



Mapping the Mediterranean: Lesson Plan

Mediterranean Lands: A Pilgrimage Through Time and Space

A Classroom Activity

- Subject Area:** Social Studies
- Created By:** Peter M. Scheidler, Kenwood Academy, Chicago, IL
- For Grade Levels:** 8-10
- NCSS Standards:** I, II, III, V, VI, VII, IX
- Time Required:** Three 45 minute class periods, as well as 20-30 minutes of research over two evenings.
- Objectives:** Students will develop an appreciation for the wealth of information contained in maps and the ways in which maps communicate much more than just where things are. A number of geographic skills will be employed, and a variety of reference sources will be used. This lesson stresses social studies goals, but has interdisciplinary components.
- Materials:**
- Required: Download a copy of “Route Maritime de Tetuan à la Mecque, Route de la Caravan de Maroc à Quibriche and Route de la Caravane de Quibriche à la Mecque.” map (all three images) from:
http://www.aiys.org/aodl/public/medmaps/MEDMAPS_site/Essay_pages/Tetuan.htm
 - World Atlas

Digital Library for International Research

A Project of the Council of the American Overseas Research Centers and the American Institute of Yemeni Studies

Mapping the Mediterranean, a map inventory and online exhibition, is located at http://www.aiys.org/aodl/public/medmaps/MEDMAPS_site/MM_pages/index.htm.

Funded by the U.S. Department of State, Education and Cultural Affairs.

Contact: dliir@caorc.org, (773) 955-4545 x 266

- College Level Dictionary
- Desired: High Speed Internet access, GoogleEarth.

Procedure:

Students will use context clues and examine maps to answer a series of short answer questions over a range of topics. This assignment can be done individually or in groups of three or four students. If the cooperative method is used, each student should be assigned a number of questions to work on for homework. The group will then meet to discuss the strength of these answers. It is suggested that each question be covered by two students within each group, so that members will have something to discuss. Those who researched the question will compare answers, and try to teach the other member(s) the material. If contradictory results are obtained, team members have to try to convince the less informed member(s) which interpretation will be submitted. Teachers may choose to collect evidence of research each day, to ensure that students come to class prepared for small group discussions. Students should be advised that some questions contain words they may not be familiar with; in such instances, use of dictionaries is encouraged.

Evaluation/Rubric:

The teacher is provided a list of comments about answers that each question is anticipated to produce and the significance and relevance of the questions.

Day One: GEOGRAPHY

1. Compare the 17th century map in French to the 21st century map in English. What is the English translation of “Mer Rouge”?
2. What body of water is identified as “Ocean Occidental”?
3. Using a dictionary, determine the meaning of the title in the previous question? Why was this named used for the body of water you identified above?

Digital Library for International Research

A Project of the Council of the American Overseas Research Centers and the American Institute of Yemeni Studies

Mapping the Mediterranean, a map inventory and online exhibition, is located at http://www.aiys.org/aodl/public/medmaps/MEDMAPS_site/MM_pages/index.htm.

Funded by the U.S. Department of State, Education and Cultural Affairs.

Contact: dliir@caorc.org, (773) 955-4545 x 266

4. Suppose you saw the same name for an ocean in a very old map of South America. What ocean would the name apply to in that case? What if it was on the coast of a map of Australia?
5. The 17th century map features three continents. Which ones?
6. Two of the three continents shown on the map are identified, and one is not. What does this tell you about the cartographer?
7. For what purpose do you think this map was produced?
8. How does the route featured on the map in the top image differ from those featured on the bottom two?
9. This map does not have a key that shows scale (e.g. number of miles per inch). If it did, how would the keys for the three maps differ?
10. Consider the answers to the previous two questions. Why do you think the cartographer needed to produce a different scale for the **ROUTE DE LA CARAVANE** from the one that was sufficient for the **ROUTE MARITIME**?
11. Find the place labeled “**MAROC.**” That might refer to a country or a city. In either case, identify which one. (That is, list the country and the city this label might refer to.)
12. Examine the other labels used on the 17th century map, and what kind of capitalization is used. Use this evidence to determine the correct match for *Maroc* from the two labels you found above.
13. Locate “**MECQUE.**” Compare the 17th and 21st century maps to determine the modern English name of this city.
14. Identify at least eight specific places (countries, islands, or cities—not bodies of water) listed on the 17th century map aside from those found in the previous questions.

Digital Library for International Research

A Project of the Council of the American Overseas Research Centers
and the American Institute of Yemeni Studies

Mapping the Mediterranean, a map inventory and online exhibition, is located at
http://www.aiys.org/aodl/public/medmaps/MEDMAPS_site/MM_pages/index.htm.

Funded by the U.S. Department of State, Education and Cultural Affairs.

Contact: dliir@caorc.org, (773) 955-4545 x 266

15. Using a modern map, identify the islands that are shown off the west coast of Africa in the 17th century map.

Day Two: HISTORY AND SOCIOLOGY

1. The top map features a border showing longitude and latitude. Comment on how the representation of *latitude* compares to that on a modern map.
2. Now investigate the longitude markings. What number is left of 10°? How does this differ from a modern map?
3. What is the Prime Meridian, and what city does it pass through? Why do you suppose it passes through that particular city?
4. Comment on the location of the Prime Meridian as indicated on the 17th century map and how this location differs from that identified in the previous question.
5. Find the name of the famous canal that opened in 1869.
6. Use the information from the above question to answer this one: If you did not know when this map was produced, how could you be certain it was produced *before* 1870?
7. By the 17th century, Islam had spread across North Africa to the Atlantic, across the Strait of Gibraltar and into Spain. Of what significance is the destination on this map to Islam?
8. How does the term “Hajj” relate to your answer to the above question?
9. Consider your answers to the previous two questions. Now look back at question seven from the previous day and consider the answer you gave? Would you answer that question differently, given what you have learned throughout this assignment?

Day Three: ACCURACY IN THE SOCIAL SCIENCES

Digital Library for International Research

A Project of the Council of the American Overseas Research Centers
and the American Institute of Yemeni Studies

Mapping the Mediterranean, a map inventory and online exhibition, is located at
http://www.aiys.org/aodl/public/medmaps/MEDMAPS_site/MM_pages/index.htm.

Funded by the U.S. Department of State, Education and Cultural Affairs.

Contact: dliir@caorc.org, (773) 955-4545 x 266

1. Using the system of longitude and latitude shown on the 17th century map, find the destination located at 31° North, 53° East. Use a modern atlas to determine that city's actual geographic coordinates. Use these results to comment on the accuracy of the 17th century map. Be sure to consider *both* dimensions.
2. There was once a world famous library located at the site mentioned in the last question. Research how each of the following is associated with a story of that library's destruction: Julius Caesar, Bishop Theophilus, and Caliph Omar.
3. At least two of those stories involve religion. Explain.
4. About what time period does each of the above stories occur?
5. Using GoogleEarth®, examine the northern coast of Africa, and compare the satellite views to those produced two and a half centuries before flight.
6. Assume the structures that mark points along the caravan route represent locations where travelers stop for the night. If that were the case, how many days would it take to complete the journey from Marrakech to Mecca?
7. Use the key in a modern atlas to determine the approximate number of miles the above trip would cover.
8. Assuming ten hours of travel per day, and using the findings from the last two questions, calculate the average speed for the journey by caravan.
9. Consider a journey from your present location that would cover as much distance as the one from Marrakech to Mecca. Use an atlas to find a destination for such a trip.
10. At an average speed of 60 miles per hour, how long would that trip take?
11. Perform a search for information on President Jefferson's efforts against pirates in the Mediterranean. Use the 17th century map to identify the region where these conflicts occurred.

Digital Library for International Research

A Project of the Council of the American Overseas Research Centers
and the American Institute of Yemeni Studies

Mapping the Mediterranean, a map inventory and online exhibition, is located at
http://www.aiys.org/aodl/public/medmaps/MEDMAPS_site/MM_pages/index.htm.

Funded by the U.S. Department of State, Education and Cultural Affairs.

Contact: dliir@caorc.org, (773) 955-4545 x 266

Final Assignment:

Compose a five to seven paragraph essay explaining something you learned by investigating this map. Be sure your essay has a strong INTRODUCTION, a well-defined THESIS, a good amount of SUPPORTING DETAIL, and a solid CONCLUSION.

COMMENTS FOR THE INSTRUCTOR REGARDING QUESTIONS AND ANSWERS:

Day One:

1. Mer Rouge is the Red Sea.
2. The Atlantic Ocean is identified as Ocean Occidental
3. Any college level English dictionary will tell students that “occident” means “West.” The Atlantic is west of Europe.
4. The Pacific is west of South America, and the Indian Ocean is west of Australia.
5. Europe, Africa and Asia are featured.
6. Since Europe is not identified by name, but individual European countries are, the Map Maker most likely assumes the viewer is familiar with Europe, and is therefore likely European.
7. Various answers, many related to trade, most likely.
8. Top is water route, bottom is land route.
9. The first is on a larger scale, the second and third are more detailed, and on the same scale.
10. There are fewer stopping points along the water route, with more distance covered between stops.
11. City-Marrakech or Country-Morocco.
12. Marrakech is correct since it is in the same capitalization as Cairo and Alexandria, rather than the capitalization seen in Egypte or Italie.
13. Mecca.
14. Various, including Egypt, Italy, Spain, Sicily, Malta, Algiers, Alexandria, Cairo, the Anatolian Peninsula, the Strait of Gibraltar, Tetouan, Yanbu, Tripoli, Jiddah.
15. The Canary Islands

Day Two:

Digital Library for International Research

A Project of the Council of the American Overseas Research Centers
and the American Institute of Yemeni Studies

Mapping the Mediterranean, a map inventory and online exhibition, is located at
http://www.aiys.org/aodl/public/medmaps/MEDMAPS_site/MM_pages/index.htm.

Funded by the U.S. Department of State, Education and Cultural Affairs.

Contact: dliir@caorc.org, (773) 955-4545 x 266

1. Latitude is almost completely the same as modern maps.
2. To the left of 10° on a modern map is 0°, but on the 17th century map, it's 360°.
3. The Prime Meridian is the line at 0° W/E. It passes through London, since much the world was colonized by Britain from the 17th to 20th centuries.
4. In the mid 1600s, geography did not measure to the East *and* West. Rather, a point West of Europe was picked as a starting point, and all locations were identified by how far East they were from this point of reference. This convention is the origin of concepts such as the Near East, Middle East, and Far East.
5. The Suez Canal
6. No such canal is visible linking the Mediterranean with the Red Sea, so the map must be from a time before that canal existed.
7. Able-bodied Muslims are required to make a pilgrimage to Mecca during their lifetime.
8. The pilgrimage to Mecca is referred to as the Hajj.
9. This map may have been produced to provide possible itinerary for Muslims completing the Hajj.

Day Three:

1. On the 17th century map, 31°N, 53°E is Alexandria. Goode's World Atlas lists Alexandria at 31°12'N, 29°58'E. The Latitude is nearly exact, the Longitude is WAY off.
2. This requires research, and Google, Yahoo or Wikipedia will yield quick results with minimal effort. Students may need help finding key words for their searches, but after that, the info is very readily available.
3. Tales that hold Theophilus responsible involve his directive to burn pagan temples. Those that blame the Caliph Omar cite an attitude that regards the Koran as the only relevant text.
4. JC: about 50BC, BT: about 400 AD; CO: about 640 AD
5. Various responses, but generally, the accuracy of the map is quite strong.
6. 25 days (unless the author missed some)
7. About 3,000 miles.
8. In 25 days, that's 250 hours, or 12 mph. Pretty fast, actually. (a gallop?)
9. New York to San Francisco, Chicago to Mexico City, etc.
10. Five times the speed would give one-fifth the time: 50 hours, or Five days.

Digital Library for International Research

A Project of the Council of the American Overseas Research Centers
and the American Institute of Yemeni Studies

Mapping the Mediterranean, a map inventory and online exhibition, is located at
http://www.aiys.org/aodl/public/medmaps/MEDMAPS_site/MM_pages/index.htm.

Funded by the U.S. Department of State, Education and Cultural Affairs.

Contact: dliir@caorc.org, (773) 955-4545 x 266

11. The Barbary Pirates were the ones he sent US vessels to fight, and on the map that's the name that covers most of North Africa West of Tunis.

Digital Library for International Research

A Project of the Council of the American Overseas Research Centers
and the American Institute of Yemeni Studies

Mapping the Mediterranean, a map inventory and online exhibition, is located at
http://www.aiys.org/aodl/public/medmaps/MEDMAPS_site/MM_pages/index.htm.

Funded by the U.S. Department of State, Education and Cultural Affairs.

Contact: dliir@caorc.org, (773) 955-4545 x 266