



Teaching with Maps | Inquiry Template

Lesson Name	 Two Worlds Collide
Grade Level	7th
Estimated number of lessons	1 lesson: 2-3 class periods of 45 minutes each
Prerequisite skills/content	<p>Students can:</p> <ul style="list-style-type: none"> ● Use a map key ● Identify symbols on a map ● Use Cardinal Directions ● Predict topic of the map based on the Title ● Apply the 5 Themes of Geography

Evaluate the 3 most impactful ways that Native life and land changed from 1491 to 1650

Applicable Standards	<p>Maine Grades 6-8</p> <p>SS Standard Two: Students will be able to make informed decisions based on historic, geographic, economic, and government/civic themes and knowledge.</p> <p>Students will be able to explain how geography influences life in the past, present, and future using geographic tools and resources . (MLR D1, D2)</p>
Ex: Maine Learning Results: History 1 History 2	
Inquiry Objectives	<p><i>Prediction Question: What do you think this map will be about?</i></p> <ol style="list-style-type: none"> <i>1. I can identify information provided in the Map Key</i> <i>2. I can compare and contrast Maps of 1491 and 1650</i> <i>3. I can evaluate major changes to the land and ways of life for Native tribes.</i>

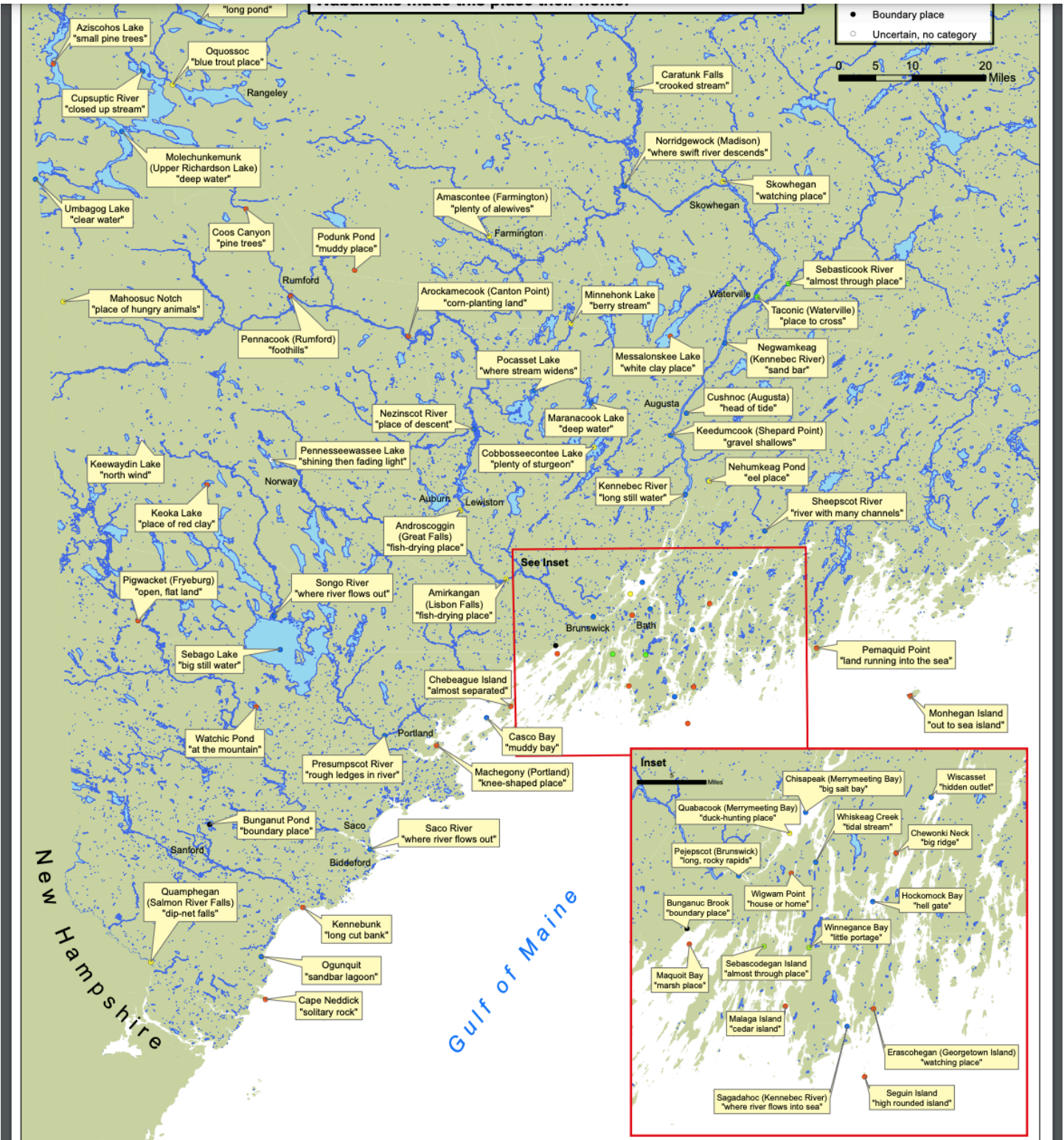
Supporting Question 1	Supporting Question 2	Supporting Question 3
Write a supporting question that helps students develop their capacity to answer the compelling inquiry question above.	Write a supporting question that helps students develop their capacity to answer the compelling inquiry question above.	Write a supporting question that helps students develop their capacity to answer the compelling inquiry question above.
<i>1. Using the Map Key, what do the following symbols mean?</i>	<i>2. How did Natives use and interact with the land?</i>	<i>3. What do you see happening in the 1600s ?</i>

Formative Assessment / Performance Task	Formative Assessment / Performance Task	Formative Assessment / Performance Task
Provide an assessment that would allow students to demonstrate their understanding of the supporting question. This assessment can be summarized in a sentence or two.	Provide an assessment that would allow students to demonstrate their understanding of the supporting question. This assessment can be summarized in a sentence or two.	Provide an assessment that would allow students to demonstrate their understanding of the supporting question. This assessment can be summarized in a sentence or two.
<p>A) <i>Students will refer to Wabanaki Place Names of Western Maine to see how Wabanakis connected to the land and how their names show the five themes of geography</i></p> <p>B) <i>Students will refer to the A World Transformed map. Using the key students will identify what the following symbols stand for:</i></p>  <p><i>Students will record this information on their Map Quest paper</i></p>	<p><i>Students examine the map to see how Natives interacted with the land. They may notice:</i></p> <ul style="list-style-type: none"> • <i>Where tribes were</i> • <i>hunting/fishing</i> • <i>Trade routes</i> • <i>Farming</i> • <i>Shells became “wampum” for trade</i> • <i>They moved according to the season</i> 	<p><i>Students analyze the map to identify the many ways that “New England” changed by 1650.</i></p> <ul style="list-style-type: none"> • <i>Tribal villages have shrunk</i> • <i>Loss of a lot of coast land</i> • <i>Trade networks have vanished.</i> • <i>Many natives were killed</i> • <i>War between tribes and Europeans</i> • <i>Trade market: Natives trade pelts and wampum for European goods</i>
Featured Sources	Featured Sources	Featured Sources

<ul style="list-style-type: none"> ● A World Transformed map ● Wabanaki Place Names of Western Maine 	A World Transformed map	A World Transformed map
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Summative Performance Task	<p>Students will be asked to evaluate the information they have collected by examining the map. Students will write a short essay ranking their Top 3 ways in which Native land and life changed from 1491 to 1650.</p>
Modifications	<p>What support have you planned for these learners and where in the lesson will you incorporate it? Consider students in these groups: ELL, IEP, 504, gifted, as well as students without identified needs who are struggling.</p> <ul style="list-style-type: none"> ● Modeling the Map and use thereof prior to the lesson. ● Repeated Directions ● 1:1 and small group check-ins (frequent) ● Choice: “What other changes do you notice?” ● Positive narration: “I notice that some students were able to...”
Taking Informed Action	<p>Students will share their conclusions in small groups. They will then try to come to a consensus on the top 3 ways that life and land changed. They will make their consensus picks into a poster.</p>

Map 2:



This map presents the work of Bates College students in History s28 (Wabanaki History in Maine) in 2012, when it was taught by Micah Pawling and Donald Soctomah, and in 2014, when it was taught by Maria Girouard and Joe Hall. Map prepared April 2015 by Joe Hall with assistance from Matt Duvall and the Bates College Imaging Center.