**Giant Traveling Map Lesson Template**

**TITLE / AUTHOR: Place Names, Keys to the Past** / Dave Kosley

**COLORADO ACADEMIC STANDARDS / SUITABLE DISCIPLINES:**

* 1 History,1, d Students can Identify and describe how political and cultural groups have affected the development of a region
* 1 History, 2, a Students analyze various eras in Colorado History and the relationship between these eras and eras in United States history.
* 2 Geography, 1, a Students answer questions about Colorado using maps and other Geographic tools. b Students use geographic grids to locate places on maps

**OBJECTIVES:**

Students will:

* define boundaries of “Spanish Territory” as they once existed in Colorado, identifying the natural features creating boundaries.

**RECOMMENDED GRADES:** Fourth Grade

**TIME NEEDED:** 30 to 40 minutes

**MATERIALS:**

* Giant Map
* Plastic Chain
* 12-20 Folding road maps (or other detailed Colorado maps)
* Post-It notes
* Colorado History textbook
* Spanish English Dictionaries (as enrichment)

**PREPARATION:**

* Students should be able to recognize some Spanish words and should have sufficient map skills to transfer the location of a place found on the small maps onto the Giant Map.
* Explain to the students that much of Colorado was once Spanish Territory and today they will try to discover the boundaries of that territory.

**RULES:**

* Shoes are not allowed on the map. Please have students remove shoes before walking on the map.
* No writing utensils on the map.
* No sliding on the map.

**DIRECTIONS:**

Before you go to the giant state map:

1. Remind students that they will be using a pencil, but not on the map.

On the map:

1. Organize students into pairs or small groups and give each group a folding/detailed map of Colorado and several Post-It notes.
2. Groups will identify place names (city/town, county, mountain, national forest, river/stream, etc.) with a Hispanic name.
3. Write only one place name on a Post-It.
4. Partners/group members will take turns placing the Place Name Post-it on the Giant Map. This will require approximating the location on the map in most cases. Some Place Names are deceiving, and not actually of Spanish origin. Teachers use discretion in re-directing errant findings (Kiowa, Merino, Limon . . .)
5. Once students seem to have exhausted the possibilities, or you have only 15 minutes remaining in class time, stop placing Post-Its on the map.
6. Students gather around the map and look for concentration of Spanish Place Names. Point out that as with most statistics, there will be outliers which perhaps should not be considered.
7. Select several students, perhaps one from each group, to place the chain on the map where they think the Spanish Territory border was.
8. Once the chain is in place, ask if the students recognize any natural features that form the border. Ask why that would be, rather than straight lines as they see on the modern Colorado borders.
9. Take a picture if possible of the map at this point. If time allows (otherwise do it tomorrow while looking at the picture), read the appropriate portion of the textbook and see if the students accurately placed the border. Discuss the timeline of Spanish control.

**MODIFICATIONS:**

The lesson might be modified for specific student audiences, different abilities, etc.

**EXTENSIONS:**

Place Names can be looked up in the Spanish/English dictionaries. Ask the students why a particular name may have been given. Culebra (snake) Peak is a great example, as the ridge of the mountain serpentines toward the summit. A physical relief of raised relief map of Colorado will be helpful to demonstrate this feature.