

# 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

**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: 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

#### 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: 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: 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



**SESE Science**  
Environmental awareness and care



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



**Gaeilge**  
- Éisteacht  
- Labhairt



**Visual Arts**  
- Drawing



**English**  
- Receptiveness to language  
- Competence and confidence



**SPHE**  
- Myself and the wider world

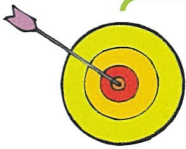


*"The best thing I liked was  
looking at the maps and  
seeing all the history in our  
locality."*

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 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 Springfort 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](http://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/wwwHeritage?](http://www.environ.ie/DOEI/DOEIPol.nsf/wvNavView/wwwHeritage?OpenDocument&Lang=en)  
[OpenDocument&Lang=en](http://www.environ.ie/DOEI/DOEIPol.nsf/wvNavView/wwwHeritage?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