Lesson Title: Understanding Early Maps

Map Used: Culhuacan  Map Date: Jan. 17,1580  Original Map Dimensions: 70x54 cm

Assumed Prior Knowledge
The following lesson assumes that students:
1. have begun to understand the concept of location by:
   a. using terms such as over, under, near, far, left, and right, to describe relative location.
   b. locating places on the school campus and describe their relative locations.
   c. identifying tools that aid in determining location, including maps and globes.

Lesson
1. Explain that a historical map shows what the land was like at a particular time in history, or it reflects what people knew at the time.
2. Project entire online historic map to class and point out
   a. Paint strokes
   b. Waterways
   c. Paper mill
   d. Place name symbol
   e. Walkways
3. Show side by side the historic map and a recent map of a familiar area (school neighborhood or central location in city or town)
4. Discuss history of place names and significance of naming places for different people

Investigate
1. Have students work in pairs to draw their versions of the following 1) symbol for water 2) symbol for missions 3) symbol for walking/steps 4)walkways 5)bridges
   a. Print or draw the actual symbol on the board
2. Have students go to playground or gym area to draw a group map of
   a. Identify small group of student cartographers that will draw
   b. Identify small group of explorers students that will find places to put on the map
   c. Identify small group of approving students that will review map to accuracies

Worksheets
1. Coloring sheets of early New World historic maps from LLILAS Benson Special Collection
   a. Download from Digital Scholarship website: https://sites.utexas.edu/lilasbensonds/title6