

## WHAT'S COOL ABOUT MAPS?

**Note to teachers:** This supplement includes a discussion guide, lessons and Michigan Content Standards to use with the Michigan Time Traveler page. You may reproduce the pages in this supplement to use with students. Follow the "Michigan Time Traveler" link on the Michigan Historical Center's Teacher's Stuff page to this Teacher's Guide for a bonus page of more print and on-line resources: <http://www.sos.state.mi.us/history/museum/techstuff/>.

### DISCUSSION GUIDE

(SOC 1.3. Analyze and Interpret the Past; SOC.1.1. Time and Chronology; ELA 3. Meaning and Communication in Context)

- **Why Map?** Who needed maps in Michigan's early historical times? Why did they need them? Why do you use maps today?
- **How Did They Make the Maps?** How did mapmakers get information to make their maps? Why did they sometimes make mistakes? How do mapmakers get information today?
- **Some Michigan Surveyors and Mapmakers:** What did each of these men do that was important to early Michigan history? Have students find out more about surveying as a career. Today surveying and mapping are often called the "spatial data information industry." Discuss the meaning of that term word-by-word.
- **Political Changes=Map Changes:** Why did the name of the area we call Michigan have different names throughout history? Why do maps change today? What have been some recent changes? (Examples: Siam -> Thailand, Ceylon -> Sri Lanka, British Honduras -> Belize. Since 1990, twenty-four new nations have come into existence, most as a result of the break-up of the U.S.S.R.)

### ACTIVITY ONE: How Has the U. S. Map Changed? Make a Time Line

(SOC.1.1. Time and Chronology; SOC 1.3. Analyze and Interpret the Past)

Post each date on the Michigan Time Traveler page on a poster or card and hang around the classroom. Extend the time line by making a card/poster for each date below. Divide students into groups of 2-3. Assign each group one of the events from the Time Traveler list or the list below. Ask each group to research its event, describe it and explain how it changed the map of the nation. (Dates of other states admitted to the Union can be added to this list.

1776	The American Revolution begins. At its end (1783) the British colonies become the first 13 states of the United States of America.
1803	The Louisiana Purchase: France sells the Louisiana Territory—828,000 square miles of land west of the Mississippi River—to the United States.
1819	Spain cedes Florida to the U. S.
1842	Webster-Ashburton Treaty fixes the U.S.-Canada border between Maine and Minnesota
1845	Texas annexed, July 4; U. S. Congress admits Texas to the Union Dec. 29.
1850	California admitted to the Union.
1867	Russia sells Alaska to the U. S. (Territory of Alaska created in 1884.)
1898	Hawaii annexed to the U.S. (Hawaii Territory created in 1900.)
1898	Spain cedes Puerto Rico, the Philippines, and Guam to the U.S.
1946	Philippines granted independence from the U. S.
1959	Alaska and Hawaii admitted to the Union as 49 <sup>th</sup> and 50 <sup>th</sup> states.

## **ACTIVITY TWO: Compare Michigan Then and Now**

*(SOC.I.3. Analyze and Interpret the Past; SOC.II.4. Regions, Patterns and Processes)*

Provide copies of the black-and-white version of the 1839 *Tourist's Pocket Map of Michigan* (page 3). It is reduced in size, so also provide magnifying glasses, if available. Projecting the map as an overhead transparency along with using the hand-out will also help. Discuss the following questions.

**What's on the map?** Ask students to describe the state's overall shape. How does it compare to a current map? How many counties are named? Where is most of the population located? How can you tell? The mapmaker included town and stage roads, canals, railroads and steamboat routes. Why? What types of transportation would you find on a Michigan map today? Since 1884 most maps have used Greenwich, England, as the prime meridian (0 degrees longitude). What was used as the prime meridian to measure longitude for this map? (Washington, DC)

**What's not on the map?** This map was originally drawn in 1834 and updated in 1837 and 1839. The 1834 version did not have the Upper Peninsula on it. Why? (The western U. P. was given to Michigan at statehood in 1837.) Is Lansing on the map? Why not? (It was not yet a city and did not become the capital until 1849.)

## **ACTIVITY THREE: Make a Current Events Map**

*(SOC.II.3. Location, Movement and Connections; SOC.V.I. Information Processing; ELA 3. Meaning and Communication in Context)*

Each student will find, read and cut out a newspaper article that mentions a city from anywhere in the world. Plan the activity to span one or more weeks. Assign several students to contribute their articles each day. Have a newspaper on hand for students who do not have access to one. Mount a world map in the center of a bulletin board.

At the beginning of class, ask the assigned students to tell about the news, feature, sports or entertainment item that they have brought. After reporting, the student should tack or staple the news clipping to the bulletin board. Provide a brightly colored string or yarn. Ask the student to attach one end of the string to the primary city mentioned in the article and the other to the top of the clipping. The student should describe the city's location in its country, continent, and hemisphere and name its closest longitude and latitude coordinates. As the bulletin board fills up, fold clippings so only the headline shows. At the end of the activity, discuss the various locations students have identified, whether they were familiar or new to them, and how this has helped them learn more about their world.

## **ACTIVITY FOUR: Make a Theme Map of Michigan**

*(SOC.II.1: People, Places and Cultures; Arts 2. Visual Arts: Creating)*

Divide students into groups of two or three. Provide a copy of the blank map of Michigan (page 4) to each group. (Enlarge, if possible.) Ask students to choose a theme for a new map of Michigan. Using the Michigan Department of Transportation map or other Michigan map, ask students to find place names (cities, rivers, lakes, etc.) that fit their theme. For example, a Mineral and Rock Collection map might include the cities of Iron Mountain, Alabaster, Pearl and the Flint Steel River. An Animal map might include Fox Lake, Fawn River, Eagle, Deerfield and Whitefish Point. Some themes will result in more choices than will fit on the map. Suggest that students find enough to represent all geographic areas of the state.

Many historical mapmakers included illustrations on their maps, such as a beaver on a map with fur trade information. Ask students to use illustrations where possible. To close the activity, investigate and discuss why places on their maps have the names they were given. Are they related to natural or imported resources, industries, famous persons? A good source is *Michigan Place Names* by Walter Romig (Wayne State University Press).

# Compare Michigan Then and Now

*The Tourist's Pocket Map of Michigan*

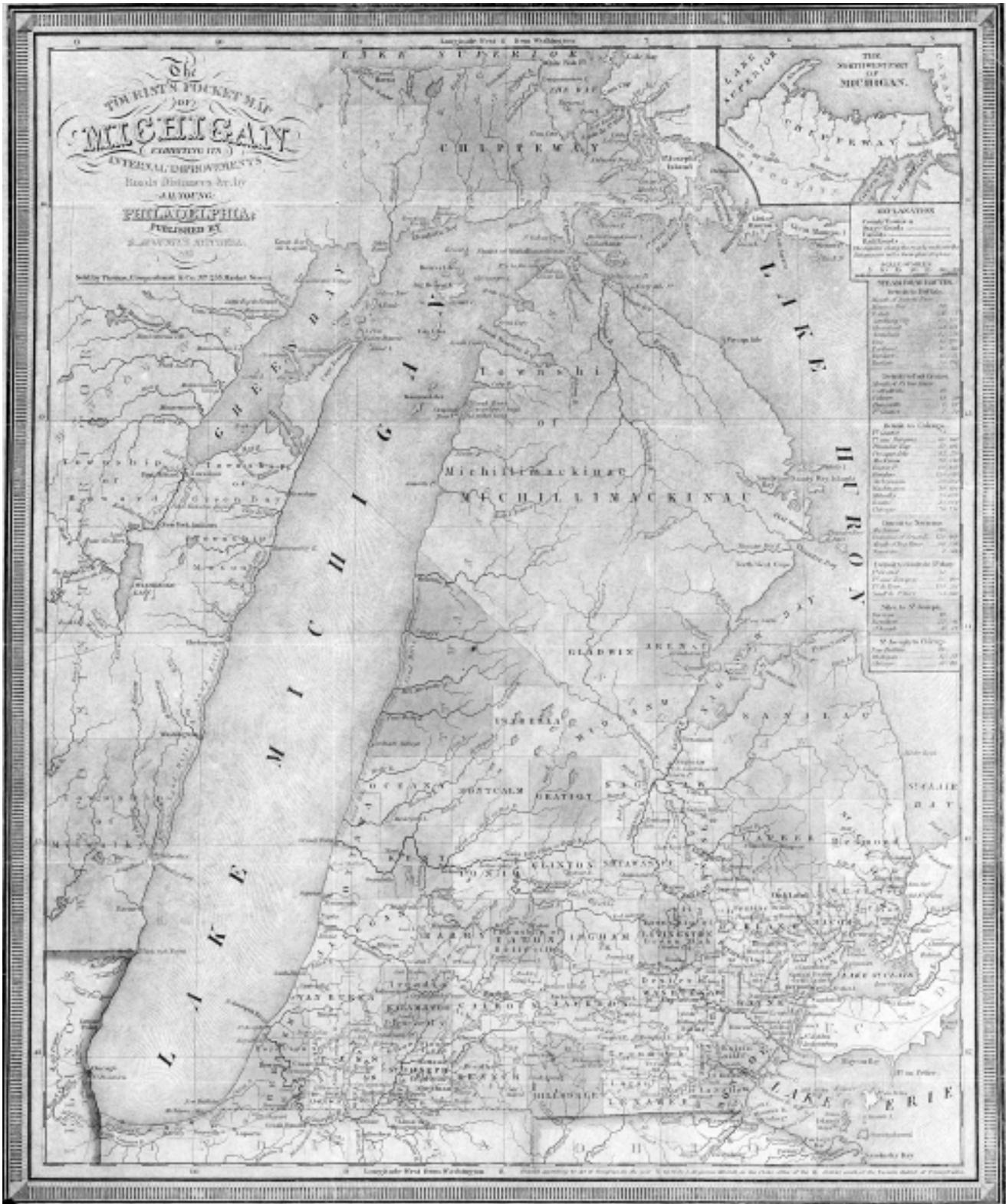
*Exhibiting Its Internal Improvements*

*Roads Distances &c. by*

*J. H. Young: Philadelphia:*

*Published by S. Augustus Mitchell. 1839*

(State Archives of Michigan)



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# Michigan

Outline Map



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## FURTHER RESOURCES

### On-line Resources—Michigan Historical Center

- Full color image of the 1839 *Tourist's Pocket Map of Michigan*, State Archives: <http://www.sos.state.mi.us/history/archive/exhibits/map1839.html>.
- *What's Cool About Maps?* exhibit on-line minitour: <http://www.sos.state.mi.us/history/museum/explore/museums/hismus/special/coolmaps>.
- Michigan county names: <http://www.sos.state.mi.us/history/michinfo/michfaq/counties.html>.

### Other Selected On-line Resources

- Compass Rose: A Dance and A Quilt Piece, Artsedge Lesson Plan: [http://artsedge.kennedy-center.org/teaching\\_materials/curricula/curriculum.cfm?curriculum\\_id=137&mode=objectives](http://artsedge.kennedy-center.org/teaching_materials/curricula/curriculum.cfm?curriculum_id=137&mode=objectives). Students learn their N,S,E,W directions with this active lesson.
- David Rumsey Map Collection: <http://www.davidrumsey.com/>. The collection presents 18th and 19th century North and South American maps using the Insight viewer and with a great search facility (by country, state, keywords, etc.).
- Geography and Map Division, Library of Congress: <http://lcweb.loc.gov/rr/geogmap/>. This page provides links to the LOC's on-line map collections and other services.
- Virtual Map Library, U. of Texas at Arlington: <http://libraries.uta.edu/ccon/mapSearch.shtm>. See historic maps and the informative "Anatomy of a Map" section.
- Michigan Department of Transportation Maps and Publications: <http://www.mdot.state.mi.us/mappub/>.
- Michigan State University Map Library: <http://www.lib.msu.edu/coll/main/maps/index.htm>.
- The National Atlas of Canada Online: <http://atlas.gc.ca/english/>.
- The National Atlas of the United States: <http://www.nationalatlas.gov/>.
- Perry-Castañeda Library Map Collection, University of Texas at Austin: <http://www.lib.utexas.edu/maps/index.html>.
- See an 1866 panoramic map of Lansing that is in the *What's Cool About Maps?* exhibit. Go to the National Geographic Map Machine: <http://plasma.nationalgeographic.com/mapmachine/>. Click on Map Categories ->Historical Maps ->Panoramic ->Lansing, Michigan (1866). You can select maps for other cities, too, including Battle Creek (1869) and Kalamazoo (1874) in Michigan.
- University of Michigan Map Library, Historical Maps on the Web: <http://www.lib.umich.edu/maplib/historical.html>.
- Virtual Museum of Surveying: <http://www.surveyhistory.org>.
- The Yale Map Library: <http://www.library.yale.edu/MapColl/index.htm>.

### Selected Print Resources

- Alper, Ann Fitzpatrick. *Forgotten Voyager: The Story of Amerigo Vespucci*. Minneapolis, MN: Carolrhoda Books, Inc., 1991. What was it really like to travel without adequate maps and how did Vespucci advance the science?
- Kenda, Margaret, and Phyllis S. Williams. *Geography Wizardry for Kids*. NY: Barron's Educational Series, Inc., 1997. Over 150 instructive, useful and fun projects for learning geography.
- Romig, Walter (Foreword by Larry Massie). *Michigan Place Names: The History of The Founding and the Naming of More Than Five Thousand Past and Present Michigan Communities* (Reprint Ed.). Detroit: Wayne State University Press, 1986.
- Sommers, Lawrence M. (Ed.) *Atlas of Michigan*. East Lansing, MI: Michigan State University Press (Wm. B. Eerdmans Pub. Co., distributor), 1977. This book is out of print, but available in many school and public libraries.
- Sweeney, Joan. Annette Cable (Illus.) *Me on the Map*. NY: Random House, 1996. Introduce ages 5 through 8 to the basic ideas of place and mapping with this picture book.
- Tanner, Helen Hornbeck (Ed.). *Atlas of Great Lakes Indian History*. Norman, OK: University of Oklahoma Press, 1987.