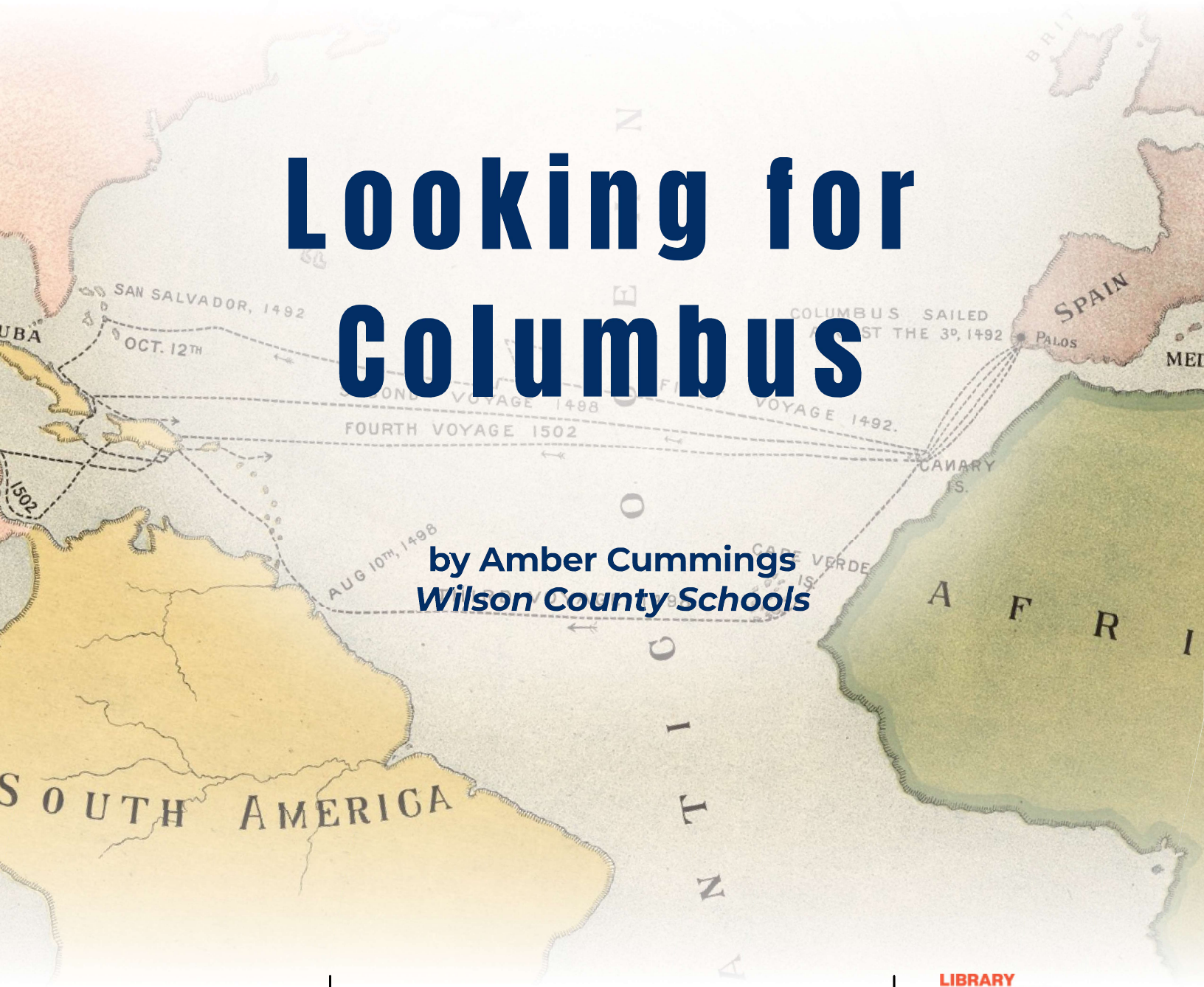
TN Standard 5 32 Social Studies

Mapping Student Possibilities: Navigating Primary Resources

Sponsored in part by the Library of Congress Teaching with Primary Sources Southern Region at Middle Tennessee State University. Content created and featured in partnership with the TPS Southern Region does not indicate an endorsement by the Library of Congress.



Looking for Columbus

by Amber Cummings
Wilson County Schools

This is an Open Educational Resource (OER) designed to provide inquiry-based lessons aligned with Tennessee 5th grade Social Studies Standards. This project bridges the gap between the new state standards and actual classroom implementation. Each lesson will help students transition from passive readers to active geographers, fostering the critical thinking and civic literacy essential for the next generation of Tennesseans. The Tennessee Geographic Alliance, Tennessee Council for the Social Studies, and Wilson County Schools Social Studies Department were instrumental to the process.

TGA

LIBRARY OF CONGRESS TEACHING WITH PRIMARY SOURCES Regional Partner

5.32- Looking for Columbus	
Grade Level:	5th
Duration Time:	45-60 minutes

Brief Lesson Overview
Students analyze a historical map of Columbus's voyages and investigate the problem of communicating an exact (absolute) location. Rather than introducing latitude and longitude as vocabulary, students discover why people need a consistent system for describing locations on Earth.

Standard:List the full standard including standard number
5.32 Identify common features on maps and globes, and analyze the relationship between: Equator, Hemisphere, Latitude, Longitude, North Pole, Prime Meridian, Region, South Pole, Time zones
Success Criteria: I will know I am successful when I can…
1. **Analyze a historical map to determine what it tells me about a location.** 2. **Identify common features on a map that help describe a location.** 3. **Analyze the relationship between map features and location.** 4. **Explain why geographic features such as latitude, longitude, the equator, Prime Meridian and hemispheres are needed to describe locations accurately.**

Assessment : Formative and Summative
Exit Ticket: (on student handout)

Resource Materials:(Include links sources-at least one source MUST be from the Library of Congress)
"Looking for Columbus" Canva Slide Deck Columbus' Voyages map at the Library of Congress https://www.loc.gov/resource/g3701sm.gct00077/?sp=4&utm_source=chatgpt.com Library of Congress Teacher's Guides and Analysis Tool (see Analyzing Maps) https://www.loc.gov/programs/teachers/getting-started-with-primary-sources/guides/ Vocabulary Notecatcher
Other Materials: (anything else a student would need to complete this lesson)
"Looking for Columbus" Investigation sheet Sticky notes or chart paper Colored pencils/highlighters

Cognitive Interest Cue: directly related to the standard and learning outcomes
How could an explorer cross an entire ocean without knowing exactly where he was? Imagine you're Columbus. You're hundreds of miles from home, surrounded by the ocean. Another ship asks, "Where are you?" What could you tell them?
Instruction: Step by step procedures for lesson

1. Hook — The Problem (5 minutes)

Display the Columbus map without giving students much background.

Say and project/write on the board:
"Imagine you are a sailor on one of these ships. You are somewhere in the ocean. Another ship sends you a message:
'Where are you?'
You can't send them a picture. You can't send them your phone location. You can only describe where you are."

Direct students to answer the question at the top of the student investigation sheet - A fellow sailor sends you a message, "Where are you?" How would you tell them where you are?
Have students independently write one idea, then turn and talk.

2. Observe & Reflect (student handout 7–10 minutes)
Give students the map but do not explain the map immediately.
Direct students to answer the "I Observe" and "Reflect" sections of the student handout.

Guide students to share answers and prompt with questions such as:

- What places do you recognize?
- What does the map help us see?
- What symbols or lines do you notice?
- What information does the map provide?
- What information does the map *not* provide?
- How could you use this map to describe where a ship is?

3. The "Can You Find Me?" Challenge (10 minutes)

Place a dot or a star on one of the voyage routes.

Tell students: "I am the captain of this ship. I need to tell another ship exactly where I am."

Students write a description of the ship's location without pointing to the map.

They cannot say: "I'm right here." or "I'm near this island." They must use words to communicate the location.

Next try a Partner Challenge: Partner A secretly chooses a ship/location. Partner A describes the location. Partner B tries to locate it.

Then switch.

Ask: "**Did your partner find the exact location?"** Have students give a thumbs-up: Exactly, thumbs down: Not Really, mid way: thumbs in the middle.

4. Identify the Problem (8 minutes)

Bring students together. Ask: "Why was it difficult to communicate the exact location?" Create a class chart. Suggested t-chart with titles "What the map can tell us/Cannot easily tell us"

Students may identify: What the map can tell us-
nearby land
oceans
direction
routes
places
regions
relative location (things nearby… students will clarify relative and absolute location in the next lesson)

Students may identify: What the map cannot easily tell us-
exact location
precise distance
a standardized location that everyone would describe the same way

5. The Geographic Problem

Write on the board: We need a system that allows everyone to describe the same location in the same way.

Ask: **"If you were creating that system, what would it need to do?"**

Class brainstorm for possible student ideas:

divide the Earth into sections
use numbers
use directions
make a grid
give every location a unique address
work anywhere on Earth

Do not immediately tell them: "That's latitude and longitude!" Instead, let students propose the characteristics of the system first.

6. Connect to the Standard (5–10 minutes)
Now reveal and discuss the concepts on slides 8-16 of the slide deck: Hemispheres, Prime Meridian, Longitude, Equator, Latitude, Region, North and South Poles and Time Zones, and have students complete the vocabulary notecatcher.
Help students to see that just by using the Prime Meridian and Equator, these tools provide a starting point for exact location that all geographers can use. (slide 13)

Then ask: **“How does this system solve the problem we experienced with the Columbus map?”**

Direct students to the Exit Ticket at the bottom of the student handout

How can these tools help solve the problem of sharing exact location? Select 1 or 2 terms to help justify your answer.

Suggested Scaffolds

Sentence starters for the T-Chart
"The map tells us ___."
"We can determine ___ from the map."
"We cannot determine ___."
"The map would be more useful if ___."

Extension or Cross-Curricular Opportunities

Give students longitude and latitude coordinates of major cities and have them use maps to discover which cities are located at each intersection. It could specifically be cities listed in later standards.

Students must identify which hemispheres are home to major landforms and water sources listed in later standards.

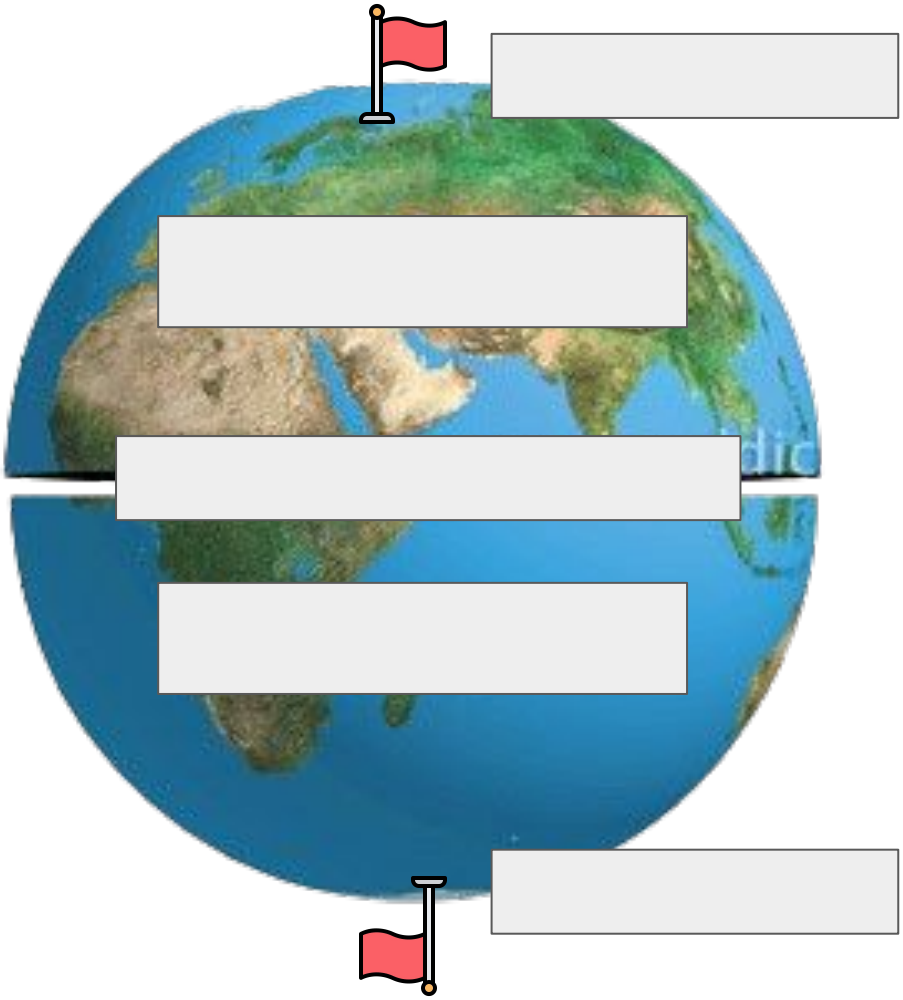
Geography Terms Notes

Term:	_____ divide the Earth into 2 equal parts. _____ and _____ at the Equator; or _____ and _____ at the Prime Meridian.
Term:	The _____ _____is an imaginary line that runs from the North Pole to the South Pole at 0° longitude.
Term:	Lines of _____ are _____ imaginary lines that tell us our location _____ or _____ of the Prime Meridian.
Term:	The _____ is an imaginary line that circles the middle of the Earth dividing into 2 equal parts. It represents 0° latitude.
Term:	Line of _____ are imaginary _____ lines that circle the Earth from _____ to _____ ; they measure distance north and south of the Equator.
Term:	A _____ is a specific area or part of land that shares common features such as _____, _____, or _____.
Term:	The _____ _____ is the northernmost point on Earth, and the _____ _____ is the southernmost point on Earth.
Term:	The Earth is divided into _____ _____ because different places experience daylight at different times.

Label:

Northern Hemisphere
Southern Hemisphere
Equator
North Pole
South Pole

Is the Equator a line of Longitude or Latitude?





Label:

Eastern Hemisphere
Western Hemisphere
Prime Meridian

Is the Prime Meridian a line of Longitude or Latitude?

Looking for Columbus – Student Investigation

A fellow sailor sends you a message, "Where are you?" How would you tell them where you are?



I Observe:

What, if any, words do you see? What places do you recognize? What symbols or lines do you notice? What information does the map provide? What is left out?

I Reflect:

Who do you think the audience was for this map? What does this map tell you about what the people who made it knew and what they didn't?

Robertson, H. C, and R. O. Evans And Company. Robertson's geographic-historical series illustrating the history of America and the United States: fromto the present time. Chicago: R.O. Evans and Co, 1492. Map. https://www.loc.gov/item/2009582180/.

Can you Find Me?



Robertson, H. C, and R. O. Evans And Company. Robertson's geographic-historical series illustrating the history of America and the United States: fromto the present time. Chicago: R.O. Evans and Co, 1492. Map. https://www.loc.gov/item/2009582180/.

Partner Challenge–

Place a star on the location in the water where your ship is located. Write 2 descriptions for where your ship is located.

1.

2.

If you were creating a system, what would it need to do? What would the system look like?

EXIT TICKET...

How can these tools help solve the problem of sharing exact location? Select 1 or 2 terms to help justify your answer.

_____

_____

_____