

## John Smith's New England Map Comparison Teacher Guide

<b>Grade Level</b>	Middle-High School
<b># of Lessons</b>	1-2 class periods of 50 minutes each
<b>Standards</b>	<p>Strand: Geography - Students draw on concepts and processes from geography to understand issues involving people, places, and environments in the community, Maine, the United States, and the world.</p> <ul style="list-style-type: none"> <li>● <b>Geography 2 (F1)</b> Explaining how geographic features have impacted unity and diversity in Maine, the United States, and other nations.</li> <li>● <b>Geography 2 (D1)</b> Summarizing and interpreting the relationship between geographic features and cultures of Maine Native Americans, and historical and recent immigrant groups in Maine, United States, and the world.</li> </ul>
<b>Pre-Knowledge</b>	<ul style="list-style-type: none"> <li>● Students should have a familiarity with how to examine and read maps.</li> <li>● Students should have some foreknowledge of European colonialism in North America.</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>● <a href="#">Lesson Plan</a></li> <li>● Laptops (the student worksheet can be used online or printed out, but the links to the maps will be online).</li> <li>● Pencil (if worksheet is printed)</li> </ul>
<b>Plan</b>	<ol style="list-style-type: none"> <li>1. Students will log onto their laptops (5 minutes).</li> <li>2. Teacher will provide some basic background knowledge on John Smith and early colonization of New England. I found this article from the <a href="#">Smithsonian</a> very helpful. Have the students share what they may know about Smith and write these answers on the board as an opener for this activity (5 minutes).</li> <li>3. Students will engage with the John Smith map through parts 1-4 (15-35 minutes).</li> <li>4. Students will engage with part 5 of the activity, comparing the <a href="#">John Smith Map</a> to the <a href="#">Matthews-Northrup Works Map</a> (15-30 minutes).</li> <li>5. Students will engage with part 6 of the activity (10-25 minutes)</li> </ol>
<b>Learning Objectives</b>	<ol style="list-style-type: none"> <li>1. Students will be able to analyze aspects of a primary source.</li> <li>2. Students will be able to compare and contrast two maps from two different time periods.</li> <li>3. Students will be able to critically think about why the maps look the way they do and why they include certain place names.</li> </ol>