

Old Map & New Map: Let's Compare
Mt. Wayte & Farm Pond, Framingham, Massachusetts
Lesson Plan

GRADE: 3

- I. Massachusetts Curriculum Framework Standards
 - A. Massachusetts History and Social Studies Curriculum Framework
 - 3.8 On a map of Massachusetts, locate the class's home town or city and its local geographic features and landmarks. (G)
 - 3.11 Identify when the students' own town or city was founded, and describe the different groups of people who have settled in the community since its founding. (H, G)
 - Observe and describe local or regional historic artifacts and sites and generate questions about their function, construction, and significance. (H)
 - Use cardinal directions, map scales, legends, and titles to locate places on contemporary maps of New England, Massachusetts, and the local community. (G)
 - Describe the difference between a contemporary map of their city or town and the map of their city or town in the 18th, 19^t, or early 20th century. (H, G)

- II. Student Objectives: Students will –
 - A. Locate the class's home town or city and its local geographic features and landmarks on a map of Massachusetts
 - B. Use cardinal directions, map scales, legends, and titles to locate places on contemporary maps of New England, Massachusetts, and the local community.
 - C. Describe the difference between a contemporary map of their city or town and the map of their city or town in the 18th, 19^t, or early 20th century.
 - D. Students will recognize changes that have taken place over time in their community. Students will speculate on why homes, farms, transportation routes, businesses, and industry are in given locations.

Materials

- A. Historical community maps
- B. Current map of the same community
- C. Pencil and paper.

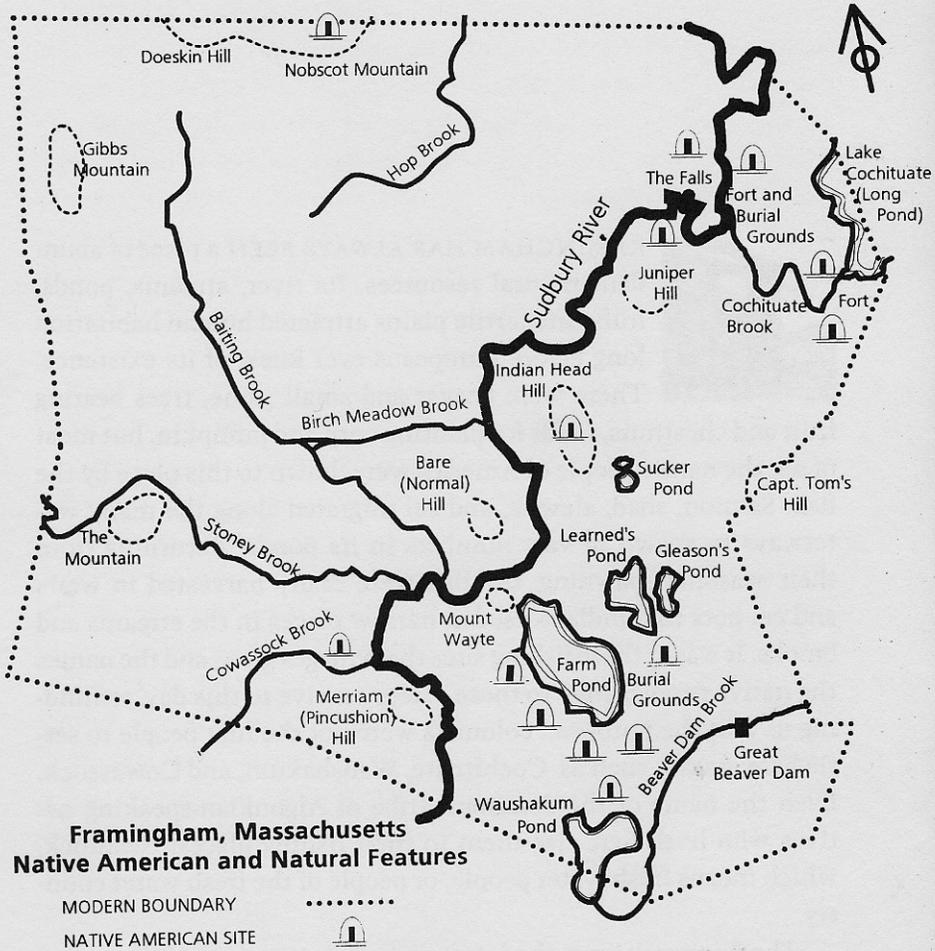
III. Lesson Procedures

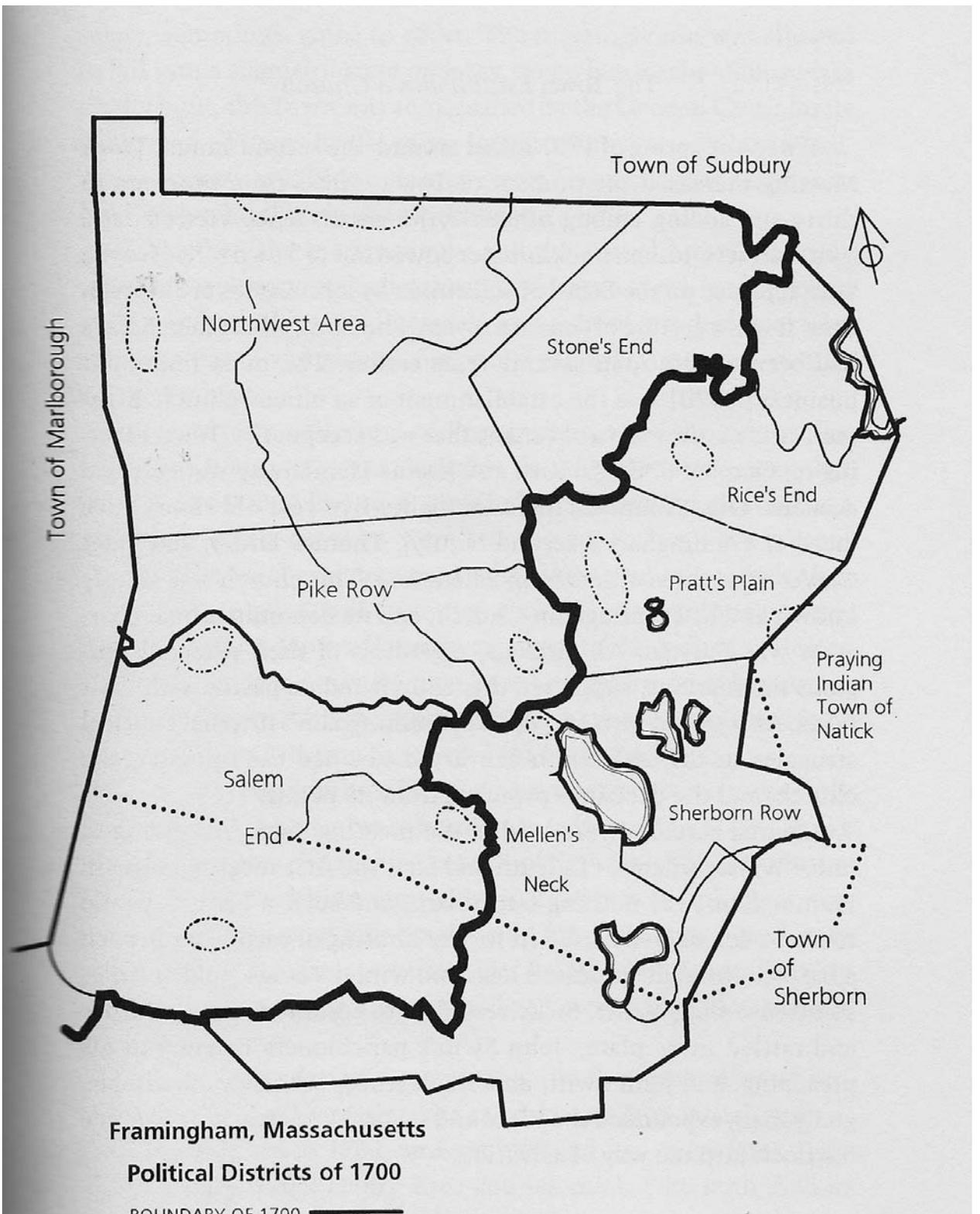
- A.. Locate a community map from the 1800s that identifies streets, homes, railroad tracks, commercial businesses, schools, churches, and government buildings. These maps are likely to be found at your local public library, historical society archives, or government land office.
- B. Locate a current map of the same community showing approximately the same geographic area. The most detailed and accurate maps generally are the topographical maps published by the United States Geological Survey. These maps can be used at your local repository of federal government documents or purchased at a local map store.
- C. Pre-assessment
 - 1. Display an historical map of Framingham, Massachusetts and ask students to evaluate the image
 - 2. Invite students to record their findings in any manner they wish
 - 3. Display a current map of Framingham, Massachusetts and ask students to evaluate the image comparing the historical map to the current map
 - 4. Evaluate the students' findings by asking students what they noticed or recognized in their comparisons
- D. Using the older (1800's) map, have the students locate transportation routes, residential neighborhoods, businesses, and industrial districts.
- E. Have students find similar geographic features on the current map.
- F. Ask students to view the maps and evaluate what they notice while recording their initial reactions. Allow students time to record their findings.
- G. Brainstorm with the students about possible reasons the community chose these locations for the homes, businesses, transportations routes, schools, churches, and industrial sites.
- H. Ask student to share their findings as you record their insights for the class to view (either on a board, poster or overhead projector).

- H. Either individually or in small groups, students should use the information on the maps to make their own charts or lists showing the ways the community has changed over time, and the ways it has remained the same.
1. As pairs of students complete their reactions to the image, ask pairs to buddy up with another pair of students to create a small group of four students.
 2. Small groups will share their paired evaluations
 3. Groups continue to grow until all have been assimilated into a whole class discussion.
- I. Extension: In small groups, have students create a community map of the future. Encourage the students to demonstrate as much creativity as they wish in planning tomorrow's city..
- J. Final evaluation / Assessment
- 1 .Display an historical map of Framingham, Massachusetts and a ask students to evaluate the image
 - 2 Invite students to record their findings in any manner they wish
 3. Display a current map of Framingham, Massachusetts and ask students to evaluate the image comparing the historical map to the current map
- K. Evaluate the students' findings by asking students what they noticed or recognized in their comparisons

Rubric for pre-assessment, mid-point assessment and final assessment

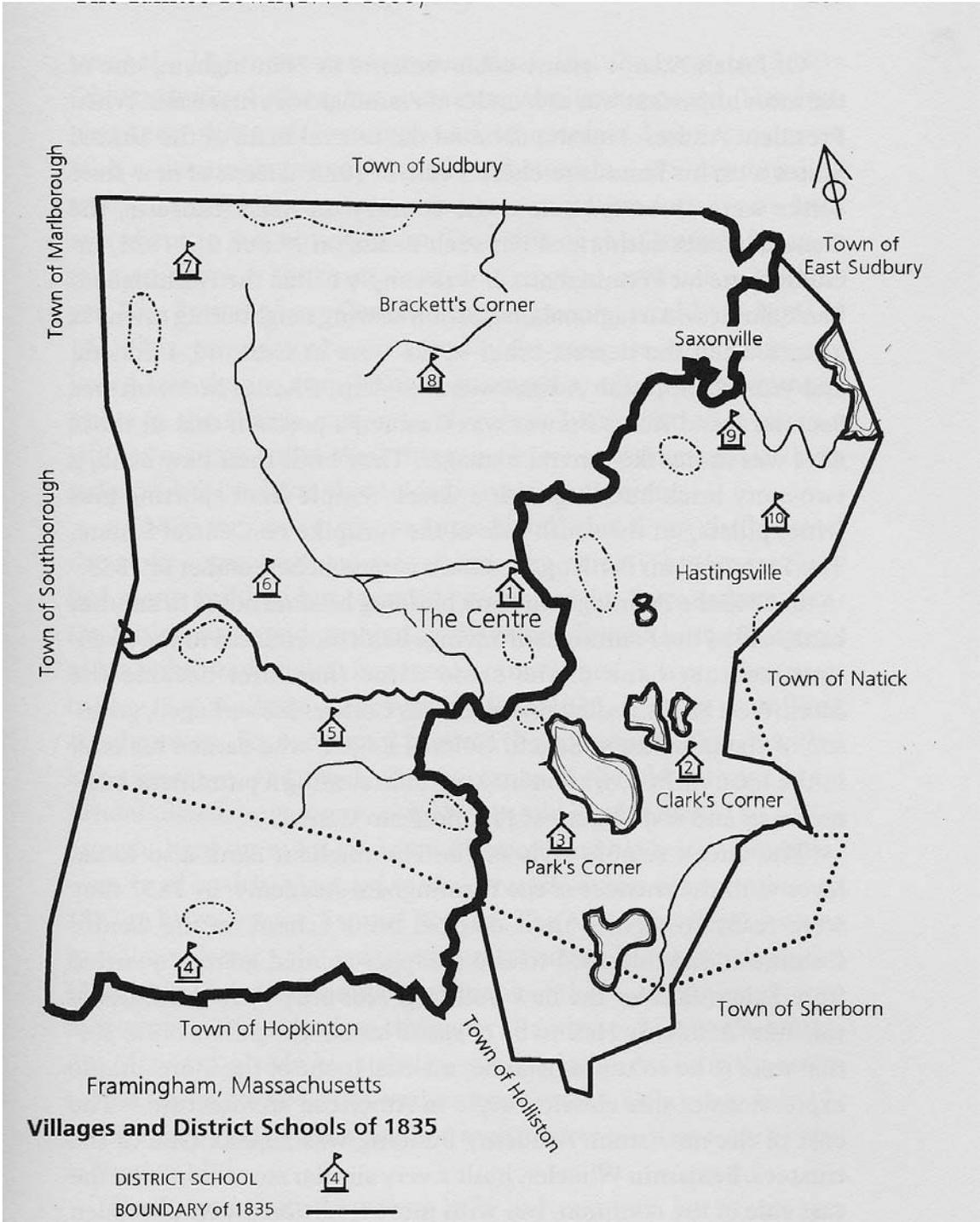
	✓ -	✓	✓ +
Criteria used to evaluate compare and contrast of maps	None, one or two comparisons are identified and listed	Three of comparisons are identified and listed	Four or Five comparisons are identified and listed





Framingham, Massachusetts
Political Districts of 1700

BOUNDARY OF 1700 ———



A B C D E F G

1
2
3
4
5
6
7
8
9

1
2
3
4
5
6
7
8
9

MARLBOROUGH
SOUTHBOROUGH

SUDBURY

WAYLAND

NATICK

ASHLAND

SHERBORN

Town of Framingham, Massachusetts Zoning Map

- Zoning Districts**
- G GENERAL RESIDENCE
 - R-1 SINGLE FAMILY RESIDENCE (8000 SF LOTS)
 - R-2 SINGLE FAMILY RESIDENCE (12,000 SF LOTS)
 - R-3 SINGLE FAMILY RESIDENCE (20,000 SF LOTS)
 - R-4 SINGLE FAMILY RESIDENCE (43,560 SF LOTS)
 - B BUSINESS
 - CB CENTRAL BUSINESS
 - B-1 NEIGHBORHOOD BUSINESS
 - B-2 COMMUNITY BUSINESS
 - B-3 GENERAL BUSINESS
 - B-4 GENERAL BUSINESS
 - P OFFICE AND PROFESSIONAL
 - M GENERAL MANUFACTURING
 - M-1 LIGHT MANUFACTURING
 - PRD PLANNED REUSE
 - OSR OPEN SPACE/RECREATION
 - G-E GERIATRIC CARE/ELDERLY HOUSING
 - TP TECHNOLOGY PARK
- Overlays**
- PUD Planned Unit Development
 - AE Adult Entertainment
 - HC Highway Corridor
 - RC Regional Center
 - GP Groundwater Protection District

- Legend**
- Zoning Districts
 - Overlay Districts
 - Groundwater Protection District
- Water Features**
- Rivers and Ponds
 - Streams
 - Rail Lines



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REVISED - May 12, 2006

A B C D E F G