



Mapping

The BHH Five Processes

WHY: Maps are original sources. They tell us about the social and scientific culture in which they were created sometimes more accurately than they provide information about the places they are intended to portray. In Bringing History Home, we don't use maps as original sources until the 5th grade, but at every grade level we use maps to visually represent historic information, events and developments. Students use maps as both graphic organizers and geographic situators. They help students understand spatial relationships, and political, economic and social regional commonalities.

WHO: Children themselves illustrate BHH maps, as they learn about geographic context. Kindergarten students map their places of birth; first graders map their school and community; second graders map some countries-of-origin of U.S. immigrants, and map biomes and natural resources; third grade students map several major 19th century industrial centers and the Union, Confederate and Border states in the Civil War; fourth graders map the Dust Bowl and westward migration routes of the Great Depression; and fifth graders map either the 19th century Native American Reservations, and the industrial centers and internal migrations of World War II, or areas of early European exploration and colonization in eastern and southwestern North America.

WHAT: The world and U.S. maps we use in BHH are blank except for the most recent national and state boundaries. Each teacher receives a large, laminated copy to display in his or her room. Any BHH historic theme, event or development that is place-specific is a candidate for being added to the classroom map.

WHEN: Like your classroom timeline, start your classroom map at *the beginning* of the school year. Add to it throughout the year. As it fills in and becomes three-dimensional, it provides a visual representation of your students' knowledge of historic geography.

WHERE: Your class map should be displayed as prominently as possible in your room, and should be easily reached for adding new elements



HOW: Invite your students to decide collectively how they will illustrate a specific theme or event on the map, and then guide them to create a key that explains the symbolism of their illustrations. This gives students practice using geographic tools, and may help students remember the elements they have illustrated.

Encourage your students to add individual elements to the classroom map; vacation destinations, where their relatives live, a place in their favorite book, etc. This may help students connect the real places they know personally with those represented on maps. The more ownership students take of maps, the more comfortable and effective they may become in their use.

Selected Research Studies

Graphic Organizers

Darch, C.B. et. al. (1986). The role of graphic organizers and social structure in content area instruction. *Journal of Reading Behavior*, v.18, n.4, pp.275-295.

Griffin, C., et. al. (1995). Effects of graphic organizer instruction on fifth-grade students. *Journal of Educational Research*; v.89, n.2, pp.98-107.

Griffin, C. & Tulbert, B. (1995). The effect of graphic organizers on students' comprehension and recall of expository text: A review of the research and implications for practice. *Reading and Writing Quarterly: Overcoming Learning Difficulties*; v.11, n.1, pp.73-89.

Robinson, D. & Kiewra, K. (1996). Visual argument: Graphic organizers are superior to outlines in improving learning from text. *Journal of Educational Psychology*, v.87, n.3, pp.455-467.
