

## TEACHING AMERICAN HISTORY PROJECT

### *Historical Map Investigators-Gen. Rochambeau's Atlas 1782*

By Cyndee McManaman

Grade - 7<sup>th</sup> Grade American History

Length of class period – Two 58-minutes class periods

Inquiry – How did the events of General Rochambeau's assistance with the American Revolution impact local history of Bolton, CT?

Objectives - Upon completion of this lesson, students will be able to interpret a historical map of the Revolutionary War time period. Students will also be able to apply map reading skills to compare historical map content to modern street and topographical maps.

Materials - Background information on Rochambeau's trips between Boston and Rhode Island to Virginia during 1781-1783; enlarged copies of each of the following maps: Rochambeau 1782 atlas page of Bolton, a current street map of Bolton, and current topographic map of Bolton (1 set per group); 11x17 poster or oak tag paper (1/group); Historical Map Investigators Handout (1/student).

Activities - This two-day activity supplements the completion of lessons related to the Battle of Yorktown and the French assistance with the American war effort.

1. Divide students into groups of three. Explain briefly (5-7 minutes) the events of Rochambeau's journeys through Connecticut from Boston and Rhode Island to New Jersey and Virginia.
2. Distribute all maps, poster paper, and Historical Map Investigator Handout. Allow students to look over maps within groups for 2-3 minutes, then discuss as a class to ensure all students understand how to read each map. Some students will require assistance reading the topographic maps.
3. Go over procedure for activity and allow students to begin. Students will have two class periods to complete their maps. Monitor each group and assist with map reading as needed. Students can use markers/colored pencils to add detail to maps.
4. When maps are completed on Day 2, each group will BRIEFLY present their findings to the class (1-2 minutes). Collect all maps when finished. Share the actual location of the Rochambeau map. Students will be evaluated on the process of their investigation.

Assessment - Rubric for the lesson based on 20 points:

- Map (up to 7 points) neat, clearly labeled with major streets and encampments, Key included
- Written explanation (up to 8 points) clear explanation of reason for choosing location using the tools provided
- Participation & Presentation (up to 5 points) all group members involved in decisions, map creation, and presentation

Connecticut Framework Performance Standards –  
Content Standard 1.3 Interpret data on historical maps  
Content Standard 2.5 Explain relationships among events and trends in local, state, and national history  
Content Standard 12.1 Make maps

Resources used for this lesson:

Historical Map Investigators Handout (on last page)

Rochambeau 1782 Atlas located within Library of Congress

<http://memory.loc.gov/ammem/collections/rochambeau-maps/index.html>

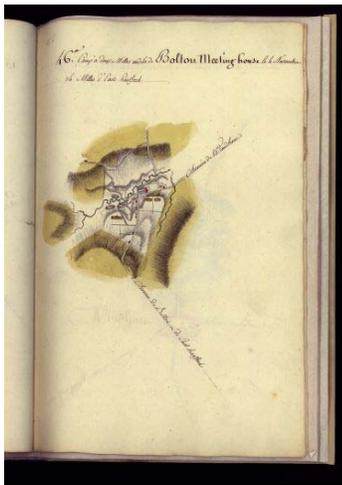


Figure 1 Bolton, CT



Figure 2 Atlas Title Page (use for Key)

National Park Service Publication Washington and Rochambeau Revolutionary Route Statement of National Significance pages 7-13 (.pdf file In the Reading List Tab) <http://www.w3r-us.org/>

Topographic map of Bolton, CT From the USGS website



Street map of Bolton, CT from Arrow Street Map of Central/Eastern CT (2000)



### Historical Map Investigators

As part of an historical investigation of the role Bolton played in the American Revolution, your team of map specialists is tasked to identify the actual locations of Rochambeau's encampments. You will have the map from Gen. Rochambeau's atlas, a current topographic map of Bolton, and a current street map of Bolton.

Your team needs to sketch a map of modern day Bolton with the encampment locations clearly marked based on your interpretations.

Be sure to include a KEY for any symbols that you mark on your sketch of Bolton. You need to explain how you determined the locations of the encampments. You can record your team's findings below, and submit it to the Historical Map Committee at the end of this surveying expedition.

TEAM MEMBERS \_\_\_\_\_

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