



# ACTIVITY CHECKLIST



## Q4 • Historical Reflection & Progress • Middle School

### Geography Exploration • Maps Over Time

#### Before the Activity

- ☐ Review the Activity Overview for this activity.
- ☐ Review the purpose of studying how maps change over time.
- ☐ Explain that changes on maps do not always mean “progress”—they reflect differences, not value judgments.
- ☐ Display or provide access to a historical “Your Town” map from the 1700s.
- ☐ Gather access to additional historical maps, census data, and current maps.
- ☐ Prepare materials for creating digital slideshows.

#### Introduce the Concept of Change Over Time

- ☐ Discuss how place names, borders, and features change for many reasons.
- ☐ Explain that changes can be due to language shifts, treaties, conquests, migration, environmental changes, or community decisions.
- ☐ Reinforce that no culture or language is “better” than another.

#### Topic Selection

- ☐ Have students select a topic that influences how maps change over time.
- ☐ Suggested topics include: environment, population, government, natural resources, education, or language.
- ☐ Approve topics to ensure clear geographic focus.

#### Historical Narrative Requirements

- ☐ Students describe the historical narrative connecting each map to the next.
- ☐ Students identify specific historical events that shaped these changes.
- ☐ Students explain factors influencing the changes in the maps (social, environmental, political, linguistic, economic).
- ☐ Students ensure explanations are clear and directly tied to their topic.



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## Map Slideshow Requirements

- ☐ Students create a slideshow containing four maps about their chosen topic:
  - Map 1: 1700s
  - Map 2: Another historical period (1800s–2010s)
  - Map 3: Present day (using census or other verified data)
  - Map 4: Future projection (student-created with reasoning)
- ☐ Students ensure all maps directly relate to the chosen topic.
- ☐ Students cite all maps, images, and data sources on each slide.
- ☐ Students include a full bibliography in the slideshow.

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## Presentation Expectations

- ☐ Students present their slideshow to the class or small groups.
- ☐ Students clearly state their topic and why it affects map changes.
- ☐ Students walk through each map and explain the sequence of changes.
- ☐ Students answer audience questions using information from their research.

## Optional Extension

- ☐ Students plan a walking tour of the neighborhood or downtown related to their topic.
- ☐ Students prepare a route, talking points, and connections to map changes over time.
- ☐ Students offer the walking tour to community members or invite local officials.



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## Resources for Student Research

- ☐ “Your Town” historical geography resource.
- ☐ 2020 Census data for New Mexico.
- ☐ Brochures and local history materials from town hall or visitors center.
- ☐ Local libraries for maps and topic-specific history.
- ☐ Local college departments (history, geography, language).
- ☐ Cultural centers with historical and geographic information.