

<https://www.loc.gov/item/2009579466/>

The Changing Map: Countries Reshaped Post World War II

Overview/Prior Knowledge

Prior to this lesson, the students will have researched and learned about the Second World War. They will have worked with and discussed major events and individuals throughout the late 1930s and the 1940s. The students would have also referenced maps to pin point where their events and individuals were most impactful geographically.

Objectives

- The students will observe and analyze the differences made to the world around and after the time of World War 2 and how it compares to a modern day political map of the world.
- The students will analyze a map based on details and features of the map like the date, the author, the purpose, and other differences between the maps.

Time Required

60 minutes

Recommended Grade Range

Grades 5-6; Gifted

Subject/Sub-Subject

Social Studies/History and Geography

Standards

Social Studies

WORLD HISTORY FROM THE AGE OF ENLIGHTENMENT TO THE PRESENT

WH.10 Examine the causes, effects, and significant events of World War II

3. Analyze the geopolitical shifts following World War II, including the bi-polarization of Europe, the creation of Israel, and anti-Semitic responses



English Language Arts

W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.5.1b Provide logically ordered reasons that are supported by facts and details.

W.5.1d Provide a concluding statement or section related to the opinion presented.

Library of Congress - Teaching with Primary Sources Skills:

- Identify details when observing a primary source(s)
- Place primary source(s) into a timeline
- Make comparisons with primary sources
- Consider issues of cause and effect, context, and/or continuity change
- Connect new knowledge from primary sources to other learning experiences
- Support inquiry by posing questions that are relevant to learning goals and require analysis of primary sources
- Model primary source analysis that includes observing, reflecting, and questioning

Highlighted Strategies:

- Observe, Reflect, Question – Library of Congress Primary Source Analysis

Credits

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Materials

- Primary Sources – See Resource Guide at the end of this document.
- Computers/Tablets
- Clipboards
- Paper
- Pencils
- Library of Congress primary source analysis worksheet

Procedures

Introduction

- The teacher will begin by pulling an old map of the world from the 1800s on the SMARTboard. The teacher will ask the students what they can learn from maps (<https://www.loc.gov/item/2009579466/>)
- As the students give ideas about what they can learn from maps, the teacher will zoom in on the map and point out revealing details and use a think aloud strategy to model how he is gathering information from the primary source. As the teacher does this, he will also model taking notes from his observations on the whiteboard. The teacher will focus on the political aspects of the map and will guide the students to focus on political aspects as well.

- The teacher will ask the students what geographical areas were most involved in the war. The teacher will recommend that the students focus on those areas.
- The teacher will then divide the students into groups that they have worked in previously and provide them with the instructions for the activity. Once the teacher is finished giving the instructions the students will move to their assigned station.

During

- Each group will have an electronic device. Some will be computers and some will be tablets. All of the primary sources will be pulled up on devices for the students. The students will follow the teacher-modeled strategy by zooming in, examining, and taking notes.
- The students will take notes on a recording sheet that the teacher has already prepared that includes space for the students to write about all four of the maps they are examining. Throughout their time observing and recording, the teacher will also be observing the progress of the students and guiding them as they work.
- Once they are finished with their observations, two groups will work together and they will reflect on what they observed. The central questions are concerned with how the world has changed over time and specifically as a result of the Second World War.
- Finally, the whole class will discuss what they found in their observations and discussed in their group reflection. Then, the teacher will ask the students what questions remain for each map. The students will respond with what they are still curious about concerning each of the maps.
- Finally, the students will write a short paper about how the world has changed citing the maps as sources and explaining what they would want to learn more about through their questions.

Assessment

Formative: To formatively assess the students, the teacher will collect the recording sheets and observe the students in their observations and discussions throughout the lesson. One reason to put the students in groups throughout the observation time is to encourage the students to share their observations verbally with their partners.

Summative: The summative assessment is the final writing piece that they students will produce about the changes in the World and the questions that they still have.

Differentiation

- This lesson is planned around forming an opinion based on evidence. Each student will have various perspectives on the components of the map that their opinion piece will center around.

Supplementary Materials

- None

Teaching with Primary Sources Resource Guide

Title: Countries Reshaped During World War Two

Historical Background:

World War Two was one of the most impactful events during the 20th century. As a result, the political lines of countries changed drastically with the victories or losses during the war. There was also a shift in ideologies in the area of imperialism. Nations that were present 50 or 60 years ago have transitioned and changed significantly as a result of the war.

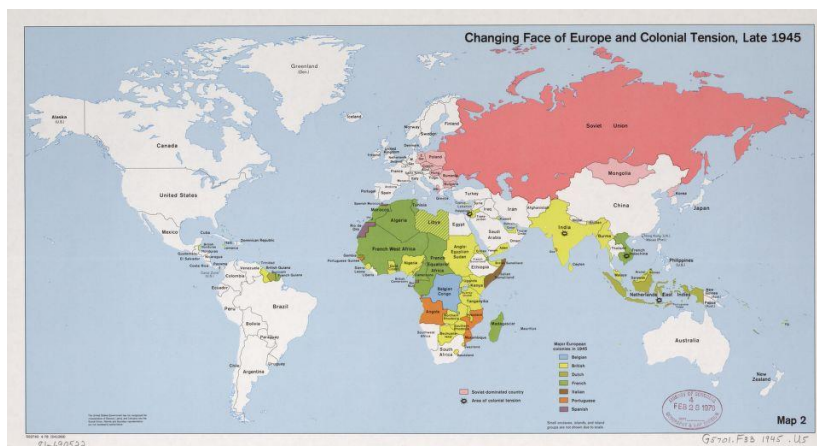
Primary Source 1:

Title: Standard map of the World. 1942

Link: <https://www.loc.gov/resource/g3200.ct000575/>

Purpose: This map shows the world in the middle of World War Two. This is a useful map to see where the world was at this point in time. A detail to focus on is the countries that were currently under siege. These countries are striped and show historical happenings throughout that time in Europe.

Primary Source 2:



Title: Changing face of Europe and colonial tension, late 1945.

Link: <https://www.loc.gov/resource/g5701f.ct002763/>

Purpose: This map shows the colonization of the different European countries after the war has ended. This brings up the difference between countries and colonies of other countries. This was so important leading up to and through the Second World War.

Primary Source 3:

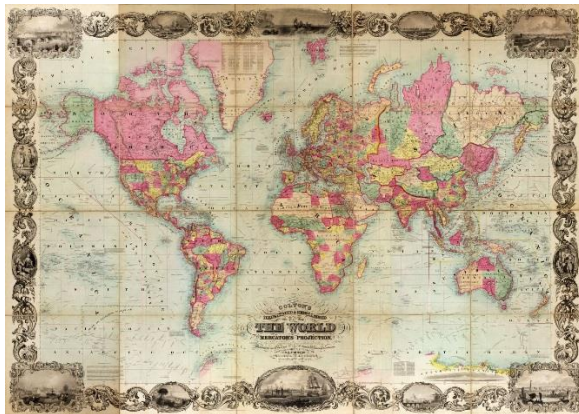


Title: Political map of the world, January 2015

Link: <https://www.loc.gov/resource/g3200.ct005757/>

Purpose: This map shows the world in a more familiar way to the students. They will be able to compare the maps from the past with this map which is very similar with the world today. Any difference they find in the other maps with this map they will be able to see what has changed from the past to today.

Primary Source 4:



Title: *Colton's illustrated & embellished steel plate map of the world on Mercator's projection: compiled from the latest & most authentic sources exhibiting the recent Arctic and Antarctic discoveries & explorations*

Link: <https://www.loc.gov/item/2009579466/>

Purpose: This map shows the world much earlier than the area of study in World War 2. This map allows the teacher to model the strategy for the students without providing any of the information that they are to discover on their own.

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The Changing Map Recording Sheet

Post War New World Map		
Observe	Reflect	Question

World War 2 Map		
Observe	Reflect	Question

Changing Face of Europe		
Observe	Reflect	Question

Modern Map of the World		
Observe	Reflect	Question

Prompt: How do you think World War Two shaped the geography of the world? Give at least one piece of evidence from each map. (Ex. I think this because on the first map I saw...)



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