

Every map tells a story; suggestions for Geography students (Upper Primary/Lower Secondary)

These suggestions are based on the SS. St Louis

[http://education.hmd.org.uk/assets/downloads/Untold Stories from the SS St Louis FIN AL.pdf](http://education.hmd.org.uk/assets/downloads/Untold_Stories_from_the_SS_St_Louis_FIN_AL.pdf) and the Lost Communities case studies.

[http://education.hmd.org.uk/assets/downloads/The Untold Stories Lost Communities of Greece.pdf](http://education.hmd.org.uk/assets/downloads/The_Untold_Stories_Lost_Communities_of_Greece.pdf)

You should **choose** the case study which best matches the needs of your class. If you decide to share both stories please **remember** that you do not have to cover all the tasks. You could link your work with the Primary <http://education.hmd.org.uk/resources/hmd-2011-primary-assembly> or Secondary assembly <http://education.hmd.org.uk/resources/an-assembly-of-untold-stories> and the related presentation.

<http://education.hmd.org.uk/resources/hmd-2011-primary-assembly-presentation>

Begin with a large selection of maps. **Show** each map to the students and **talk** together about different types of maps eg world maps and local maps. **Explain** that maps are collections of information. When we study Geography we want to know about location or where things are. Maps are therefore very important to Geographers. They represent the surface of the planet and give us information about what we find on it. Some maps show us where we will find natural features such as hills, mountains, deserts and rivers or things that human beings have created which change the landscape such as a quarry, a road, a railway line, a town or a village.

We create and use different types of maps for different purposes. **Ask** students to suggest some of the things we might discover on maps and some of the things they help us to do eg learning about the physical features of a place before we visit it, finding our way when we arrive somewhere new to us, planning a journey and working out how long it will take, showing people where we live, understanding where different countries are in relation to our own and using virtual a map on the internet to see a place without actually going there.

Remind students that maps can be environmental. They can show climate, be designed to illustrate declining animal populations and the impact of human activity on the countryside. We use metrological maps too, helping us illustrate changing weather fronts and wind directions.

Many people need to use maps for their work or in their leisure time. **Ask** students to suggest an occasion when the following people might need to use a map: tourists, a mountain rescue team, police officers, town planners, an ambulance driver, a weather forecaster, a TV newsreader and teacher. **Ask** students whether any member of their family uses maps and whether this is for work or leisure.

Perhaps we don't always realise it but maps tell stories and are excellent tools for storytellers. We might find one in a travel magazine to tell us the story of a journey; we can use a map to work out how far someone travelled and what sort of landscape they passed through. Comparing maps from different times can tell us environmental stories because we can see how a coastline has changed or a forest has disappeared or how a city like London has expanded. Maps can tell us historical stories and help us to see how the world has changed. We can see how territory was divided between different groups of people and which lands have been occupied by invading armies in different periods of history. If we look at maps created in different centuries we can find out what people believed about the world at the time the map was created. We can also discover how some communities have grown and others have disappeared. **Show** students a 20th century map and a modern map of the same place and **discuss** the differences between them. **Explain** that making a map is called Cartography and people who make maps are called Cartographers. To be a Cartographer you have to know how to represent things in a small space because maps have to be smaller than the places and things they show. **Tell** students that they are going to become storytellers with maps. **Challenge** them to fit a large story onto a small piece of paper.

Explain that they will create a map story book to share **Untold Stories** on Holocaust Memorial Day. **Ask** everyone to listen quietly whilst you **share** your chosen case study with the class. **Tell** the story in your own words, using the case study as a guide. As both stories have some sad elements **allow** time for students to reflect and express their feelings before you **ask** them to discuss ways of using maps to explain part of the story. To start the discussions you could **remind** students of the journeys in the story or ask them to think of all the places mentioned in the narrative.

Explain that you are going to place your story book in the library because you want as many people as possible to hear about the **Untold Stories**. **List** the ideas on the board then **help** students to choose one or more of the following tasks. They may work in small groups or as individuals.

Suggested mapping tasks

Use a large world map or globe to identify all the places mentioned in the story of the SS St. Louis. If the map has a scale try to work out how many miles the ship travelled. You could use a piece of string and a ruler to plot the journey. Remember that the ship spent some time going round in circles so your final figure will only be an estimate. Use an outline map of the world, or draw your own map to tell the story of the ship's journey over the Atlantic and back again. Make sure that your map is clear enough for people to see which ports or coastlines were seen by the refugee passengers from the ship.

Here are some passenger lists for the SS St. Louis. They tell us which country offered asylum to the passengers. If you click on a passenger's name you will find out more about them.

England: <http://bit.ly/by6dv2>

France: <http://bit.ly/bWHI1V>

The Netherlands: <http://bit.ly/ajkAX8>

Belgium <http://bit.ly/9yodgH>

Look up the names of four passengers. Try to choose people from different families. Find out where they were born, where they left the ship, where their last known location was. **Find** all these places on a map and then either draw your own map or use an outline map of the world to mark these places so your map tells the story of individual journeys. You will need to use four different colours to mark the places, one colour for each person.

Jewish people were deported from Thessaloniki in Greece to Auschwitz in Poland. They travelled in terrible conditions in sealed railways trucks. They passed by or through Skopje, Nis, Belgrade, Ruma, Slavonski Brod, Zagreb, Celje, Maribor, Gratz, Wiener Neustad, Vienna, Brno and Ostrava before reaching their final destination. Find out how many countries they had to travel through and roughly how many miles they had to cover. Create your own map of Europe or mark these places on an outline map to tell the story of how far they were forced to travel.

Extension work

When the Nazis were in power they destroyed hundreds of communities all over Europe. The story of the Jews of Greece reminds us of some of the millions of **Untold Stories** surrounding these communities. Gypsy communities were also targets for Nazi hatred. Here are the names of some places where Gypsy communities disappeared. Grevenbicht, Brest Litovsk (now called Brest), Dusseldorf, Oberwart in Burgenland, Innsbruck, Tilsit (now called Sovetsk), Poznan, Vienna, Iasi, Kosovska-Mitrovica. Try to find these places on a map

of Europe. Remember that some regions have become part of a different country since the end of World War Two. Create your own map of Europe and put these places on them to remind people of the **Untold Stories** of the Gypsies murdered by the Nazis.

Bind your map collection together into a large book called *Maps of Untold Stories* and display it in your library or entrance hall where lots of people will see it and be encouraged to discover more **Untold Stories** for themselves. You could also **put** all your maps into a power-point presentation and show it in assembly or on the school's web pages or on a large screen as part of a Holocaust Memorial Day commemoration.