

Instructional Strategies for Teaching with Maps

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The following list of instructional strategies should serve as a variety of different approaches that both teachers and students can use while they are looking at visual documents (photographs, maps, et cetera) and analyzing them. Teachers can have students do this as a class, in a group, or independently.

FULL VIEW

Traditional

Teacher displays a full view of the visual document for a long period of time and students describe what they see and can ask questions.

- What do you see?
- What questions do you have?

Heat map

Teacher displays a full view of the visual document for a short period of time which only allows students a certain amount of time to look at the image. This is done to see what students pick up on. It is interesting when many students gravitate toward one part of the image. The teacher can reveal the image again for another short period of time to see where students' eyes go. The teacher can do this multiple times.

- Where did your eyes go?
- What did you focus on?

HALF VIEW

Left/Right

Teacher displays one side of the visual document first and then displays the other side of the visual document second. Finally, the full image is revealed.

Up/Down

Teacher displays the one half of the visual document first and then displays the other half of the visual document second. Finally, the full image is revealed.

Zoom-in

Teacher displays a full view of the visual document (starting big) and then gradually zooms-in on the image (ending small). This is done to highlight something in the image.

Zoom-out

Teacher displays the zoomed-in portion of the visual document (starting small) and then gradually zooms-out to reveal the full image (ending big). This is done for a surprise.



PARTIAL VIEW

Puzzle Pieces

Teacher splits the visual document into chunks. This is done to make the information more digestible since there is so much detail.

- Could be done as a jigsaw
- Could be done via a gallery walk
- Could be done as a story (moving from one piece to another)

Map Tour

Teacher presents parts of a map moving from one piece to another.

- Guided
- Self-exploration

MULTIPLE MAPS

2 maps

Teacher presents visual documents in order to compare and contrast them.

3+ maps

Teacher presents visual documents in a jigsaw format.

Name:

Date:

Evidence from the Document

Accurately describe the content.

Describe

What does this document show?

Inquiry

What questions do you have about this document?

Response:

Response:

Name:

Date:

Contextualization

Describe the broader historical context.

Date

When was this document created?

Historical Situation

How does the time period influence the creation of this document?

Response:

Response:

Name:

Date:

Sourcing

Explain how the following items are relevant.

Point of View

Who made this document?

Response:

Audience

Who is this document for?

Response:

Purpose

Why was this document made?

Response:

Name:

Date:

Thesis/Claim

Establish a line of reasoning.

Response:

Name:

Date:

Complex Understanding

Use evidence to do the following items.

Corroborate

How do multiple pieces of evidence reinforce or support each other and the thesis?

Response:

Qualify

How is the issue complicated and how is some of the evidence contradictory?

Response:

Modify

How is the issue complicated and what are some limits to or different approaches to your argument?

Response: