

Mapping Queer History

Overview

In this lesson, students will examine a digital map created based on content from the Queer Newark Oral History Project, then learn how to use a digital platform to create their own map of locations from the interviews. They will also evaluate a partner's map and improve their own maps based on a partner's evaluation.

Grade Level

6-8

Time

Total: 90 minutes (5 minutes warm-up activity, 15 minutes map exploration, 10 minutes platform introduction, 30 minutes mapping activity (option to extend into homework), 30 minutes feedback activity)

Objectives

Students will be able to:

- Identify qualitative data related to locations from oral history interviews.
- Create digital maps to display qualitative data.
- Explain choices in map design.
- Provide feedback on other students' maps.
- Incorporate feedback to improve maps.

New Jersey Computer Science and Design Thinking Content Standards

8.1.8.CS.3: Justify design decisions and explain potential system trade-offs.

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

8.1.8.AP.6: Refine a solution that meets users' needs by incorporating feedback from team members and users.

6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.

Common Core Standards

CCSS.ELA-LITERACY.RST.6-8.3: Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

CCSS.ELA-LITERACY.RST.6-8.7: Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

CCSS.ELA-LITERACY.WHST.6-8.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

CCSS.ELA-LITERACY.WHST.6-8.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

CCSS.ELA-LITERACY.WHST.6-8.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Resources Needed

- Student devices with internet access
- Instructor device with internet access and projector connection
- Student accounts on Google Maps, Clio, or ArcGIS Online
- Online or printed copies of the Map Checklist and Map Evaluation Worksheet

Warm-Up Activity

Ask the class to brainstorm various purposes that maps have. This can be done through class discussion, an online platform like Mentimeter or Google Jamboard, or inviting students to write on a board, sticky notes, or index cards. Review the responses.

Map Exploration

Let students know that they'll be looking at a virtual map from the Queer Newark Oral History Project that displays historical information and then creating their own similar map.

Start by going through the [Rainbow City: Mapping Queer Newark](#) Prezi presentation so that students know the context of the map that they're about to see. Then, provide the link to the [Rainbow City: Mapping Queer Newark](#) tour on Clio, an example of the type of map that they are going to create. Give students a few minutes to explore the map independently and then as a group, discuss the following questions evaluating the map.

- What elements are included on each "stop" on this tour?
- What kinds of maps are used in this tour? What purposes do they serve?
- How does the Queer Newark Oral History Project show up in the tour?
- Would this tour be effective if it was done using a physical map? Why or why not?
- Was there anything mentioned in the Prezi presentation about this project that isn't reflected on the map?
- Why do you think that information isn't included? Can you think of any ways that it could have been included?
- Is there anything you would have done differently if you were working on this map?

Platform Introduction

Introduce students to the platform that they'll be using to create their own maps (Google Maps, Clio, or ArcGIS Online). Demonstrate the main functions of the mapping platform being used, asking them to follow along on their own devices.

Google Maps

1. Starting a new map: go to maps.google.com and open the menu. Select "Saved" and then the "Maps" tab. Click "Create Map" at the bottom.
2. Editing the map title and description: click on the words "Untitled Map" and fill in the information in the box that pops up.
3. Navigating layers: add a layer by clicking "Add Layer." Rename the automatic "Untitled layer" by clicking on the three dots and selecting "rename this layer."

4. Adding markers: the search bar can be used to place a marker in a provided location. The dot under the search bar can be dragged and dropped to place a marker.
5. Adding content: click on a dropped marker to change its title and write a description.

Clio

1. Starting a new map: go to theclio.com and select “Create a New Tour” from the sidebar. Select “Thematic Tour or Heritage Trail” from the provided options.
2. Selecting a location: after starting a new tour, the “Choose the Location” page will appear. Input a city or state, then click “next.”
3. Adding markers and content: after clicking next, the “Choose the Entries” page will appear. To add new markers, select the hyperlink “click here to create a new entry and add it to your tour” and choose “Contributing entry.” Input the desired location and click “next.” There will likely not be duplicates, so click “next” again. Write in a title and description on the “Fill out the details” page.
4. Editing the map title and description: once all the markers have been added, click “next” and fill out a title and description on the “Give it a Name” page.

ArcGIS Online

1. Starting a new map: sign into ArcGIS online and select “Map” from the main menu.
2. Editing the map title and description: click the folder icon from the sidebar, select “Save As,” and fill in the information in the box that pops up.
3. Navigating layers: click on the layer icon. Add a layer by clicking “Add.”
4. Adding markers: click the plus sign icon and select “create sketch layer.” Then click the dot icon. A marker will pop up and can be dragged and dropped onto the map.
5. Adding content: once a marker is placed, click on the A icon to and fill in the box titled “Content.”

Also introduce students to the [Queer Newark Interviews page](#) and demonstrate ways to search the collection: the tags, drop-down menu, and search bar.

Mapping Activity

While the Queer Newark Oral History Project is focused on Newark, many other locations in New Jersey and New York are mentioned. In this activity, students will create a map of these other locations. There are several options for structuring this activity.

Mapping Local Queer Sites

Before teaching this lesson, check the [project website](#) to see if the town where your school is located is mentioned in any interviews. If so, ask students to perform the same search and use the results to create a map of the queer locations in their town.

Mapping Queer New Jersey/New York

Assign each student 3-5 [interviews](#) to focus on. (There are 83 total, so select an appropriate number for your class size.) Ask them to identify New York locations or New Jersey locations outside of Newark that are mentioned in their assigned interviews and create a map of those locations.

Mapping Themes

Allow students to select a theme discussed in the interviews that they are interested in using the tag function. Ask them to create a map using locations mentioned in the interviews that address their chosen theme.

No matter the specifics of the map, give students the Map Checklist (Appendix 1). Tell them to focus on required elements, but let them know that they can experiment with other features if they have extra time.

Feedback Activity

Note: students may need more than half an hour in class to complete their maps. If this is the case, students can complete their maps as homework and pick up with the feedback activity during the next class session.

When students have completed their maps, put them in pairs. Have the pairs exchange their maps and fill out the Map Evaluation Worksheet (Appendix 2).

Once students have completed the worksheet for their partner's map, have them exchange their worksheets. Give them a few minutes to review what their partner said about their map and ask any questions that they might have for their partner about their feedback.

Give students the rest of the class time to make any changes to their maps that they would like before turning their maps in.

Optional Evaluation

Maps can be graded based on checklist criteria.

Appendix 1: Map Checklist

- ☐ Give your map a title.
- ☐ Write a description for your map.
- ☐ Add at least ____ markers to your map marking locations from your research.
- ☐ Title each of your map markers.
- ☐ Write a description for each of your map markers that says why you added this marker to your map.
- ☐ Include quotes from the Queer Newark Oral History Project interviews in your descriptions.

Appendix 2: Map Evaluation Worksheet

What is the title of this map?

In your own words, summarize how this map is described.

How many markers are on this map?

Does each marker have a title and description?

Is it clear why each of these markers is included on the map?

Do the marker descriptions incorporate quotes from the Queer Newark Oral History Project?

Do you find it easy to navigate this map?

Are there any other features on this map? Do you think those features work for this map?

Is there anything you would have done differently if you had made this map?