
Extension Activities

Have students create their own maps. These should be of a place they know very well and that can either be easily recalled or somewhere they often go. Now that students understand the different ways Western cartographers and American Indian cartographers drew maps, have students adopt or create a method of map-making. They should consider what they want to convey and from there determine what should be included on the map and how it should be communicated. Students should include a few sentences on who the audience is for their map and why they chose the method they did. Regardless of the method chosen, each map should fill the paper provided, show scale, either proportionally (American Indian approach) or by a ruler (Western approach), and be detailed enough to provide clear directions.

To expand on the discussion of philosophical ideologies of maps, watch the video titled: *Chickasaw Maps: Geography, Relationships, and Power* (<https://www.chickasaw.tv/history/video/chickasaw-maps-geography-relationships-and-power/list/nations-collide-videos>).

Materials

- [Carte de la Louisiane et du cours du Mississipi \(Map of Louisiane and the course of the Mississippi\)](#)
- [Chickasaw Deerskin Map 1723](#)
- Worksheet: *Venn Map Comparison*
- Answer Key: *Venn Map Comparison*

Extra Resources

- [History of Cartography](#) – an introduction to a series of books on the history of cartography
- [Maps, Map-Making, and Map Use by Native North Americans](#) – this is a chapter from the book *Traditional Cartography in the Americas* that provides numerous examples of American Indian maps

