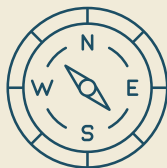


# Georgia Explorer: Map Skills Activity Guide

**Purpose:** This guide developed by the Georgia Historical Society is meant to support the development of critical thinking skills through utilizing and analyzing historic maps of Georgia aligned to the Georgia Standards of Excellence.

**This activity guide includes three activities that can be completed in succession or on their own.**



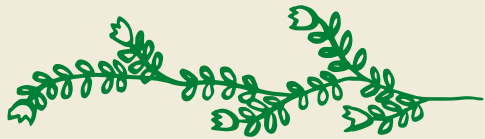
## Table of Contents

- What are maps and how do we use them? .....2
- *Parts of a Map:* .....3
  - GSE SS2G1, SS3G2
- *Mapping a Timeline:* .....5
  - GSE SS2G2, SS3G2, SS2H1, SS2G1, SS2G2, SS3H1, SS3G2, SS3G3, SS4H3, SS5G2
- *Thinking about Maps:* .....10
  - GSE SS3G2, SS2H2, SS2G1, SS2G3, SS3H1, SS3H2C, SS3H2B, SS4H3, SS8G1, SS8H1, SS8H4

An Educational Resource Created by

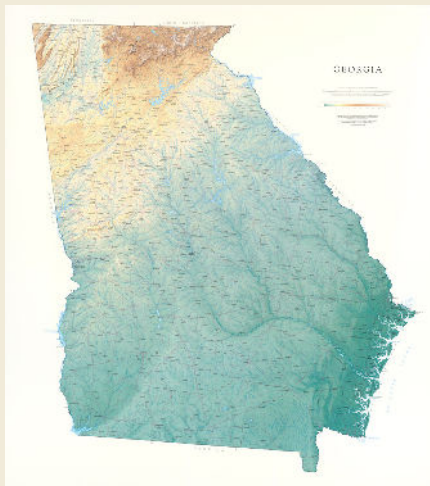
*GEORGIA HISTORICAL SOCIETY*

# What are maps and how do we use them?



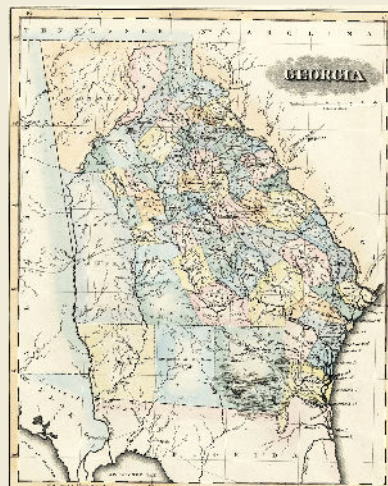
**Map:** A map is a visual representation of a place, an event, or a set of data.

**How are maps used:** Maps relate space to geographic information like mountains, rivers, and other land surfaces on Earth. Maps also display spatial data, such as the boundaries and borders of communities, regions, states, and countries. Maps orient us to a place through geographic information, but can also express the cultural, political, economic, and social landscapes that define our lives.



**Physical Map:**

Marks physical features



**Political Map:**

Shows boundaries / non-physical marks

**Analyzing Maps and Social Studies:** People have used maps as a tool for centuries. Maps help us navigate from place to place and understand the world around us. Studying maps from the past can help us understand how our world has changed over time.

Maps can tell stories through a combination of text, symbolism, and imagery that can include words, illustrations, lines, and numbers. People read maps through this unique language.

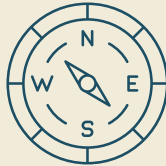
All these tools aid us in studying and drawing conclusions from maps.



# Parts of a Map

## How to Play

GEORGIA STANDARDS OF EXCELLENCE: SS2GI, SS3G2

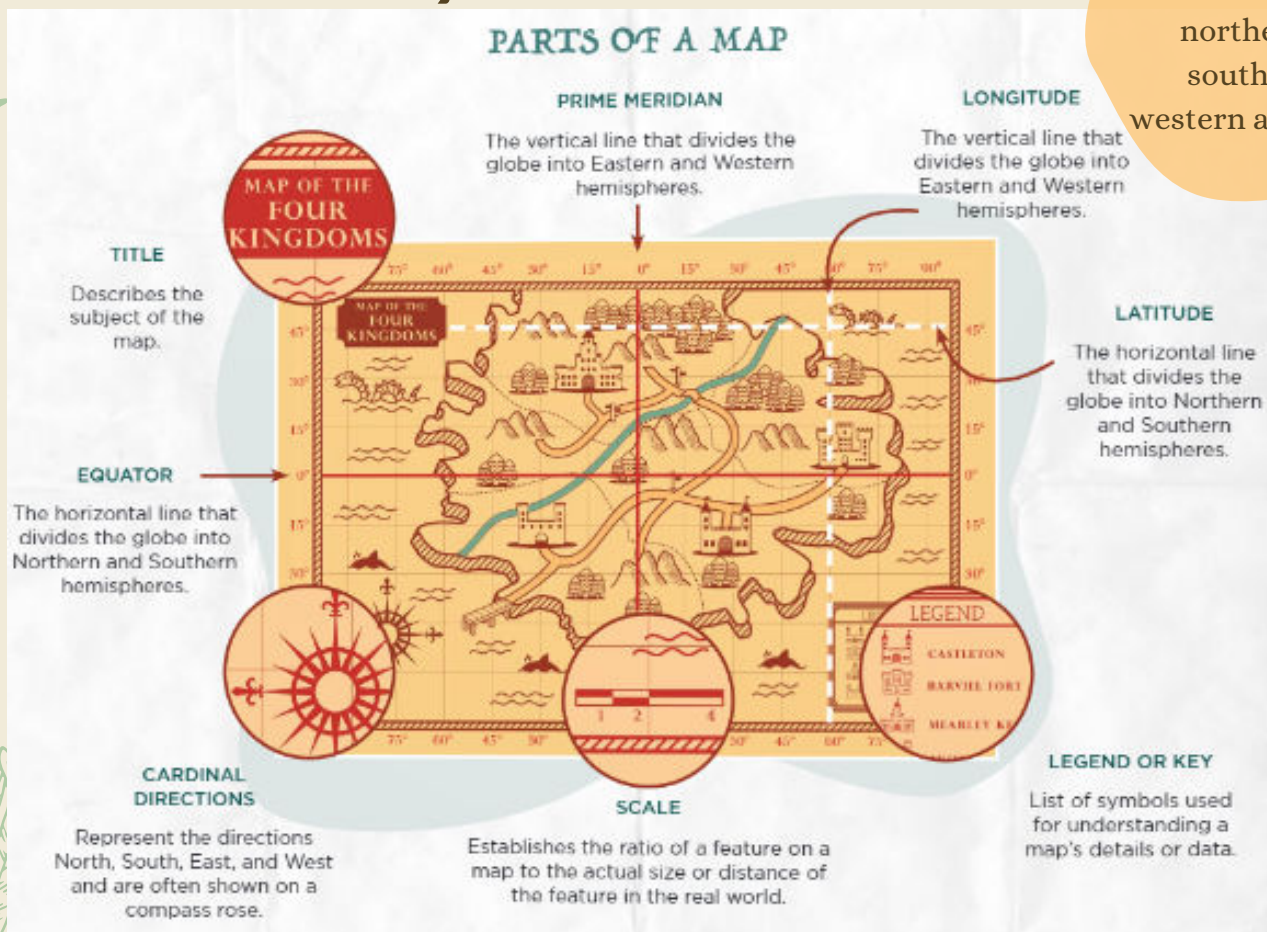


Students use analytical skills to quickly identify key features of a map using maps from a particular historical period. Students who can efficiently locate key map parts will be able to more effectively comprehend maps.

This activity can be used as a fun endcap for a unit in second grade. It can be used to refresh students' knowledge before third grade units on Georgia's geography.

## Key Terms to Review

Hemisphere  
half of the earth,  
divided into a pair;  
northern and  
southern or  
western and eastern



# Parts of a Map

## How to Play



### Set-up:

The trivia game can be played with the class as a whole or the class can be divided into halves, or individually on their own piece of paper like a pop quiz.

Turn on *The Parts of a Map* presentation and click forward to reveal answers.

Notes included in the *The Parts of a Map* presentation contain information on primary sources, helpful hints for struggling students, ideas for gameplay, and alignment to the Georgia Standards of Excellence.

### Standard Round:

Present the students with the first question from the *The Parts of a Map* presentation and have the class, teams, or individuals come to a consensus. **If the answer is correct give one point, and move to the next question the presentation.**

If the students miss the question take the opportunity to review the correct answer.

### Lightning Round:

The lightning round will consist of three historic maps that include some of the key features covered in the presentation questions. Students will be given an allotted time (30 seconds to a minute) to identify as many of the features as possible.

If the classroom is working together consider using a whiteboard to record all answers. If there are teams have the teams turn in a piece of paper with the answers.

For an extra level of difficulty you can have students lose one point for each answer missed and/or incorrect answer. i.e. students write that the map includes a scale when there is not one.

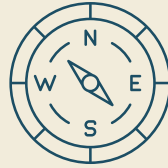
- For upper-level students consider having them analyze maps more deeply. You can give more time so they can identify some of the following:
  - Who made the map?
  - Who was the map made for?
  - Why was the map created?
  - How was the map made?
  - When was the map made
  - Where did this map originate?
  - What is the subject of the map?



# Mapping a Timeline

## How to Play

GEORGIA STANDARD OF EXCELLENCE  
SS1G2, SS1G3, SS2H1, SS2G1, SS2G2, SS3H1, SS3G2, SS3G3, SS4H3, SS5G



Historical maps can be useful primary sources. Primary sources are materials from the past that provide eyewitness accounts, and can help us learn about what happened during a certain time period. When analyzing multiple maps together, representing the same area over time, you can see the formation of patterns or even a narrative or story.

Students will create a chronological timeline using historical maps and practice the **Observe, Reflect, and Question** classroom strategy. (Library of Congress worksheet is included, but not required to complete the **Observe, Reflect, and Question** strategy.)

### Key Terms to Review

- **Cartography:** the study and practice of creating maps.
- **James Oglethorpe:** founder of the colony of Georgia. In 1733, he accompanied the first settlers from England and established the city of Savannah.
- **Trail of Tears:** the forced relocation of Eastern Woodlands Native American groups of the Southeast region of the United States (including Cherokee, Creek, Chickasaw, Choctaw, and Seminole, among other nations) to Native-American territory west of the Mississippi River during the 1830s.
- **Transcript:** written, printed, or typed copy of original text.
- **Westward Expansion:** occurred in Georgia from 1789 to 1840 when White settlers moved from Georgia's east coast toward the western interior often encroaching on Native-American territory.
- **Indigenous People:** refers to people or their descendants who lived in sovereign communities prior to European colonialism.

# PRIMARY SOURCE ANALYSIS TOOL

NAME:



**OBSERVE**

Handwriting practice area for the 'OBSERVE' section, consisting of a light blue background with horizontal dashed lines.

**REFLECT**

Handwriting practice area for the 'REFLECT' section, consisting of a light blue background with horizontal dashed lines.

**QUESTION**

Handwriting practice area for the 'QUESTION' section, consisting of a light blue background with horizontal dashed lines.

**FURTHER INVESTIGATION:**

A large, empty light blue rectangular area for further investigation notes.

**ADDITIONAL NOTES:**

A large, empty light blue rectangular area for additional notes.

**LIBRARY**

LIBRARY  
OF CONGRESS

loc.gov/teachers

# Mapping a Timeline

## How to Play

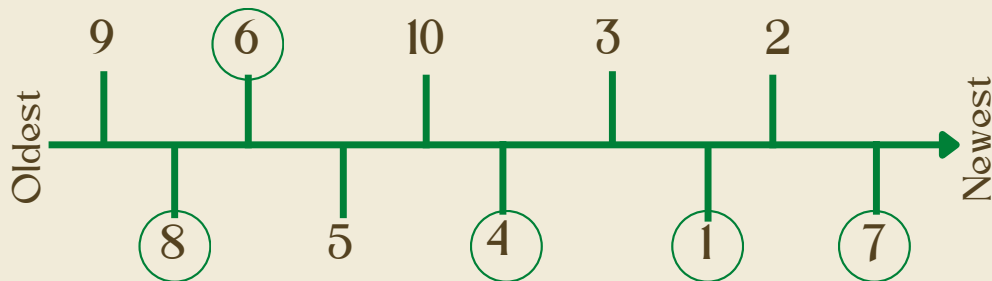
### Set-up:

Students in pairs or small groups will be given a set of historical maps based on the level that they are playing as described below.

- **Level 1 (second-fourth grade):**
  - Students will be playing with maps 1,4,6,7, and 8.
  - All maps are dated and students will use their observation skills to complete the task. (Break out magnifying glasses for extra fun!)
    - This is also a good level if students are upper-level, but need the activity to be completed faster.
- **Level 2 (fifth grade and up):**
  - Students will be playing with all maps provided.
  - Groups should be given access to **Contextual History Prompts**, pg. 9.
  - Students will be analyzing contextual evidence and using observational skills to complete the task.

### Answer Key:

The goal for each level is to place the maps in the chronological order with the oldest map to the left and most modern to the right. (Circles are for level 1.)



- **Level 1 (second-fourth grade)**
  1. Have your students focus on locating key information, primarily the dates, that will help them place the maps in order.
  2. Check their work and if they have the maps in order have them move to step three.
  3. Have students either individually or as a group pick one map and analyze it using question prompts in step four. **Have them focus on what evidence they can see versus what they interpret or assume for now.**
  4. When was the map made? Who made the map? Who was it made for? What is the subject matter? How was it made? What parts of a map are included?



# Mapping a Timeline

## How to Play

### Set-up Continued:

- **Level 2 (fifth grade and up):**

1. Have your students focus on locating key information and using the **Contextual History Prompts**, pg. 9, to organize the maps into a chronological timeline.
2. Check the students' work and if they have the maps in the correct order have them move to step three.
  - a. Whether students get the timeline correct the first time or not consider asking **"Why did you think that?"** or **"Why did you choose that?"** This is a great question to make them verbally explain their thought process.
3. Have students either individually or as a group pick one map and analyze that map further using the question prompts in step four. **Have them focus on what evidence they can see versus what they assume for now.**
4. When was the map made? Who made the map? Who was it made for? What is the subject matter? How was it made?

\*\*\*Be mindful that not all maps will have this information readily available. There are several ways you can do this step. You are encouraged to proceed in the way that best suits your classroom. Have students write, present, or discuss their findings.\*\*\*

- **Level 2: Contextual History Prompts for Maps - Example:**

**Map 2, *The Travels of Oglethorpe in Georgia***, is a map showing the travels of James Oglethorpe. It does not have a definitive date listed and appears to be older, however it is was created in 1950 by Raiford J. Wood. The contextual prompt can help students place this map appropriately on the timeline.

**The contextual hint is that Raiford James Wood (1896-1974) was an artist, historian, and World War I veteran. He was the director of the Telfair Academy of Arts and Sciences from 1944-1956 and created this map during that time.**

This does not tell students where this map belongs in the timeline, but it does give a timeframe of 1944-1956 based on the map's creator.

Students should be able to conclude that the map was made between 1944-1956 making it one of the newest maps in this grouping.





# Contextual History Prompts

## Classroom Worksheet

### **Map 2 *The Travels of Oglethorpe in Georgia:***

Raiford James Wood (1896-1974) was an artist, historian, and World War I veteran. He was the director of the Telfair Academy of Arts and Sciences from 1944-1956 and created this map during that time.

### **Map 9 *The Deed of Ossabaw Island:***

Transcript of bottom left corner

Pursuant to a warrant from his Excellency Henry Ellis. Esq Captain general and governor in Chief in and over his Majesty's said Province \_\_\_\_\_ bearing date the 2nd Day of September 1760. We have "Ceased" to be admeasured and laid out unto Grey Elliot Esq. the Island Osebaw purchased by him at Public Auction the 17th day of may 1760 for the sum of one thousand three hundred and twenty five pounds sterling. Exclusive of the [ILLEGIBLE] Sold by order of his Excellency the Governor ----- in the Southern by the ocean to the Northward by Great Ogeechee \_\_\_\_\_ and to the Westward by marshes Creeks and branches leading from St. Catherine's Sound this a southern branch of Great Ogeechee River is situate in the parish of S.P Phillip and contains Seven thousand six hundred acres, having such form, natural and artificial marks as are above Expressed and delineated by the above delineated plot thereof Certified the 30th of September in the year of our Lord seventeen hundred and sixty.

### ***Westward Expansion in Georgia: Maps 4, 5, and 10:***

Westward expansion in Georgia was a period spanning several decades from 1789 to 1840. During westward expansion, White settlers moved from Georgia's east coast toward fertile lands of the western interior, often encroaching on Native-American territory.

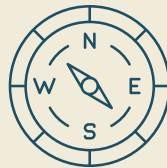
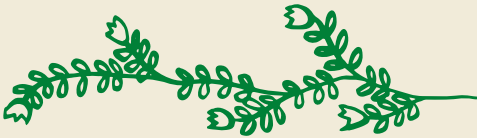
Between 1816 and 1840 tribes in Georgia including the Cherokee, Creeks signed treaties ceding their lands to the United States. President Andrew Jackson set a policy in 1829 to relocate Native Americans. In 1830 Congress endorsed it, and passed the Indian Removal Act. Between 1830 and 1850, approximately 60,000 Natives were forcibly removed from their ancestral lands and moved west. This brutal removal resulting in the deaths of thousands is known as the Trail of Tears.

Because of the Trail of Tears and the forced removal of native populations, the amount of land inhabited by indigenous people significantly decreased over three decades.

# Thinking about Maps

## How to Play

GEORGIA STANDARDS OF EXCELLENCE  
SS2G2, SS2H2, SS3G1, SS3G3, SS3H1, SS3H2C, SS4G2B, SS4H3, SS8G1, SS8H1, SS8H4



This activity can be done as a whole class, in groups, or individually. If students are working in small groups or alone then give them pg. 11. If the whole class is working through the activity the teacher can review the questions on the worksheet on pg. 11 aloud.

Students will be using three maps of Georgia, **maps 3, 5, and 10**, to analyze them on a deeper level. Moving beyond the observation step, students will have the opportunity to reflect and react to the primary sources. Students can be encouraged to write briefly on their findings, create a poster and present their projects, or simply have a verbal discussion with their classmates.

### Key Terms to Review

**Cartography:** the study and practice of creating maps.

**Trail of Tears:** the forced relocation during the 1830s of Eastern Woodlands Native American groups of the Southeast region of the United States (including Cherokee, Creek, Chickasaw, Choctaw, and Seminole, among other nations) to Indian Territory west of the Mississippi River.

**Westward Expansion:** occurred in Georgia from 1789 to 1840 when White Settlers moved from Georgia's east coast to the western interior often encroaching on Native-American territory.

**Narrative Maps:** maps that are used to tell a story.

**Creek:** Native American group who originally occupied portions of Georgia and Alabama.

**Cherokee:** one of the largest Native American groups at the time of European colonization in North America. They controlled approximately 40,000 square miles of the Appalachian Mountains in parts of present-day Georgia, eastern Tennessee, and the western parts of what are now North Carolina and South Carolina.



# Thinking about Maps

## Classroom Worksheet

**Directions:** Explore Georgia's period of westward expansion by studying the **maps 3, 5, and 10**. Answer the **Starting Questions** and **Questions to Consider** to determine how the maps can tell a story or a narrative about how Georgia changed during westward expansion.

### Starting Questions

1. Who made the map?
2. Who was the map made for?
3. Why was the map created?
4. How was the map made?
5. When was the map made?
6. Where did this map originate?
7. What is the subject of the map?

\*\*\*Be mindful that not all maps will have the answers to the **Starting Questions**. What steps can you take to find the answers to these questions?\*\*\*

### Questions to Consider

1. What story do you think is being told through the three maps of Georgia?
2. What changes can you see between the earliest map and the latest?
3. How do the maps differ? How are they similar?
4. Based on the evidence in the maps, how do you think Georgia's westward expansion affected Native-American groups such as the Creek and Cherokee and their territory?
5. Do you notice any patterns?
6. By comparing these maps, what conclusions can you draw about Georgia during this time?
7. How did Georgia change due to westward expansion?