

THE IMPORTANCE OF MAPS IN HISTORY TEACHING AND EVALUATION

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1. THE GEOGRAPHY BEHIND HISTORY

- 1.1 Searching through the older type of history textbooks, one becomes very aware of the scarcity and neglect of maps. Fortunately, this deficiency is being remedied, as the writer of history recognises the need to include maps as teaching and stimulus aids.
- 1.2 History, focussing on the behaviour of man through the ages, cannot exist without place. In view of this, every historical event or trend must be studied in its geographical context. The student of history must not only be aware of the geographical location of the event but also of the influence of geographical factors on man in his environment.
- 1.3 Maps are great teachers, and the making and study thereof, are a good way of imprinting the facts of landscape on a young and old mind. Often we tend to take maps for granted in view of the availability of maps in atlas form, wall-map form, and in book form. But just consider the values of maps to the history teacher and student.
- 1.4 At a glance the reader is taught and reminded of the great shifts of frontiers which characterise the past and to a degree the present. Detailed scrutiny of perhaps only a single map drawn with care and understanding, may yield as much information as many pages of the printed word. If we are to understand the historical past and the contemporary scene, we need to utilise the potential which maps have to offer.
- 1.5 Thus the map- atlas, textbook, wall, sketch, roneoed form — must be regarded as an integral part of the history teacher's craft. Every effort

must be made to ensure that the student has a mental picture of the historical setting of an event. But at the same time, the historical map must be regarded as a 'sine qua non' of every history examination paper. For in the use of the map, one has the opportunity of assessing certain basic historical skills which one is trying to encourage in history teaching.

- 1.6 Thus the map is an inseparable part of the education duality of teaching and assessing pupil progress. The map may be used as a vehicle for assessing a wide range of historical skills, from a recall of the basic facts (memory) to a comparison of data, as reflected in two maps e.g. Europe in 1914 and then in 1919.
- 1.7 "History cannot exist without place; geography cannot exist without time; and neither would have meaning without the common denominator — MAN".

2. THE APPLICATION OF MAPS — TEACHING AND ASSESSMENT

The history teacher is reminded that a map, whether projected or non-projected, may be skilfully utilized to enhance the effectiveness of his teaching, the understanding of his students and as an instrument for measuring the extent to which his students have acquired certain basic historical knowledge, developed in historical skills and possibly even positive attitudes of mind. The following guidelines offer examples of how maps may be used to encourage the above-stated objectives.

2.1 The memorization of basic historical facts

Despite the endeavour to promote historical skills of interpretation, relection, analysis, com-

parison etc., one should not negate the value of a sound memory. Pupils must learn certain basic facts without which logical interpretation is impossible. Maps can be used to assess the extent to which the student has acquired basic historical data, which can be related to the map. The student is presented with a map of the Balkans in general, Sarajevo in particular, and must then recall the events of the 28th June 1914, and explain the day's happening in broader perspective i.e. how did it affect Austro-Serbian relations. (Map 1)

2.2 Comparison and contrast using maps

Students should be guided to gain experience in the skill of recognising similarities and differences, using maps as a resource, and to explain these similarities and differences in their historical context. Consider the example of two maps — Europe in 1914 and Europe after the War. Students would, it is hoped, identify the collapse of the Empires and the emergence of national states. (Map 2)

2.3 Analysis of a map

Students are presented with a series of questions, emanating from the contents of a map e.g. The Cold War in Europe (A). Using these questions, the teacher will guide the student to extract the significant features of the map. This approach may be utilized either before or after the topic has been studied in depth. A purely descriptive response could be expected from Map B, which illustrates the division of Germany at Potsdam, and the geographical location of Berlin.

2.4 Place/event identification and explanation

On a given map e.g. The United Nations in Action: 1945-1981 reference is made to certain important events. Students must identify each number and briefly comment on the significance of those events, in the context of the history of the United Nations. It is important that the teacher ensure that the numbering is accurately identified on the map.

2.5 Recognition of geographical factors which influence history trends/development

Pupils need to recognise the impact of geographical factors on historical developments and events. This fact is more recognition of history in its global perspective, rather than a specific skill. Students need to develop an attitude of mind in which history is not studied in isolation.

Recognition must be given to the auxiliary sciences e.g. geography, economics, psychology, sociology, anthropology.

2.6 Maps as stimulus material for essay questions

Students are provided with stimulus material which in this instance is the map or a series of maps. Students need to identify the maps and then discuss each map as a factor in the answer to the question. Consider the involvement of the U.S.A. in international affairs from 1939-1975 with reference to the maps on the document: "U.S.A. Involvement 1939-1975". It is very important that the mark allocation for each map should be carefully stipulated. (Map 3)

2.7 Maps for promoting a sense of chronology

History — a subject abstract in time and place — must be taught with a view to recreating the past

as accurately as possible: "Wie es eigentlich gewesen ist" (L. von Ranke). The map stimulates a sense of place, but can also be used to foster of time or chronology. A series of specific maps can be presented to the student, whose task it is, using the evidence of each map, to place these maps into a logical sequence. Consider the unification of Italy in this respect. Each map should not only be placed in sequence, but could also be explained in a paragraph or essay form.

2.8 Maps promote an understanding of changing frontiers

Students of History should be made aware of the extent to which a struggle for land has dominated relations between man and man, tribe and tribe, nation and nation, empire and empire. By means of a series of maps illustrating these changes, the student may be sensitized to the turmoil of the past in the sphere of changing frontiers. Each map, would of necessity, need to be explained, with special reference to the cause/effect relationship. Here one may cite the example of the conflict between Basuto/British and Basuto/Boer over Basutoland/Caledon River Valley, in the period 1843-1868. This will assess the pupils insight into change and its cause/effect nature.

2.9 Analysis of sketch maps

In order to assess the ability of the student to understand and internalize the nature of the word 'revolution' or fundamental change, and to read into each map with a view to a historical explanation, the teacher can compile/construct a series of sketch maps which provide the stimulus from which the student can proceed to evolve an explanation. One could use three or four sketch maps of the African continent to summarize the African Revolution from 1870-1970. i.e. changing rule, from Black tribal rule — White colonial rule — Black majority rule.

2.10 Compilation of sketch maps by the students

Since it cannot be expected of history students to reproduce maps in specific detail, it should not be policy to demand no such basic skill from the students. Students should be encouraged to sum up historical events in diagrammatic or map form using basic sketch techniques. In the written examination students could be asked to construct items such as:

- 10.1 A sketch map of Hitler's foreign policy.
- 10.2 The division of Germany at Potsdam.
- 10.3 The territorial clash on the Cape Eastern frontier.

The emphasis would not be on specific detail but on broad features.

2.11 Historical cause/effect recognition

The student must be trained to recognise the cause/effect relationship in the historical past. Thus he is presented with two or more maps, which contain material, which may be compared, contrasted and related. By means of structured questions, these cause/effect links can be highlighted. Consider the map relating to the Treaty of Versailles, the foreign policy of Adolf Hitler and the subsequent outbreak of World War Two. This approach not only assesses a skill, but also an attitude of mind. (Map 4)

2.12 Maps used to emphasize a historical theme

Students are presented with a series of maps, which reflect changing frontiers and conflict as a theme. One can, in this instance, utilize a series of maps, which in chronological sequence reflects the Arab-Israeli conflict: 1920-1967. Students can be expected to write an explanatory sentence or paragraph on each map, reflecting the change and the circumstances leading to the change.

2.13 Reconstructing an historical event

The teacher presents the student with a map which contains diagrammatic representations. Using the background knowledge, the student must relate the studied material to the diagrammatic representations, and in so doing reconstruct an event. e.g. The Korean War of 1950-1953. (Map 5)

2.14 Maps as a summary of basic issues

In the document entitled "Maps relating to the causes of the First World War" the student is presented with three basic casual maps. By means of questioning, the teacher is able to assess the extent to which the student recognises inter-relationships. (Map 6)

2.15 Identifying historical trends/situations through maps

The student is supplied with a document, on which is provided three maps, in this case covering the period 1795-1835. This is found in the Std 8 course of South African history. The student must then identify the maps, possibly as follows:

- A1 The strategic importance of the Cape Colony in the year 1795, leading to the occupations and change of hands from 1795-1806.
- A2 The districts of the Cape Colony in the year 1806, and indicating the southward movement of the Xhosa on the southern-eastern seaboard.
- A3 The fluctuating frontiers on the Cape Eastern frontier in the period 1812-1836, ultimately accelerating the Great Trek movement.

The emphasis must be on the map in the context of the history course being studied by the students.

2.16 Using maps to promote internationalism, analysis and comparison

The student is supplied with a map of the League of Nations and the United Nations. By means of questioning the following skills and attitudes may be emphasized:

1. What similarities do you notice between each map?
2. What differences are evident between the two maps?
3. Which organisation had a more global involvement?
4. What relationships existed between the two organisations?
5. What were the common problem areas?
6. Comment on the non-member states of each organisation.

2.17 Maps as examples of bias, propaganda

Maps can be so designed to evoke a particular response, especially when a propaganda cam-

paign uses the map as an instrument of its programme. History students must be trained to detect bias, propaganda and 'brain washing' and this skill can be highlighted in using maps, which are designed to promote a particular idea or ideology. These maps will usually be found in textbooks in the schools, which are subject to that particular ideology. Size, the enlargement of shapes, and boundary indicators would be used to a large extent for visual impact.

2.18 Maps can be used to reflect human endeavour, courage

If it is the aim of the teacher to create an awareness in the student, of the extent to which man can motivate himself or be motivated, then he could present the student with a map, which is designed to create the sense of challenge, of human determination to succeed, of human inquisitiveness, of human initiative, of human spirit of adventure. A map depicting the voyages of discovery and colonization, could be used in this instance. The questions set would be designed to elicit a response which emphasizes and recognises human endeavour.

2.19 Maps used to test basic understanding/insight as an unseen exercise

It is assumed that the pupils have not made direct contact with the topic as yet, and suggests that this approach may be suitable for serving the purpose of an introduction to the topic. The pupil is presented with two maps of the Great Trek, and the questioning will emphasize a basic knowledge of map reading, but also a degree of intuitive thinking or insight.

2.20 Maps to illustrate how the present has evolved out of the past

Students need to be reminded that the present world has its roots in the past, that the present cannot be realistically appreciated without recognition of the influences and contribution of the past. A series of maps, related to the southward movement of the southern Bantu, the Difaqane and the Present distribution of black ethnic groups, could be used as the stimulus or basis for linking the past with the present. Carefully planned questions can reinforce these links.

2.21 Retracing an event through maps — fieldwork

As part of the coursework assessment, the student may be set a task/exercise/assignment/project based on the skills involved in a field work exercise. Two such particular examples which may be cited are the Jameson Raid and the Majuba Campaign. Coursework activities based on the use of historical material, could take the form of charts, diagrams, folders, map drawing, oral discussion and historical speculation, illustrated essays etc. Specific evaluation criteria must be stated.

2.22 Maps to illustrate South Africa's position in Africa and the world

Students must be sensitised to an awareness of South Africa's geographical location in Southern Africa, in Africa and her links with the world at large. Questioning should stress these relationships and the realization that wider influences affect South African events, both directly and indirectly.

2.23 Boundaries and maps which emphasize the human capacity for compromise

Students should be introduced into the field of human diplomacy, meetings and compromise, and be made aware of diplomacy as a means to avoid conflict and even war. Territorial adjustments as reflected in maps can illustrate the aspect of compromise and adjustment.

2.24 Maps as a reinforcement of learnt material

Maps may be used purely in the evaluation programme as a simple vehicle for assessing the extent to which the student has mastered basic content and can reproduce this content in relation to the questions based on a specific map or series of maps. In this case, the questions either objective or interpretive, draw out the student's basic knowledge of a particular topic.

3. CONCLUDING THOUGHTS

- It is obvious from the preceding discussions that maps may be utilized to assess the development of historical skills, attitudes of mind, and basic background knowledge.
- Secondly the teacher must regard the use of maps with esteem, not only in evaluation, but in the prior step of effective teaching.
- Maps in the learning/evaluation process give our historical content/events a sense of place. The "maps/chaps" relationship must be given due recognition.

— The maps included, are drawn from a variety of sources, and in no way are prescriptive in their usage. Teachers need to assess the needs of their pupils, their relative ages, aptitudes and abilities and use the maps accordingly. The use of maps, in a constructive way, will add an exciting dimension to your teaching.

4. BIBLIOGRAPHY

I am indebted to the following authors and their works, whose initiative and creativity, have elevated the teaching of history to greater lengths. The maps which these authors have pioneered, are indispensable to effective history teaching and student learning.

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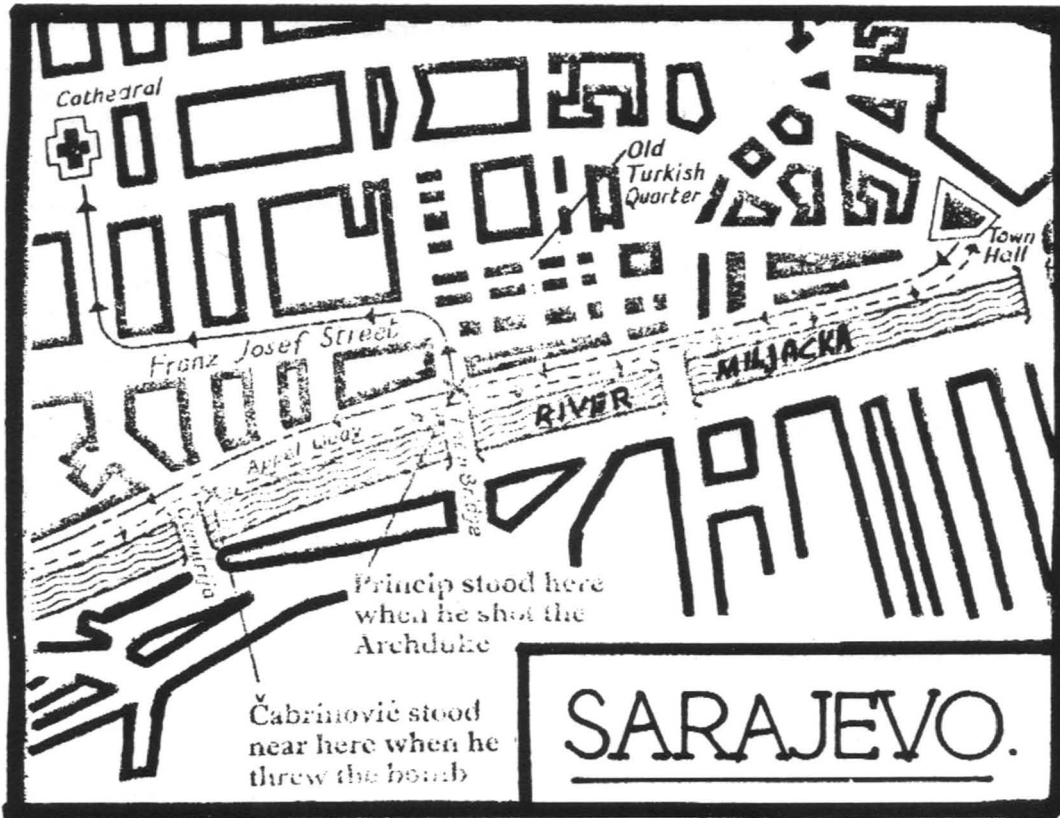
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"A man who is ignorant of the society in which he lives, who knows nothing of its place in the world is not a free man even though he has a vote. He is easy game for the 'hidden persuaders' . . ."

The Newsom Report p. 163

MEMORIZATION AND THE APPLICATION TO AN EVENT.



THE COLD WAR IN EUROPE.

ANALYTICAL DESCRIPTIVE

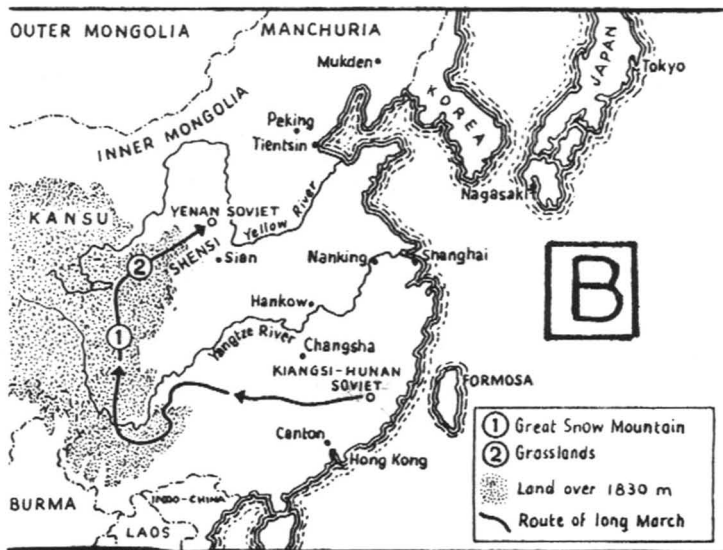
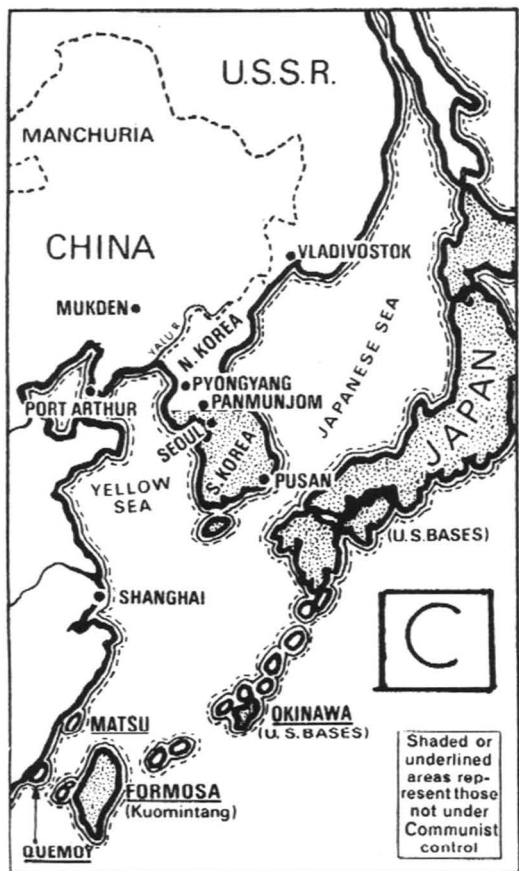


THE INVOLVEMENT OF THE U.S.A.



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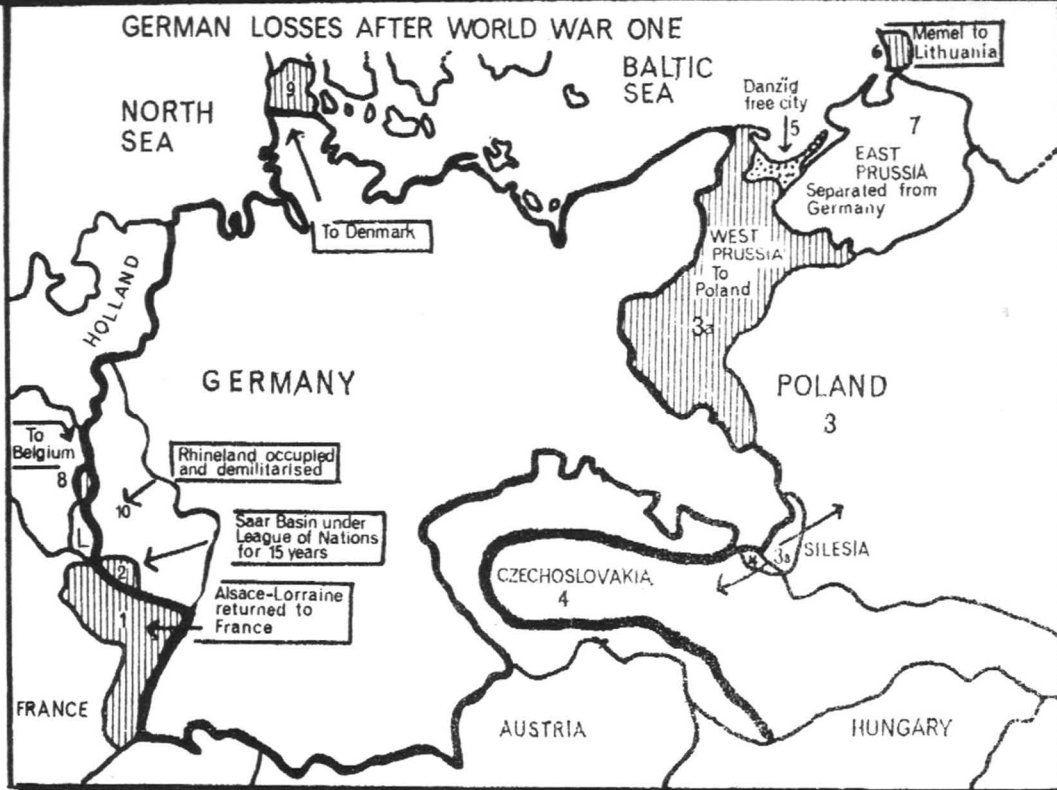
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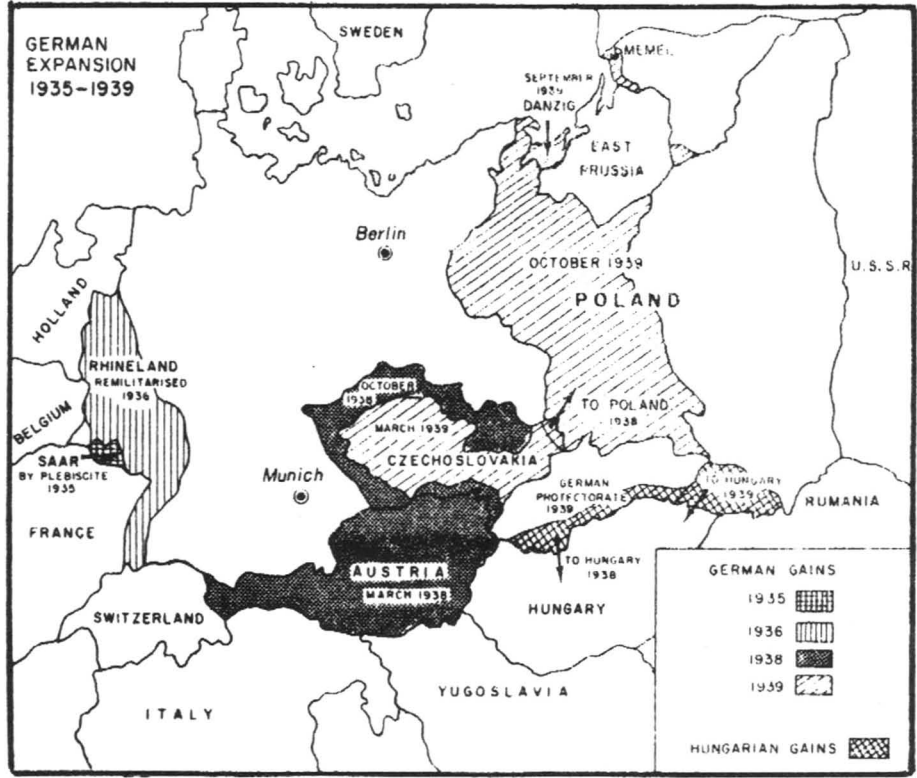
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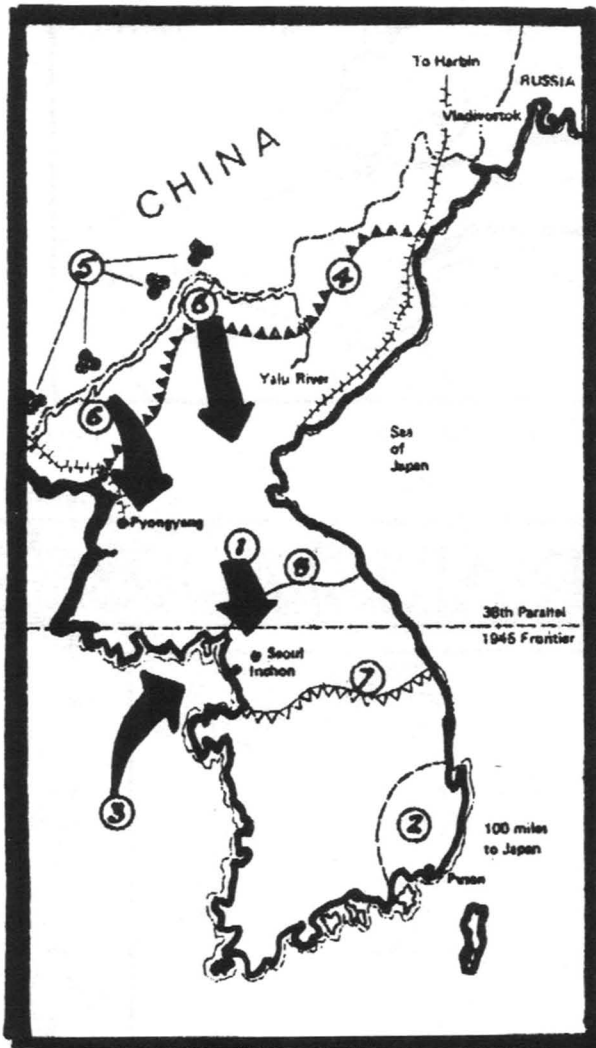


From 'THIS MODERN WORLD' BY DEREK NOOD.

GERMAN IMPERIALISM 1930'S



RECONSTRUCTING AN HISTORICAL EVENT BY DIAGRAMMATIC MAP-FORM



1.	NORTH KOREAN ATTACK ON SOUTH KOREA : JUNE 1950.
2.	TERRITORY HELD BY THE U-N BY SEPT. 1950.
3.	THE U-N AMPHIBIOUS ATTACK SEPT 1950.
4.	THE U-N FRONTLINE IN NOV. 1950
5.	CONCENTRATIONS OF CHINESE TROOPS IN NOV. 1950.
6.	CHINESE ATTACK IN NOV. 1950.
7.	CHINESE FRONT LINE IN JAN 1951.
8.	ARMISTICE LINE - NOV 1951.

The Orders

13 By September 1950, the war was going well for the UN, and the US Joint Chiefs of Staff sent General MacArthur, Commander-in-Chief of US forces in the Far East, a directive summarized as follows:

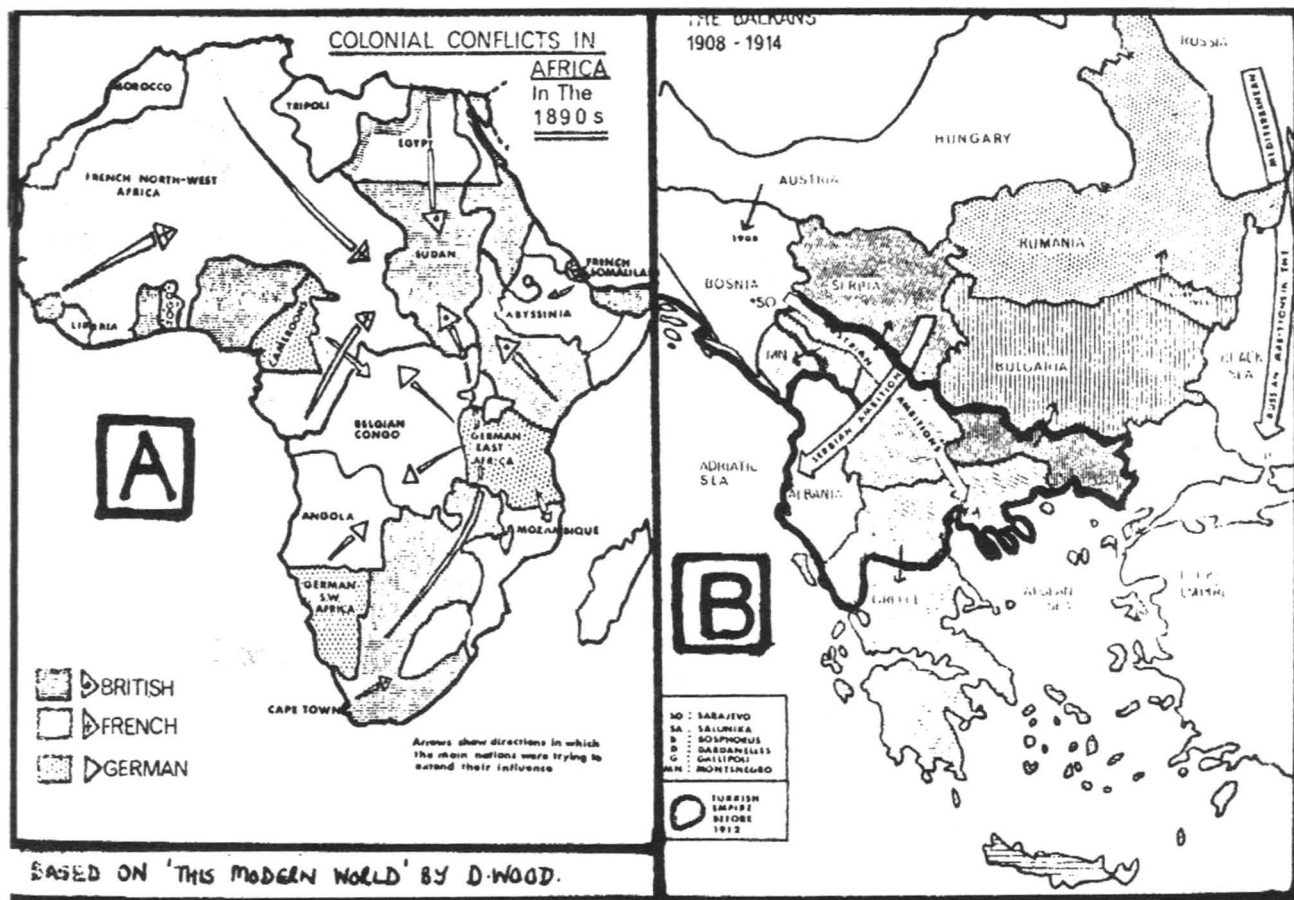
His forces would not cross the Soviet or Manchurian borders under any circumstances, that only Korean ground forces would be used in the area bordering the Soviet Union and the Manchurian border, and that support of UN operations would not include air or naval action against Manchuria or Soviet territory.

America's Aim

12 On 10 July 1950, Acheson stated that the US was in Korea:
 'SOLELY FOR THE PURPOSE OF RESTORING THE REPUBLIC OF KOREA TO ITS STATUS PRIOR TO THE INVASION FROM THE NORTH.'

'IF THE AMERICANS CROSSED THE 38th PARALLEL CHINA WOULD BE FORCED TO INTERVENE IN KOREA . . . HE WAS EMPHATIC: THE SOUTH KOREANS DID NOT MATTER BUT AMERICAN INTRUSION INTO N.K. WOULD ENCOUNTER CHINESE RESISTANCE.'

MAPS RELATING TO THE CAUSES OF THE FIRST WORLD WAR.



BASED ON 'THIS MODERN WORLD' BY D. WOOD.

