Whose Arctic Map?

Read map descriptions and examine how each source shapes what readers see.

WG.1.2 "Evaluate the source of particular maps to determine possible biases."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline who made each map and circle the details it includes or leaves out. Number the three maps so you can compare how each source might shape a reader's view.

Three Views of an Arctic Route

1. Three imagined maps show the same stretch of the Arctic Ocean, where ships can travel along Russia's northern coast during parts of the year. On the first, a shipping company's planning team traces a bold line between two ports. The legend describes fuel stops and estimated travel times, but gives no dates for sea ice conditions. A small note says the map was prepared for customers comparing shipping routes. It does not mark coastal villages or areas used by marine animals. Its route line looks unbroken, although changing ice can interrupt travel and delay arrival.

2. The second map comes from an imagined wildlife conservation group that asks donors to protect Arctic habitats. Its labels identify walrus resting areas, bird nesting sites, and waters used by whales. The map shades a large coastal zone as sensitive and prints a request for donations below the legend. It shows no fuel stops or estimates of sailing time. The group may have reliable habitat records, yet the map alone cannot tell a ship captain how long a trip will take. The same coastline can look like an opportunity on one map and a place needing care on another.

3. A third map is issued by an imagined government ice service for crews making safety decisions. It identifies when ice observations were collected and distinguishes thicker ice from open water. Unlike the company's map, it does not draw a single recommended route, because ice can shift. Unlike the conservation map, it does not identify animal habitats. All three maps cover the same region, but each publisher selects details for a different audience. Before trusting any map, a reader can check who made it, when its information was gathered, and what the map leaves out.

2 ANSWER WITH EVIDENCE

Use the passage

1. How might the shipping company's audience influence its map, and what mistaken impression could the map give a customer?

2. How might the conservation group's request for donations affect what its map emphasizes?

3. For judging ice conditions on the date observations were collected, which map would you choose over the shipping company's map? Explain using its source and details.

4. A resident wants to investigate whether the shipping route passes near wildlife habitat. Which two maps could the resident compare, and what limitation should they keep in mind?

3 YOUR TURN

Your own words

Invent a map about a different place, not Arctic shipping. In four sentences, name its publisher and audience, describe one detail it emphasizes and one it leaves out, and explain how those choices might shape a reader's conclusion.

ANSWER KEY

Whose Arctic Map?

PART 1 · READ AND MARK

Underline who made each map and circle the details it includes or leaves out. Number the three maps so you can compare how each source might shape a reader's view. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How might the shipping company's audience influence its map, and what mistaken impression could the map give a customer?	**The company emphasizes travel times and fuel stops for customers comparing routes. Its unbroken route line and lack of dated ice information could make the trip seem more dependable than it is.**
2	How might the conservation group's request for donations affect what its map emphasizes?	**The group may emphasize sensitive habitats to show donors why protection matters, while leaving out travel times and fuel stops.**
3	For judging ice conditions on the date observations were collected, which map would you choose over the shipping company's map? Explain using its source and details.	**Choose the government ice service's map. It was made for crews making safety decisions, dates its ice observations, and distinguishes thicker ice from open water.**
4	A resident wants to investigate whether the shipping route passes near wildlife habitat. Which two maps could the resident compare, and what limitation should they keep in mind?	**Compare the company's route map with the conservation group's habitat map. Neither shows both kinds of information, and the company's route lacks dated ice conditions.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

A school district makes a bus route map for families choosing how students will get to school. It emphasizes bus stops and pickup times but leaves out sidewalks. Families might conclude that every stop is easy to reach on foot. Because the district's map is designed to explain bus service, a family should check sidewalk information from another source before choosing a stop.

Accept reasonable inferences about a publisher's possible bias when students support them with specific map details. Students should not treat an omitted detail as proof that the publisher intended to mislead readers.