Teaching with Maps

Lesson Plan Guide from the GIS Research & Map Collection, Ball State University Libraries
I’M WITH STUPID
THE WAY IT SHOULD BE...
NO MICHIGAN.
Favorite artists by state

This map shows the most played artist for each state in the last year. Color represents population density of the state. See MusicMachinery.com for details.
Why are maps important in teaching?

The 2006 National Geographic-Roper *Survey of Geographic Literacy* delivered some bad news about the basic geographic skills of young Americans. “Young Americans" aged 18 to 24 from the United States were tested on geographic knowledge. Respondents answered about half of all survey questions correctly.

- 63% of the students could not find Iraq on a map of the Middle East.
- 75% could not find Iran or Israel on a map of the Middle East.
- Nine in ten could not find Afghanistan on a map of Asia.
- Half of the young Americans could not find the state of New York on a map.
- In spite of months of media coverage of Hurricane Katrina, 33% could not find Louisiana on a map of the United States.
Obesity in America

Obesity is a medical condition in which excess body fat has accumulated to the extent that it may have an adverse effect on health, leading to reduced life expectancy and/or increased health problems. Body mass index (BMI), a measurement which compares weight and height, defines people as overweight (pre-obese) if their BMI is between 25 kg/m² and 30 kg/m², and obese when it is greater than 30 kg/m².

Obesity increases the likelihood of various diseases, particularly heart disease, type 2 diabetes, breathing difficulties during sleep, certain types of cancer, and osteoarthritis. Obesity is most commonly caused by a combination of excessive dietary calories, lack of physical activity, and genetic susceptibility, although a few cases are caused primarily by genes, endocrine disorders, medications or psychiatric illness. Evidence to support the view that some obese people eat little yet gain weight due to a slow metabolism is limited; on average obese people have a greater energy expenditure than their thinner counterparts due to the energy required to maintain an increased body mass.

Dieting and physical exercise are the mainstays of treatment for obesity. Moreover, it is important to improve diet quality by reducing the consumption of energy-dense foods such as those high in fat and sugars, and by increasing the intake of dietary fiber. To supplement this, or in case of failure, anti-obesity drugs may be taken to reduce appetite or inhibit fat absorption. In severe cases, surgery is performed or an intragastric balloon is placed to reduce stomach volume and/or bowel length, leading to earlier satiation and reduced ability to absorb nutrients from food.

Obesity is a leading preventable cause of death worldwide, with increasing prevalence in adults and children, and authorities view it as one of the most serious public health problems of the 21st century. Obesity is stigmatized in much of the modern world (particularly in the Western world), though it was widely accepted as a symbol of wealth and fertility at other times in history, and still is in some parts of the world.

The per capita dietary energy supply varies markedly between different regions and countries. It has also changed significantly over time. From the early 1970s to the late 1990s the average calories available per person per day (the amount of food bought) has increased in all parts of the world except Eastern Europe. The United States had the highest availability with 3,854 calories per person in 1996. This increased further in 2003 to 3,754. During the late 1990s Europeans had 3,334 calories per person. In the developing areas of Asia there were 2,648 calories per person, and in Sub-Saharan Africa people had 2,176 calories per person. Total calorie consumption has been found to be related to obesity.
There are more people living inside this circle than outside of it.
Australia

The first settlement in Australia for free people, rather than convicts and soldiers, was Perth. It was founded by British settlers in 1829 as the capital of the Swan River Colony.

New Zealand

Port Hedland

The first major attack on Australia in World War II was in 1942, when the Japanese fleet attacked the city of Darwin with 188 planes.

Julia Creek

The first flying doctor service began in 1928 when a De Havilland DH 50 flew to Julia Creek. Today the Royal Flying Doctor Service of Australia has 36 aircraft serving isolated areas.

Darwin

The first south-to-north crossing of Australia was by the Burke and Wills expedition in 1860. They traveled 1,740 mi. (2,800km) to within 3 mi. (5km) of the Gulf of Carpentaria. All but one of the 19 explorers died.

Gulf of Carpentaria

The first Aboriginal settlement arrived in the Kakadu region about 40,000 years ago. Kakadu became a national park in 1975 and has 5,000 Aboriginal rock paintings.

Kakadu

Darwin

Arthur Thompson became the first soccer player to score 13 times in a World Cup qualifying game at Coffs Harbour stadium in 2001. The final score was a world record as Australia beat Americas Samoa 31–0.
Learning with Maps

Students learn about the elements of maps using interesting examples: Every map should include a title, a legend or key, a scale, and a directional indicator. Use this map of Narnia from the GRMC as an example. (Narnia, GRMC, Ball State University Libraries).
Use a map of Springfield from *The Simpson’s* television show to teach students how to use a map to follow directions.

*(Guide to Springfield USA, GRMC, Ball State University Libraries).*
http://cardinalscholar.bsu.edu/
States Of Amazement
Brainstorming Europe
Categories of Europe

Countries of Europe

Capital cities of Europe

Famous people from Europe from history

Famous people from Europe today

Landmarks/places to visit

Movies that take place in Europe

Music groups/singers from Europe

Books/fairy tales from Europe

Languages spoken in Europe

Past or present kings and queens of Europe
United Skates of America
Students enjoy playing *The Oregon Trail* simulation game in the classroom. Using a map of the trail from the GRMC, students can learn to follow along with the game and search for landmarks and other sites on the map.

(*The Oregon Trail* game, Educational Resources Collections; *The Oregon Trail* map, GRMC, Ball State University Libraries).
After teaching students to recognize the basic elements of maps and map reading, ask students to create a map of their bedroom at home—using a title, directional indicator or compass rose, scale, and a legend or key. Students could also create a treasure map with an “X” marking the buried treasure.
Cartography: Creating Custom Maps

After teaching the history of a state, country, or continent, teachers could ask individual students or groups to create a map documenting some of the events studied.

This is a portion of a map of Indiana history from the GRMC created by a sixth-grade class from Liberty, Indiana. A similar map could be created today using computer clip art images and software. Other maps of native birds and wildlife, U.S. folklore, famous European landmarks, or other topics could also be created to serve as a culminating final project.

(Indiana, GRMC, Ball State University Libraries).
This map of Canada, showing famous people and Canadian inventions, was created by the GRMC as an example of a final project map and is available at http://cardinalscholar.bsu.edu/302/ as “Canada map.”
As a final project, students could create an imaginary country—the ImagiNation—and publish a report including...

- Location of the country on a world map
- Maps of natural resources, population, climate, topography, wildlife, parks, transportation
  - History of the nation
  - Government organization
  - Flag and national emblem
  - Educational system
- Culture: Music, sports, holidays, languages, art
Google Maps
Peach Canning Time—On the Farm. This exaggerated postcard is not actually of Muncie. It is included here because it features a Muncie industrial product—a Ball Brothers Co. “Sure Seal” canning jar.
The Art of Cartography: Hand-Drawn Maps
Big Open Space

rail road tracks

Bryce

Shell gas station

ball state football stadium
Selling Beauty: Map of the Life of Madam C.J. Walker

- December 23, 1867: Sarah Breedlove, known as Madam C.J. Walker, is born in St. Louis, Missouri.
- 1896: Following her husband's death in 1895, she becomes a laundress in Vicksburg, Mississippi.
- 1905: Establishing a hair care business, she moves to Denver, Colorado, where she opens her own business and launches her beauty empire.
- 1906: She marries Charles Joseph Walker and moves the company to Chicago, Illinois.
- 1912: She forms the National Brianna Beauty Company in Chicago, Illinois, but is forced to close it in 1913.
- 1913: She moves to New York, New York, where she opens the C.J. Walker Beauty Company.
- 1915: She moves to Washington, D.C., to be near the National Negro Business League congresses.
- 1916: She moves to New York, New York, to be closer to her New York stockholders.
- 1918: She moves to Washington, D.C., to be near the National Negro Business League congresses.
- 1920: She moves to New York, New York, to be closer to her New York stockholders.
- 1924: She moves to Washington, D.C., to be near the National Negro Business League congresses.
- 1925: She moves to New York, New York, to be closer to her New York stockholders.
- 1926: She moves to Washington, D.C., to be near the National Negro Business League congresses.
- 1927: She moves to New York, New York, to be closer to her New York stockholders.
- 1928: She moves to Washington, D.C., to be near the National Negro Business League congresses.
- 1929: She moves to New York, New York, to be closer to her New York stockholders.
- 1930: She moves to Washington, D.C., to be near the National Negro Business League congresses.
- 1931: She moves to New York, New York, to be closer to her New York stockholders.
- 1932: She moves to Washington, D.C., to be near the National Negro Business League congresses.
- 1933: She moves to New York, New York, to be closer to her New York stockholders.
- 1934: She moves to Washington, D.C., to be near the National Negro Business League congresses.
- 1935: She moves to New York, New York, to be closer to her New York stockholders.
- 1936: She moves to Washington, D.C., to be near the National Negro Business League congresses.
- 1937: She moves to New York, New York, to be closer to her New York stockholders.
- 1938: She moves to Washington, D.C., to be near the National Negro Business League congresses.
- 1939: She moves to New York, New York, to be closer to her New York stockholders.
Maps are an excellent resource for teaching history. The GRMC has a collection of both historic and historical maps that can be used for teaching about world, regional, and United States history. This map shows battles of the Civil War, and the GRMC also includes World War-, Korean War-, and Vietnam-era maps that can be used to help students visualize history.

(Battles of the Civil War map, GRMC, Ball State University Libraries).
Trials, Triumphs, and Trailblazers: Historic Women in African American History
The State of the World on Monday, January 1st, 1000 A.D. is a map in the GRMC that includes information about what was happening in all parts of the world on that date. The map shows the peoples living around the world, the nations and city names, the religions followed in different regions, the sites of walls, pyramids, and other structures and their purposes, and technological activity—including the use of iron and copper casting. The map even shows the staple carbohydrate foods eaten in the year 1000 A.D. This map, along with the Atlas of the Year 1000 from the Atlas Collection, could be used to recognize concurrent world activities when studying specific peoples, or students could create a similar world map for a different time in history.
Mapping the Underground Railroad

Working in groups or individually, ask students to study a physical map of the eastern part of the United States during the time of slavery. Analyzing elevation and terrain on the map, ask students to create a map of a route that a runaway slave could travel from a destination in the south to a safe haven in the north. Discuss the routes chosen by the students as a group. Then study a map of the actual Underground Railroad system available from the GRMC.

(Freedom’s Tracks: A Map of the Underground Railroad, GRMC, Ball State University Libraries).
The Titanic Reference Map in the GRMC shows transatlantic passenger steamship routes, the Titanic disaster site, the wreckage search site, other shipwreck sites, iceberg occurrence areas/graph, major ocean currents, and locations of Titanic memorials. The map also includes deck plans, a cutaway view of the Titanic, a comparative size diagram, and portraits with biographical sketches of selected passengers. This map offers a wealth of resources for teachers of numerous subjects.
Public Enemies: Robberies of the John Dillinger Gang
A Map of One Day in History

California

Lost at Pearl Harbor were the lives of 2,000 sailors, 139 Marines, 148 soldiers, and at least 88 civilians. The Japanese lost fewer than 100 airmen and 29 planes. The U.S. suffered severe damage to 18 ships, including 7 out of 8 battleships. Of 394 aircraft, 188 were destroyed and 139 damaged.

With coordinated attacks in the Philippines, Singapore, Hong Kong, Malaya, and Guam and Wake Island, the Japanese began to assert control of the skies and sea across a quarter of the Earth’s surface. In the next six months, they would extend their control from the borders of India to the central Pacific, from Shokak waters to the northern shores of Australia—until checked in the carrier battles of the Coral Sea and Midway.

As casually figures of the Pearl Harbor raid mounted on the news tickers in New York Times Square and reports were issued over the radio, Americans were in turn stunned, disbeliefing, and angry. The raid launched without a declaration of war, united a divided America. Fear, later, Germany and Italy, honoring the Tripartite Pact signed in 1938 with Japan, declared war on the U.S. Now, American industrial might and political resolve were fully committed to the Allied cause.

Maryland

Maryland was protected. She was struck by one bomb in the foremost and a second in the bow, but she was never threatened by serious flooding. She was able to steam to the mainland for repairs.

Tennessee

Tennessee’s explosion did more damage to Tennessee than the two 21-inch bombs that hit her gun turrets. Sealed tightly between the sixteen West Virginia and her nesting guns, she had to be blasted free. Like most of the damaged ships, she eventually rejoined the fleet.

Arizona

Arizona saw another ship bear her name, out of respect. An armoring bomb penetrated the ship and erupted in the forward magazines. Severely damaged, she sank.

Not all of the U.S. Pacific Fleet was in Pearl Harbor at the time of the attack. Two aircraft carriers, Enterprise and Hornet, were on expedition. Admiral Chester Nimitz, who had the destroyers and half of the destroyers were at sea. A third carrier, Sana, was at San Diego, about to begin movement to Pearl Harbor.
History teachers presenting lessons about the Cold War could begin a discussion about the various political events that occurred between the United States and the Soviet Union during this time, ranging in scope from the Cuban Missile Crisis (left) to participation and victories in the Olympic Games and the Chess World Championship in 1972 (right). These maps are from *The Palgrave Concise Historical Atlas of the Cold War* from the Atlas Collection.
Teachers can highlight the geographic focus of the Cold War by having students map where some of the events occurred around the world. A worksheet, *The Geography of the Cold War*, listing some of the tense events between the United States and the Soviet Union and a Cold War-era world map from 1989 are available as an assignment for middle or high school students at [http://cardinalscholar.bsu.edu/309/](http://cardinalscholar.bsu.edu/309/) and [http://cardinalscholar.bsu.edu/310/](http://cardinalscholar.bsu.edu/310/) as “Cold War” and “1989 world map.”
Journey of a King: The Life of Dr. Martin Luther King, Junior

January 15, 1959: King visits Atlanta, Georgia, and visits the Brown Chapel. He changes his name to "Martin Luther King, Jr."

February 15, 1960: King gives a speech in Savannah, Georgia.

March 15, 1963: King gives a speech in Montgomery, Alabama.

April 28, 1963: King gives a speech in Selma, Alabama, where he predicts that "I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident, that all men are created equal."

May 17, 1963: King gives a speech in Birmingham, Alabama, where he predicts that "I have a dream that one day..."

June 28, 1963: King gives a speech in Los Angeles, California.

July 15, 1963: King gives a speech in Los Angeles, California.

August 28, 1963: King gives a speech in Washington, D.C., where he predicts that "I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident, that all men are created equal."

September 15, 1963: King gives a speech in New York, New York.

October 15, 1963: King gives a speech in Atlanta, Georgia, where he predicts that "I have a dream that one day..."

November 15, 1963: King gives a speech in Los Angeles, California, where he predicts that "I have a dream that one day..."

December 15, 1963: King gives a speech in Chicago, Illinois, where he predicts that "I have a dream that one day..."

January 15, 1964: King gives a speech in New York, New York, where he predicts that "I have a dream that one day..."

February 15, 1964: King gives a speech in Los Angeles, California, where he predicts that "I have a dream that one day..."

March 15, 1964: King gives a speech in Washington, D.C., where he predicts that "I have a dream that one day..."

April 15, 1964: King gives a speech in Atlanta, Georgia, where he predicts that "I have a dream that one day..."

May 15, 1964: King gives a speech in Los Angeles, California, where he predicts that "I have a dream that one day..."

June 15, 1964: King gives a speech in New York, New York, where he predicts that "I have a dream that one day..."

July 15, 1964: King gives a speech in Chicago, Illinois, where he predicts that "I have a dream that one day..."

August 15, 1964: King gives a speech in Los Angeles, California, where he predicts that "I have a dream that one day..."

September 15, 1964: King gives a speech in New York, New York, where he predicts that "I have a dream that one day..."

October 15, 1964: King gives a speech in Washington, D.C., where he predicts that "I have a dream that one day..."

November 15, 1964: King gives a speech in Los Angeles, California, where he predicts that "I have a dream that one day..."

December 15, 1964: King gives a speech in Chicago, Illinois, where he predicts that "I have a dream that one day..."

January 15, 1965: King gives a speech in New York, New York, where he predicts that "I have a dream that one day..."

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December 15, 1966: King gives a speech in Chicago, Illinois, where he predicts that "I have a dream that one day..."
Introduce students to the study of United States history or geography by displaying this map of current NFL teams. Ask students to take turns naming a city shown on the map. Then discuss with the class the team’s nicknames and how those names can sometimes reveal that city’s history. This discussion stimulates interest in the study of United States history and geography:

- **Green Bay Packers** (meat packing industry);
- **Minnesota Vikings** (Scandinavian history of the region);
- **New Orleans Saints** (French Acadian influence in Louisiana);
- **Tampa Bay Buccaneers** (Spanish pirates in the region);
- **San Francisco 49ers** (gold rush).

Discuss how the names fit original cities like the **Baltimore Colts** (Maryland horse racing). Sometimes the names can be combined with NBA teams like the **Bears and Bulls of Chicago** (Chicago market). Again account for movement—**Los Angeles Lakers** (originally from Minnesota) and the **Utah Jazz** (originally in New Orleans). Which cities have NFL and NBA teams? What does that reveal about those cities?
Sanborn® Fire Insurance Maps of Muncie, Indiana, provide an excellent classroom resource for teaching United States history. (Teachers can access copies of the maps from the University Libraries’ Digital Media Repository at [http://libx.bsu.edu/](http://libx.bsu.edu/). The Sanborn® Collection includes maps of the city from 1883, 1887, 1889, 1892, 1896, 1902, and 1911. The maps can be used to identify the growth and evolution of industries and structures over time.
Students working individually or in small groups can analyze specific areas of the Sanborn® maps to interpret changes over time, researching various social and economic factors affecting those changes. For example, assign students or groups one individual map and have the students analyze the changes in the same area over time using the maps—a livery and harness and bicycle repair shop appear on the 1902 Sanborn® map of Muncie (right) not yet on the map of 1883 (left). Students could focus on the disappearance from the map of horse-related industries and buildings like stables and blacksmith shops.
The same city block in 1954 shows the growing importance of the automobile.

The same city block today still houses the jail.
These U.S.G.S. topographic maps of the same area of Miami show drastic development in transportation, tourism, healthcare, education, and the environment between 1950 and 1994. The bay has been changed to an aquatic preserve, and manmade islands have been developed. These maps can be used for students to study urban development. Students could work in groups to list all of the changes noted on the topographic maps.

*(Miami, Florida, 1950 and 1994 USGS topographic map, GRMC, Ball State University Libraries)*.
Geography of Africa

Students work in pairs or individually using the National Geographic map of Africa to answer questions on the *Africa Map Search* worksheet: (As students look for answers on the map, they will become more familiar with the countries of Africa).

- What country is bordered by Tanzania, Mozambique, and Zambia?
- List all of the countries that border Niger:
- What cape is located off the coast near the border between Namibia and Angola?
- What country has three capitals?
- What cities in Sudan are located on the Red Sea?

The *Africa Map Search* is available at [http://cardinalscholar.bsu.edu/304/](http://cardinalscholar.bsu.edu/304/).

*(Africa, GRMC, Ball State University Libraries)*
Using the political map of Canada from the GRMC, students complete the Canada Map Scavenger Hunt worksheet, filling in the name of the province or territory described in the questions. A copy of the worksheet is available as “Canada scavenger” at http://cardinalscholar.bsu.edu/305/.

(Canada Political/Polifique map, GRMC, Ball State University Libraries).
Geography of the Paranormal

Geography teachers can add interest to teaching map skills by using unique reference materials. *Atlas of the Mysterious in North America* is an atlas that features information and maps about sacred places, earthworks and mounds, stone works, haunted places, and mysterious creatures in North America.

Students could use this atlas and similar resources to create their own “paranormal” map of a place. For example, students could create a map of allegedly haunted places in their home state using a blank outline map from the GRMC. The student shown is creating a haunted map of Indiana called “Eerie, Indiana.”

(*Atlas of the Mysterious in North America, Reference Collection, Ball State University Libraries*).
Students can learn mapping skills using the maps in the *Atlas of the Mysterious in North America*. This map features Bigfoot sightings in the United States and Canada, and descriptions of the sightings are provided in the atlas. Ask students to create a tracking map of Bigfoot that shows the path the creature would have to follow to actually appear in all the places on the map.

*(Atlas of the Mysterious in North America, Reference Collection, Ball State University Libraries).*
Teachers may want to investigate purchasing a classroom set of the *Goode’s World Atlas*. This atlas can be used for many class activities and is extremely thorough and comparably inexpensive.

Using the *Goode’s World Atlas*, in this exercise students follow the path of the legendary Santa as described in the story, marking his locations on a map of Western Europe. This worksheet is available as “Santa travels Europe” at [http://cardinalscholar.bsu.edu/306/](http://cardinalscholar.bsu.edu/306/).

Teachers could create other stories for worksheets focusing on other regions of the world. Students would gain skills using atlases while learning the countries on the maps.

The GRMC also has a map called *The World of Santa Claus* that could be incorporated into multidisciplinary lessons or exhibits.
Using an Atlas and a Gazetteer

*The Atlas of Lost Cities: Legendary Cities Rediscovered* from the Atlas Collection in Bracken Library examines major archaeological sites and recently discovered ancient cities. The atlas details the history and examines the fate of ancient cities.

*The Columbia Gazetteer of the World* in the GRMC provides detailed information about places all over the world, including lost ancient cities.

Teachers could ask students to use a gazetteer to create a presentation about an assigned lost city from the atlas:

- *Why was the city created?*
- *How is the city historically significant?*
- *Which empires ruled over the city?*
- *What significant buildings or architecture were original to the city?*
- *How was the city destroyed or abandoned?*
- *What is found on the site today?*
A Culture of Beauty?

**Eye of the Beholder: Countries with Miss Universe Pageant Winners**

1952-2015

Miss Universe began in 1952 and was won by a contestant from Finland.

International beauty contests promote and export a white, Western standard of beauty. Globalization is accelerating the adoption of these standards around the world. As new governments seek global economic integration, they often signal this by jumping on the Western beauty bandwagon. The proliferation of beauty contests in the former Soviet bloc countries is particularly striking.

The pageant had only 26 contestants in 1953 but 89 contestants in 2011 and 2012. The youngest Miss Universe winner was 17, and the oldest was 26.
Thirteen animals are detailed as case studies. This map could be used when studying habitat destruction or in connection with special reports on the specific threatened animals. Students could use the map to follow along with an article from National Geographic magazine, “Down the Zambezi,” in which Paul Theroux travels through six countries by boat and over land, noting the animals he observes.
Environmental Science: Teaching about the Rain Forest

Using the map of South America from the GRMC, *Amazonia: A World Resource at Risk*, students individually or in groups create a picture book telling the “story” of the Amazon rain forest using information and graphics provided on the map. A copy of the sample storybook is available as “Alphabet book” at [http://cardinalscholar.bsu.edu/303/](http://cardinalscholar.bsu.edu/303/).

(*Amazonia: A World Resource at Risk* map, GRMC, Ball State University Libraries).
Prehistoric Science

Students can learn about prehistoric North America using this National Geographic map from the GRMC, *North America in the Age of Dinosaurs*. The map provides historical information and details (such as size, diet and lifespan) about specific dinosaurs that roamed the continent.

A map of North America during the Mesozoic Era is shown over a modern day map of North America with state, provincial, and national boundaries. Students could create a map showing in which states the dinosaurs lived. With further research, major fossil locations in Indiana could also be mapped.
This map of Indiana shows the hometowns of authors from the state.

Students could create a similar map of the United States showing the hometowns of authors or the actual settings of novels read by the class over the semester or year. This map could also be recreated using the hometowns of prominent people from the state in other fields, such as government, sports, or industry.

(Literary Map of Indiana, GRMC, Ball State University Libraries).
Historical Literature

This map, *Shakespeare’s Britain*, from the GRMC displays where many of the author’s plays took place. This map could be used in the classroom as students are reading the works of Shakespeare.

Teachers could also assign students a project enhancing the idea of this map. Students could map all of Shakespeare’s plays on a copy of a historic map of the world from the GRMC. Or perhaps the works of other authors could be mapped over the course of the school year.

Teachers could also assign maps following the characters of a particular work of fiction. For example, students could be asked to create a map following the Joad family on their trip from Oklahoma to California in John Steinbeck’s *The Grapes of Wrath*.

*(The Grapes of Wrath, Archives and Special Collections, Ball State University Libraries).*
Plum Creek to the Prairie: The Travels of the Ingalls Family

- 1857: Laura Ingalls is born near Pepin, Wisconsin.
- 1860: The Ingalls family moves to the Osage Indian Reservation in Independence, Kansas (Kansas Territory).
- 1861: The family returns to "The Big Woods" in Pepin.
- 1864: The Ingalls family settles near Walnut Grove, Minnesota.
- 1870: The Ingalls move to Burr Oak, Iowa, for just one year.
- 1876: The Ingalls build a homestead in De Smet, South Dakota (Dakota Territory).
- 1883–1889: Mary Ingalls attends Vassar College for the Blind in Iowa.
- 1886: Laura Ingalls marries Almanzo Wilder and they move to Mansfield, Missouri, and establish Rocky Ridge Farm.
Imaginary Places...

This map featuring the travels of the character Sherlock Holmes and the map of Winnie the Pooh’s “Hundred Aker Wood” are from *The Atlas of Fantasy*. This atlas features maps of numerous imaginary settings from historic and popular literature and is available in the Atlas Collection.
Popular Fiction on the Map

*The Atlas of Middle Earth* is available in the University Libraries’ Atlas Collection and features maps from J.R.R. Tolkien’s books. *The Map of Beleriand and the Lands to the North* and *The Map of Tolkien’s Middle-Earth* are available in the GRMC.
After completing a lesson on the Harlem Renaissance period, students could create a map of Harlem today using Google Earth®. Students could research which landmarks still exist and use photographic images to enhance the map.

(Harlem Renaissance map, GRMC, Ball State University Libraries).
Map of Panem

District 7 Lumber
District 7 Lumber
District 3 Electronics
District 1 Luxury Items
District 2 Granite & Peacekeepers
District 5 Unknown
District 10 Livestock
District 4 Fishing
District 8 Textiles
District 11 Agriculture
District 9 Electricity
District 6 Unknown
District 12 Coal
District 13 Graphite & Nuclear

Legend:
- Wilds
- Underwater

HUNGER GAMES
This map from the GRMC was created by the National Geographic Society in conjunction with the World Cup Soccer competition in 2006. The map includes a description of the history of the game around the world. Participating countries are shown along with the percentage of players per inhabitants of each country. The rules of the game are described, as well as legendary players. Soccer revenues are shown, and past winners are displayed.

Students could create a “World Cup Soccer World Atlas” with entries for each country showing the participating nations’ population, Gross Domestic Product, World Cup appearances and championships, professional leagues, coaches, and prominent players.

(Soccer Unites the World, GRMC, Ball State University Libraries).
The Geography of the Olympics

Students can use a world atlas to locate the sites of the Olympic Games on a world map. More advanced students can analyze the locations and dates of the Games to answer follow-up map questions:

- Why were there no Olympics held in 1916, 1940, and 1944?
- Name the continents that have hosted the Summer Olympics only, the Winter Olympics only, and both Summer and Winter Games:
- Name the continents that have never hosted any Olympic Games:
- List three reasons that may explain why these continents have never hosted any Olympic Games:
- Look at the pattern of dots on your world map. In what hemisphere have most of the Olympics been held—Northern or Southern? Explain possible reasons.

*The Geography of the Olympics* worksheet is available at [http://cardinalscholar.bsu.edu/308/](http://cardinalscholar.bsu.edu/308/).
This Web page allows you to create maps:  


Save the map as a JPEG in order to customize it in PowerPoint or PhotoShop.
Black Diamonds:
Negro League Baseball Teams, 1920-1949

TEAM NAMES:
Akron Black Birds
Atlantic Black Crackers
Atlanta City Beancounter Giants
Baltimore Black Sox, Elite Giants
Birmingham Black Barons
Brooklyn Eagles, Royal Giants
Cincinnati Black Lookouts
Chicago American Giants, Colored Giants, Giants
Cleveland Clowns, Cuban Stars, Tigers, Philadelphia Buckeyes
Cleveland Bears, Bluebirds, Indians, Buckeyes, Cuba, Elite Giants, Monarchs, Red Sox, Blues, Yale Bears, Tigers
Columbus Blue Birds, Buckeyes, Elite Giants, Northiders, Riders
Dayton Marcos
Detroit Elite, Stars, Wolves
Harlem Giants
Homestead Grays (Pittsburgh)
Indianapolis ABC's, American Giants, Athletics, Clowns, Crawford's, Cuban Stars
Jacksonville Red Caps
Kansas City Monarchs
Kansas City Giants
Louisville Red Caps, White Sox
Memphis Red Sox
Milwaukee Bears
Morgan Monarchs
Montgomery Grey Sox
North Carolina Colored Stars, Stars
New York Black Yankees, Black Universals, Cuban Stars, Cuban, Harlem Stars, Mansfield, Lincoln Giants
New York Colored Giants, Orioles, Eagles, Stars
Philadelphia Phillies, Philadelphia, Philadelphia YMCA
Pittsburgh Crawfords, Homestead Grays
St. Louis Giants, Stars
Toronto Wildcats, Tigers
Washington Black Senators, Elite Giants, Homestead Grays, Pirates, Potomacs
Wilmington Potomacs
GRMC Blog
www.bsumaps.blogspot.com
Toy Imports
Plotter Printing and Laminating
The GIS Research & Map Collection is open Monday through Friday from 8:00 A.M. to 5:00 P.M., but special evening hours can be accommodated for instructional sessions, tours, and classroom visits.

Instructional sessions can be accommodated at the Library or in the classroom.

Maps from the GRMC can be circulated for two weeks or longer. Teachers may borrow maps from the GRMC for long-term use in their classrooms.
For more information about the maps, atlases, and other resources presented in this guide or to schedule a class visit, please contact Melissa Gentry in the GIS Research & Map Collection in Bracken Library, Ball State University, at 765/285-1097. Email: mgentry@bsu.edu
Thanks for visiting the University Libraries.

The End.