

Big Idea Card

<p>Big Ideas of the Lesson 1, Unit 1</p> <ul style="list-style-type: none"> • Maps are representations of places. A map is not the place. • People who create maps select and organize the features of territory to include in their maps. • People's purposes, knowledge, and perspective (or point of view) shape their maps. • People's maps of the same place can look very different.
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Unit 1: Lesson 1: What are Maps?

Name: _____ Hour: _____

Term and Definition	Example	Picture/Symbol
the description or portrayal of someone or something in a particular way	A map is a _____ of an actual location or place.	
having length and width but no depth	Maps depict the earth in _____ way.	
any of the world's continuous expanses of land	Africa, Antarctica, Asia, Australia, Europe, North America, and South America are seven _____ of the world.	
having length, width (measurement from side-to-side) and depth	The earth is a _____ object.	
a visual representation of an area	_____ are representation of places, but not the actual places themselves.	
the wording on a map explaining the symbols	When reading a map, look for the _____ near the margin of the page. It is usually surrounded by an outline and explains every symbol on the map.	
a report or description of an event or experience	A map is an "_____ " of how the person created the map "sees" the place they are representing. This is influenced by the person's knowledge, purpose, and point of view.	

Unit 1: Lesson 2: What Can a Map Tell Us?

Term and Definition	Example	Picture/Symbol
a particular position or point in space	The maps we made in class were representations of a _____ our school.	
a particular attitude or way of regarding or seeing something	A student's _____ about the classroom would be different from the custodian's and would impact the way in which each would draw a map of it.	
a geographer who makes maps	_____ use today's technology to help them make maps.	

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Big Ideas of the Lesson 2, Unit 1

- Maps are representations of places. A map is **not** the place.
- One difficulty with maps is that they try to represent a three dimensional object in a two dimensional plane.
- People who create maps select and organize the features of place to include in their maps.
- People's purposes, knowledge, and perspective (or point of view) shape their maps.
- Maps of the ancient world reflect the cartographer's purposes, knowledge, and perspective (or point of view).

Big Idea Card

Big Ideas of Lesson 3, Unit 1

- "The word "history" has two meanings.
- "History" can mean events that happened in the past.
- "History" can also mean an account of events in the past.
- An account of the past includes the selection of specific events and the interpretation of those events.
- Historians select from **events** of the past and interpret their meaning to create **historical accounts**.

Unit 1: Lesson 3: What Does History Mean?

Term and Definition	Example	Picture/Symbol
something that happened in the past	The American Revolution and the Constitutional Convention are both _____.	
a representation of an event from the past	The description of the American Revolution in our history is an _____.	
events or accounts of events from the past	When people study _____, they study about people and events of the past.	
an expert in or student of history	The job of an _____ is to interpret past events and interpret their cases.	
an explanation of the meaning of something	Historical accounts offer an _____ of _____ of historical events.	

Unit 1: Lesson 4: How Do Historians Create Accounts of Past Events?

Term and Definition	Example	Picture/Symbol
to confirm or give support to a statement, theory, or finding	Historians _____ their sources by looking for internal and external consistencies..	
facts or information that can be used to test whether a belief or proposition is true or valid	Historians must have _____ to support their accounts.	
first-hand account of the event that was created at about the time the event occurred	Diaries, letters, reports, photographs, and birth certificates are a few types of _____.	
an account of an event that was created later by people who did not experience first-hand the vent you are researching	Encyclopedia articles, book written by historians, and textbooks are three types of _____.	
something that is true about a subject and can be tested	It is a _____ that Michigan requires kids to go to school until they are at least 16.	
what someone thinks about a subject	The _____ article in the newspaper argued that Michigan should raise the minimum drop-out-age from 16 to 18.	
when the facts presented within a single source do not clash with each other	There was _____ in the document because it first stated that the car accident happened at 10 AM and then later stated that it happened between breakfast and lunch.	
When factual details are presented similarly among multiple documents or sources	There was _____ among the documents because one witness report stated that the blue truck ran the red light while another witness report stated that the light had been red for a while when the blue truck entered the intersection.	

Big Idea Card

Big Ideas of the Lesson 4, Unit 1

- "Historical events happen once and then "disappear." Since we cannot study historical events directly, historians rely on whatever evidence the event has left behind.
- Historians analyze this evidence (primary and secondary sources) for accuracy.
- Two ways to evaluate the accuracy of a source are by exploring internal consistency and external consistency.
- Internal consistency means that the facts within the source do not contradict each other.
- External consistency means that the facts within the source can be corroborated "against" other sources.