

Lesson Plan Content Template

Content Expert Name:	Sherrie Galloway	Today's Date:	December 5, 2007
Lesson Name:	Waldseemüller's Map: World 1507		
Number of Pages:	5 (plus pdfs)		
Lesson Image:	World 1507 http://hdl.loc.gov/loc.gmd/g3200.ct000725C highlighting America or Vespucci		
Lesson Image Alt: text	Detail from the 1507 World Map by Martin Waldseemüller		

Page Section:	Overview
<p>The 1507 World Map by Martin is one of the world's most important maps. For the first time, this map labels America and shows the continent as a separate land mass. It is often referred to as America's Birth Certificate. Students will investigate this map by looking closely at the details of each section of the map and then draw conclusions on the revelation of this new and unusual world to the people of 1507.</p>	
Page Section:	Objectives
<p>After completing this unit students will be able to:</p> <ul style="list-style-type: none"> • Analyze maps as primary sources. • Locate identifiable land masses. • Locate standard map features: equator, Tropic of Cancer, Tropic of Capricorn, longitude. • Explain the historical significance and legacy of this map. 	
Page Section:	Time Required
One class period.	
Page Section:	Recommended Grade Level

6-8	
Page Section:	Topic
Geography & Maps Early American Exploration	
Page Section:	Era
Meeting of Three Worlds: Beginnings to 1620	
Page Section:	Standards
<p>Geography</p> <ul style="list-style-type: none"> • Understands the characteristics and uses of maps, globes and other geographic tools • Understands how geography is used to interpret the past <p>Historical Understanding</p> <ul style="list-style-type: none"> • Understands and knows how to analyze chronological relationships and patterns • Understands the historical perspective <p>U.S. History</p> <ul style="list-style-type: none"> • Understands the characteristics of societies in the Americas, Western Europe and Western Africa that increasingly interacted after 1450 	
Page Section:	Credits
Page Section:	About the Lesson Image

Page Section:	Materials Used

The following materials will be used in this lesson.

- Map Analysis tool
- Waldseemüller's Map, World 1507 (printed in 12 sections)
- Teacher Notes: Waldseemüller's Map, World 1507
- Recognizing and Naming a New Continent

Page Section:	Resources Used
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The following resources will be used in this lesson

Library of Congress Resources

Recognizing and Naming a New Continent <http://www.loc.gov/rr/geogmap/waldexh.html>

The map that named America <http://www.loc.gov/loc/lcib/0309/maps.html>

John Hessler To Discuss How Computer Modelling Helps To Understand the 1507 and 1516 Waldseemüller World Maps <http://www.loc.gov/today/pr/2006/06-207.html>

Warping Waldseemüller (Web cast)

http://www.loc.gov/today/cyberlc/feature_wdesc.php?rec=4019

1507 Waldseemüller World Map http://www.loc.gov/today/cyberlc/feature_wdesc.php?rec=4060

Waldseemüller's Map, World 1507 <http://hdl.loc.gov/loc/gmd/g3200.ct000725C>

Page Section:	Procedure

Activity One

This project is meant to be an introduction to historical map analysis, but assumes students are familiar with the parts of a map: compass, scale, title, orientation, etc. Before leading students through the exploration process, teachers should make themselves familiar with the background of this map by reading *Recognizing and Naming a New Continent* and *Teacher Notes: Waldseemüller's Map, World 1507*.

1. Introduction of Maps. Discuss the parts of a map: compass, scale, title, legend or key, notations. Review types of maps: topographic, political, military, bird's eye, weather satellite photo, raised relief
2. Introduction to Historical Maps. How are they different? Students should think like a historian and ask questions, find possible answers, compare with other maps and documents, consider previous knowledge, reflect on bias or point of view with this source.
3. Have students take a close look at their map section.
4. Ask them to share their findings with their partner. What are they noticing? Places, foreign languages, flags? What questions do they have?
5. Review analysis sheet. Each student will use the map analysis sheet to answer what they can.
6. Have students find another student with the same section and compare what they have found.
7. On a large table, assemble the entire map, with each section being described by its pair. What new information is shared from each new piece? Does this piece confirm or eliminate guesses about the map.
8. Students will share their findings of each of these map sections with the entire class.

Page Section:

[As needed]

Activity Two

1. Pass out Recognizing and Naming a New Continent.
2. Have students think about the impact of this map. Discussion.
3. Reflect on the final section of the map: *“This one request we have to make, that those who are inexperienced and unacquainted with cosmography shall not condemn all this before they have learned what will surely be clearer to them later on, when they have come to understand it.”*
4. Write a letter to Mr. Waldseemüller asking him questions.
5. If possible, allow time for further research with supplemental resources from your library: biographies, non-fiction, reference, on-line resources from the Library of Congress.
6. Teachers: Please note that the use of the umlaut (ü) in Waldseemüller is considered the proper spelling, but students should be aware that they may see the name spelled without an umlaut. Students may need to search using both spellings.

Page Section:**Page Section:****Page Section:**

Extension [As needed]

Create a timeline of the historic events 15 years before this map and 15 years after this map.

Create a hypothetical narrative of the map makers of the time discussing this new information.

Propose how the United States history may have evolved differently if this map was not created?

All nations have laws to protect their antiquities. Why did the German government permit the Waldseemüller Map, World 1507 to come to the Library of Congress?

- Listen to German Chancellor Angela Merkel explain the decision making process. http://www.loc.gov/today/cyberlc/feature_wdesc.php?rec=4060
- What role did the Marshall Plan have in that decision?
- Why is the Library of Congress a good place to keep international treasures? Refer to the World Digital Library Agreement (<http://www.loc.gov/today/pr/2007/07-196.html>) and the Library of Congress Mission Statement (<http://www.loc.gov/about/mission/>)

Page Section:	Evaluation
<p>Teacher observation of collaborative work.</p> <p>Teacher observation of critical thinking</p> <p>Evaluate the student analysis sheets and final questions.</p> <p>Evaluate the student's reflection of the Waldseemüller's final statement.</p> <p>Evaluate the student's letter to Mr. Waldseemüller for content, examples and understanding.</p>	

Page Section:	[As needed]

NOTES TO WEB TEAM

Waldseemüller's Map: World 1507 Lesson Plan

Attach the following documents as PDFs

Waldseemüller's Map: World 1507

- <http://lcweb2.loc.gov:8081/gmd/gmd3/g3200/g3200/1g3200tiff//ct000725C.tif>
- create PDF with map enlarged to print in 12 sections
- label each page as:

Sheet 1 Upper left section	Sheet 4	Sheet 7	Sheet 10 Upper right section
Sheet 2	Sheet 5	Sheet 8	Sheet 11
Sheet 3 Lower left section	Sheet 6	Sheet 9	Sheet 12 Lower right section

- include this url at the bottom of each page: <http://hdl.loc.gov/loc.gmd/g3200.ct000725C>
- include text at the bottom of each page: The Library of Congress

Teacher Notes Waldseemüller's Map: World 1507

- Create PDF: two pages

Recognizing and Naming a New Continent

- Create PDF: one page

Map Analysis Tool

- Create PDF: one page