



Native People & Settler Colonialism: A Story of Land and Maps

SUMMARY

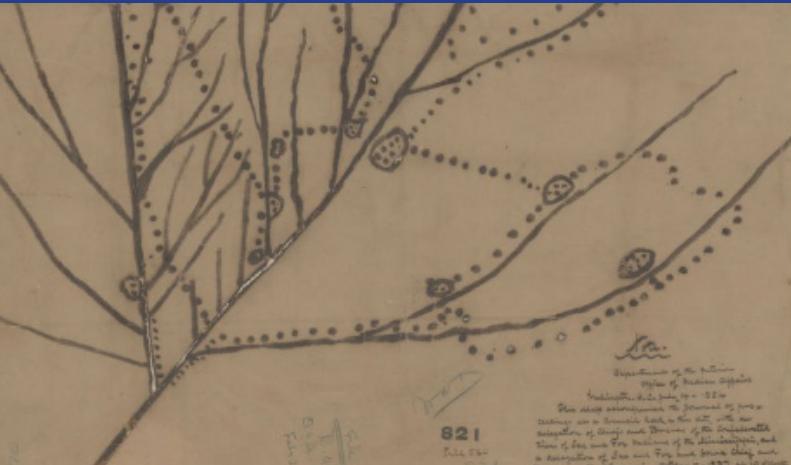
This lesson contains two sections that can stand alone or that can be taught together in order.

Part One introduces students to an 1837 map created by members of the Báxoje/loway tribal community and asks them to compare it with one made in 1902 by a Euro-American cartographer to discuss the meaning of land and how it is understood and visualized by both. Students end the lesson looking at a map of reservations and “Indian” boarding schools from 1892 and considering the legacy of land dispossession and cultural genocide.

Part Two has students working in small groups with a series of 19th century Euro-American maps to answer questions that uncover how Native communities are portrayed and represented on the land.

Either section concludes with a discussion about how some Native communities visualize their presence and relationship to the land through mapping today.

Special thanks to Akomawt Educational Initiative for consulting with Map Center staff for this lesson.



ESSENTIAL QUESTIONS

What is settler colonialism?

How can maps help us understand Native and Euro-American relationships to land?

How can maps help us understand settler colonialism?

LOCATIONS: United States to North America

TIME PERIODS: 1800 to present

GRADE LEVEL: 4–12

*(please note: Part One can be used for grades 4–12.
Part Two is geared toward grades 6 and up.)*

KEYWORDS: Native, Indigenous, land dispossession, settler colonialism

SUBJECTS: 1) Indigenous history; 2) Westward Expansion; 3) Purpose of maps

OBJECTIVES

Students compare a map made by a Native community with Euro-American maps to discuss concepts of land and settler colonialism.

Students are introduced to essential ideas about maps and compare and contrast how a place can be visualized many different ways.

Students discuss the history of land dispossession of Native people.

Students investigate maps to uncover how Euro-Americans portrayed diverse Native communities and make connections with core concepts.

Native People & Settler Colonialism: A Story of Land and Maps

LESSON PLAN MATERIALS

Slideshow for Parts One & Two

(Copy to save, change format, edit or revise, substitute images, etc.)

Blank paper

Printed copies of maps or laptops for viewing maps/remote learning

Online map inquiry forms OR worksheets for group map inquiry, one per group

Mapping Indigenous Peoples and Westward Expansion worksheet

(Printable worksheet included in this document on page 14.)

List of Names of Native Nations

The online map inquiry activity can be recreated and/or edited with our [Map Inquiry Tool](#), your own Google Form, and any map in our [digital collections](#). When you copy in the link to a Google Form you create yourself, students can submit their answers directly to you.

To expand this lesson, check out this [micro-unit](#) as well as the exhibition [America Transformed: Mapping the 19th Century](#)

MAPS USED IN THIS LESSON

Map for Introduction:

Native Land

Maps for Part One:

Báxoje (Ioway) Map, 1837

Map of the United States, 1902

Map Showing Indian Reservations, 1892

Maps & Forms for Part Two

A map of North America, denoting the boundaries of the yearly meetings of Friends and the locations of the various Indian tribes | [Map Inquiry Form](#)

Map of the Western Territory &c | [Map Inquiry Form](#)

Map of an exploring expedition to the Rocky Mountains in the year 1842 and to Oregon & north California in the years 1843-44 | [Map Inquiry Form](#)

Mapa de los Estados Unidos de Méjico | [Map Inquiry Form](#)

LESSON PLAN

INTRODUCTION (Begin here for Part One or Two)

A note about language: In this lesson we may use the terms Indigenous and Native people interchangeably. Most of the historical maps used will reference Indians or specific tribal names as they were known to Euro-Americans during that time. You may want to talk with students up front about how they will come across many terms, from Native Americans to First Peoples to Indians. None of these terms are inherently better than another, and context is key. For example, the legal term used in federal policy is the term “Indian”. Whenever possible, it is always best to be as specific as possible, referring to the name of a tribe or nation specifically and in their own language whenever possible (Dine’ instead of Navajo for example).

Whether teaching just Part One, Part One and Part Two, or just Part Two, be sure to begin with this section. We include sample scripts for each part of this lesson so you can see how we teach it. Just look for the italicized sections.

Introductory Slides (for Part One & Two)

Make a copy of the slides if you want to edit for your own needs.

Introduction to the Map Center: 2 minutes / Slides 2–3

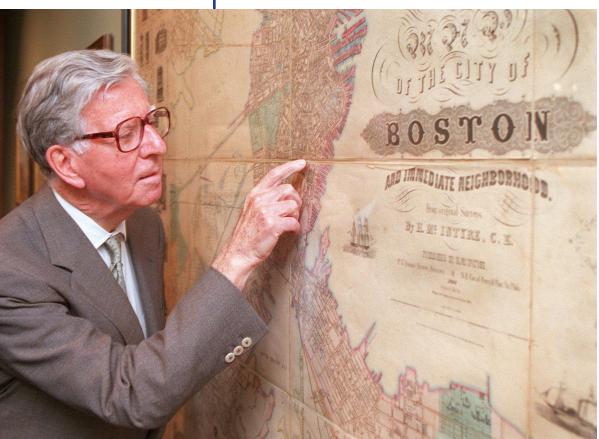
For the same reasons we think it’s important for students to think about who made a map they are exploring, we believe it’s important for students to know who created their lessons!

***Sample script: (Advance to slide 2)** The Norman B. Leventhal Map Center is in the Boston Public Library in Copley Square, downtown Boston, Massachusetts. It was started in 2004 by Norman Leventhal, a wealthy real estate developer and map collector who grew up in Boston in an immigrant family and attended the Boston Public Schools. His idea was that all the maps in the Boston Public Library, over 200,000 maps and 5,000 atlases, should be well-cared for and available for anyone to come and see them and learn from them for free.*

***(Advance to slide 3a, 3b and 3c)** Today the Map Center takes care of the maps for the enjoyment and education of all through exhibitions in the Map Center and online, educational programs like this one, and even classes on how to make digital maps. The oldest map at the Map Center is over 500 years old. If you come to visit when the library is open, you can see it.*

Land Acknowledgement: 2 minutes / Slide 4

We have included the land acknowledgement we use at the Map Center. If you are not located in Boston, we hope you will write your own to introduce students to which Native communities historically and currently inhabit the land your school is built on. We recommend using [this resource](#) to learn more. [This page](#) has some tips on writing a land acknowledgment.



LESSON PLAN

Sample script: (Advance to slide 4) In this lesson we are going to be learning about Indigenous people, both in the past and today. I want to start by acknowledging that we are currently living and going to school on the territory of the () people. This is an important first step to help us remember that Native people were here thousands of years before Europeans arrived and still live all over this land, many in totally different places than their ancestral territories. We will be looking at many maps in these lessons that will help us understand this better.



Land Acknowledgement

The Leventhal Map & Education Center stands on land that was once a water-based ecosystem that provided for the Massachusett, Wampanoag, Pawtucket, and Nipmuc people who lived in or moved through the Greater Boston area. We acknowledge these Indigenous people, the theft of their lands and other devastating and violent acts of settler colonialism on their communities, and their vibrant contemporary presence

What is a Map?: 10 minutes / Slides 5–6

This section is a group discussion about whether or not the first photograph of the planet Earth taken from space can be considered to be a map. There is no right or wrong answer. The idea is to tease out what our expectations of maps are. Usually there are some yes answers and some no answers and sometimes students think both yes and no. It's best to have a range, so be sure to emphasize that there is no wrong answer. Take some time and expand on what

students say for their explanations. If students say, yes, because they see continents, ask if they can identify them. If they can't, ask what would help them to do that. If a student says, it's just a photograph, you can ask about Google Earth or satellite view in Google Maps. If a student says there are no labels, you can ask if all maps have to have labels. After students have shared their answers according to the way that works best for your students and circumstance, ask them to imagine it IS a map and, if it is, what purpose it could have: a map for astronauts to compare what they see from space, a weather map for meteorologists, a continent quiz for students? This section ends with a broad definition that we use in our lessons.

Sample script: (Advance to slide 5) Take a look at this image.

- Is this a map?

Take a minute to think about it and have a reason for your answer. Then we'll hear what you think. Ok.

- Who says yes, this is a map? Who says no?



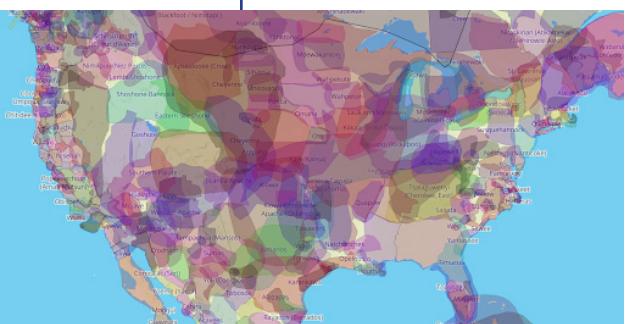
LESSON PLAN

Transition:

Sample script: *It doesn't matter very much whether you think this is a map or not. In some ways maybe it is, and in some ways maybe it isn't. (Advance to slide 6) If we open a dictionary, what is the definition we might read of a map? "A selective representation of some kind of information about how things relate to one another in a place." What are the key concepts here? Selective—mapmakers make choices about what to include and what to leave off of their maps, information—all maps intend to show some kind of information, and spaces and places—maps tell us information about "where".*

Introduction to Native Lands: 7–10 minutes (if time is given to explore the website / Slides 7–9)

These two slides establish a couple of ideas that could be new to students: 1.) that Native people lived everywhere on the North American continent prior to the arrival of Europeans and 2.) their understanding of how they connected to one another and the lands they lived on was often in direct conflict with that of the U.S. government and Euro-American settlers. We encourage teachers to give students a few minutes to explore native-land.ca independently before talking about it.



Sample Script: (Advance to Slide 7) When we think of the United States today you might think first of a map like this one.

- What kind of information does this map show?

Students may say states, bordering countries, oceans, latitude and longitude.

(Advance to Slide 8 or open up native-land.ca) This is a map showing us where Native peoples have lived in what is now the United States over the course of thousands of years.

- What are some things you notice on this map? (students may point out colors, lots of names, overlapping, etc.).
- Where were Native people living when Europeans arrived starting in the 1400s?

Everywhere! Native nations governed territories across the North and South American continents. As we just learned, right where we live the () people lived/continue to live today.

(Advance to slide 9) If you want to focus in on New England or replace with your area of the country.

At this point if you only have limited time, you can select either Part One or Part Two to do with your students.

If doing Part One, advance to page 6 / slide 10
If doing Part Two only, jump to page 10 / slide 18.



LESSON PLAN

PART ONE

This first lesson is to help establish how Native people and Euro-Americans' relationships to the lands they inhabited (and continue to inhabit) were and are often in conflict with one another. Native people did not historically create maps printed on paper like Euro-American cartographers. However, this does not mean they do not do so today. Nor does it mean that throughout history Native people did not map how their community lived and interacted with the land in complex ways. Many Native maps were ephemeral since they were created on natural materials. Much Native knowledge of geography was also traditionally passed along orally through songs, speeches, stories, symbols used in art and mnemonics. A wealth of Native knowledge of the land was passed along to Europeans when they arrived in North America and appeared in Euro-American maps starting in the late 1400s. In this exercise, students will look closely at three maps, one made by a Báxoje/Ioway chief in 1837 and two others made by Euro-American map makers in the late 19th and early 20th centuries. They will compare how they show information and how their creators understood their relationship to the land.

Links to maps used in Part One (all are included in the slides):

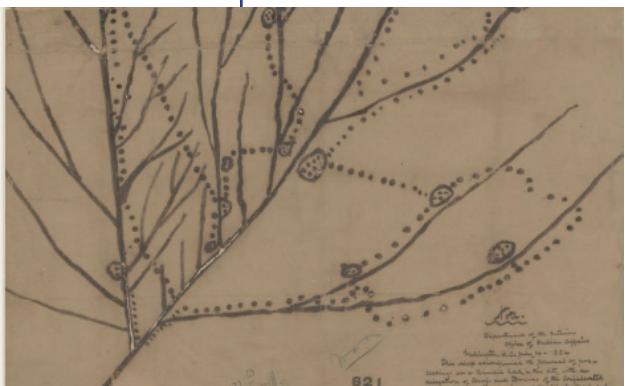
[Báxoje \(Ioway\) Map, 1837](#)

[Map of the United States, 1902](#)

[Map Showing Indian Reservations, 1892](#)

Báxoje (Ioway) Map: 15 minutes / Slides 11–15
(pronounced: Bah-Kho-Je)

This map is a relatively rare example of a historical paper map created by a Native mapmaker. It gives students a basic understanding of how Native people, in this case Báxoje (Ioway), understand their connections to one another and to land. Students look closely, sketch and then participate in a group discussion. Students simply need a blank piece of paper. You can project the map image or use laptops or printed copies.



Sample script: (Advance to slide 11) This is a map made in 1837 by a chief of the Báxoje (Ioway) tribe named Non-Chi-Ning-Ga ("No Heart of Fear"). He created this map by either drawing it himself or describing it to someone who drew it. He presented this map at a meeting in Washington D.C. where he was made to defend his people's rights to their land to the U.S. government. Two other tribes, the Sauk (Sac) and Meskwaki (Fox), also claimed they had rights to live there.

Look closely at this map. Pick a section that your eye is drawn to. Spend a few minutes sketching just that section. (Sketch for 3 minutes). Now, hold up your sketch so we can see what area you all picked.



LESSON PLAN

Now that you have spent some time looking at this map, I have two questions for you:

- What did you notice?
- If Non-Chi-Ning-Ga were with us today, what questions would you ask him about this map?

Students may ask what the large central line is versus the smaller lines. They will point out the circles with dots inside and empty circles. Sometimes students point out that the entire map looks like the pattern of a leaf. As students ask their questions, you can reveal what is known about this map and confirm or correct some of their assumptions.



Sample script: (Advance to slide 12) Information for answering questions to the mapmaker:

Non-Chi-Ning-Ga took this map to Washington D.C. as evidence in a dispute with the Sauk (Sac) tribe. The Sauk wanted to cede a section of hunting grounds they shared with the Iowas to the U.S. government. The Báxoje (Ioway) did not agree to this and needed to demonstrate how their people had rights to the land and had been there for hundreds of years, hunting, farming and trading.

The circles with dots are villages.

The empty circles are lakes.

Dotted lines are migration routes between villages, some may show seasonal migrations and some may show relocations of communities over long periods of time.

The Báxoje (Ioway) would move into southern Wisconsin for maple sugar in the early spring, garden in villages in the summer, move to the plains west of the Missouri river to hunt bison and then back again to their villages in late summer. These paths existed for hundreds of years.

(Advance to Slide 13) This diagram demonstrates how the Báxoje (Ioway) thought about where they lived on the land and how they shared certain areas and considered others their more established villages and farm lands.

- Did you think this was a small or large geographic area? What makes you say that?

(Advance to slide 14) The large line in the center of this map is the upper Mississippi river. The other lines are tributaries of the Mississippi, including the Missouri River. This is a very large area. The Báxoje (Ioway) called the Missouri River Nyisoje "turbid river" (pronounced nyee-SHO-jay) and the Mississippi River Nyitanga "great river" (pronounced nyee-TONG-gah)

We think of maps as showing places and routes. This one also shows us movement over a period of time. We can see how the Báxoje (Ioway) people moved over the course of a year and over hundreds of years around this area.



LESSON PLAN



(Advance to slides 15a, 15b, 15c, 15d) There were 10 treaties between the Baxoje (loway) and the U.S. government and they lost all of their original homelands in a period of 50 years between 1809 to 1861. This is one of many, many stories of Native people being forced off lands that had sustained them for hundreds or thousands or tens of thousands of years.

The U.S. government forced the Baxoje/loway to move to a small piece of land between the Nebraska and Kansas border where many Baxoje/loway people live today.

1902 U.S. Map: 15 minutes / Slide 16

Students now move on to a 1902 map of the United States. They repeat the same exercise, selecting a section to sketch. Encourage students to look over the entire map first and then narrow into a specific section to sketch. You will ask them to notice how they think this map is different from the first map they looked at after talking through their noticing.



Sample script: (Advance to slide 16) Now let's look closely at this map. Just like we did before, pick a section of the map to sketch. (Sketch for 3 minutes) Ask students to share their sketches.

- What did you notice as you were looking around this map? (students may mention: colors, square shapes, addition of U.S. territories such as Philippines, addition of labels, etc.).
- Did you notice who made this map?
- Do you notice any presence of Native people on this map? (students may notice Indian Territory in present-day Oklahoma or you may point it out)
- What are some ways this map differs from Non-Chi-Ning-Ga's map?

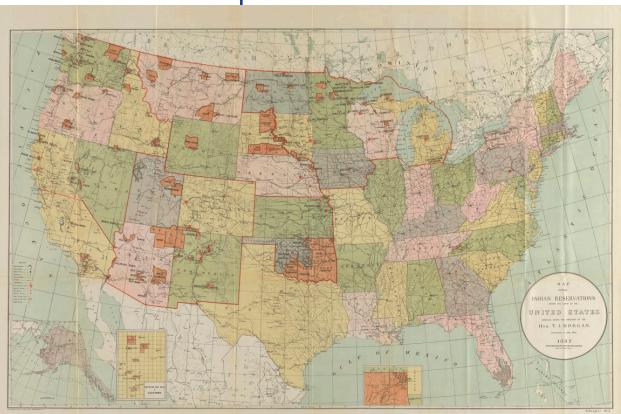
The squares you see are part of something called the Public Land Survey System and is how the U.S. government divided up lands in the western states for farming and ranching in the 1800s. Indigenous people did not define land in this way, as a commodity to be divided up and sold. As we talked about with the first map, the loway moved across a large area according to the foods, resources and medicines produced during each season of the year. They shared hunting areas with other tribes and established semi-permanent villages. We can see by the date of this map that Native people are listed in only a few places on this map as having any claim to land according to the U.S. government. You might have heard of the term "Settler Colonialism". This map shows us this concept: that Euro-Americans stole land that belonged to Native people and effectively erased them from the map, replacing their communities with their own. We are going to look at one final map together that will give us another view.



LESSON PLAN

1892 Map of Indian Reservations: 10 minutes / Slide 17

Students close the lesson by looking at an 1892 map of Indian Reservations. This map documents reservations as well as boarding schools where tens of thousands of Native children were forcibly separated from their families and communities and sent in the late-19th through the mid-20th centuries.



Sample script: (Advance to slide 17)

- *What do you notice where Native people are on this map?*
- *What do you see? (guide students to the legend to understand that the red areas are reservations).*

We talked earlier about how the Báxoje/loway people were removed from their land by the U.S. government and told they could only live in a small area far from their original homelands. This map shows us that by the end of the 1800s that Native people were being forced to live in smaller and smaller areas called reservations.

- *What else do you see in the legend?*

You may notice stars and circles showing boarding and day schools for Native children. Tens of thousands of Native children were forcibly removed from their families and communities across the United States and sent to boarding schools where they were to be educated as white Christian children. This meant they could not wear their own clothing, were punished if they tried to speak their native languages and were expected to give up their cultures and religions.

The creation of these schools and reservations by the U.S. government separated generations of Native families from their traditional homelands and cultures. This is another example of settler colonialism and how we can use maps to help us understand it.

Wrap up:

Sample script:

- *What are ways we talked about how Native people portrayed themselves on the loway map versus how you saw Native people portrayed on the Euro-American maps?*
- *What is one thought you have about what you saw today?*

If you are teaching only Part One, jump to page 12 / slides 24–29 which discuss Native resistance and reclaiming of their languages and lands on maps.



LESSON PLAN

PART TWO

What are some ways Euro-Americans mapped Indigenous presence in North America in the 1800s? In this lesson, students use a guided process to examine one of four historical Euro-American maps that show Native people in the 1800s, mostly west of the Mississippi.

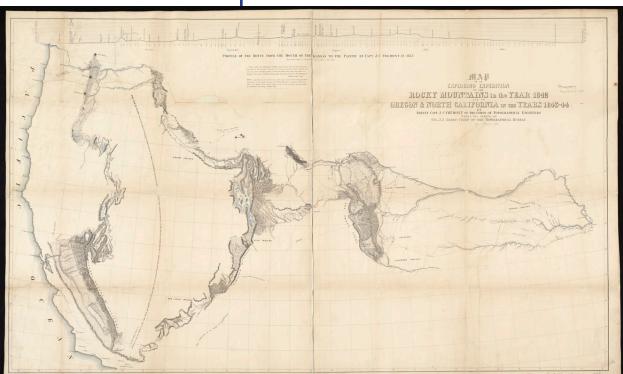
If you are not teaching Part One, begin with the **Introduction** section on page 4 / slide 2. Then continue at slide 18.

Looking at maps made by Euro-American cartographers: 20 minutes / Slides 18–23

For this task assign students into four (4) groups; you can ask multiple groups to look at the same map if needed. Students will complete an exercise in small groups where they look

closely at a 19th century map and answer questions about Native presence on the map, including locating Native nation names. You can distribute this [List of Names of Native Nations](#) if you choose to do so to help students. It is important to emphasize that these are names Euro-Americans gave these nations, not the names they gave themselves.

If in-person, students can use the worksheet on page 14 of this lesson or the online map inquiry forms linked below. The maps used in this exercise are also included. Students will share out their work at the end of the small group session.



Links to maps and forms used in Part Two (maps are included in the slides):

[A map of North America, denoting the boundaries of the yearly meetings of Friends and the locations of the various Indian tribes](#) | [Map Inquiry Form](#)

[Map of the Western Territory &c](#) | [Map Inquiry Form](#)

[Map of an exploring expedition to the Rocky Mountains in the year 1842 and to Oregon & north California in the years 1843-44](#) | [Map Inquiry Form](#)

[Mapa de los Estados Unidos de Méjico](#) | [Map Inquiry Form](#)

Sample script: (Advance to slide 18) Thinking about this idea of where we see Native people on Euro-American maps and how they understood their relationship to the land, you will be working in small groups to look closely at 4 different maps from the 1800s. You have a series of questions to answer, from what map elements there are (Slide 19) to Native names shown. Your job as a group is to look closely and talk about how Native people are shown on the map and what questions come up for your group as you go through this discussion. Your group will be asked to share your observations so be prepared.

LESSON PLAN

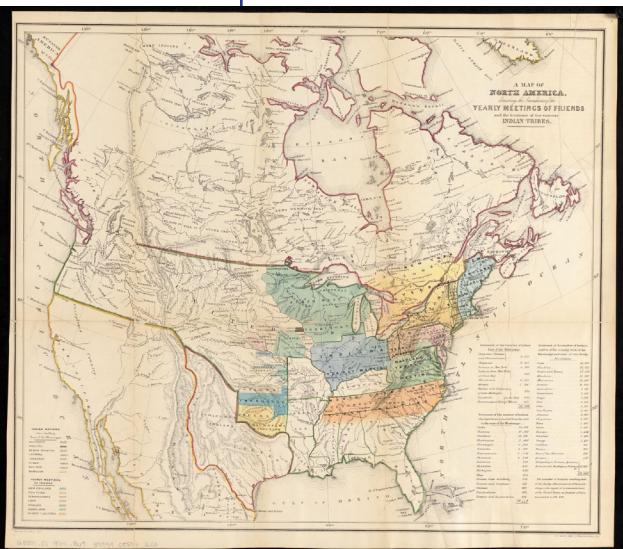
Students report back and discussion: 20 minutes / Slides 20–23

Students report back to the larger group about their map and discuss the question about how Native presence is shown on the map. You may want to further ask students if they only notice

Native presence in certain areas of the map and not others, any patterns they see, etc. To further discussion, you can ask the entire group to figure out which part of the modern United States they are looking at and how large of a geographic area is shown.

Returning to Part One (if you completed this part of the lesson), did they make any connections to the conversations about how the Báxoje/loway showed their presence and connection with the land versus how these Euro-American mapmakers marked areas with Native names? How else would they draw connections between the class discussion in Part One and their work in this lesson?

Students may notice many things on the maps, from huge areas of land with or without Native names to the blocks of land in the “Western Territory” map. The goal is to prompt them to notice how mapmakers added or subtracted Native people to the maps depending on the purpose of the map and the story it is telling.



LESSON PLAN

CONCLUSION: RECLAIMING LAND THROUGH MAPPING & ACTIVISM

Reclaiming land/cartography: 10 minutes / Slides 24–29

This last section is intended as a wrap up and also to prompt students to consider that one way some Native people are “reclaiming” their presence on maps is to use mapmaking as their own powerful tool.

List of maps used in Conclusion (maps are included in the slides):



Carapella, Aaron. "[Tribal Nations Maps](#)."

(you can purchase this and other maps at this site)

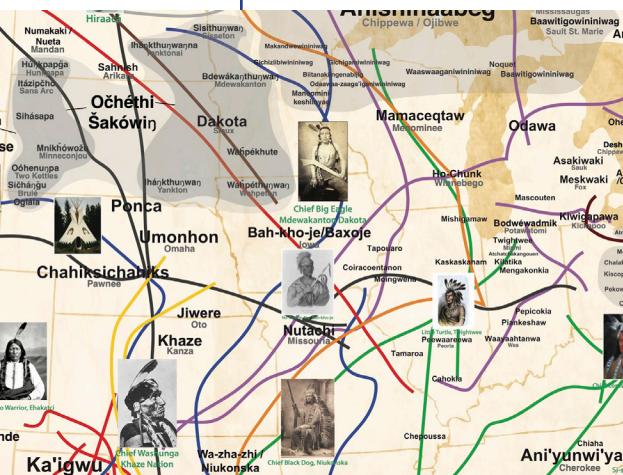
Pearce, Margaret. "Coming Home to Indigenous Place Names in Canada." Map. 2017. Canadian-American Center, University of Maine, Orono, Maine, USA.

Perry, Elizabeth James. "Decolonized Map of New England." Map. 2020. Water Color and graphite on paper. Fruitlands Museum Collection.

you continue to look at maps, both historical and modern, it is always important to think about who and what might be left off of the map and why. In the case of Native peoples in the United States, the way communities are labeled and shown is also a mirror to how they were being both physically removed from their ancestral lands as well as seen as having less and less power by the U.S. government.

These next three maps are examples of how some Native people have adopted cartography (mapmaking) as a tool they can use to tell stories of Native people and places. Also they show how not only do Native people still live all over the United States but that those who are not Native need to acknowledge how we might casually use place names that come from the Wampanoag or Cherokee or Báxoje (Ioway) languages and we should acknowledge their claims to land.

(Advance to slide 25) Elizabeth James Perry is an Aquinnah Wampanoag artist. She created this “Decolonized Map of New England” that shows the region as a bear with Native place names exclusively.

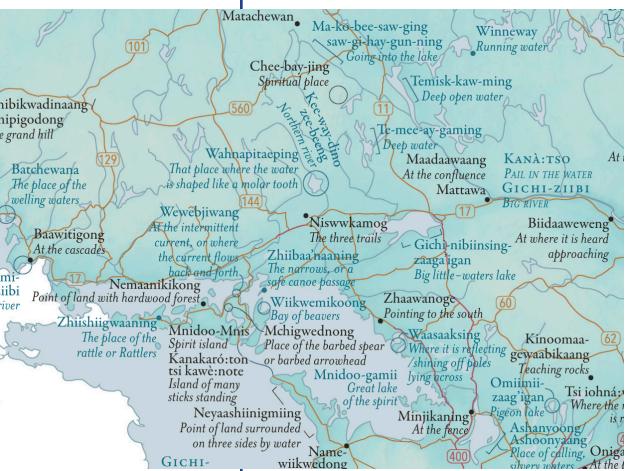


(Advance to slide 26) Aaron Carapella is a cartographer who is Cherokee on his mother's side. He has created a number of maps showing Native nations in their own languages across North and South America as well as one that shows proposed oil and gas pipelines across tribal homelands.

LESSON PLAN

(Advance to slide 27) Margaret Pearce is a geographer and cartographer and enrolled Citizen Band Potawatomi. She has created maps of Maine and Canada showing Indigenous place names. She worked very closely with First Nations, asking and listening and revising to create a map that reflects these communities and not how non-Native people might think the map should look.

Discuss with students what they see on these maps and the different ways the mapmakers are telling their stories, the areas of land they cover, etc.



For wrap up, we suggest posing a question to students that asks them to imagine our collective responsibility to Native people and their access to traditional homelands. Native communities are reclaiming not just their representations of their traditional geographies, but their own relationships with their traditional geographies: the basis and foundation for Indigenous languages, foodways, medicines, religions, governance and science. If you are continuing forward to studying modern activism and means of returning land to Native people, there are a number of recent court cases and examples that can be found with a web search. Keep in mind that starting with knowing the names of the Indigenous peoples on whose homeland you and your students are living on, is the first step in developing an understanding of contemporary Native people and taking action.

Sample script:

- What does solidarity with Native people look like based on what you know about this history of land dispossession?
- What other kinds of maps would you like to find or create that would help better tell the stories of Native people?

NEXT STEPS

To continue this story of Native people and land and maps today, students could research recent protests against oil and gas pipelines on Native lands and larger environmental justice movements in and amongst Native tribal communities. There have been many articles published and available online about recent calls to return Indigenous lands back to tribal communities, including U.S. National Parks.



WORKSHEET

Mapping Indigenous Peoples and Westward Expansion

Essential Question: What are some ways to close-read historical maps?

Task Focus Question: What are some ways Euro-Americans mapped Indigenous presence in North America in the 1800s?

Looking at maps made by Euro-American cartographers

MAP BASICS

Title of the Map: _____ Date: _____

Cartographer (Mapmaker)/Creator: _____

Did the mapmaker use color to share information? Yes No

Is there a legend or key? Yes No

Are there illustrations/decorations? Yes No

Is there a scale to show distances? Yes No

What do you think the purpose of the map is? _____

WHAT DO YOU NOTICE?

What was important to the mapmaker to include on this map? Consider what you think the purpose is. Write down six things that stand out to you as important parts of this map's story.

1.

4.

2.

5.

3.

6.

WORKSHEET

WHERE IS THIS?

On this map of the United States as they are today, draw a rectangle that shows the territory covered by your historical map.



NATIVE NATIONS

Using the list of Native nation names provided, highlight any names of Native nations that you see on your map. Remember, these are the names Euro-Americans gave these nations, not the names they gave themselves. Once you find as many as you can or are able to identify ten names, you can stop. One of the maps has A LOT of names!

FURTHER READING

Indigenous Place Naming & Cartography

[Putting Indigenous Place-Names and Languages Back on Maps](#), Kelsey Leonard, *ArcNews*

[The “Indianized” Landscape of Massachusetts](#), Mark Jarzombek, *Places Journal*

Settler Colonialism

[What Is Settler-Colonialism?](#), Amanda Morris, *Learning for Justice*

CURRICULUM STANDARDS

Massachusetts History & Social Science Frameworks

Grade 5 Content Standards:

Topic 1. Early colonization and growth of colonies [5.T1]

Supporting Question: To what extent was North America a land of opportunity, and for whom?

- 1.Explain the early relationships of English settlers to Native Peoples in the 1600s and 1700s, including the impact of diseases introduced by Europeans in severely reducing Native populations, the differing views on land ownership or use, property rights, and the conflicts between the two groups (e.g., the Pequot and King Philip's Wars in New England).
- 2.Compare the different reasons colonies were established and research one of the founders of a colony (e.g., Lord Baltimore in Maryland, William Penn in Pennsylvania, John Smith in Virginia, Roger Williams in Rhode Island, John Winthrop in Massachusetts).

Grades 6–8 Reading Standards for Literacy in the Content Areas: History and Social Science [RCA-H]

2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
8. When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
9. Draw evidence from informational texts to support analysis, interpretation, reflection, and research.

Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

National Geography Standards

STANDARD 1/4: Properties and Functions of Geographic Representations

Using geographic representations

- Analyze printed and digital maps to observe spatial distributions and patterns to generate and answer geographic questions (8th grade)