

From the University of Wisconsin-Milwaukee's Center for Latin American and Caribbean Studies

This lesson plan was developed by undergraduate student Boston Peters in summer 2025 under a Support for Undergraduate Research Fellows (SURF) grant through the UWM Office of Undergraduate Research (OUR), supervised by the UWM Center for Latin American and Caribbean Studies (CLACS) Associate Director, Monica VanBladel.

This, and more teaching resources developed under the research grant, can be found on <https://uwm.edu/clacs/public-engagement/teaching-resources/k-12-lesson-plans-surf-2025-26/>.

Please note that the UWM CLACS website will be redesigned in 2026, resulting in a change of the website's stable URL. When this occurs, the link provided above will no longer be functional. The new website will prominently feature available educator resources, including this one.

The University of Wisconsin-Milwaukee's Center for Latin American and Caribbean Studies is a member institution of the national Consortium of Latin American Studies Programs (CLASP). CLASP also develops and shares a wide variety of K-12 educator resources on its website: <https://claspprograms.org/k-12-educators/>.

The following lesson may include state standards and/or "I can" statements related to the lesson content. These standards/statements were initially added as an educational framework for lesson design and may not be exhaustive.

This document may include hyperlinks. A page at the end of the document has been added to provide the URL included in each hyperlink, as well as other information about where the hyperlink leads. This information is intended to assist in finding the linked webpage if the hyperlink no longer functions.

Standards & Guidelines

ACTFL Proficiency Guidelines 2024

Table 5. Modes of Communication and Parameters of Performance in Speaking—Intermediate Level

Expresses self and participates in conversations on familiar topics using sentences and series of sentences. Handles short social interactions in everyday situations by asking and answering a variety of questions. Can communicate about self, others, and everyday life.

Language Control: Can produce straightforward language that contains mostly familiar structures. Can ask and answer a variety of questions. Can control language structures and articulation/stress/intonation patterns sufficiently to ensure clarity in many situations, though some miscommunication may occur.

Vocabulary: Can produce high-frequency vocabulary on a variety of everyday topics, topics of personal interest, and topics that are familiar or have been rehearsed.

Table 5. Modes of Communication and Parameters of Performance in Listening—Advanced Level

Understands main ideas and some supporting details on familiar topics from a variety of straightforward oral message types.

Can recognize when clarification is needed or miscommunication occurs. May use some or all of the following strategies:

- *Using visual support and background knowledge*
- *Predicting meaning based on context, prior knowledge, and/or experience*
- *Using context clues*
- *Recognizing word family roots, prefixes, and suffixes*
- *Making comparisons with other known languages*

URL: <https://www.actfl.org/proficiency-guidelines-overview>

WCRS "I Can" and "We Will" Statements ([Google Sheets](#)) on [Wisconsin Career Readiness Standards](#)

WCRS.LIF.3: Global competence — Understand one's impact on the world and develop the ability to interact with people from other backgrounds, nations, and cultures.

WCRS.LIF.3.A: Acquire and use intercultural and global knowledge and skills, including proficiency in languages of our local and global communities.

WCRS.LIF.2.B: Communicate and collaborate with others, using various modes of communication, across languages, cultures, and contexts.

URL (Statements):

https://docs.google.com/spreadsheets/d/e/2PACX-1vQ6Przd8CkGd_bqt2wq5MNTCGxJ05oyEKqsIL_LL5WMh05SwgRj_-MNdHQwXhFvwbTfbuPmlm8vwSi1/pubhtml#

URL (Standards): <https://dpi.wi.gov/cte/resources/common-career>

Discusión antes de la presentación de los mapas

- *Según entiendes, ¿cuántos distintos grupos indígenas existían en México antes de la llegada de los europeos? Usa tu conocimiento anterior; puede ser útil nombrar los grupos que conozcas.*
 - [According to your understanding, how many different indigenous groups were there in Mexico before Europeans arrived? Use your prior knowledge; it may be useful to name indigenous groups that you are familiar with.]
- *¿Sabes de algunas lenguas indígenas? ¿Algunas de Mesoamérica o de otra parte del mundo? ¿Dónde se hablaban/hablan?*
 - [Do you know of any indigenous languages? Any from Mesoamerica or from another part of the world? Where were/are they spoken?]

Stage 1 – Warm-Up, Review of Preposition Vocabulary

The goal of this stage is to provide a grammatical review of the use of prepositions while warming up students for a more detailed comparison and analysis, drawing on potential prior knowledge. Encourage students to utilize circumlocution throughout the upcoming discussion activities.

Images of and links to the maps referenced are provided later in this document.

Present the first map (**Map 1:** “*Distribución prehispánica de las lenguas indígenas de México*”) to students.

Utilize this map as a means to strengthen the first target skill: use of prepositions. The following are example questions which could be used to practice this target skill:

- *¿Cuál comunidad lingüística existe al lado de la comunidad mixteca?*
- *¿Cuál lengua indígena se habla en las montañas de _____?*

You may pre-prepare additional questions in advance if desired. Alternatively, you could provide students with time to work individually on developing a list of 10 questions incorporating prepositions. Once students have prepared their questions they can be paired up to ask and answer one another's questions.

A vocabulary bank for prepositions is provided below. Additionally, [Las preposiciones de lugar](#) provides a useful graphic for understanding the prepositions.

It may also be useful to include a group review of the Spanish phonetic system to help students pronounce any unfamiliar names they may encounter. If needed, emphasize respect and not making a joke out of unfamiliar words. [The Spanish Alphabet - Spanish411](#) and [Spanish Alphabet Pronunciation | SpanishDictionary.com](#) are two resources that you may find useful.

As an extension activity for pairs that work more quickly, you could have students write a list of 5 descriptive sentences based on their Q&A conversations.

The map of Mexican states (**Map 3**, provided towards the end of this document) can be referenced by students to provide some landmark areas for description.

You may also challenge students to reference the vocabulary list of geographical terms (see below) and utilize these words in their descriptive sentences. [Mexico Map and Satellite Image](#) is an additional map that students could reference to incorporate these terms, as the other maps do not label many geographical features.

The following are additional discussion questions, also potentially useful for students who may finish more quickly than others:

- *¿De cuál época/año es este mapa? ¿Cómo saben?*
- *En tu opinión, ¿son muchas o pocas las lenguas indígenas representadas? ¿Por qué?*

Ask pairs to finish their discussions and request that students share some of their work with the full group. This will help to conclude the initial activity as well as correct any misunderstandings before the class proceeds to part two.

A practicar la descripción geográfica y las preposiciones

Usen los mapas para describir la distribución de las lenguas indígenas e incorporen las preposiciones en sus descripciones. Pueden consultar el mapa de estados mexicanos y usen los estados como puntos de referencia para describir.

Las preposiciones			
cerca de	near	sobre	above
lejos de	far from	detrás de	behind
al lado de	next to	delante de	in front of, before
a la izquierda de	to the left of	enfrente de	in front of, opposite
a la derecha de	to the right of	frente a	in front of, opposite
en	in, on	alrededor de	surrounding
entre	between	desde	from
dentro de	inside of	hacia	towards
fuera de	outside of	por	through
debajo de	below	hasta	until
encima de	above		

La geografía

norte	north	el océano	ocean
este	east	el/la mar	sea
sur	south	la costa	coast
oeste	west	el golfo	gulf
al norte/este/sur/ oeste de...	to the north/east/ south/west of...	la bahía	bay
el mapa	map	la playa	beach
el país	country	la península	peninsula
Norteamérica, América del Norte	North America	la isla	island
Estados Unidos (EE.UU.)	United States (U.S.)	Guatemala	Guatemala
México	Mexico	Belize	Belize

Stage 2 - Describe and Compare

Introduce the second map (**Map 2**: “Distribución geográfica de las lenguas Indígenas de Mexico : conforme al Censo de 1930 (por municipios)”).

The following questions could be used to introduce this second stage. They could be answered as a class-wide discussion or between paired students.

- *Consideren los títulos y las leyendas de los dos mapas y discutan: ¿Para quién serán estos mapas? ¿Qué público? ¿Para qué?*
 - [Consider the titles and legends of the two maps and discuss: Who are these maps for? What audience? For what purpose?]
- *Examinen el mapa de los estados mexicanos modernos. En el año 1930, ¿donde se hablaba la mayoría de las lenguas sobrevivientes?*
 - [Examine the map of modern Mexican states. Where were the majority of the surviving languages spoken in 1930?]
- *Al comparar los mapas, ¿cuáles lenguas han desaparecido por completo?*
 - [When comparing the maps, which languages have disappeared completely?]

Next, have students work in their pairs to **Compare and Contrast** the first map with the second map.

1. **Describe** - If you find it useful, first have students provide descriptions for Map 2 (without yet comparing it to Map 1). Students should continue to incorporate prepositions while also referencing the positioning of modern Mexican states (see the labeled map provided later on in this document). Additionally, have them draw upon previous knowledge or reference a word list to utilize relevant geographical vocabulary.
 - For example, students could utilize all of these different terms/skills to describe where linguistic communities are situated in relation to modern-day Mexican states. Which communities correspond with which states?
2. **Compare** - Now have students generate a list of the seven most notable differences or similarities that they observe between the two maps. As always, encourage the use of circumlocution if students are unsure of a word or phrase.
 - This article—[CLACS & the AGSL](#)—has a slider which allows for easier comparison between the first two maps.
 - A potential formula for students expressing comparisons:
“En mapa 1, [descripción], mientras en mapa 2, [descripción]”

Included later on in this document there is a worksheet titled “Meet the Map!”. This worksheet is in English, but provides extremely valuable questions for analyzing (and

comparing!) maps. You are encouraged to take a look at it and potentially adapt it for use in the Spanish classroom!

- The Meet the Map! worksheet questions were created by Georgia Brown, Public Services Librarian at the American Geographical Society Library at UW-Milwaukee.

Preguntas de análisis e interpretación

These discussion questions challenge students to expand upon their observations by hypothesizing about the meaning of the maps. Some remain map-specific while others gesture to a broader context.

- *¿Por qué se disminuyó la distribución de las lenguas indígenas?*
 - [Why did the distribution of indigenous languages reduce?]
- *¿En su opinión, es importante la diversidad lingüística? ¿Cuáles son las ventajas y desventajas?*
 - [In your opinion, is linguistic diversity important? What are its advantages and disadvantages?]
- *¿Qué preguntas tienen después de leer estos mapas? Identifiquen al menos tres puntos que quieren investigar más. (Por ejemplo: la historia de la zona, las comunidades, las distintas regiones geográficas, etc.)*
 - [What questions do you have after reading these maps? Identify at least three items that you would like to investigate further. (For example: the region's history, the various communities, the different geographic regions, etc.)]

BONUS: Lectura relacionada

Lee este artículo en español:

[El enigma de la supervivencia de las lenguas indígenas en México](#)

Para buscar mientras leen:

- *Tiempos gramaticales que no reconoces.*
 - [Grammatical tenses that you don't recognize.]

Preguntas para responder después:

- *¿Cuáles factores impactan en si una lengua es transmitida a la siguiente generación?*
 - [What factors impact if a language is transmitted to the next generation?]

Links and Citations

“[Las preposiciones de lugar](https://paginadelespanol.com/las-preposiciones-de-lugar/)” by Elena de Astorza (2012-2025) on La página del español, <https://paginadelespanol.com/las-preposiciones-de-lugar/>.

“[The Spanish Alphabet](https://spanish411.net/Spanish-Alphabet.asp)” on Spanish411.net, <https://spanish411.net/Spanish-Alphabet.asp>.

“[Spanish Alphabet Pronunciation](https://www.spanishdict.com/guide/spanish-alphabet-pronunciation)” on SpanishDictionary.com, <https://www.spanishdict.com/guide/spanish-alphabet-pronunciation>.

“[Mexico Map and Satellite Image](https://geology.com/world/mexico-satellite-image.shtml)” on Geology.com, <https://geology.com/world/mexico-satellite-image.shtml>.

“[CLACS & the AGSL](https://storymaps.arcgis.com/stories/c329eaa1f4ba4a2aaf598f66ec911fc6)” by Georgia Brown (Public Services Librarian at the American Geographical Society Library at UW-Milwaukee) (16 December 2021) on ArcGIS StoryMaps, <https://storymaps.arcgis.com/stories/c329eaa1f4ba4a2aaf598f66ec911fc6>.

“[El enigma de la supervivencia de las lenguas indígenas en México](https://theconversation.com/el-enigma-de-la-supervivencia-de-las-lenguas-indigenas-en-mexico-209943)” by Panu Pelkonen and Diego De la Fuente Stevens (3 August 2021) on The Conversation (theconversation.com), <https://theconversation.com/el-enigma-de-la-supervivencia-de-las-lenguas-indigenas-en-mexico-209943>.

Below are additional resources that were referenced while producing this lesson plan.

“[Preposiciones de lugar: para ubicar y de movimiento](https://www.tuescueladeespanol.es/)” by Elena Prieto on Tu escuela de español (<https://www.tuescueladeespanol.es/>), <https://www.tuescueladeespanol.es/blogs/preposiciones-de-lugar-ubicacion/>.

“[Geography | 60 Spanish Vocabulary Words](https://www.livelingua.com/vocabulary/geography#)” on Live Lingua, <https://www.livelingua.com/vocabulary/geography#>.

Map Links and Citations

View the referenced maps on the following page of this document.

Map 1

Mendizábal, Miguel Othón de. *Distribución prehispanica de las lenguas indigenas de México / Publicación del Instituto panamericano de geografía e historia, en colaboración con el Instituto mexicano de investigaciones lingüísticas y con el Museo nacional ...* Depto. de arqueología del Museo nacional, prof. Miguel O. de Mendizábal y Wigberto Jiménez Moreno. Dir. Gral. Estadística, Sria. de la Economía Nacional, Oficina de Graficas, 1937,

<https://collections.lib.uwm.edu/digital/collection/agdm/id/27190/rec/3>. University of Wisconsin-Milwaukee Libraries, American Geographical Society Library Digital Map Collection.

Rights Statement: Fair use of copyrighted material for educational purposes.

Map 2

Mendizábal, Miguel Othón de. *Distribución geografica de las lenguas Indigenas de Mexico : conforme al Censo de 1930 (por municipios) / publicación ... por el Instituto Panamericano de Geografía de Historia, en colaboración con el Instituto Mexicana de Investigaciones Lingüísticas ; carta formada por Miguel O. De Mendizabal.* Mexico, D.F. : Pan American Institute of Geography and History, 1937,

<https://collections.lib.uwm.edu/digital/collection/agdm/id/27191/rec/4>. University of Wisconsin-Milwaukee Libraries, American Geographical Society Library Digital Map Collection.

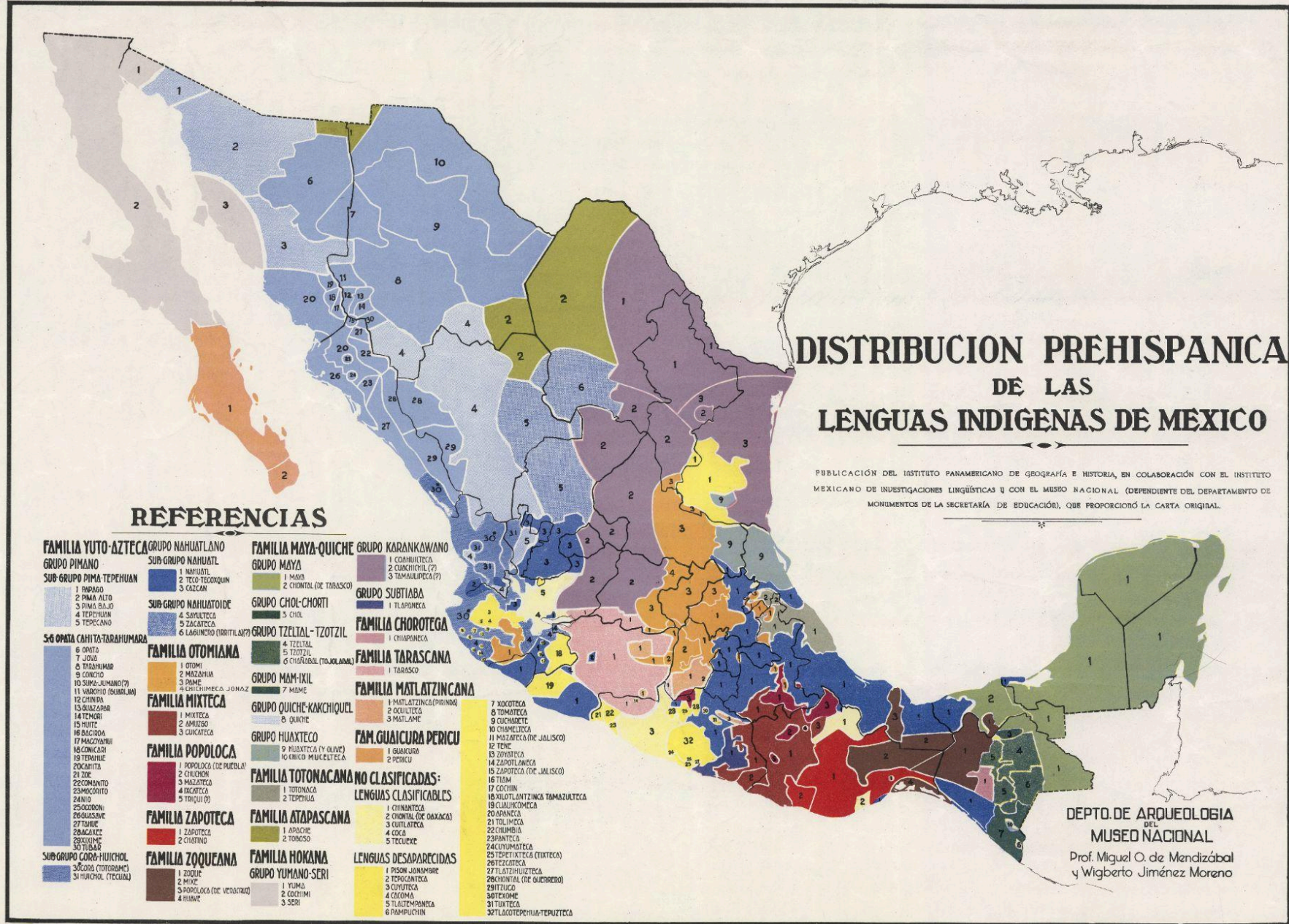
Rights Statement: Fair use of copyrighted material for educational purposes.

Map 3

“[Map of Mexico States](#)” available to customize on ultimaps (ultimaps.com), <https://ultimaps.com/vector-maps/america/mexico/>.

Rights Statement: Attribution required.

RECEIVED AUG 5 1939
 GEO. J. BROWN PUBLISHER



DISTRIBUCION PREHISPANICA DE LAS LENGUAS INDIGENAS DE MEXICO

PUBLICACION DEL INSTITUTO PANAMERICANO DE GEOGRAFIA E HISTORIA, EN COLABORACION CON EL INSTITUTO MEXICANO DE INVESTIGACIONES LINGÜISTICAS Y CON EL MUSEO NACIONAL (DEPENDIENTE DEL DEPARTAMENTO DE MONUMENTOS DE LA SECRETARIA DE EDUCACION), QUE PROPORCIONO LA CARTA ORIGINAL.

REFERENCIAS

- FAMILIA YUTO-AZTECA**
 - GRUPO NAHUATLANO
 - SUB-GRUPO NAHUATL
 - 1 NAHUATL
 - 2 TECO-TECOQUIM
 - 3 COLCAN
 - SUB-GRUPO NAHUATOIDE
 - 4 SAMPULTECA
 - 5 ZACATECA
 - 6 LAGUNICO (ORITILAN?)
 - GRUPO PIMANO
 - SUB-GRUPO PIMA-TEPEHUAN
 - 1 IMPAGO
 - 2 PIMA ALTO
 - 3 PIMA BAJO
 - 4 TEPEHUAN
 - 5 TEPECANO
 - 56 OPATA (CAHITA-TARAHUMARA)
 - 6 OPATA
 - 7 JONAI
 - 8 TARAHUMAR
 - 9 CONCHO
 - 10 SUPA-JUMANO(?)
 - 11 WARDINO (SERBIJAN)
 - 12 CHINISA
 - 13 GUZARAN
 - 14 TANGRI
 - 15 HUITZ
 - 16 RACIOA
 - 17 MACOCHANI
 - 18 GONICOR
 - 19 TERHUIE
 - ZOCARITA
 - 21 ZOC
 - 22 COMANITO
 - 23 MOCOCITO
 - 24 NINO
 - 25 OKORON
 - 26 GUASAVE
 - 27 TONJUE
 - 28 KATZEC
 - 29 KUMIC
 - 30 TIBAR
 - SUB-GRUPO CORO-HUICHEL
 - 31 CORO (TOTOPIAC)
 - 32 HUICHEL (TECUILA)
- FAMILIA MAYA-QUICHE**
 - GRUPO MAYA
 - 1 MAH
 - 2 CHONTAL (DE TABASCO)
 - GRUPO CHOL-CHORTI
 - 3 CHOL
 - GRUPO TZELTAL-TZOTZIL
 - 4 TZELTAL
 - 5 TZOTZIL
 - 6 CHU'UUBAL (TOULABAL)
 - GRUPO MAM-IXIL
 - 7 MAME
 - GRUPO QUICHE-K'ACHIQUEL
 - 8 QUICHE
 - GRUPO HUASTECA
 - 9 HUASTECA (Y OLIVE)
 - 10 GHIKO MUCELTECA
 - FAMILIA TOTONACANA**
 - 1 TOTONACA
 - 2 TEPHUA
 - FAMILIA ATAPASCANA**
 - 1 APOACHE
 - 2 TOSOSO
 - FAMILIA HOKANA**
 - GRUPO YUMANO-SERI
 - 1 YUMA
 - 2 COCHIMI
 - 3 SERI
- FAMILIA KARANKAWANO**
 - 1 COAHUILTECA
 - 2 CLANCHIL (?)
 - 3 TAMAUULTECA (?)
- GRUPO SUBTIABA**
 - 1 TLAPINECA
- FAMILIA CHOROTEGA**
 - 1 CHIAPINECA
- FAMILIA TARASCANA**
 - 1 TARASCO
- FAMILIA MATLATZINCANA**
 - 1 MATLATZINCAN (PRINIMO)
 - 2 OCHILTECA
 - 3 MATLAME
- FAM. GUAIQUIRA PERICU**
 - 1 GUAQUIRA
 - 2 PERICU
- NO CLASIFICADAS:**
 - 7 XICOTECA
 - 8 TOMATECA
 - 9 CUCHARTE
 - 10 CHAMPETECA
 - 11 MATLATZINCAN (DE JALISCO)
 - 12 TENE
 - 13 ZAPOTECA
 - 14 ZAPOTLANECA
 - 15 ZAPOTECA (DE JALISCO)
 - 16 TIAM
 - 17 COCHIN
 - 18 MATLATZINCAN TAMAUULTECA
 - 19 CLAUQUECOMCA
 - 20 ARANCA
 - 21 TOLMECA
 - 22 CILMILIA
 - 23 PANTECA
 - 24 CUYUMATECA
 - 25 TEPHATECA (TITATECA)
 - 26 TLATZIHUATECA
 - 28 CHONTAL (DE GUERRERO)
 - 29 ITZUJO
 - 30 TROMO
 - 31 TUTECA
 - 32 TLACOTEPIHUA-TEPEZTECA
- LENGUAS CLASIFICABLES**
 - 1 CHINANTECA
 - 2 CHONTAL (DE OAXACA)
 - 3 CUITLATECA
 - 4 COCA
 - 5 TECUEPE
- LENGUAS DESAPARECIDAS**
 - 1 PISON JONANSHIRE
 - 2 TEPICANCA
 - 3 CUYUTECA
 - 4 CUCOMA
 - 5 TLACATEPECANCA
 - 6 PANAPULCHIN

DEPTO. DE ARQUEOLOGIA DEL MUSEO NACIONAL
 Prof. Miguel O. de Mendizábal y Wigberto Jiménez Moreno

DIR. GRAL. DE ESTADISTICA

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OFICINA DE GRAFICAS

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Mexico [1937]

DEPARTAMENTO DE ASUNTOS INDIGENAS

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GIVE FROM PUBLISHER

DISTRIBUCION GEOGRAFICA DE LAS LENGUAS INDIGENAS DE MEXICO CONFORME AL CENSO DE 1930 (POR MUNICIPIOS)

PUBLICACION HECHA EN 1937, POR EL INSTITUTO PANAMERICANO DE GEOGRAFIA E HISTORIA, EN COLABORACION CON EL INSTITUTO MEXICANO DE INVESTIGACIONES LINGUISTICAS.

REFERENCIAS

- | | | | |
|-------------------------------------|--------------------------|--------------------------------|---------------------------|
| FAMILIA YUTO-AZTECA | FAMILIA MIXTECA | FAMILIA MAYA-QUICHE | FAMILIA TOTONACANA |
| GRUPO PIMANO | 1 MIXTECA | GRUPO MAYA | 1 TOTONACA |
| SUB-GRUPO PIMA-TEPEHUAN | 2 AMUZGO | 1 MAYA | 2 TEPEHUA |
| 1 PAPAGO | 3 CUICATECA | 2 CHONTAL (DE TABASCO) | |
| 2 PIMA | | FAMILIA HOKANA | |
| 3 TEPEHUAN | FAMILIA POPOLOCA | GRUPO YUMANO-SERI | 1 YUMA |
| 4 TEPEGANO | 1 POPOLOCA (DE PUEBLA) | 2 SERI | 2 SERI |
| | 2 CHUCHON | GRUPO SUBTIABA | 3 TLAPANECA |
| S.G. OPATA CAHITA TARAHUMARA | 3 MAZATECA | GRUPO KARANKAWANO | COMPLETAMENTE EXTINGUIDO |
| 5 TARAHUMAR | 4 IXCATECA | FAMILIA MATLATZINCANA | 1 MATLATZINCA (PIRINDA) |
| 6 GUARILIA (VARDHIDI) | 5 OJITECA | NO CLASIFICADAS | 1 CHINANTECA |
| 7 CAHITA (MAHO YAHUI) | 6 TRIQUI (?) | 1 CHINANTECA | 2 CHONTAL DE (BAXACA) |
| 8 OCORONI | | 2 CHONTAL DE (BAXACA) | 3 OJITATECA |
| SUB-GRUPO CORA-HUICHOL | FAMILIA ZAPOTECA | 1 ZAPOTECA | |
| 9 CORA | 1 ZAPOTECA | 2 CHIATINO | |
| 10 HUICHOL | FAMILIA ZOOQUEANA | GRUPO QUICHE-KAKCHIQUEL | 1 QUICHE |
| GRUPO NAHUATLAND | 1 ZOQUE | GRUPO HUASTECA | 2 HUASTECA |
| SUB-GRUPO NAHUATL | 2 MIXE | 1 HUASTECA | |
| 11 NAHUATL | 3 YAVANA | FAMILIA ALGONQUINIAMA | 1 KIKAPOOS |
| FAMILIA OTOMIANA | 4 POPOLOCA DE VERACRUZ | | |
| 1 OTOMI | 5 HUAVE | | |
| 2 MAZAHUA | FAMILIA TARASCANA | | |
| 3 PAME | 1 TARASCO | | |
| 4 CHICHIMECA JONAS | | | |

NOTAS
 1.- La nueva clasificación lingüística adoptada en esta carta, que sustituye a la del Dr. Nicolás León, fue hecha por los C. Prof. Miguel O. de Mendizabal y W. Jiménez Moreno, presentada y aprobada en el 2º Congreso de Historia de Mérida Yucatán.
 2.- En el Marne se han incluido las siguientes denominaciones lingüísticas de carácter local que arrojó el Censo de 1930: (a) Coyutin, (b) Toqulal, (c) Tacaneco, (d) Tutuapo, (e) Tuonon, (f) Tacano, (g) Tlatimón.

CARTA FORMADA POR EL C. PROF. MIGUEL O. DE MENDIZABAL

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C-1937

Mexico 1937

Map 3. A higher-resolution version of this map can be found and customized here: <https://ultimaps.com/vector-maps/america/mexico/>



Meet the Map! — Singular Map

Observe its parts.

1. What are the first three things you notice about your map?
2. What is the title?
3. What place or places are shown?
4. When is it from? (Most American Geographical Society Library maps show the date in the call number on the lower left corner.)
5. Who made it? What language is it in?
6. How might the creator / mapmaker impact the content of the material / map?

Some questions are from National Archives:

<https://www.archives.gov/education/lessons/worksheets/map.html>

These handouts were created by Georgia Brown, Public Services Librarian at the American Geographical Society Library at UW-Milwaukee. See also her presentation: [Meet the Map!](#).

Try to make sense of it.

7. Do you trust this map? Why or why not?

8. Why was it created? List the evidence from the map, knowledge about the mapmaker, or knowledge of what was happening in history that leads you to your conclusion.

9. How would you remake a map of the same place?

10. What would a good research question be for your map?

Some questions are from National Archives:

<https://www.archives.gov/education/lessons/worksheets/map.html>

These handouts were created by Georgia Brown, Public Services Librarian at the American Geographical Society Library at UW-Milwaukee. See also her presentation: [Meet the Map!](#).

Use it as historical evidence.

11. What narrative does this map provide? Who is the intended audience?

12. What other documents or historical evidence could you use to help you understand this event or topic?

13. What did you find out from this map that you might not learn anywhere else?

Some questions are from National Archives:

<https://www.archives.gov/education/lessons/worksheets/map.html>

These handouts were created by Georgia Brown, Public Services Librarian at the American Geographical Society Library at UW-Milwaukee. See also her presentation: [Meet the Map!](#).

Meet the Map! — Compare Two Maps

1. What place or places are shown?
2. Do these maps depict the same place(s)? How far apart in years were the maps made?
3. What are three differences between the two maps?
4. Can you tell why the two maps were created?
5. What research questions could you ask of the two maps?

Some questions are from National Archives:

<https://www.archives.gov/education/lessons/worksheets/map.html>

These handouts were created by Georgia Brown, Public Services Librarian at the American Geographical Society Library at UW-Milwaukee. See also her presentation: [Meet the Map!](#).