

## MAPS

### I Warm up. Discuss the questions in pairs.

1. Do you better remember the things that you see or hear?
2. Why do we use maps? Do you have any paper maps at home? Can you use them?
3. When was the last time you used *GoogleMaps* or satnav?

### II Match the words with their translation.

- |                  |  |
|------------------|--|
| 1. concise       | a. nowatorski                            |
| 2. proliferation | b. przyspieszać                          |
| 3. cutting-edge  | c. przenikalny                           |
| 4. dimension     | d. spójny                                |
| 5. accelerate    | e. zwarty, zwięzły                       |
| 6. permeable     | f. przodkowie                            |
| 7. diminish      | g. program nauczania                     |
| 8. coherent      | h. rozpowszechnianie, rozprzestrzenianie |
| 9. curriculum    | i. umniejszać, ubywać                    |
| 10. ancestors    | j. wymiar                                |

### III Match the words with their explanation.

- |                |   |
|----------------|---|
| 1. iconography | a. strong, healthy  |
| 2. groundwork  | b. to wrongfully and deliberately claim as one's own the ideas or words   |
| 3. robust      | c. a graphic presentation of a chronology of events and their dates, listed from left to right along a horizontal line or in a vertical column. |
| 4. plagiarize  | d. symbolic representation  |
| 5. timeline    | e. technique used to aid and improve the memory.  |
| 6. mnemonics   | f. foundation/basis   |

### IV Read the texts and mark if the sentences are TRUE or FALSE.

<https://publicdomainreview.org/essay/emma-willard-maps-of-time>

1. Emma Willard is a contemporary teacher.
2. Maps and graphs today represent many topics and areas of interest.
3. Emma Willard graphics were similar to the ones that already existed at that time.
4. By studying this map, students were encouraged to reflect on human history as a rise and fall of civilizations.
5. Emma Willard strongly believed the verbal elements (speaking) preceded the visual ones (images).
6. The Tree of Time was supposed to show students a sense that history moved in a meaningful direction, a peaceful and unified picture of American progress.

### V Answer the questions.

1. When was the crucial moment for education connected with new techniques of printing?
2. How were Willard's graphics different from her competitors?
3. In what way did Willard's maps show her patriotism?

4. How do the maps help to learn?
5. How did Willard integrate chronology with geography?
6. Why is Willard considered a feminist?
7. How did Willard make the maps "interactive" in a class?

#### **VI Discuss in small groups.**

1. What mnemonics techniques do you know? Which of them do you use?

**Present the rules of one memory technique to the whole class.**

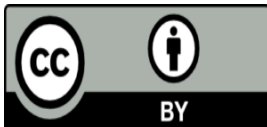
2. Look at the website

[https://www.boredpanda.com/fun-maps-they-didnt-teach-you-in-school/?utm\\_source=google&utm\\_medium=organic&utm\\_campaign=organic](https://www.boredpanda.com/fun-maps-they-didnt-teach-you-in-school/?utm_source=google&utm_medium=organic&utm_campaign=organic)

**Choose the map you find interesting and present it to the group.**

#### **VI Writing: group or individual project.**

Invent a theme for your map, draw it (Poland/your hometown/the world/your university etc.) and sign it.



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