

Hands on History: Map Making

At Historic Yates Mill County Park!



This Educator Guide Contains:

- Program overview and description
- Correlated NC DPI Social Studies Standards
- Vocabulary list
- Resources for further learning

Overview

In this program students will look at a variety of historical maps and explore the way that humans have interacted with the environment and other people throughout history. We will explore these topics by learning about man-made water features in Wake County, including Yates Mill's very own millpond, as well as by learning about Indigenous history and navigation, which includes using the stars as a compass! Through interactive activities like making their own maps, playing spot the difference with historical maps, and even a bit of indoor stargazing, students will learn by doing. This program changes slightly according to the curriculum standards, developmental needs, and interests of the participating grade level, but is recommended for grades 2-3 and can only be aged up, not down. Weather permitting, this program contains an outdoor element.

Program Descriptions and NC DPI Essential Standards for Social Studies

Goals

- Students will practice creating and interpreting spatial representations.
- Students will explore maps as primary sources and use them to learn about change over time.
- Students will be able to exemplify some of the ways in which humans have interacted with the environment and other humans throughout North Carolina history.

Kindergarten

K.G.1: Apply simple geographic representations, tools, and terms to describe surroundings

- K.G.1.1: Use maps, globes, and/or digital representations to locate places in the classroom, school, community, and around the world
- K.G.1.2: Identify physical features of places using maps, globes, and/or digital representations

K.G.2: Understand interactions between humans and the environment

- K.G.2.1: Explain ways people around the world use natural resources

K.H.1: Understand change over time

1st Grade

1.G.1: Apply geographic representations, tools, and terms to describe surroundings

1.G.2: Understand interactions between humans and the environment in different places and regions around the world

1.G.2.1: Explain the various ways the physical environment impacts people in different regions around the world

1.G.2.2: Explain the various ways people impact the physical environment in different regions around the world

1.H.1.2: Use primary and secondary sources to compare multiple perspectives of various events in history

2nd Grade

2.G.1: Understand how interaction between humans and the physical environment is impacted by movement and settlement

2.G.1.2: Explain how the environment has impacted settlement across America

2.H.1: Understand how various people and events have shaped America

2.H.1.1: Summarize contributions of various women, indigenous, religious, racial, and other minority groups that have impacted American history

2.H.1.2: Explain ways in which various historical events have shaped American history

2.H.1.3: Compare various perspectives of the same time period using primary and secondary sources

3rd Grade

3.G.1: Understand how geography impacts the development of regions and communities

3.G.1.1: Explain how the absolute and relative location of places impacts the development of communities

3.G.1.3: Explain how movement of goods, people, and ideas is impacted by the geography of a place or region

3.H.1: Understand how various people and historical events have shaped local communities

Pre/Post Visit Suggestions and Activities (Optional)

- Have students make a map of their classroom or bedroom! Use [National Geographic's Classroom Mapping Resource](#) for guidance. Hide something somewhere in the room and see if students are able to use the maps they created to find it!
- Look at a map of your own neighborhood and try to find and label your house or school.
- Use a free astronomy app to view the night sky and find the North Star and other constellations to help navigate using the stars. We recommend [Star Walk 2](#).

Discussion Questions:

Why are maps important?

How do we use maps today?

Who has the power to make a map "official"?

What (if anything) makes a map good or bad?

What do maps have to do with history?

How would a map of your school or home look different if you drew it, instead of if your teacher or parent drew it?

How might a map of North Carolina today look if an Indigenous person made it? Would it look different at all?

How have humans changed the landscape of North Carolina?

Discussion questions like these can be used to encourage students to think critically and curiously about map-making and history, as well as to check their understanding of the concepts they learned during our program.

Vocabulary List

Map: A picture that shows where things are.

Map Key: A code which helps us understand where things are on a map and what map symbols mean.

Compass: A tool to help us know where the directions North, South, East, and West are.

Navigation: Figuring out how to get from one place to another.

Gristmill: A special type of building where machines crush and grind grains (such as corn and wheat), creating something new (cornmeal and flour).

Primary Source: A firsthand account of the past or object from the past. Common examples include newspapers, artifacts, and photographs.

Secondary Source: Information about the past recorded by someone who was not there, and is interpreting (or storytelling) based on other people's firsthand accounts.

Indigenous People: The first people to live in a certain place. In the context of this program, "Indigenous peoples" refers to Native Americans/American Indians, such as North Carolina's Cherokee and Tuscarora nations.

Colonization: When one country takes control of another place's resources and government.

Learn More

Recommended Children's Books:

Me on the Map by Joan Sweeney, illustrated by Qin Leng

Ages 3-7

This book encourages readers to think about their place in their home, their town, and their world. It fosters a sense of belonging and curiosity about where we are and how we relate to the places and people around us.

The Star People: A Lakota Story by S.D. Nelson

Ages 4-8

The Star People tells the story of two lost Lakota children, whose ancestors appear in the night sky to help guide them home.

Martha Maps it Out by Leigh Hodgkinson

Ages 4+

In this book, we follow a young girl's journey of mapping everything she possibly can, including her thoughts, dreams, the planet, her community, and the future.

Martha Maps it Out in Time! By Leigh Hodgkinson

Ages 4+

Martha uses her maps to step back to the beginning of time, meeting ancient creatures and exploring historical landscapes.

This Land: The History of the Land We Live On by Ashley Fairbanks, illustrated by Bridget George

Ages 4-8

A book that explores one home in one location, and the many families who have lived there throughout history.

Recommended Resources on the Web:

[National Geographic's Map Skills for Students Ages 4-8](#)

[Smithsonian National Museum of the American Indian Educator Guide: The Impact of Words and Tips for Using Appropriate Terminology: Am I Using the Right Word?](#)

[Dams 101 for Kids, created by the Association of State Dam Safety Officials](#)

- Includes virtual activities and hands on lesson plan suggestions

[Osher Map Library Mapmaking and Cartography Worksheets and Activities](#)

- Includes activity sheets, coloring sheets, historical maps, and matching games

Questions or Concerns?

Please contact Park Technician of Education DeLayne Jolly at delayne.jolly@wake.gov or 919-609-7451 with any questions, concerns, or special requests you have concerning this program. Thank you for your interest!