

Introduction and Reflection

- Mapping Maine Grades K-3-

Themes & Sources (for teacher use):

- Close exploration of Maine maps and how they show change over time.
 - *Source 1:* Plymouth Patent Map
 - *Source 2:* Province of Maine Map
 - *Source 3:* Map of Grants & Sales of Lands in the State of Maine

Materials:

- Contemporary local map or maps
- Printouts of the historic maps (sources 1-3) or a way to explore them on a computer
- Blank paper
- Pencils, markers, or crayons

Vocab:

Map—a drawing that tells you about a place.

Legend or Key— explains what the symbols on the map mean.

Symbol—small drawing on a map that stands for something.

Compass Rose—a symbol that always shows north and usually includes south, east and west.

Route—a path or road that you will travel.

Landmark—something that is easy to find, like a mountain or river.

Boundary—a line between one place and another, such as a border line between states.

Introduction

People use maps to find out where they are when they're traveling. A map can help you get to a new place for the first time! Maps aren't just for traveling, though. They also share important information about a place. Historians use maps a lot. Old maps show you what a place used to be like.

Have you ever used a map? Why do people use maps today?

Think about where you are right now. If you drew a map of this place today, it would have the building you're in, the road you used to get here, and all kinds of things. But what if you traveled back in time to 100 years ago? How about 500 years ago? Some things might be the same—the mountains and rivers probably haven't changed too much. Other things, like roads and buildings, may not have existed. Looking at a map from 100 years ago shows you how things have changed over time.

Guided activity:

Let students explore a contemporary map of Maine. Make sure the town and school are pictured, along with other landmarks students would recognize. Point out other landmarks they may have visited in other parts of the state.

Ask students “what do you see?” and give them a chance to point out all the little details they notice. Feel free to prompt them to look more closely—are there words, colors, shapes?

Use some or all of the provided historic maps, give students time to explore the maps closely. This should be a simple introduction to the idea of maps, giving students time to play with and become comfortable with maps.

Class reflection questions:

- Why do you think different colors are used on the maps?
- How do map makers use different shapes to show different kinds of information?
- Why are maps important to people?
- What differences do you see between the old maps and modern maps?

Recommended activity—draw your own map of a place that matters to you! Examples—your classroom, bedroom, street, or playground.

Recommended activity—Using a modern map of your town or school, work with students to plan out a route from one place to another. Students can draw their route on the map and talk about the different things they could see or do if they take one route as opposed to another route.