

LESSON DESIGN

ARCHAEOLOGY

USGS & Historical Maps

OVERVIEW: The students will compare and contrast a USGS map with an historical map of the same area.

OBJECTIVE: Given a USGS and an historical map of the same area the students will be able to make a list of the similarities and the differences.

SET: The teacher holds up a USGS map and an historical map and says. “How do you think these two maps might be alike and how might they be different?” Wait for a response. If there is a correct one, recognize it and then say, “Today we are going to look for and make a list of the similarities and difference between these two maps.”

INSTRUCTION AND ACTIVITIES: Put students in groups of four, and give each group a USGS and an historical map of the same area. Model and review how to find longitude, latitude, cardinal directions, contour lines, elevations, etc on the USGS map. Point out that archaeologists are often confronted with using different maps of the same area. Point out that the USGS maps are the maps that archeologists use to do surveys and write site reports. Have each group work together to create a list of similarities and differences between the two maps. Have each group present their findings to the class. Create a master list of the findings to be distributed to the class

TEST OF OBJECTIVES: The teacher will move about the room asking the groups to point out similarities and differences.

EXTENSION: Have each group discuss how the similarities and the differences might affect the work of the archaeologist before, during and after they survey or excavate. Have each group present their findings to the class, and create a master list.

GRADE LEVEL, MATERIALS AND TIME: 1st through 12th. Enough USGS and historical maps, pencils, and paper for groups of four students. One period.

GENERAL COMMENTS: An excellent book is Be Expert With Map & Compass: The Orienteering Handbook by Bjorn Kjellstrom.

ANY QUESTIONS? E-mail me at georgeschneider@comcast.net
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