

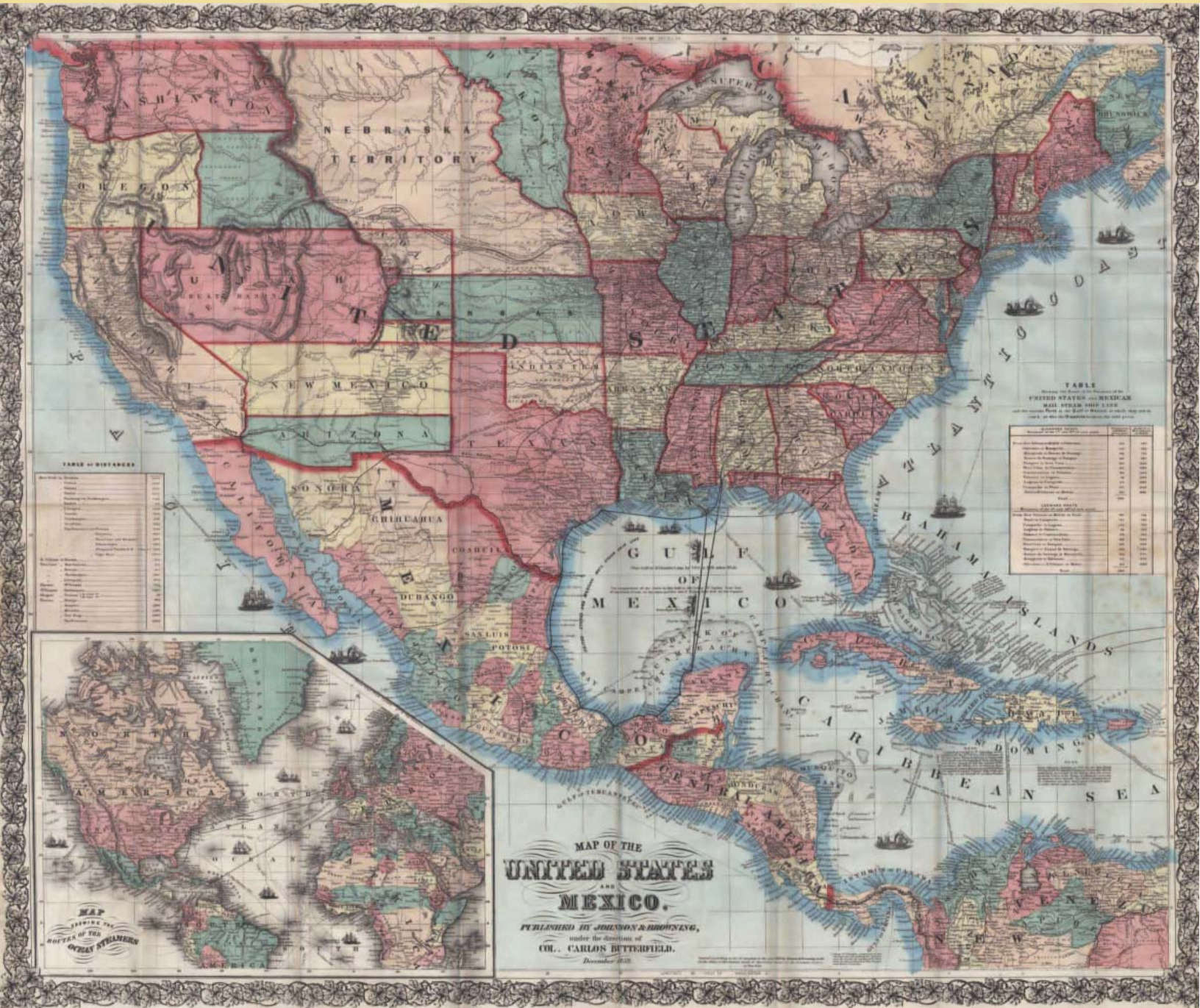
# Five Centuries of Texas Maps

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Presented by the Dallas Historical Society and Old Red Museum of Dallas County

## Lesson Plan:

Produced by Old Red Museum of Dallas County History & Culture



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# Texas History

## 4th Grade Lesson Plan

### Introduction

Through observing the maps in the exhibit, students can chronologically trace the history and development of the state of Texas through the evolution of boundaries over time.

### Objectives

Students will see up close different maps of Texas showing different boundaries

Students will learn how to identify the Red, Rio Grande and Sabine Rivers, the Gulf Coast and the 100th-102nd, and 36th to 32nd boundaries of the state

Students will work in pairs or groups to color in the contemporary state boundaries on the 1846 Burr map.

Students will see different characteristics of other maps in the exhibit that identify the respective map's particular main purpose

Students will experiment with magnifiers, compasses and will make a map of their own with symbols and a key legend.

### Materials Needed:

Compasses and magnifiers

Large laminated teaching maps including the 2006 Great Military Map

Colored pencils (one per pair/group)

Black & white Burr map – or other map with incomplete boundaries

Colored chalk to trace on laminated maps the boundaries

Washcloth or towel to remove chalk tracings

Targeted Grade Level: 4

Time Needed: 45 Minutes

(5 Minutes) Introduction – What do you see? What do you think maps can teach us?

(15 Minutes) Boundaries of Texas – Discussion by Discovery Cart using Study Maps

1. Show the Spanish Dominions map. Ask students if they can find Texas. (They shouldn't be able to.)

2. Show the 2006 Great Military Map for quick reference as to what the correct Texas state boundaries looks like.

3. Go back to Spanish Dominions and discuss why we can't find Texas.

4. Using the 2006 Great Military Map, ask for a student volunteer to help the group identify the boundaries of Texas. Have student stand to the side and trace with their finger, starting at the top Western boundary of the Rio Grande down the Rio Grande River all the way to the Gulf of Mexico. Then, have the student trace the coast of Mexico (pointing out that this is the Southern boundary); then up the Eastern boundary and ask them to read what it is (the Sabine River); then ask them to identify (Red River) and trace the Northern boundary. Then, the natural boundaries cease and we "swoop" North, then "swoop" West, then "swoop" South, then "swoop" West one more time. Explain that these boundaries were approved as The Boundary Act in 1850 by Texas voters and that the U.S. government decided that the land West of the 103rd and North of the 36'30 could be distributed to the U.S. government for other states.

5. Show the 1834 Tanner Republic of Mexico map. Have students identify the evolving Northern and Eastern boundaries. Discuss that this is a later map.

6. Show the 1841 New Map Boundaries of Texas map. See if students can identify the 100th meridian (on bottom, not top) and see how this boundary has now evolved in 6 years.

7. Using this same map, have a student volunteer to identify the 103rd meridian and trace with colored chalk from the 100th to the 103rd at the 36'30 latitude, and then straight down to the 32'30 latitude and over to the Rio Grande.

8. Use either the 1864 Map of the U.S. or the 1859 Butterfield Overland Map of the U.S. and have another student volunteer to find the same meridians and latitudes on either of these maps and see if the first student volunteer "got it right."

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# Maps Help Us Find Our Way

## (10 Minutes) Your Turn Activity

Ask students to get with a partner or group. Distribute the coloring sheet of the Burr map and a colored pencil and ask them to see if they can color in the contemporary correct Texas boundaries on this sheet using the maps in the exhibit. (Hint for Students: the maps at the end of the exhibit are better for this exercise as they are the more modern maps that show the correct boundaries of the state.)

## (10 Minutes) ReGroup and Results Discussion

Have students re-gather on floor to show their results. Pick a student to show their results – use it as a teaching point for whether students seemed to get the boundaries right or where they went wrong. If space and time allow, have students look at the actual Burr map in person and have them identify the longitude and latitude lines that define the boundaries.



## (10 Minutes) Other Cool Map Things

As a group, facilitator leads students through the exhibit. Beginning with the Moll map, facilitator defines what a “cartouche” is and encourages students to look for other cartouches as the group sees the maps. Continue looking at the maps in the exhibition, stopping to discuss cartouches students find and their meaning and purpose. Facilitator may also draw a comparison between the 1835 map showing boundaries of Mexican land grants compared to the 1839 map that proudly proclaims Texas as a “state” and shows renamed land-grant areas to counties.

## Conclusion

To conclude, facilitator may lead students in a discussion of the maps which feature their “container”, i.e. the fold-out pocket maps. Discuss the fact that people were actually using these maps – this may be a novel and not at all obvious idea to students.

## Map Discovery Cart

Old Red Museum created a Map Discovery Cart for the duration of the exhibit. Your group may wish to make your own Discovery Cart - or make one in your classroom!

Our Discovery Cart included:

- Our Gallery Guide
- Compasses
- Magnifying glasses and full-sheet magnifiers to see small areas up close.
- Map-related books (such as the Dr. Seuss *There's a Map on My Lap.*)
- A copy of the catalogue.
- Laminated map reproductions
- A variety of modern maps of Texas that can be used to compare boundaries with the older maps.

