

Module 10

Exploring Old Maps

Learning how to read old maps

Curriculum Linkages and Integration

See Teacher Guidelines for additional information



SESE History

INFANT CLASSES

STRAND: Story

Strand Unit: Stories

1st & 2nd CLASSES

STRAND:

Change and Continuity

Strand Unit: Continuity and change in the local environment

3rd & 4th CLASSES

STRAND: Local Studies

Strand Unit: Buildings, sites and ruins in my locality
Strand Unit: My locality through the ages

5th & 6th CLASSES

STRAND: Local Studies

Strand Unit: Buildings, sites and ruins in my locality
Strand Unit: My locality through the ages

STRAND: Story

Strand Unit: Stories from the lives of people in the past

STRAND: Story

Strand Unit: Stories from the lives of people in the past

STRAND: Early peoples and ancient societies

Strand Unit: Stone Age peoples
Strand Unit: Bronze Age peoples
Strand Unit: Early Christian Ireland

STRAND: Early peoples and ancient societies

Strand Unit: Stone Age peoples
Strand Unit: Bronze Age peoples
Strand Unit: Early Christian Ireland

STRAND: Life, society and culture in the past

Strand Unit: Life in Norman Ireland
Strand Unit: Life in 18th century Ireland
Strand Unit: Life in 19th century Ireland

STRAND: Life, society and culture in the past

Strand Unit: Life in Norman Ireland
Strand Unit: Life in 18th century Ireland
Strand Unit: Life in 19th century Ireland

STRAND: Continuity and change over time

Strand Unit: Transport

STRAND: Continuity and change over time

Strand Unit: Transport
Strand Unit: Homes, housing and urban developments

LINKAGES



SESE Geography

- Human environments
- Natural environments
- Environmental awareness and care



Mathematics

- Early mathematical activity
- Number
- Shape and space
- Data

INTEGRATION



Visual Arts

- Drawing



SPHE

- Myself and the wider world



SESE Science

- Environmental awareness and care



Gaeilge

- Éisteacht
- Labhairt
- Gaeilge in the classroom



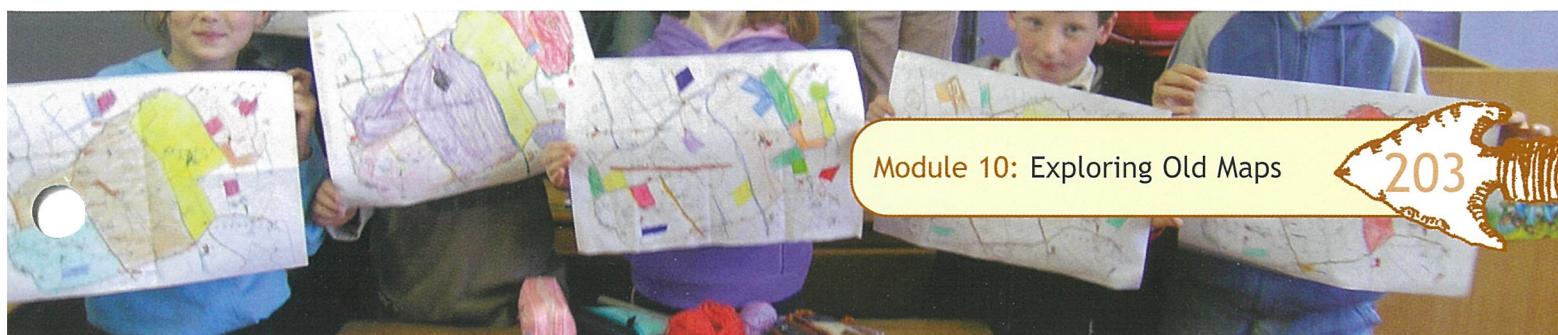
English

- Receptiveness to language
- Competence and confidence
- Reading, writing and listening skills

“The best thing I liked was looking at the maps and seeing all the history in our locality.”

6th Class Pupil





OBJECTIVE



To show pupils how to read old maps by looking at how different features are shown on a map.

AGE APPROPRIATENESS



This module is suitable for all classes.

To manage the module for each age group, see Teacher Guidelines.



MATERIALS REQUIRED



- Colouring pencils: yellow; red; brown; orange; blue; green; pink.

Activity Sheets (AS)

- AS1: Ordnance Survey Map
- AS2: Roads, Heights and Contours
- AS3: Water, Trees and Buildings
- AS4: Townlands, Fields & Boundaries
- AS5: Archaeological Monuments
- AS6: 1840 Map

PREPARATION

The map (AS1) should be enlarged on a photocopier to about A3 size. Distribute a photocopy of the enlarged map to each pupil.

Familiarise the pupils with the various features on the map that they will be required to identify. They might also benefit from some general information about maps:

- they are drawn to a scale (in this case six-inches to the the mile/ 1:10,560)
- the top of the map is always north
- symbols on the map represent features on the ground
- why maps are used (finding your way around; showing what property you own; displaying different kinds of topographical information etc).

Maps are fun when you can read them



Let's get started!

Setting the Scene

The map shows an area of farmland just two miles west of Charleville town in North Cork. This map dates to 1936. The Activity Sheets are designed to assist the pupil understand that the map consists of various layers of information, from roads and fields, houses and streams, to more technical information like contours and acreage of townlands.

The Activity

Hand out an enlarged photocopy of the map - AS1 - to each pupil and then work your way through the other four Activity Sheets. This can be done in a single session or staggered. Don't worry if the pupils find certain features difficult to understand or have slightly different interpretations of the various symbols. The only vital thing which they need to understand is that a map contains lots of different kinds of information, depicted on it in various ways. Colouring in the map should be an enjoyable experience but take care that the colouring is not so heavy-handed that it obscures the details on the map which it is supposed to be highlighting.



Prompt: this exercise can be repeated a number of times if needed.

Closing Activity

Ask the pupils to describe what they would see if they walked along the road from Springfield House to Two Mile Cross Road and/or

AS6 shows the same area as AS1 but in 1840. Compare the two maps and see what changes have taken place between 1840 and 1936. (see Teacher Guidelines)



Weblinks



What do maps show?

interactive2.usgs.gov/learningweb/textonly/teachers/mapsshow_guide.htm

Protection: Department of the Environment, Heritage and local Government

www.environ.ie/DOEI/DOEIPol.nsf/wvNavView/wwdHeritage?OpenDocument&Lang=en

Teacher's Log

"The pupils enjoyed looking at the map of their own area and finding out more about where they

Key Terms

- Ordnance Survey