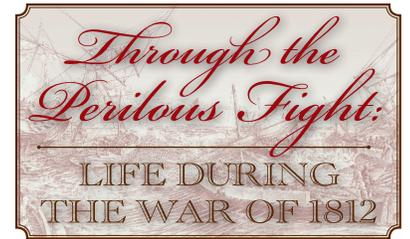


# READING MAPS



## *Objective*

Students will locate places of interest on both historic and contemporary maps, charting routes and calculating estimated travel time.

## *Standards*

Geography 3.A.1.b, 3.A.1.c, 3.C.1.a (grade 3)

Geography 3.A.1.a, 3.C.1.a (grades 4 – 5)

## *Grade level*

3 - 5

## *Length of lesson*

45 – 60 minutes

## *Materials from trunk*

- One large laminated copy of the 1795 Dennis Griffith map of Maryland (1813 reprint)
- One contemporary map of Maryland (State Highways)

## *Materials from classroom*

- Several smaller copies of Griffith Map for student use
- Markers for plotting routes on smaller copies of Griffith Map
- Dry Erase marker for plotting routes on large Griffith Map
- Rulers

## *Overview*

This lesson asks students to closely examine a copy of the 1795 Dennis Griffith map of Maryland (1813 reprint), locate points of interest, calculate travel times and compare these to a contemporary map of Maryland. Comparisons between our lives now and in the past will be discussed.

## *Teacher Background*

During the early 19th century, most people living and working in Maryland did so within a small area. When they did travel, they went by foot, boat or horse. Traveling by road was difficult and, in many cases, took more time than water travel. On average, people walked about 3 miles an hour and horses could travel 5 – 10 miles an hour. Maryland's relationship with the Chesapeake Bay lent itself naturally to the development of water travel—via natural waterways and eventually canals. Many

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settlements and towns were located on the coast or rivers, making water travel useful and practical. Regardless of the ways people traveled, they needed to take into consideration the weather, necessary supplies and the safety of their route.

## *Procedure*

1. Divide students into small groups and pass out copies of a contemporary map of Maryland. Discuss the elements of a map with students (the key, compass rose, scale, routes) and how to locate places. Ask students to locate their hometown, Annapolis, Baltimore, Washington, DC and Jefferson Patterson Park and Museum (JPPM). How might they calculate the mileage between locations?
2. Once students identify these locations, distribute copies of the Dennis Griffith map of Maryland. What is different on this map? What is the same? What is missing? Ask students to try to find locations from step one on the historical map.
3. Briefly discuss travel conditions in the early 1800s. Who traveled? For what purpose? By what method? And what about travel during wartime? How might the War of 1812 have impacted the lives, commerce and traveling routes Americans had developed? Ask students to keep in mind other issues that might influence the length of a journey (**topography**, weather, equipment, and livestock). For some primary source narratives related to travel during this time, please see Related Resources section.
4. Explain to students that they will be mapping a trip from their hometown to JPPM in the year 1813. They must take into account road conditions, weather and motivation as they trace their journey along a map. They need to determine how they will be traveling, how long the journey will likely take and if there are places, they might stop along the way. Overnight stops might be at roadside taverns or the homes of family or friends, but visits like these extend the length of a journey; since you are going to all the trouble to travel, then it might make sense to stay a few days or weeks along the way. Have the kids brainstorm some “trip complications” that they may face during their journeys (i.e. weather, livestock, equipment, illness, etc.).
5. In small groups, students chart a route on their copies of the Griffith Map from their hometown to JPPM, plotting the route with marker. Students identify any stops they make on the map. For each stop, students write a three-sentence description on a note card explaining why they are stopping (for supplies, for food and rest) and what their experience was. Students also estimate times needed to travel and reasons for stopping.
6. As a full class, share routes and ask students to identify stops on the larger laminated map with dry erase marker. Did student groups stop at the same places? For the same reasons? What tools on the map did students use to determine distances? How did students determine the length of time it took? What factors did they need to consider (resources, weather)? If students traveled that same route today, what might the experience be like? Would it even be possible?

## *Extensions*

- Consider locations of British raids and skirmishes scattered across Southern Maryland. Map them out and discuss the effect on those living and working in the region.

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## *Modifications*

- If there is time or as a follow up assignment, have students write a letter about the 1813 journey from their home-town to JPPM (or a stop along the journey). Students may use their three-sentence description or issues that came to light in the full class discussion to guide their writing. Why did they stop? What was the experience like?

## *Related resources*

<http://www.econedlink.org/lessons/index.php?lid=719&type=educator>

<http://memory.loc.gov/ammem/lhtnhtml/lhtnhome.html>

The Library of Congress website has incredible primary source materials. Search in the American Notes: Travels in America, 1750 – 1930 section and you will find the following:

Travels in some parts of North America in the years 1804, 1805 & 1806 by Robert Sutcliff  
Fordham's Personal Narrative, 1817 – 1818 (Travels in Virginia, Maryland, Pennsylvania, Ohio, Indiana, Kentucky), pgs, 58 - 62)