

Brief summary of lesson

Maps are an important part of history that are often overlooked. Maps are constantly changing with the community. In this lesson, students will look at maps of their community from the past and present to find some changes that have shaped our community. Students will also help add to an updated map of their neighborhood, noting important locations such as their homes and other landmarks which have contributed to the development of their community. This will also make the student feel a connection to their community and want to preserve it for future generations.

List of Materials / Supplies

Panoramic maps, both past and present, of the community
Computers for additional research
Art supplies for creating personal maps

Procedures or Steps

Activity One - Investigating Maps

Students analyze several different types of maps.

Prior to the lesson:

Search the [American Memory map collections](#) for examples and information that will be useful in helping students to interpret what they see. Assemble a variety of maps (contour, birds eye, panoramic) from various historical periods.

1. Students identify and examine the different kinds of maps. Invite them to consider and discuss what kinds of maps they're familiar with, and to compare the familiar maps to the historical maps. Lead students in an in-depth discussion of panoramic maps--their history, vocabulary, and purpose--as a form of persuasive medium designed to "sell" a city or town. Visit the [Panoramic Maps](#) collection and read about the maps and their creators.
2. Students compare and contrast the various maps in terms of scale, point of view, detail, date, purpose, and uses. Students record their thoughts on the [Primary Source Analysis Tool](#). Before the students begin, select questions from the teacher's guide [Analyzing Maps](#) to focus the group work, and select additional questions to focus and prompt a whole class discussion of their analysis.

Activity Two - Investigating Community

Students analyze a historical map of their community and identify recognizable sites. They date the homes on their block and place their own homes in an historical context.

1. Arrange for time in the computer lab.
2. Students investigate a historical map of their community, such as the [Dover, New Jersey 1903 panoramic map](#) and locate sites that have personal meaning for them (the streets on which they live, schools, parks, and other places they frequent).
3. Students collect data about their homes:
 1. Check one:
 - I live in a house
 - I live in an apartment
 2. The best features of my home are: (check one or more)
 - It's close to transportation

- It's close to schools
 - It's close to recreational facilities
 - It's been remodeled recently
 - It's on a quiet street
 - It has a large yard
 - It is very old (historic building)
 - (Write in another feature)
3. Check one and fill in the blank
 - I know my home was built in the year_____
 - I think my home is about_____years old
 4. My home has the following spaces
 - Bedrooms
 - Dining room
 - Family room
 - Garage (for_____cars)
 - Porch
 - Bathrooms
 - Eat-in-kitchen
 - Finished basement
 - Deck
 - Other room(s)?
4. Students take photographs of their homes.

Step Three - Creating Personal Maps

Students create a collage by drawing or photographing the homes and other structures on their blocks. After the blocks are completed and joined, students write letters to future children in their community explaining the mapping project.

1. Students create a collage that represents their blocks. Students paste the buildings to a paper backing in the correct position and add trees, streets, and other features, as needed (At this point, the drawings are not yet joined with other blocks and may be larger than they will appear in the final product).
2. Photocopy the collages, adjusting the size as necessary, to fit the size of the finished map.
3. Students write to children who live in their community in the year 2103. The letters should:
 - explain the project;
 - explain how working on the map has made them a part of history;
 - explain how they have made history by working on the map; and
 - invite the recipient to make a 2103 edition of the map.

Evaluation

Students will be assessed based on their personal map collage and letter to future generations. Also, they will complete a final reflection responding to the following prompts: 1. What did you learn about your community? 2. What important features are in our community, and why do you think they are so important?

Lesson adapted from LOC lesson plan -

<http://www.loc.gov/teachers/classroommaterials/lessons/mapping/index.html>