on the map that they created in their small group.