

**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/llilasbensonds/title6>