

**Lesson Title: Panoramic Maps vs. Flat Maps**

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West Nodaway R-I High School

Grade 11, American History

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**Teaching Traditional American History Program**

Funded by U.S. Department of Education

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<http://www.chillihistoryproject.com>

**Lesson Overview:** This lesson demonstrates how maps have allowed humans to perceive their world over time. Map styles will be presented, and general questions and activities for interpreting primary source maps will be provided.

**Essential Question(s):**

1. What types of maps are these?
2. What are the titles of these maps?
3. What are the dates of the maps?
4. Why were these maps created?

**Objectives:** After completing the lesson, the students will be able to:

1. Explain how and why different people may perceive the same place in varied ways. (MO GLE 5.C)
2. Interpret and analyze different types of maps. (MO GLE 7.F)

**Assessment:** The students will write and discuss the answers on a student response sheet.

**Materials:** The materials are the attached student response sheet, a map of a bird's-eye view of Santa Fe in 1882 and a Santa Fe Route Connection map from 1888.

**Class Time:** One fifty minute class period.

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**Teacher Input:** The teacher may need to reintroduce basic map terms such as scale, legend/key or cartographer. The teacher will need to discuss the purpose of maps and

stress that maps from the past provide students with the understanding of how people once described their environments and how cartography has changed throughout the years. The teacher will distribute both maps to each student. The teacher will lead the class in a discussion regarding the obvious differences in the maps, then hand out the student response sheets.

**Activities:** The teacher will assign the student response sheets. The students will complete the response sheets as they compare and contrast the two maps.

**Questions for Review:**

1. What changes have probably occurred for both maps and why?
2. Which type of map do you prefer and why?
3. Do you think today's cartographers have an easier job than those of the past and why or why not?

**Closure:** After completion of their student response sheets, the students should be given the opportunity to discuss their findings with each other as a class. The teacher should ask the students if they have any further questions.

**Extension:** Students who are more interested could research and find three or four different styles of maps for the same region. For example, students could use a current bird's-eye view of Santa Fe, and aerial map of Santa Fe, a road map of Santa Fe, and a political map of Santa Fe. Ask students to compare what kinds of information they can get from each style of map.

**References:** Both maps can be found at:

[http://memory.loc.gov/cgi-bin/map\\_item.pl](http://memory.loc.gov/cgi-bin/map_item.pl)

The maps are titled: Bird's-eye view of the City of Santa Fe, N.M., 1882  
The Santa Fe Route and Connections, 1888

**Directions:** Write your observations for each map. Compare, and contrast the parts of both maps listed below.

	<b>Panoramic Santa Fe Map</b>	<b>Flat Santa Fe Route Map</b>
What is the title of the map?		
What is the date of the map?		
Why was the map created?		
What are the maps main features?		
What is the scale of the map?		
Is there a legend? Describe the legend.		
Are there any artistic features on the map? Describe the in detail.		
Is this map still accurate today? Why or why not?		
Who would use this map?		
How does this map relate to the topic you are studying?		

**Lesson Title: What's for Supper?**

**Lesson Designed by:** Robin Dredge  
West Nodaway R-I High School  
Grade 11, American History  
June 2008

**Teaching Traditional American History**  
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**Lesson Overview:** This lesson is designed to help students understand part of the westward movement through the Santa Fe Trail. They will be researching, problem solving and using writing and visual skills.

**Essential Question(s):**

1. What types of food would traders and travelers have eaten on the Santa Fe Trail?
2. How would these foods have been prepared?
3. Where would people stop to eat on the Santa Fe Trail?

**Objectives:** After completing the lesson, the students will be able to:

1. Analyze primary and secondary sources to complete the project. (MO GLE 7.A).
2. Create a menu and floor plan for a Santa Fe Trail themed restaurant. (MO GLE 7.B).
3. Interpret diagrams, pictures, audiovisual materials, written resources, art, and artifacts to complete the assignment. (MO GLE 7.F).

**Assessment:** Students will be given the task of creating a Santa Fe Trail themed restaurant. Everything in the restaurant will be an authentic recreation of life on the Santa Fe Trail. They will create a floor plan and a menu for this restaurant. Students will be given a student response sheet to complete as they conduct research for this establishment. A scoring guide is also attached at the end of this lesson plan.

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**Materials:** The materials are the attached student response sheet, notebook paper, blank paper, markers, colored pencils, and research materials provided by students.

**Class Time:** Three to four fifty minute class periods.

**Teacher Input:** The teacher will divide the class into small groups of two to three students per group. The teacher will distribute a student response sheet to each group. The teacher will set a date for students to complete research and begin group work in class or in the computer lab. Completed plans and menus will be displayed.

**Activities:** Students will conduct research to decide which foods they will include on their menus. They will complete the student response sheet as they conduct their research. They will also create and develop an authentic menu and floor plan for the restaurant that includes a written description of the restaurant and its appearance.

**Questions for Review:**

1. Were you surprised at any of the food items eaten on the Santa Fe Trail?
2. How did the international trade between the Mexicans, Native Americans, and Americans influence the food and appearance of your restaurants?

**Closure:** After completing the student response sheets, research, creation of the menus and floor plans, the final products will be displayed on a bulletin board display.

**Extension:** Some students can prepare plans for the restaurant while others can write a newspaper review of the restaurant. In addition, students can prepare some foods that might have been eaten by people on the Santa Fe Trail and have a Santa Fe Trail sampling in class.

**References:** O'Hallorn, Kate. 61 Cooperative Learning Activities in U.S. History. J. Weston Walch, Publishers (1996).

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**Student Response Sheet**  
**What's for Supper?**

**You have decided to open a new theme restaurant, The Santa Fe Trail. You plan to have your restaurant celebrate the people who went west over the Santa Fe Trail. Everything in your restaurant will be an authentic recreation of the Santa Fe Trail experience.**

**Develop a plan and menu for your restaurant, using only foods that might have been eaten by people traveling west to Santa Fe. Your plan should include a written description of the restaurant and its appearance. Include a floor plan to show how seating would be arranged. Illustrate your plan and menu with appropriate images.**

Here are some questions to get you started:

\*What foods might people on the Santa Fe Trail have carried with them?

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\*What foods might they have found or bought along the way?

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\*What kind of cooking equipment did they have? \_\_\_\_\_

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\*Would they have been able to bake food? \_\_\_\_\_

\*What could you use for seating, to suggest the seating used along the Santa Fe Trail?

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\*How will you decorate the restaurant? \_\_\_\_\_

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\*How will the wait staff be dressed? \_\_\_\_\_

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**What's for Supper?**

## Scoring Guide

Assignment Trait	5	4	3	2	1	0
<b>Format</b>	Students created floor plan and menu in traditional format and is recognizable as such.	Students created floor plan and menu and is mostly in traditional format.	Students created floor plan and menu but are not recognized in format.	Students created only a menu.	Students created only a floor plan.	Students created floor plan or menus that are incomplete .
<b>Accuracy</b>	Accurate, fully supported by historical facts.	1 historical error.	2 historical errors.	3 historical errors.	4 historical errors	Not historically accurate.
<b>Creativity</b>	Floor plans and menus are very pleasing to the eye and appealing to customers.	Floor plans and menus are mostly pleasing to the eye and appealing to customers.	Floor plans and menus are somewhat pleasing to the eye and appealing to customers.	Menu has attempted artwork and appeal.	Floor plan has attempted artwork and appeal.	No attempt was made to make floor plan or menu eye pleasing or appealing.
<b>Mechanics</b>	No mechanical, grammatical, or spelling errors.	1 or 2 errors in mechanics, grammar, or spelling.	3 errors in mechanics, grammar, or spelling.	4 errors in mechanics, grammar, or spelling.	5 errors in mechanics grammar, or spelling.	More than 5 errors in mechanics, grammar, or spelling.

