



# South America Map

## *Close Reading:*

*What do you see? List words that seem important. List details of images.*

### *Observations:*

People- some that are dressed in animal skins, some in finer clothes

Ships

Map markings

Writing in Spanish

The word America

The people in animal skins seem to be bowing to the man in a fancy hat

Many lines

Compass rose

Map in different colors

Looks old

The word Chili

Meridio Nalis pars (part of the larger whole-of the south)

Strait van Magellan

## *Sourcing:*

*What is your source?* A map. Students will recognize that the language is foreign but will hopefully be able to pick up some words to understand this is a map of South America.

*When do you think it was produced?* Students will probably guess at least 200 years ago

## *Contextualizing:*

*What are clues you know from prior knowledge that help you formulate a guess about the continent from which your source comes?*

Students will probably say it was made by Spanish, English, or French. I do think they will recognize it as European. During conversation, I will confirm that it is made by a Dutch mapmaker in 1675. What I want the class to see during the class conversation is that maps looked differently several hundred years ago. There were often pictures involved. I want them to recognize that this map does not look like current maps of South America. We will mention some reasons why in this context and will refer back to this when we study explorers in several weeks.

I will have students give their ideas of what is happening in the picture. It is said to be an illustration of merchants and natives who appear to be mining and smelting gold. Again, this is one of the big 3 in explorer motivations that students will get to in several weeks. I also want students to realize that European exploration was happening in South America also, even though our curriculum focuses on North America.

## *Corroborating:*

*Join with another group and present your findings to each other. Does each group agree with the other's analysis? Why or why not?*