

Teaching with Maps | Inquiry Template

Lesson Name	Exploring A Nation's Change Over Time Through Cartography
Grade Level	11-12
Estimated number of lessons	4
Prerequisite skills/content	World History I

<p>Inquiry Questions:</p> <p>How do maps illustrate a nation's change over time? In what ways do maps reflect the worldviews of their creators?</p>	
<p>Applicable Standards</p> <p>Maine Learning Results: Geography 1, History 1</p>	<p>G1: (F1) Analyzing local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions.</p> <p>G1: (F2) Evaluating and developing a well-supported position about the impact of change on the physical and cultural environment.</p> <p>H1: (F1) Explaining that history includes the study of the past based on a variety of <i>primary</i> and <i>secondary</i> sources and how history can help one understand and make informed decisions about the present and future.</p> <p>H1: (D1) Analyzing and critiquing varying interpretations of <i>historic</i> people, issues, or events, and explaining how evidence from primary and secondary sources is used to support and/or refute different interpretations.</p>
<p>Inquiry Objectives</p>	<ol style="list-style-type: none"> 1. Students will examine maps from at least four major historical eras (Age of Discovery and Old Imperialism, World War I and New Imperialism, World War II, and the Cold War) to analyze how one nation/region changed over time. 2. Students will identify how maps reflect the world view of their creator. 3. Students will demonstrate an understanding of how maps serve various purposes and how they can be used to support or refute interpretations of issues or events.

Supporting Question 1	Supporting Question 2	Supporting Question 3
1. How did your nation change over time?	2. How do the maps you analyzed reflect the worldview of their creators?	3. How might the maps you analyzed be used to support or refute interpretation of issues or events?

Performance Tasks	Formative and Summative Performance Tasks: https://docs.google.com/document/d/1o_CliT1Rae_4Nw8J_vsDUaKP6_RFTsvz6yFbgLuedD90/edit?usp=sharing
Taking Informed Action	As part of their summative assessment, students will be presenting their analysis with the class.