Common Core State Standards Map Activity

Developed by Teaching with Primary Sources program at Mars Hill College

In order to be most effective, the students should have some prior knowledge of map conventions: compass rose, lines of latitude and longitude, etc. In addition, the learners may have already participated in the online activity, Maps and Mapmakers: Seeing What's on the Map located on the Library of Congress Teachers section. (http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/maps.html)

This activity was developed to address these English Language Arts Common Core State Standards in the upper elementary grades. In addition, the activity addresses WIDA English Language Development (ELD) standards.

Reading Informational Text

- Grade 3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (CCSS.ELA-Literacy.RI.3.3)

- Grade 5: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. (CCSS.ELA-Literacy.RI.5.3)

- ELD Grades 3-5 language of social studies
  Compare/contrast different time periods or people using graphic organizers and sentences

- ELD Grades 3-5 language of social studies
  Discuss relationships between communities and states or regions depicted in pictures or maps

- ELD Grades 3-5 language of social studies
  Organize information on immigration/migration patterns through investigation using graphic or visual support with a partner

Integration of Knowledge and Ideas

- Grade 3: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (CCSS.ELA-Literacy.RI.3.7)
- **ELD Grades 3-5 language of language arts**
  Identify cause/effect in oral discourse from narrative or expository material supported by illustrations

- **ELD Grades 3-5 language of language arts**
  Interpret text to identify main ideas and details from multiple paragraphs using visual or graphic support

- **Grade 3**: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). (CCSS.ELA-Literacy.RI.3.8)

- **ELD Grades 3-5 language of social studies**
  Produce reports by summarizing information from historical journals or logs (using first person)

- **Grade 3**: Compare and contrast the most important points and key details presented in two texts on the same topic. (CCSS.ELA-Literacy.RI.3.9)

- **ELD Grades 3-5 language of language arts**
  Differentiate between statements of fact and opinion found in various illustrated reading selections

- **Grade 5**: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (CCSS.ELA-Literacy.RI.5.7)

- **Grade 5**: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (CCSS.ELA-Literacy.RI.5.8)

- **Grade 5**: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (CCSS.ELA-Literacy.RI.5.9)

- **ELD Grades 3-5 language of language arts**
  Differentiate between statements of fact and opinion found in various illustrated reading selections

**Standard 10: Range, Quality, & Complexity**

Range of Text Types for K-5: Literary Nonfiction and Historical, Scientific, and Technical Texts

Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics

Additionally most states have social studies standards that this activity supports.
Procedure:

Each student group will be given a set of maps and each student will be given a primary source analysis tool.

By examining the maps and analyzing the level and accuracy of the details, the students will place the maps in sequential order, thus creating a timeline using these maps.

By selecting maps that target your state’s history objectives, students should begin to understand changes over time that affect regional, state and national history.

Maps used in this activity

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<thead>
<tr>
<th>Map</th>
<th>Bibliographic Information</th>
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Additional Resources

Maps and Mapmakers: Seeing What's on the Map
http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/maps.html

Rivers, Edens, Empires: Lewis & Clark and the Revealing of America
http://www.loc.gov/exhibits/lewisandclark/

Fill Up the Canvas
http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/lewiscnclark/index.html

Primary Source Set: Maps from the World Digital Library
http://www.loc.gov/teachers/classroommaterials/primarysourcesets/wdl/

Louisiana: European Explorations and The Louisiana Purchase