

Meeting of Frontiers

Exploration

Teaching Unit: Creating the Narrative

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Overview:

The goal of this unit is to enable all students to craft their own narrative of the historical geography of the Meeting of Frontiers region after analyzing a series of maps and other historical and geographical documents and data in order to recognize the changing degree of geographic information over time.

Standards:

Geography Standards. The geographically informed student knows and understands:

- ❖ how to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.
- ❖ how to apply geography to interpret the past.

Geography Skills. The geographically skilled student knows and understands how to:

- ❖ ask geographic questions.
- ❖ acquire geographic information.
- ❖ organize geographic information.
- ❖ answer geographic questions.
- ❖ analyze geographic information.

Historical Thinking Standards. The history student:

- ❖ thinks chronologically.
- ❖ comprehends a variety of historical sources.
- ❖ engages in historical analysis and interpretation.
- ❖ conducts historical research.

Technology Standards. A technology literate student should be able to:

- ❖ use technology to explore ideas, solve problems, and derive meaning.

Writing and Speaking Standards. A student fluent in English is able to:

- ❖ write and speak well to inform and to clarify thinking in a variety of formats, including technical communication;

Essential Questions:

- ❖ What stories do maps tell?
- ❖ How much history is stored within maps?
- ❖ How do we use the history stored in maps to create the historical narrative of a region?

Vocabulary:

- ❖ Map elements or TODALSIGss terms: title, orientation, date, author, legend (key), scale, index, grid, source, situation
- ❖ Other terms: cartographer, ethnicity, ancestry, race, gender, sovereignty, insider, outsider, homeland, frontier, territory, census

Materials:

- ❖ Access to a computer lab with Internet connections
- ❖ Notes on the TODALSIGss map analysis framework
- ❖ Map Analysis questions
- ❖ Turn-taking chips
- ❖ Journal writing materials
- ❖ World atlases and Alaska maps for reference

Instruction:

BACKGROUND

A description of Mark Monmonier's book *How To Lie With Maps* states the following: "Maps are generally read and used with a less critical eye than any other printed work." An ability to read maps critically is important because "All maps are not born equal." (Godlewska, 1997) Further, "... when read carefully and with critical attention to their contexts, maps can tell us a great deal about the societies within which they reside." (Godlewska, 1997) Maps become clear to the reader when the reader "...knows something about the context of their social production." (Godlewska, 1997)

Teaching students to read maps with a critical eye and to ask geographic questions about maps are key to this lesson, yet the focus is on how well maps represent the culture of the Native Americans, including the Tlingits of Southeast Alaska, and on the social production of these maps.

Jeremy Anderson's TODALSIGss system provides a starting point for getting students to use a critical eye when examining maps and when generating their own maps, when they are the cartographers themselves. Analyzing and creating maps is empowering for students. It gives them a means of communicating in the spatial world. It makes them geographically informed and allows them to see the world in spatial terms. Are there ways to empower students even further, to give them even more questions to ask about maps as the tools of geography, as the language of geography, to give them cartographic power? The set of questions categorized as

Cartographic Power: A New Vision of Map Analysis seeks to examine just such questions. It is a framework for teachers to use, for students to use. Building critical analysis of maps first with the TODALSIGss and then with Cartographic Power, leads to a critical analysis of specific maps listed in the materials section of this unit.

INTRODUCING THE LEARNING OPPORTUNITY

Conduct a whole class brainstorming session on each of these three questions:

- ↪ Who are mapmakers? Who are cartographers?
- ↪ Who most often uses maps?
- ↪ What is most often represented on maps?

The question of who are mapmakers can lead to another exercise if time: have students draw pictures of mapmakers/cartographers. Then display them around the room.

EXECUTING THE LEARNING OPPORTUNITY

Part One--Jeremy Anderson has developed a useful map analysis system known as the TODALSIGss. (See the included table.) This system is one which students can readily use to analyze commercially-produced maps, GIS maps, and Internet-based maps, as well as to assess their own maps produced in the geography classroom. It is recommended that this system be used as an introductory component to these learning opportunities, or before the framework outlined below is introduced.

Part Two—Divide students into cooperative groups to conduct a specific case study of the discrete content presented on each map. A set of questions to use for each of these case studies is attached. It is ideal for students to be able to explore the maps online so that they can use the zoom features to examine each map in close detail.

- ↪ Assign maps to each group or to individual students.
- ↪ Provide each group or student a set of questions to use in analyzing the maps.
- ↪ Demonstrate how to analyze the maps. (This is best done using an LCD projector or other viewing device enabling each student to see the way to access and zoom in and out on the maps.
- ↪ Provide time in a computer lab for each group or student to analyze their map. (Alternately, maps may be printed out and distributed. Color printing works best.)
- ↪ After the computer exploration time, have each student print out their map for display in the classroom and write a short analysis of their map to accompany the display of the map in the classroom.

Some maps are from the Rasmuson Library in Fairbanks.

Selected Maps from the Rasmuson Library

Alaska and Polar Regions Department

The Rare Map Collection at the Rasmuson Library contains thousands of maps that document the history of Alaska, from 16th century speculative cartography to the gold rush era. This selection of maps provides basic coverage of the mapping of Alaska, from the early voyages of discovery through the sale of Russian

America to the United States and the gold rush. The maps depict the growth of geographic knowledge that resulted from the great expeditions of the eighteenth and early nineteenth centuries, and also illustrate the carto-controversies that arose from various imagined geographies and fictitious voyages of discovery.

Others are from the Library of Congress collections.

Selections from the Geography and Map Collections

Geography and Map Division

The Geography and Map Division of the Library of Congress holds more than 4.5 million maps, a small fraction of which have been converted into digital form. The Map Selections part of Meeting of Frontiers includes maps from the seventeenth to the twentieth centuries by American, Russian, and European cartographers. The maps illustrate the development of geographic knowledge of Siberia and the Russian Far East and the American West and the settlement, economic development, and ethnic and geographic diversity of both regions.

There are also maps from the Collections from the National Library of Russia in St. Petersburg and the Russian State Library in Moscow that may be used by students. (More information on these Meeting of Frontiers partners is at

<http://frontiers.loc.gov/intldl/mtfhtml/mfprtnrs/mfprtnrs.html>.)

Maps of Siberia, the North Pacific, and Alaska (National Library of Russia)

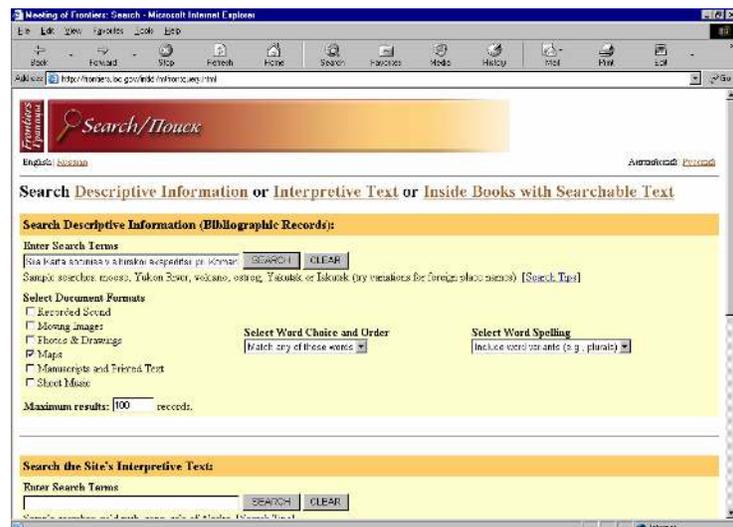
Cartography Division

This collection of maps and atlases chronicles the exploration and development of Siberia and Alaska from the late eighteenth to the twentieth centuries. It includes maps from the North Pacific voyages of famous Russian and foreign ship captains such as Bering, Chirikov, Krenitsyn, and Cook, as well as Soviet-era maps of Siberia and the Russian Far East.

Selections from the Department of Maps (Russian State Library)

The Maps Collection of the Russian State Library comprises over 250,000 items. This selection of rare maps includes early manuscript and published maps detailing the geography and geology of various parts of Siberia, important rivers, and cities and administrative regions.

(In addition to accessing the maps via the links provided below, the maps may be accessed through using key words from the title to search for maps.)



Suggested Maps for Students to Analyze

1580's and 1590's

- **Tartariae sive magni chami regni typus.**
<http://hdl.loc.gov/loc.ndlpcoop/mtfxmp.f58401>
- **Mondo nvovo.**
<http://hdl.loc.gov/loc.ndlpcoop/mtfxmp.f59002>

1603

- **Tartariae sive Magni Chami Regni typus , Abraham Ortelius, 1603.**
<http://hdl.loc.gov/loc.gmd/g7270.mf000002>

1620's

- **The north part of America: conteyning Newfoundland, new England, Virginia, Florida, new Spaine, and Noua Francia...**
<http://hdl.loc.gov/loc.ndlpcoop/mtfxmp.f62501>
- **The kingdome of China, newly augmented by J.S.**
<http://hdl.loc.gov/loc.ndlpcoop/mtfxmp.f62601>

1685

- **North America divided into its III principall [sic] parts.**
<http://hdl.loc.gov/loc.gmd/g3300.mf000041>

1719

- **A new & correct map of the whole World**
<http://hdl.loc.gov/loc.gmd/g3200.mf000001>

1729

- **Siia Karta socinise v sibirskoi ekspeditsii pri Komande ot flota Kapitana Beringa ot Tobol'ska do Chiukotskago ugla (This Map from Tobolsk to the Chukhotka Corner Was Created During the Siberian Expedition by the Crew of Captain Bering's Fleet)**
<http://hdl.loc.gov/loc.ndlpcoop/mtfxmp.g349593140>

1736

- **A Map of the country which Captain Beerings past through in his journey from Tobolsk to Kamtschatka.**

<http://hdl.loc.gov/loc.ndlpcoop/mtfxmp.f73601>

1740's

- **L'hémisphère septentrional pour voir plus distinctement les terres Arctiques. (The northern hemisphere in order to see the Arctic lands more distinctly.)**

<http://hdl.loc.gov/loc.ndlpcoop/mtfxmp.f74001>

- **Map of Vitus Bering's route shown from Okhotsk.**

<http://hdl.loc.gov/loc.ndlpcoop/mtfxmp.f82305>

1760's

- **L'hydrographie françoise : recueil des cartes générales et particulières qui ont été faites pour le service des vaisseaux du roy, par ordre des Ministres de la marine, depuis 1737, jusqu'en 1765. ([Map of Northern Ocean], from the atlas L'Hydrographie Francoise, 1766.)**

<http://hdl.loc.gov/loc.gmd/g9235.mf000005>

- **Map of the Northeast parts of Asia and Northwest parts of America, showing their situation with respect to Japan, taken from a Japanese map of the world brought over by Kaempfer and late in museum of Sr. Hans Sloane.**

<http://hdl.loc.gov/loc.ndlpcoop/mtfxmp.f76104>

- **Krenitzin's and Levasheff's voyage to the Fox Islands in 1768 and 1769.**

<http://hdl.loc.gov/loc.ndlpcoop/mtfxmp.f78006>

1775, 1781, 1784, 1792

- **A map of the New Northern Archipelago discov'd by the Russians in the Seas of Kamtschatka & Anadir. 1774.**

<http://hdl.loc.gov/loc.ndlpcoop/mtfxmp.f77405>

- **The Russian discoveries from the map published by the Imperial Academy of St. Petersburg. 1775**

<http://hdl.loc.gov/loc.ndlpcoop/mtfxmp.f77509>

- **Carte der Entdeckungen zwischen Sibirien und America bis auf das Jahr 1780. (Map of the discoveries between Sibiria and America to the year 1780)**

<http://hdl.loc.gov/loc.ndlpcoop/mtfxmp.f78103>

- **Carte de l'Océan Pacifique au nord de l'Equateur...d'après les dernières Découvertes faites par les espagnols, les russes et les anglais, jusqu'en 1780. Charte des stillen Weltmeersim nordlichen Aequator von den Spaniern, Russen und Engellaendern bis 1780 gemachten Entdeckungen. (Map of the Pacific Ocean north of the equator...according to the latest Discoveries made by the Spanish, the Russians and the English, until 1780. Charte des stillen Weltmeersim nordlichen Aequator von den Spaniern, Russen und Engellaendern bis 1780 gemachten Entdeckungen.)**

<http://hdl.loc.gov/loc.ndlpcoop/mtfxmp.f78102>

- **A general chart exhibiting the discoveries made by Captn. James Cook in this and his two preceding voyages, with the tracks of the ships under his control.**

<http://hdl.loc.gov/loc.ndlpcoop/mtfxmp.f78404>

- **Amérique Septentrionale dressée sur les relations les plus modernes des voyageurs et navigateurs, et divisée suivant les différentes possessions des Européens. (North America drawn up to the most recent accounts of travellers and navigators, and divided according to the different European possessions.)**

<http://hdl.loc.gov/loc.ndlpcoop/mtfxmp.f77508>

- **Carta esferica de los reconocimientos hechos en la costa N.O. de America en 1791 y 92 por las goletas Sutil y Mexicana y otros buques de S.M. (Nautical chart of the reconnaissance done in the N.W. coast of America in 1791 and 92 by the schooners Sutil and Mexicana and other S.M. ships.) (This chart has three parts.)**

<http://hdl.loc.gov/loc.ndlpcoop/mtfxmp.f80203a>

<http://hdl.loc.gov/loc.ndlpcoop/mtfxmp.f80203b>

<http://hdl.loc.gov/loc.ndlpcoop/mtfxmp.f80203c>

- **Karta Shelekova. (Shelekov map) 1792.**

<http://hdl.loc.gov/loc.ndlpcoop/mtfxmp.f79111>

1860's

- **Karta Rossiiskikh vladienie na beregakh vostotchnago okeana 1861. (Map of Russian possessions on the coasts of the Eastern Ocean 1861)**

<http://hdl.loc.gov/loc.ndlpcoop/mtfxmp.f86101>

- **Kodiak Island, Alaska: from Russian authorities.**

<http://hdl.loc.gov/loc.ndlpcoop/mtfxmp.f86912>

- **Map of Russian America or Alaska Territory compiled from Russian charts and surveys of W.T.Tel. Ex. by J. F. Lewis, chief draughtsman, M. Cadin, asst.**

<http://hdl.loc.gov/loc.ndlpcoop/mtfxmp.f86705>

1870's

- **The Yukon River, Alaska from Fort Yukon River to the sea. From a reconnaissance made under the orders of Major General H. W. Halleck U.S. Army, commanding the Military Division of the Pacific by Captain Chas. W. Raymond ...**

<http://hdl.loc.gov/loc.ndlpcoop/mtfxmp.f87101>

1880's

- **Karta tuzemnyk nariечиye na Aleutskikh ostrovakh i sieverozapadnom beregu Ameriki. Sostavlennoi Kapitan-lieutenant Wermanam. (Map of native dialects in the Aleutian Islands and the north-west coast of America. Drawn up by Captain-Lieutenant Werman)**

<http://hdl.loc.gov/loc.ndlpcoop/mtfxmp.f86303>

- **Map of Alaska and adjoining regions. Compiled by Ivan Petroff. Showing the distribution of native tribes ... Drawn by Harry King.**

<http://hdl.loc.gov/loc.ndlpcoop/mtfxmp.f88006>

1872-90's: Other Resources

- **Hauling grounds at South West Point. St. Pauls Isd. Prybilov Grp. Season of 1872.**

<http://hdl.loc.gov/loc.ndlpcoop/mtfxmp.fm0376>

- **Great Eastern Rookery. St. George Island. Surveyed and drawn July 20th 1890 by Henry W. Elliott.**

<http://hdl.loc.gov/loc.ndlpcoop/mtfxmp.fm0379>

1890's: Gold Rush

- **Alaska, territoires du Nord-ouest Canadien, colombie Britannique d'apres les derniers releves officiels des bouvernements des Etats-Unis et du Canada et les traces des differentes routes du Klondike releves pour Le Temps, par Ames Semire.**

<http://hdl.loc.gov/loc.ndlpcoop/mtfxmp.f89812>

- **Map of explorations in Alaska, 1899, War Department. Cook Inlet Military Exploring Expedition, Captain Edwin F. Glenn ... All American route to the Yukon from Tyoonok, Cook Inlet to Fort Gibbon; via the Upper Kuskokwim country ...**
- **Map of Nome Peninsula showing new gold fields of Cape Nome, Golovin Bay & Cape York, Alaska. Compiled from actual surveys and explorations on the ground by J.M. Davidson [and] B.D. Blakeslee.**

<http://hdl.loc.gov/loc.ndlpcoop/mtfxmp.f90002>

Sitka

- **A chart shewing part of the coast of N.W. America with the tracks ... from lat'de 57 degrees, 07.5' N. and long'd 227 degrees, 00' to lat'd 59 degrees, 59' N. and long'd 219 degrees, 00' E. at the periods shewn by the track.**

<http://hdl.loc.gov/loc.ndlpcoop/mtfxmp.f79820>

- **Karta zaliva Sitkhi, nakhodiashtgosia i siverszapadnago berga Amerika. (1822)**

<http://hdl.loc.gov/loc.ndlpcoop/mtfxmp.f82203>

Part Three--In the classroom, have students display their maps in a timeline order around the room or wherever space is available. The display will work best with the map, the year, and the written analysis grouped together. If available, a public space can also be used to create a museum effect.

Conduct a class discussion using questions such as the following:

- ❖ What groups have divided, organized, and unified areas of Earth's surface?
- ❖ How does the spatial organization of a society change over time?
- ❖ What does your map indicate about the attitudes of the people involved?
- ❖ What were people's perceptions of the western United States during the nineteenth century?
- ❖ How does the image of a continent as a wilderness to be settled and developed contrast with the fact that the continent was entirely occupied prior to European contact and settlement?
- ❖ What external forces were at play, were in conflict with the internal interests as the United States expanded?
- ❖ How did the desire for land and territory, domination of other peoples, and control over resources play a role in spatial change, in who had control over what territory?
- ❖ Did Native American groups benefit as nationwide transportation and communication systems developed?
- ❖ How were indigenous peoples exploited in the European colonization and settlement of the Americas?
- ❖ What is the difference between an enclave and a territory? What are the connotations of the words themselves?
- ❖ What happens to peoples with established cultural identity and a spatial autonomy when "outsiders" intrude and persist over a long period of time?

- ❖ How well do maps deal with the dynamic nature of human spatial arrangements and cultural contacts, interactions?
- ❖ Who has the most power: the cartographer, the reader of the map, or the person whose landscape is depicted on the map?
- ❖ Who has the power and authority to map the world?
- ❖ What do maps tell us about our world?
- ❖ Are you comfortable with the stories they tell?
- ❖ What groups have divided, organized, and unified areas of Earth's surface?

CONCLUDING THE LEARNING OPPORTUNITY

It is important to give students an opportunity to react privately in their journals. A suggested question to use as a prompt is: How do you as an American feel about the European explorers and settlers and the indigenous peoples as Russian and America expanded territorially? How do maps control what people know about an area?

ASSESSING THE LEARNING OPPORTUNITY

As an individual, you have had a chance to analyze a map from the Meeting of Frontiers web site. As a class, we have had a chance to analyze the group of maps individuals analyzed. Historical geographers go about gathering information as we have in examining primary documents. After gathering information, they create a narrative for others to read. Can you yourself create a narrative as historical geographers would? Can you make it exciting? Can you write a history for someone else your age, one they would enjoy reading? What is the story of the Meeting of Frontiers region as it came to be understood geographically by Europeans? Is there also a story that could be told from the viewpoint of Native Americans? How the story be written for student understanding? Is it better to read about history or to construct it in your own mind?

If the maps the class analyzed were the only historical record of the Meeting of Frontiers region, what history would emerge? Write a story of the history exploration of the Meeting of Frontiers region in which you:

- *Tell a story with a strong voice and perspective*
- *Describe both the information in the documents and readings you have done, as well as your own interpretation of them*
- *Use the geographic skills and skills of historical inquiry to an effective degree*
- *Use an organized approach (such as a temporal structure) to create a well-developed informative essay with details from your analysis of all the materials examined*

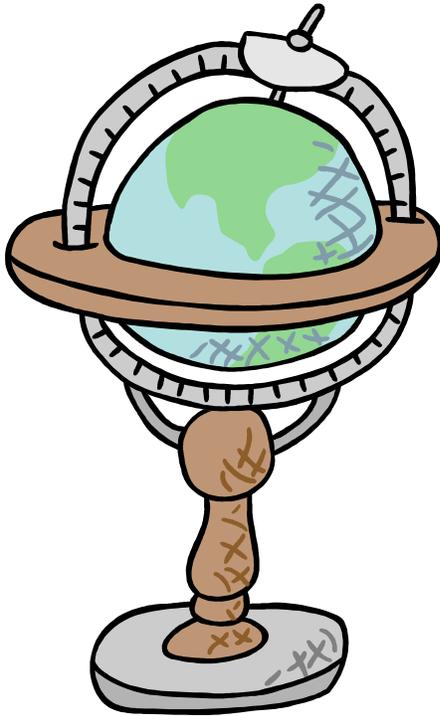
To assess students' overall understanding of this unit of study, have students construct a narrative of the history of the exploration of the Meeting of Frontiers region. See the above assessment task. Have students include a Works Cited list with their analysis.

An alternative assessment activity is to give students a new map, one they have not previously had the opportunity to analyze, and the following instructions.

Write a letter to the map cartographer or publisher in which you analyze the value of the map.

Or, have the students complete this task.

Create an insider map of your community that gives voice and power to its indigenous heritage.



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TODALSIGSS

LETTER	ASSOCIATED WORD/WORDS	QUESTIONS TO ASK
↪ T	title	<ul style="list-style-type: none"> • What does the map show? • Where is the place? • What is the time period portrayed by the map?
↪ O	orientation	<ul style="list-style-type: none"> • What are the principal geographical directions of the map? • Does the map have a compass rose or another way of showing orientation? • What direction is to the top of the map?
↪ D	date	<ul style="list-style-type: none"> • When was the map made? • How long ago was the map made? • Is it still reliable? • What has changed since the map was printed?
↪ A	author	<ul style="list-style-type: none"> • Who made the map? • Was it an individual or a team of people? • Is this a commercially produced map?
↪ L	legend	<ul style="list-style-type: none"> • Does the map have a legend (key) that clearly shows the meaning of the symbols? • What symbols are included in the legend?
↪ S	scale	<ul style="list-style-type: none"> • Is there a map scale? • What distance does a unit of measure represent in the area actually shown on the map? • How is the scale expressed: verbally as a ratio or in graphic form?
↪ I	index	<ul style="list-style-type: none"> • Does the map have an alphabetical list of places shown and the grid address of those places?
↪ G	grid	<ul style="list-style-type: none"> • Does the map have a set of intersecting lines that provides a map address? • Is the grid an arbitrary system or latitude/longitude system?
↪ s	source	<ul style="list-style-type: none"> • Where did the information to make the map originate?
↪ s	situation	<ul style="list-style-type: none"> • Does the map show the situation of the place in relation to a larger or smaller region or the world?

Source: Anderson, Jeremy. *Teaching Map Skills Through An Inductive Approach*. Indiana, PA: National Council for Geographic Education, 1986.

Meeting of Frontiers Map Analysis Questions

Selections for the Map

- ↪ What selected aspects of Earth's surface, physical or human features, are represented on this map? What does this tell us about the geographic knowledge of the world at this time? Of the Meeting of Frontiers region—Siberia, Alaska, and the American West—at the time the map was created?
- ↪ Who do you think selected the aspects to be included on this map? In other words, who decided what would be included and what would be left out of this map? Why do you think this?
- ↪ Did an outsider or an insider create and produce this map? What is the basis for your choice?
- ↪ Russian mapmakers were often promyshlenniki (fur traders) and later geodesists (land surveyors), with the former usually making sketch maps and the latter making maps of small areas. Which group do you think created this map?
- ↪ What is the point of view of this map? How do you know?
- ↪ Does this map reflect more of a homeland, frontier, or territorial paradigm?
- ↪ Who is the audience for this map? How do you know this? After the map was made, where was it housed? To whom was it sent?
- ↪ Were the audience members consulted during the production of this map? Why do you think so?
- ↪ Who are the actors, if any, on the landscape of this map? How can you identify them? Which actors are visible? Which are invisible?
- ↪ Were the actors on this landscape consulted in the production of this map? Why do you think so?
- ↪ Why did Russians learn to use the geographical information obtained from Siberian tribes as they moved East across the continent?
- ↪ Why was this map produced? Who made the decision to produce this map?
- ↪ What kinds of resources were utilized in producing this map? Who controls these resources? What kinds of geographic tools were available at the time?

- ↪ What is the source of the information produced in this map? Is it an authoritative source? How do you know? What gives the source its authority?

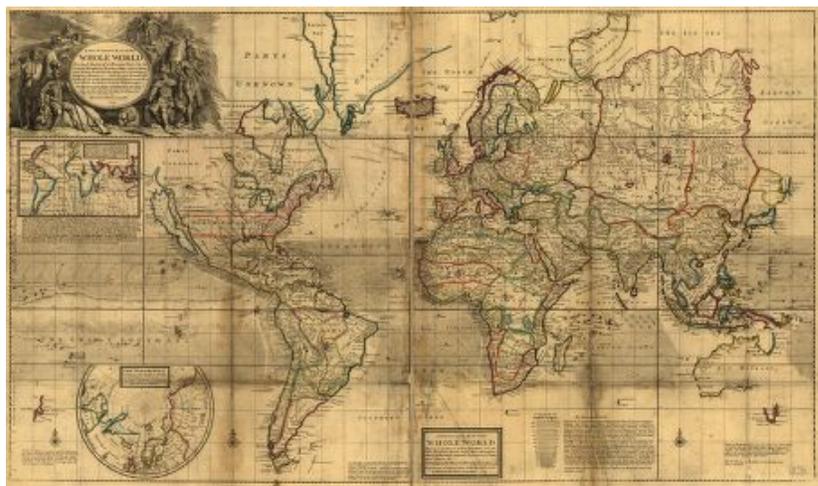
Stories from the Map

- ↪ What story or stories of the Meeting of Frontiers regions does this map tell?
- ↪ Does it tell a whole story or only part of the story?
- ↪ From whose point of view does it tell the story?
- ↪ Are there parts of the story that are left out?
- ↪ If there are parts of the story that are left out, how do we get the rest of the story? Is there another map with which you are familiar that tells another part of the story?
- ↪ If parts of the story are left out, how could you revise this map to be more reflective of the whole story?
- ↪ What kinds of maps need to accompany this map, be used with this map, in order for more of the story to be told?
- ↪ Does this map reflect reality of the time it was made? How do you know?

Diversity of the Map

- ↪ What does this map reflect about diversity of the population--about ethnicity, ancestry, race, gender, etc.—on the landscape being mapped?

- ↪ What does this map say about the gender roles, ethnic diversity, and makeup of the population during the time period reflected on the map?
- ↪ Could this map have been more reflective of a diverse population? If so, how could this map have been revised to be more reflective of a diverse population?



Landscape of the Map

- ↪ Does this map reflect a natural, physical, political, or personal landscape?
- ↪ What types of groups of people use this landscape? Whose landscape is it?
- ↪ Who had sovereignty over the territory depicted on the map? Is this clearly identifiable on this map?
- ↪ What does this map say about how the world is divided (i.e. race, class, gender, etc.)?
- ↪ Is this landscape fairly represented on this map?
- ↪ By what means of observation was this map made?



Creating the Narrative—Scoring Guide				
	Level 1	Level 2	Level 3	Level 4
Historical geography content (acquires & analyzes geographic information) 40%	<ul style="list-style-type: none"> o Details are missing o May begin to tell a story of the history of the Meeting of Frontiers region and/or begins to tell one not based on the map analyses 	<ul style="list-style-type: none"> o Draws some details from the Meeting of Frontiers maps o Uses some details of the maps to tell a limited story of the history of the Meeting of Frontiers region 	<ul style="list-style-type: none"> o Draws relevant details from analyses of the Meeting of Frontiers maps (acquires geographic information) o Uses the details of the maps to compose and tell an interpretive story of the history of the Meeting of Frontiers region 	<ul style="list-style-type: none"> o In-depth use of detail drawn from analyses of the Meeting of Frontiers maps (acquires geographic information) o Uses the details of the maps to compose and tell an eloquent, interpretive story of the history of the Meeting of Frontiers region
Organizes historical geographical information 40%	<ul style="list-style-type: none"> o Organization is absent or writing may be a brief list o Most organizational elements may be missing, no connections among story elements <ul style="list-style-type: none"> <input type="checkbox"/> Introduction missing <input type="checkbox"/> Sequencing missing <input type="checkbox"/> Transitions missing <input type="checkbox"/> Paragraphing missing <input type="checkbox"/> Conclusion missing 	<ul style="list-style-type: none"> o Organization does not always support the main point or story line o Some organizational elements may be missing, creating disconnections at times or throughout the story <ul style="list-style-type: none"> <input type="checkbox"/> Introduction <ul style="list-style-type: none"> <input type="checkbox"/> Present or <input type="checkbox"/> Missing <input type="checkbox"/> Sequencing <ul style="list-style-type: none"> <input type="checkbox"/> Present or <input type="checkbox"/> Missing <input type="checkbox"/> Transitions <ul style="list-style-type: none"> <input type="checkbox"/> Present or <input type="checkbox"/> Missing <input type="checkbox"/> Paragraphing <ul style="list-style-type: none"> <input type="checkbox"/> Present or <input type="checkbox"/> Missing <input type="checkbox"/> Conclusion <ul style="list-style-type: none"> <input type="checkbox"/> Present or <input type="checkbox"/> Missing 	<ul style="list-style-type: none"> o Organization (temporal or other) supports the main point o All organizational elements are present, creating a connected story <ul style="list-style-type: none"> <input type="checkbox"/> Introduction is recognizable & sets up story <input type="checkbox"/> Sequencing is usually logical <input type="checkbox"/> Transitions often work well, but some connections may be awkward <input type="checkbox"/> Paragraphing reinforces the organizational structure <input type="checkbox"/> Conclusion leaves reader with a sense of resolution 	<ul style="list-style-type: none"> o Organization (temporal or other) supports the main point, making it clear throughout the story o All organizational elements not only are present, but connect the essay into a cohesive whole <ul style="list-style-type: none"> <input type="checkbox"/> Introduction draws in reader <input type="checkbox"/> Sequencing of ideas & details is logical, effective, & flows smoothly <input type="checkbox"/> Transitions clearly show how ideas connect <input type="checkbox"/> Paragraphing reinforces the organizational structure <input type="checkbox"/> Conclusion leaves reader with a sense of resolution, connecting directly back to the introduction
Voice 5%	<ul style="list-style-type: none"> o Flat, lifeless writing o No personality, character o Writer seems unaware of the reader 	<ul style="list-style-type: none"> o Writing communicates but without much style or interest o Writing hides the writer; the reader has little or no sense of the writer behind the words o Writer shows some awareness of audience &/or purpose but is inconsistent 	<ul style="list-style-type: none"> o Writing communicates in an earnest, pleasing manner o Voice may be inconsistent o Communicates in a routine, predictable fashion 	<ul style="list-style-type: none"> o Reflects a strong commitment to the topic; shows why the reader should care or want to know more about the Meeting of Frontiers region o Language is individualistic, engaging, honest, sincere, &/ or candid
Word Choice 5%	<ul style="list-style-type: none"> o Limited vocabulary 	<ul style="list-style-type: none"> o Words are usually correct & adequate for telling the story of the Meeting of Frontiers region 	<ul style="list-style-type: none"> o Words are appropriate to the historical geography of the Meeting of Frontiers region 	<ul style="list-style-type: none"> o Words are specific, accurate, striking, & appropriate to the historical geography of the Meeting of Frontiers region
Sentence Fluency 5%	<ul style="list-style-type: none"> o Sentence structure rambling, awkward o Choppy, incomplete sentences o No sentence variety o Reader must frequently reread 	<ul style="list-style-type: none"> o Sentences are usually grammatically correct o Little variation in sentence length & structure; few varied beginnings o Sentences often don't connect o Fragments may be present 	<ul style="list-style-type: none"> o Sentences are grammatical & connect o Some variation in sentence length, structure, & beginnings o Some transitions between sentences are missing or hidden o Some sentences may be awkward or choppy 	<ul style="list-style-type: none"> o Sentence construction makes meaning clear o Sentences are purposeful & build upon each other o Sentences vary in length & structure o Fragments & used only for style or effect o Sounds natural when read aloud
Conventions 5%	<ul style="list-style-type: none"> o Numerous errors in spelling, punctuation, capitalization, usage, & grammar impair readability 	<ul style="list-style-type: none"> o Errors in grammar, spelling or usage may frequently impair readability o Terminal punctuation is usually correct; internal punctuation is sometimes missing or incorrect & errors may impede or distort meaning in some instances o Spelling errors may impede or distort meaning in some instances but not overall 	<ul style="list-style-type: none"> o Problems with grammar & usage are not serious enough to impede or distort meaning o Terminal punctuation is usually correct; internal punctuation is sometimes missing or incorrect o Spelling is usually correct or reasonably plausible on common words; misspellings do not impede communication 	<ul style="list-style-type: none"> o Grammar & usage are correct (few, if any errors) & contribute to clarity & style o Punctuation is accurate (few, if any errors) & guides the reader through the text o Spelling errors may exist but are not obvious o The writer may manipulate conventions for stylistic effect

Adapted from Sitka School District Scoring Guides