

WHERE IS IT? WHY IS IT THERE? – MAP LESSON

Using Historic Local Maps to Teach Geography Concepts

This lesson may be adapted for a variety of grade levels.

Two essential questions that geographers address are: Where is it? Why is it there?

Students use maps to answer these questions and to gather information to draw conclusion on why towns develop differently over time.

STANDARDS ADDRESSED:

HISTORY

- The student comprehends a variety of historical sources. Standard 2
- The student engages in historical analysis and interpretation. Standard 3

ENGLISH LANGUAGES ARTS

- Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources, (e.g. print and non-print, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience. Standard 7

ECONOMICS

- Productive resources are limited. Therefore, people cannot have all the goods and services they want; as a result, they must choose some things and give up others. Standard 1
- Voluntary exchange occurs only when all participating parties expect to gain. This is true for trade among individuals, or organizations within a nation, and among individuals in different nations. Standard 5
- When individuals, regions and nations specialize in what they can produce at the lowest cost and then trade with others, both production and consumption increase. Standard 6

GEOGRAPHY

- How to use maps and other geographic representations, tools, technology to acquire, process, and report information from a spatial perspective. Standard 1
- How to use mental maps to organize information about people, places, and environments in a spatial context. Standard 2
- The physical and human characteristics of place. Standard 3
- The patterns and networks of economic interdependence on the earth's surface. Standard 11

RESOURCES:


- 1875 maps of Monroe County (available from the Monroe County Historical Association). Stroudsburg map used in this lesson.
- Transparency or scanned file above
- Photocopy of map for students
- Crayons, color pencils

OBJECTIVES:

1. Identify the key elements of a map
2. Differentiate between physical and man-made features.
3. Identify how people have adapted to or modified the environment.
4. Locate and classify economic activities.
5. Identify the natural resources used in the early industries of the town.

6. Speculate as to why those industries do or do not exist today.
7. Provide examples of how specialization leads to interdependence.

PROCEDURE:

1. Project map file or transparency. Lead class discussion on key elements (title, scale, direction, author, date) of all maps (previously taught).
2. Distribute map handout to students (individual or pairs).
Adding detail to the map:
Tell students to:
 - make a map legend for the key elements to the map. **Example: churches are labeled with a triangle and noted on the map legend.**
 - color the Pocono River and McMichaels Creek blue.
 - make a color key for any 3 locations that provide services and any 3 locations that provide goods. One color for goods another for services. **Example: service** 
 - pick a location where they would like their home to be. Write 3-5 sentences telling why they selected the location.
3. Ask students to identify the physical and man-made features on the map. Record their contributions on the whiteboard or chart.
 - Draw students' attention to the millraces if they are not mentioned. Allow students to come up with a definition based on the information on the map.
Discussion questions:
 - Is the millrace a physical or human feature? **human**
 - What is the source of water for the millrace? **pond**
 - What industries used the race? **tannery, planning mill**
 - Where are the industries and why are they there? **near water source needed for power or use in manufacturing a product**
4. Ask students to list the businesses on the map?
Discussion questions:
 - What services or goods do they provide?
 - Do we use these goods and services today? If not, what if anything has replaced them?
 - How does specialization and interdependence affect the town?
5. Have students look at the street names.
 - Ask if they see any patterns (first names of individuals and names of trees).
 - What are some means we might use to find out how the streets (Stroudsburg) were named? **Originally named after Stroud children. For other towns look for family names of individuals who currently live in the area.**

Grist Mill related:

Use with Monroe Mouse *Fanlight* article, November - December 2009

- Guide students in identifying key elements of the town. **Example: Circle the grist mills on the map in red.** Grist Mill is located at Martha and Mill Streets.
- What kind of work was done in the grist mill? **Grain was ground into flour.**
- Name the natural resource that farmers brought to the mill. **wheat, corn, etc.**
- What natural feature is the grist mill located near? **stream, creek, pond**
- Why was this location important to the operation of the mill? **Water was diverted from the stream through a mill race to operate the water wheel that powered the gears that turned the mill stone.**

Other 1875 maps that can be used with this lesson include: Bushkill, Shoemakers, Paradise Valley, Tannersville, Kresgeville, Kunkletown, and Bartonsville. The 19'x23" maps are \$2.00 and can be purchased at the Stroud Mansion.

THE OLD MILL AT SCIOTA, Monroe County, PA



Brinker's Mill, a log structure, may have been built as early as 1729. The mill assumed prominence in 1779, when the Sullivan Expedition was dispatched by Congress "to chasten and humble" the Iroquois Indians. The Expedition left Easton on June 18; the mill served as a storehouse and advance post for this unit of some 4,000 men. The mill was placed on the National Register of Historic Places in May 1976. In 1989, Hamilton

Township received a sizeable contribution from the Robacker Estate for the restoration of the mill. The Hamilton Township Supervisors engaged Gus Roof, a millwright, who restored the millworks to a working 1700's condition.



1875 Map of Stroudsburg

