



Making Mississippi

<https://www.loc.gov/item/2001626031/>

Overview/Prior Knowledge

During this lesson, students will use the Zoom-In Strategy to notice and hypothesize about a map of Mississippi from 1819. The students will then compare and contrast the Mississippi 1819 map to maps of Mississippi up to 1839. They will then write an informational piece on how the map of Mississippi has changed from 1819 to 1839. Finally, the students will observe their current position on Google Maps, and then zoom out to see the entire state of Mississippi. Students will have some prior understanding of what maps are and the major components of maps such as the compass rose and key.

Objectives

- TSW analyze maps from different time periods and make note of changes.
- TSW write informative piece comparing and contrasting maps from 1819 to 1839.

Time Required

Four 30 minute lessons.

Recommended Grade Range

2nd – 5th

Subject/Sub-Subject

Social Studies/ Writing

Standards

Social Studies

Grade 3: 2. Understand the interdependence of people, places, and environment that make up the local community. a. Use social studies tools (e.g., time lines, maps, globes, compasses, graphs, grids, and technological resources, etc.) to describe the connections among the people, places, and environment of the community. (DOK 2) b. Use maps and globes to find relative and absolute locations in regard to different communities (e.g., longitude, latitude, and spatial perspective). (DOK 1)



English Language Arts

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Library of Congress - Teaching with Primary Sources Skills:

- Identify details when observing a primary source(s)
- Ask questions related to observations and the topic of a primary source
- Place primary source(s) into a timeline
- Categorize primary sources to show relationships between them
- Make comparisons with primary sources
- Consider issues of cause and effect, context, and/or continuity and change

Highlighted Strategies:

- Zoom In: Making Thinking Visible
- Observe, Reflect, Question

Credits

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Materials

- Primary Sources – See Resource Guide at the end of this document.
- Google Maps
- Venn Diagram

Procedures

DAY ONE

Engage

- The teacher will present the students with a zoomed in version of the 1819 Mississippi map and ask the students: “What do you notice?” The teacher will allow the student opportunities to share some different observations they have of the zoomed in image. The teacher will guide the students to notice different words or elements on the map, without telling the students what they are observing.
- After the students have had enough time to make several observations and mention different things they notice, the teacher will ask the students to create a hypothesis of what this might be based on what they can see. The teacher will not tell the students whether their hypotheses are right or wrong. The students can discuss their hypotheses in small groups.
- The teacher will reveal more of the map to the students. The teacher will ask the students, “What new things do you see?” The teacher will have the students share their new observations with the class. After the students have had enough time to share their observations, the teacher will ask, “How do the new observations change your hypothesis? Has the new information answered any of your wonderings?” The students will discuss these

changes in small groups. The teacher will ask the students to share some of their new hypotheses or changes in thinking with the class. The teacher will ask the students if there are any new things they are wondering.

- The teacher will zoom out of the image a little more, making sure to include something that some of the students would recognize. The teacher will follow the same process as the previous step.
- Finally, the teacher will reveal the entire image of the map to the students. At this point, the students should recognize that they are looking at the state of Mississippi. However, it is an old map of Mississippi. The teacher should ask the students about different things they notice or different observations they have of the map. The teacher will also ask the students if they have any new questions or wonderings about this map of Mississippi. The teacher will then ask the students how their thinking process changed each time they were shown more of the map and ask them these questions...
 1. "How did seeing more of the image influence your thinking?"
 2. "What parts were particularly rich in information/had a lot of information?"
 3. "Which were more unclear?"
 4. "What would the effect have been if the reveals had happened in a different order?"

DAY TWO

Explore

Observe, Reflect, Question

- The teacher will split the students in partners or groups of 3-5 students.
- The teacher will begin by giving each of the groups a set of six maps beginning with 1817 and ending with 1839; however, the maps are not in any particular order. The teacher will ask the students what they remember from the map of Mississippi from the day before.
- The students will make observations of the make, taking note of similarities and differences.
- Then, the students will reflect and hypothesize about the maps and Mississippi development over time. They will use the observe, reflect question protocol for the maps.
- The teacher will explain that the map was from 1819, a couple of years after Mississippi was officially made a state in the United States of America. This was about 200 years ago. The students will then organize the maps in the group from oldest to most recent based on their observations.
- The teacher will ask the students to share the order in which they put the maps, asking the partners/groups why they ordered that way.
- The students will think of and share questions that they still have about the maps.

DAY THREE

Explain

- Students will choose maps from two different years and create a Venn Diagram comparing and contrasting the elements they notice on the two maps.
- The teacher will call on several students to explain what maps they chosen and some of the similarities and differences on those maps.
- The teacher will point out the map that shows the capital as Natchez, and then the map that shows the capital as Jackson. Why do the students think the capital moved locations? What is similar between the two cities? (Both are on rivers). Why would it be important for the cities to be on a river?

- The teacher will ask the students why they think Mississippi grew from the south to the north rather than from the north to the south. The teacher will also point out the side (east or west) of Mississippi that developed first. Why?
- The teacher will explain that the Mississippi River was a means of transportation, as well as a source for trading. Mississippi was actually named after the river because it is along the whole western border of the state.
- Students may also point out that the Chickasaw and Choctaw territories got smaller over the years. The teacher can explain that there were treaties and legislation created that traded Native American land in Mississippi for land further out West and that the Native Americans were forced from their lands.

DAY FOUR

Evaluate

- Students will be posed with a writing prompt: *Using information from the maps and class discussions, compare and contrast the maps from 1811 to 1839. Explain the differences and changes made to Mississippi and why those changes occurred. Make sure to include the years of the maps and the related changes in your writing.*
- Students will begin planning and drafting their informational writing piece.
- The teacher will circulate throughout the room as the students are working to answer any questions and to ask the students higher-order thinking questions to develop their writing.
- The teacher will call on several students to share their work once they have completed their writing.

Extend

- The teacher will show the students a present-day Google maps version of Mississippi. Beginning with the city the students live in and zoom out to the whole state of Mississippi.
- Students will discuss how the maps have changed from 1819 to 2018. Is there anything new? What more can the students see?
- The teacher will ask the students how they think maps were made in the 1800's? How are they made now?

Assessment

Formative:

The teacher will assess student understanding as they share throughout the discussion. The teacher will also assess student performance on the Venn Diagram.

Summative:

Students will write an informative piece summarizing the changes noticed from the 1819 Mississippi Map and 1839 Mississippi Map.

Differentiation

- Gifted students will be encouraged to create a pamphlet describing the changes in Mississippi from 1819 to 2018 using the Primary Source 1819 Mississippi Map and Google Maps.
- The students will be in mixed ability level groups.



Supplementary Materials

- Google Maps
- Information about the Mississippi Capital Location
<http://www.mshistorynow.mdah.ms.gov/articles/76/capitals-and-capitols-the-places-and-spaces-of-mississippis-seat-of-government>
- Timeline of MS History <http://www.mdah.ms.gov/timeline/>

Teaching with Primary Sources Resource Guide

Title: Making Mississippi

Historical Background:

Mississippi became a state in 1817, and the following maps show the changes in the creation of Mississippi. Because Jackson was unsettled wilderness in 1817, legislators made Natchez the state capital with its easy access to the Mississippi River. In 1821, the state capital was voted to move away from Natchez and more to the geographical center of the state. So, the capital moved from Natchez to where it is currently, Jackson, in 1822. It was named Jackson in honor of Gen. Andrew Jackson because of his victorious battle of New Orleans in the War of 1812 and in recognition of his work as one of the negotiators of the Choctaw land purchase.

Primary Source 1:



Title: Map of Mississippi : constructed from the surveys in the General Land Office and other documents

Link: <https://www.loc.gov/item/2001626031/>

Purpose: Students will see a zoomed in version of this map. This map from 1819-1820 will also be used by students to compare to other maps of Mississippi throughout a 20-year time period. Students will be able to see the steady population growth of Mississippi and inquire what happened to the Native American territory.

Primary Source 2:



Title: State of Mississippi and Alabama Territory

Link: http://www.mdah.ms.gov/arrec/digital_archives/series/maps/detail/191270

Purpose: This map from 1817 shows Mississippi and the Alabama territory. If students look closely, they can see Natchez, MS, the capital of MS at the time. This is the first map that students will analyze.

Primary Source 3:



Title: Mississippi [map]

Link: <http://zed.mdah.state.ms.us/cgi-bin/koha/opac-detail.pl?biblionumber=8102>

Purpose: This is a map of Mississippi from 1824. The purpose of this map is for students to compare the growth of Mississippi. Students may notice the Native American territories, as well as the growth of Mississippi starting in the South and moving North. Even though the counties have not yet been created, the state capital, Jackson can be seen.

Primary Source 4:



Title: Mississippi [map]

Link: <http://zed.mdah.state.ms.us/cgi-bin/koha/opac-detail.pl?biblionumber=13909>

Purpose: This is a map of Mississippi is from 1828. The purpose of this map is to show students the addition of counties in Mississippi. In this map, Madison and Rankin counties have been created. Students should be able to notice the decreasing size of the Native American territories in the northern half of Mississippi.

Primary Source 5:



Title: Mississippi [map]

Link: <http://zed.mdah.state.ms.us/cgi-bin/koha/opac-detail.pl?biblionumber=13911>

Purpose: This map of Mississippi is from 1836. It shows the disappearing of the Native American territories, and the addition of the other counties in Mississippi. Students are able to see the amount of growth in Mississippi over a 20-year period.

Primary Source 6:



Title: Map of Mississippi, Louisiana & Arkansas exhibiting the post offices, post roads, canals, rail roads, &c.

Link: <https://www.loc.gov/item/98688404/>

Purpose: This map from 1839 will be compared and contrasted to the other maps. Students will be able to see post offices, post road, canals, and railroads. Students may draw conclusions about why different areas of Mississippi are more populated than others.

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