

TEACHER'S GUIDE TO MAPPING Manhattan

A Love (*and Sometimes Hate*)
Story in Maps by 75 New Yorkers

BY BECKY COOPER
FOREWORD BY ADAM GOPNIK

CURRICULAR BENEFIT

A creatively conceived and insightful text that grants students access to the personal and imaginative side of maps, *Mapping Manhattan* provides 75 different views of the island of Manhattan, as seen through the eyes of both anonymous and notable New Yorkers. Using this book as part of a Social Studies or English Language Arts curriculum helps students deepen their understanding of maps and cartography and recognize maps as an act of personal expression and a subjective view of the world, as they truly are.

Prior to reading, have students fill out and create their own personal map of Manhattan . . . or their own town!

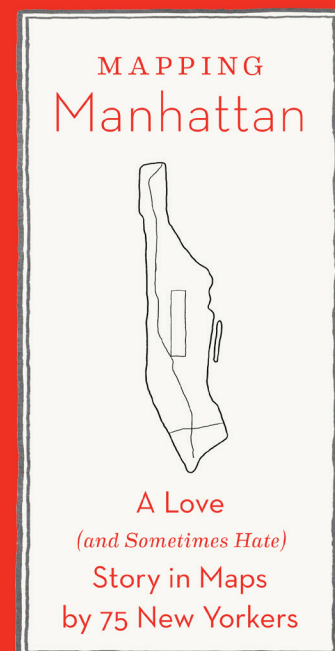
COMMON CORE STANDARDS ALIGNMENT

Grades 6–12 Literacy in History/Social Studies and ELA

Using grades 9 and 10 as a sample, these are the ways that *Mapping Manhattan* and the related activities in this Teacher's Guide align well with Common Core Standards.

DISCUSSION QUESTIONS THROUGHOUT THE UNIT

- What is the purpose of maps?
- How do cartographers create maps?
- To what degree do maps represent an objective or subjective view of a place?
- How do maps expand our understanding of a place?
- How do maps give us insight into the priorities of their cartographers?
- How might maps convey bias?
- Are there any places that have multiple names, according to different countries? What do those endonyms/exonyms tell you about the population or the historical significance of the place (ex. Iran vs. Persia; Israel vs. Palestine . . . there are many fascinating examples!)?



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MAP-RELATED IDIOMS

off the map—out of existence; into oblivion: Whole cities were wiped off the map.

put on the map—to bring into the public eye; make known, famous, or prominent: The discovery of gold put our town on the map.

RELEVANT VOCABULARY TERMS

absolute/relative location
cardinal directions
cartographer/cartography
compass
elevation
endonyms/exonyms
equator
hemisphere
key/legend
latitude/longitude
objective/subjective
physical/political map
scale
region

CONNECTING MAPS TO CURRICULUM

WRITING ACTIVITIES

Summer Maps

This creative writing assignment is a great icebreaker for students at the start of the year. Instead of forcing students to write a “What I Did Last Summer” essay, have them draw maps of places where they spent time during the summer. Students can add detail to their maps and even give peers a tour of important locations. Next, use the maps to generate creative writing. Ask students to choose a few places on their maps with which they associate specific memories. Ask them to write about each memory in different ways, allowing only five minutes for each prompt. Some example prompts are: Write about a place on the map where you have a memory and write in the present tense (I look across the field). Alternately, ask students to write in first person plural (we ran); focus on small sensory details; or describe a small object in vivid detail. These pieces can eventually be polished and published, if you choose. **(LANGUAGE ARTS: W9-10.2, 10.4, 10.10)**

Walking Tour

Have students read through published walking tours (an example from *TimeOut New York* is cited below) and take note of what features are included in them. Next, ask students to create an original walking tour of significant neighborhood places. Encourage them to focus on places that have personal importance for them but that are not necessarily tourist attractions or famous destinations. For example, is there a corner where you have a special memory? A tree knot that looks like your cousin? A library that has a cozy spot where you can curl up with a book? Gather these places into a walking tour with addresses, directions, and explanations of each one. You might ask your students to write a description of who this tour would appeal to, and to consider the creature comforts that might be associated with the tour (Wear sneakers! Bring \$4 for ice cream—I recommend the mint chip!). Finally, ask students to create a map to accompany the walking tour. (This activity connects especially well to the episode of *This American Life—Act One* with Denis Wood. See Related Resources for more information.) **(LANGUAGE ARTS: W9-10.2, 10.4, 10.10; SL9-10.3, 10.5 SOCIAL STUDIES: WHST.9-10.2)**

READING ACTIVITY

Examine Setting

After spending time discussing the ways that maps communicate cartographers’ priorities or feelings about a place, examine how writing is similarly able to transport us somewhere else. Practice doing a close reading of a passage that describes setting in detail. Discuss which aspects of the place are described and which words the author uses. Have students emulate the author’s style, describing a place that they know. Nora Ephron’s “Moving On: A Love Story,” is one example. **(LANGUAGE ARTS: RL 9-10.1, 10.2, 10.4, 10.5, 10.6, 10.7, 10.9; RI 9-10.1, 10.2, 10.3, 10.4, 10.6; W9-10.3, 10.4, 10.5, 10.10 SOCIAL STUDIES: RH.9-10.4, 10.5)**

TEXT ANALYSIS

Notice Point of View

Using maps as part of a curriculum is a great way to look at how maps are shaped by their makers and how they always choose what to include and what to exclude. Use maps from Related Resources to identify some of these decisions and possible biases, based on nationalistic pride or indicated by the use of exonyms or endonyms. **(LANGUAGE ARTS: RI.9-10.6, 10.8, 10.9 SOCIAL STUDIES: RH.9-10.6, 10.7)**

Compare Versions

Compare maps of your region from the 17th, 18th, 19th and 20th centuries. This is an interesting way to show the development of your region, cartography, and technology simultaneously. This activity could also be done with world maps from the 15th, 17th, and 19th centuries with similar goals. **(LANGUAGE ARTS: RI.9-10.7, 10.9 SOCIAL STUDIES: RH.9-10.9)**



WORKSHEET

PERSONAL MAP WORKSHEET

Name _____

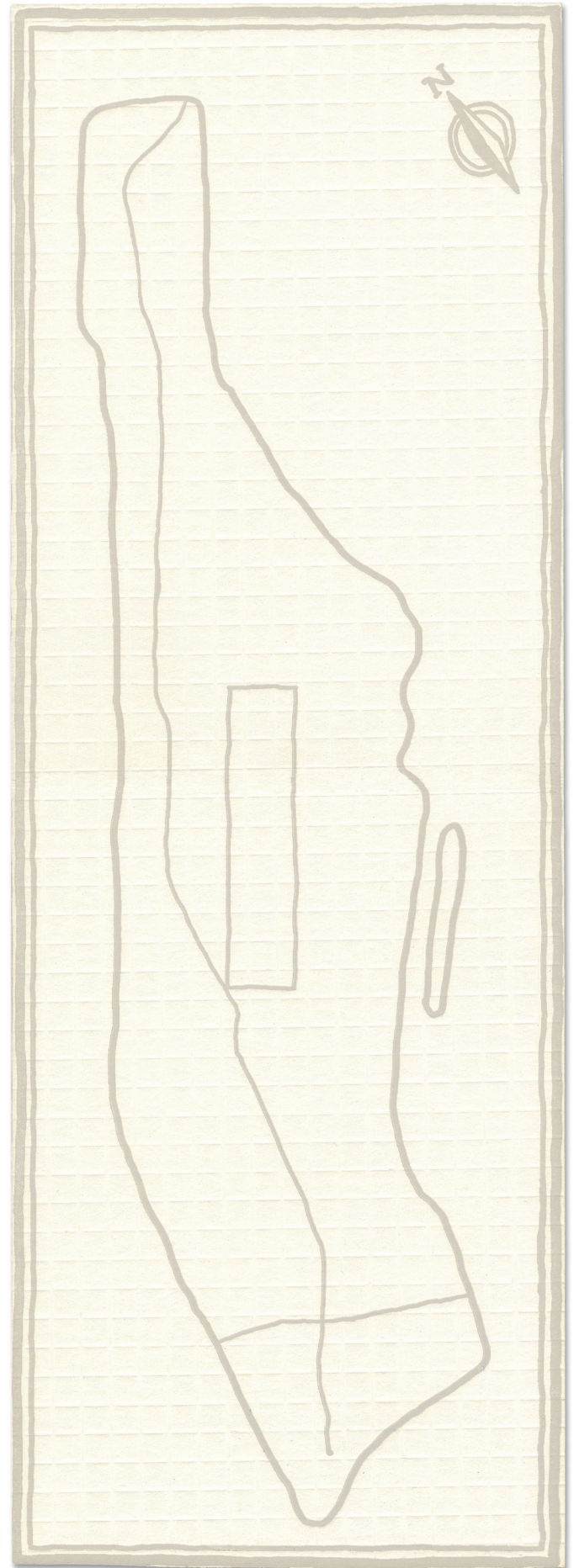
Date _____

“Maps are more about their makers than the places they describe. Map who you are. Map where you are. Map the first snowfall or your favorite cup of coffee. Map the invisible. Map the obvious. Map your memories.”

From Mapping Manhattan: A Love (and Sometimes Hate) Story in Maps by 75 New Yorkers by Becky Cooper

DIRECTIONS: Use the blank template to create your own version of Manhattan.

Feel free to write about memories or experiences, be artistic, and be creative!



CONCLUDING/EXTENSION ACTIVITIES

- Ask students to create a new map, using old maps as collage materials. Ask them to write a brief explanation of their creation and inspiration (use *The Map as Art*, pp. 78–79, as a guide).
- Post a map of your local area and have students insert pushpins to indicate where they live. Some interesting patterns may emerge! (Alternately, they might indicate where they've traveled, or where they want to travel one day.)
- Select a few map-related notable quotations and ask students to write about each quote's connection to the overall unit. There are thought-provoking quotes in the *This American Life* episode and related resources.
- Ask students to create a map out of unexpected objects and photograph it. Ask them to write a brief explanation of their creation and inspiration (see *The Map as Art*, pp. 118 and 245, for examples).

RELATED RESOURCES

There is a wealth of map-related mentor texts beneficial to enriching the unit. These texts will allow students to deepen their knowledge of a wide variety of conventional and unusual maps, of concepts of place, and of interaction with the world around them.

RELEVANT MENTOR TEXTS . . .

Ephron, Nora. "Moving On: A Love Story." *The New Yorker* June 5 2006: p. 34. Print.

"Lost," by David Wagoner from *Collected Poems 1956–1976*: Indiana University Press. Also available in audio form at <http://writersalmanac.publicradio.org/?date=2006/01/11>

"Mapping." *This American Life*. WBEZ, Chicago. 4 Sept. 1998. Radio. Available in audio and as a transcription at <http://www.thisamericanlife.org/radio-archives/episode/110/mapping>

Ramos, Sarah. "Great Walks: Superheroes." *Time Out New York*. July 10 2012. Web. <http://www.timeout.com/newyork/things-to-do/great-walks-superheroes>

TEDxTalks. "Becky Cooper: Mapping the Heart of a City." Online video clip. YouTube. YouTube, 22 May, 2013. Web.

"The Road Not Taken," by Robert Frost from *Mountain Interval*. Holt, 1916.

RELEVANT MAP-RELATED BOOKS

Barber, Peter, Ed. *The Map Book*. USA: Walker and Company, 2005. Print.

Harmon, Katherine. *The Map as Art: Contemporary Artists Explore Cartography*. New York: Princeton Architectural Press, 2009. Print.

Harmon, Katherine. *You Are Here: Personal Geographies and Other Maps of the Imagination*. New York: Princeton Architectural Press, 2004. Print.

Harzinski, Kris. *From Here to There*. New York: Princeton Architectural Press, 2010. Print.

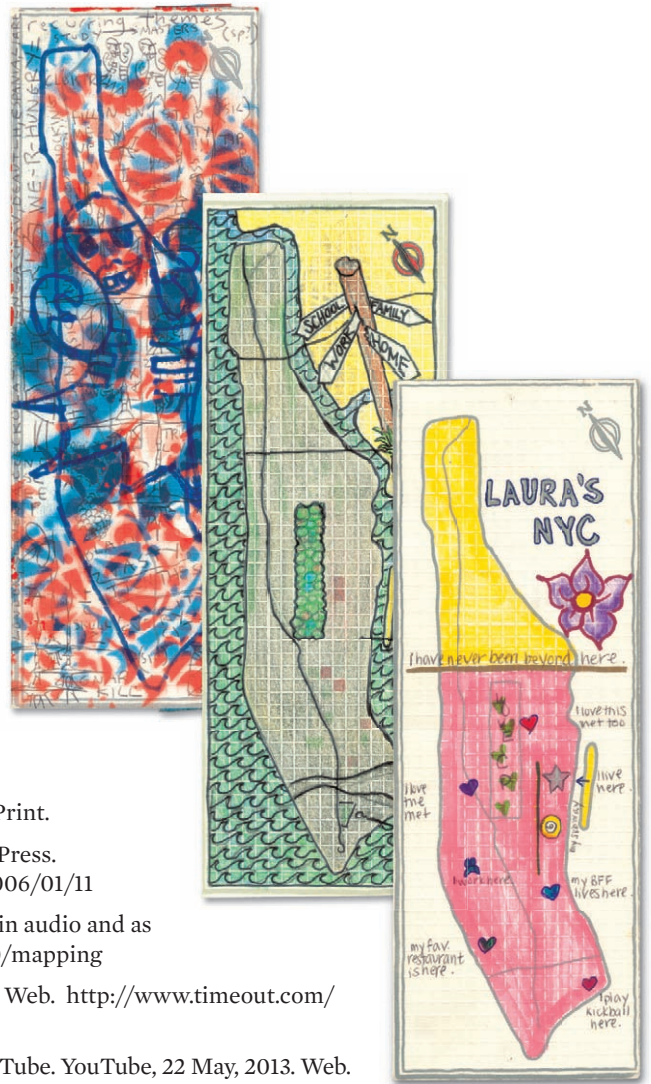
Jacobs, Frank. *Strange Maps: An Atlas of Cartographic Curiosities*. New York: Viking Studios, 2009. Print.

Kaiser, Ward and Denis Wood. *Seeing Through Maps: The Power of Images to Shape our World View*. Amherst Massachusetts: ODT, Incorporated, 2001. Print.

Weiss, Harvey. *Maps: Getting from Here to There*. Boston: Houghton Mifflin Company, 1991. Print.

OTHER MAP-RELATED IDEAS TO EXPLORE

- Map of the human brain
- The plot diagram as a map of all narrative
- Exploring the concept of reading as a form of travel or escape
- Mapping where our food comes from
- Map of the human genome
- Concept maps and graphic organizers



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