

**Goal**

Students will be introduced to the concept that maps are stories of place and that different types of maps tell different stories.

**Outcomes**

- Students will hear about some of the early explorers in Jackson Hole.
- Students will be introduced to a variety of map styles and interpret the types of information and/or stories that these maps represent.
- Students will visit the museum or research center to see how different types of maps are used to present historical information and to see artifacts from the early days of Jackson Hole.
- Students will explore an outdoor area near their school and make maps that tell stories of the place.
- Students will use skills including listening, speaking, observing, writing, drawing, researching information and using creativity and imagination.

**Resources**

**The following resources are available for use at the Jackson Hole Historical Society and Museum.**

**Books**

*Campfire Tales of Jackson Hole*, edited by Merlin K. Potts

**Additional publications referred to in curriculum**

*Giving the Land a Voice; Mapping our Home Places*, edited by Sheila Harrington. Published by Land Trust Alliance of British Columbia. 1999.

*Mapmaking with Children, Sense of Place Education for the Elementary Years* by David Sobel

## **Other Resource Materials at Jackson Hole Historical Society and Museum**

### **Maps**

Includes a variety of types of historic and current maps

### **Vertical Files**

These files include a wealth of newspaper and magazine articles and other information on Jackson Hole history. Topics include cattle and dude ranching, farming, early settlements, schools, rodeo, cowboys, clothing and numerous others.

### **Photograph Collection**

This collection of over 15,000 cataloged images of early days in Jackson Hole documents communities, cattle and dude ranching, climbing, skiing, the elk herd, life in Jackson Hole, and more.

### **Artifact Collections**

The museum has numerous items from the early days of Jackson Hole including spurs, saddles, cattle ranching gear, children's games and toys, dude ranch furniture, old newspaper printing equipment, blacksmith tools, gold mining artifacts, and many others.

**CLASSROOM INTRODUCTORY ACTIVITY**

**Preparation Before Class**

**Approximate Time For Activity**

- One hour
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**Materials Supplied by Museum**

Several samples of different kinds of maps:

- Road Map
- Topo Map
- Historic Map
- Town of Jackson with stories identified
- Soils map or other environmental maps
- Creative maps from *Giving the Land a Voice* and Sobel's *Mapmaking with Children*

**Assistants Needed**

- None

In this session, students will become explorers of their environment by observing and mapping a designated area. The area to be explored depends on time available.

This unit should be done in the fall or spring so that the students can do the map work on the playground or in the environmental study area. There is a classroom-only option for mapping, but the outdoor option would be much more meaningful and fun.

Before going to the classroom, talk to the teacher and discuss the following:

- 1) Briefly explain the purpose and activities of the entire unit. Explain to teacher that, during the third visit, students will explore an area and make maps. With the teacher, make some decisions on where mapping can be done and what time frame is available.
- 2) Determine the time frame for map making.
  - An extended session of two hours would be ideal to allow students plenty of time to observe the landmarks, measure, decide what type of map they want to create, and make the maps.
  - The teacher may have time to allow students to work on the maps for a few days following the post visit. If this is possible, one hour would be fine for your visit.
- 3) It would be most effective to provide several opportunities for students to share their work:
  - If students are going to complete their maps after you leave, it may be important for you to make a brief fourth visit, so they can share their final work with you.

- If there is wall space available in the classroom, the maps could be displayed so that students will have time to study each others' maps in their free time.
  - If there is wall space available in the hall, a display could be created for other classes to see.
- 4) Discuss and select the location for the map-making activity with regard to time teacher will allow and proximity of appropriate areas. Decide on a rainy day alternate location.
- Possible locations:
    - Environmental study area
    - A specific area with some variety on the playground
    - Rainy day alternative: map the classroom, wing of school, library or other indoor place. Ask teacher to get any necessary permission to use an indoor area in case of inclement weather.
- 5) Find out what students have learned about maps and what activities they have done. Adjust the first lesson accordingly.
- 6) Find out what materials are available in the classroom so that you can provide those that are not available.
- 7) Ask teacher to divide students into working groups of two or three before your visit.

## **Background Information**

Copies of these pages are in the Background Information section of the curriculum notebook.

### *From A Place Called Jackson Hole*

As long ago as 11,000 year ago, Paleoindians entered Jackson Hole to gather plants and hunt mountain sheep and mule deer during the warm seasons. Over millenniums, as plant communities became more diverse, more native people traveled into Jackson Hole for hunting and plant gathering. Roasting pits and tipi rings from these early visitors have been found, but nothing has been discovered to indicate that these early people lived here permanently.

The remote wild country of Jackson Hole remained undiscovered by white man until the early 1800s when the first trappers arrived in search of beavers. In 1804, the Lewis and Clark expedition set off from St. Louis to explore the lands west of the Mississippi River. Two years later, when the explorers returned, they told about a country rich in beavers. The Lewis and Clark expedition had explored the northern Rocky Mountain region, but did not come into the valley.

In 1807, fur trappers headed west in search of furs, fortune, and adventure. These trappers were the first white men to visit Jackson Hole. When trappers arrived in Jackson Hole, the native people that lived here for part of each year were known as Sheepeaters. These people were part of the Eastern Shoshone tribe. Small bands of this tribe moved and lived throughout the Yellowstone region. They hunted elk, deer, mountain sheep and small mammals and fished for trout and whitefish. They gathered and processed wild plants for food, medicinal use, and manufacturing materials.

There is controversy over whether John Colter was the first white man to see Jackson Hole. Colter had been part of the Lewis and Clark expedition, and left in August, 1806 to trap beavers. (See *Along the Ramparts of the Tetons*, p. 32-49)

We do know that some of the Astorians traveled through the south end of the valley, and four stayed in Jackson Hole to trap beavers. Many other trappers also worked in the valley. (See *A Place Called Jackson Hole*, chapter 3 for details on trapping.)

From *Ramparts of the Tetons*, Chapter 7:

In 1822, a trapping expedition led by General William Ashley and Andrew Henry left St. Louis. One of the trappers was Jedediah Smith. In fall, 1824, Smith and five other trappers found their way into Jackson Hole and apparently traveled through the valley. One year later more trappers including Jim Bridger arrived in Jackson Hole from Green River area, where the first fur trade rendezvous was organized. Trappers had to stay in the mountains throughout the year, and they needed supplies to live. They also needed to send out their furs. The rendezvous provided this. Bridger and thirty-plus trappers trapped in Jackson Hole, then went into Yellowstone. Trapper David Jackson also came to the valley, and Jackson's Hole was named after him, supposedly because it was his favorite place to trap. From 1829-1840 at least thirty trapping and trading parties worked in Jackson Hole. By 1840, the demand for furs declined due to a change in fashion, and few white men visited Jackson Hole for the next twenty years.

The first military survey of Jackson Hole was led by Captain W.F. Raynolds in 1860.

From *A Place Called Jackson Hole*:

"...Raynolds was to 'ascertain the numbers, habits and disposition of the Indians inhabiting the country as the army scouted potential opponents.' Further Raynolds was to survey agricultural and mineral resources, climate, and in particular, potential rail or wagon roads to 'meet the wants of military operations or those of emigration through, or settlement in, the country.' Raynolds employed trapper Jim Bridger as a guide." (See pages 62-80 in *A Place Called Jackson Hole*)

"In 1872, Ferdinand Vandiveer Hayden surveyed in Yellowstone, Teton Basin and Jackson Hole." Snake River Division members included: Professor Frank Bradley, chief geologist; Gustavus Bechler, topographer; John Merle Coulter, botanist; C. Hart Meriam, ornithologist; and William H. Jackson, photographer." (Examples information and work done by photographer, topographer, etc. on pages 72-80, *A Place Called Jackson Hole*)

## **Preparation**

Set out around the room a collection of different types of maps so that students can examine them. Include historic maps made by explorers; relief maps; topographic maps; map of U.S. or world; Wyoming road map; a town map of Jackson Hole that shows stores and other places; place maps from *Giving the Land a Voice* and *Mapmaking with Children* by David Sobel; others that are appropriate.

## **Introduction**

Give students an overview of this unit, including purpose/theme and activities.

## **Exploring Jackson Hole: (See previous background information)**

Discuss the following with students:

1. The concept of exploration of unknown places and how exploration influenced movement of people to new regions.
2. Brief explanation of the Lewis and Clark Expedition and how it influenced men to pursue fur trapping in the Rocky Mountains.
3. Fur trappers
  - Why men became trappers and what was involved in the work and life of a trapper. (i.e. traveling, shelter, unknown obstacles, solitude, hazards, weather.)
  - They were not explorers, but they discovered much about the region. (i.e. routes, waterways, hazards, etc.)
  - How did they contribute to knowledge about this region? (i.e. Hayden Survey employed Jim Bridger as a guide)
4. Surveys/Expeditions
  - Explain briefly what the military surveys were, why they were doing their work, and how they carried it out.
  - Have students brainstorm the types of information that would be important for an expedition to collect about a place to inform other people about its potential for settlement. (maps, photographs, weather, availability of food and water, climate and weather, other.)
  - Tell students about the Hayden Survey and some of the work they did. (See above Background information and pages 72-80 from *A Place Called Jackson Hole*.)

## Maps as Stories of Place

Note: The extent of this discussion will depend on how much time students have had, if any, learning about maps.

- 1) Have students get with their partners, as selected by the teacher in advance. With students listening, go around to the various maps that are laid out, hold them up and explain briefly what each type of map represents. Encourage students to see if they can interpret the map maker's story. Have students share their ideas about how each map would be useful to someone.

- Examples:

- A topo map tells a hiker what kinds of landforms to expect on the trail
- A road map gives the driver highway numbers and mileage from point to point to enable trip planning and navigation
- A map of an exploratory expedition records new routes discovered by the explorers and might show landforms or have notes about environmental hazards and other information.
- The map from *Campfire Tales of Jackson Hole*, showing a simplified version of an area map with decorative illustrations. (See Background information for copy. Map is located inside book cover)

2) Pass around examples from *Giving the Land a Voice* and *Mapmaking with Children* by David Sobel to show creative ways that stories of a place can be portrayed as maps. With their partners, have students examine the maps and see if they can interpret the map makers' stories.

## Closing

1) Summarize the day's experience, and explain that students will next visit the museum or research center to look at exhibits and maps.

## Activity #2

# Maps

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**Approximate Time for Activity**

- One hour

**Materials Supplied by Teacher or Museum**

- Notebooks or paper for taking notes and sketching in museum

**Assistants Needed**

- None

**MUSEUM AND RESEARCH CENTER VISIT****Preparation**

Take clipboards, pencils, and sketch paper for students to use in the museum. Have different types of historic maps laid out at the research center or possibly the classroom at the museum.

\* 2011-We are currently split between

two buildings with only 3 maps in the current exhibit at the museum. Check with teacher to see if they would like to do a short visit to the museum and then come to the research center where all the maps are stored or have maps on tables in the classroom.

**Activity**

- 1) Explain that during the final session of the unit, students will make their own maps of a small section of the environmental study area (or playground). Review the types of maps that you examined on the first visit. Explain that today, they will have time to look at more map styles and exhibits on fur trapping and early explorers. Students should be with their partners throughout this activity so they can discuss ideas for their maps as they go.
- 2) Take the group around on a short tour of the current museum exhibit and point out the maps that are on display.
  - Point out the following elements:
    - The features selected by the map maker to include and exclude on the various types of maps in order to help the reader quickly see and understand the pertinent information;
    - Any special techniques used such as enlarged inserts;
    - The map titles and legends and how important they are to the map reader;
    - Have students interpret the stories that each map shows. How the story is depicted differently on different types of maps? What information did the map maker include and exclude? Is it effective?

3) Point out fur trade memorabilia in the Hunting/Fishing exhibit and some of the items that the explorers and fur trappers used.

4) Have students move to research center to see more maps or classroom depending on space. Encourage them to take notes or make sketches of the different types of map styles. Suggest they talk about what map styles they like the most in preparation for choosing a style for the map they will create.

### **Closings**

- 1) Have a few students share what they discovered about map making or what maps they like best and why.
- 2) Remind students that during your next visit, they will create maps of a specific area at the school. (If you know the area, explain where it is so that they can do some thinking about it beforehand.)
- 3) Suggest that students are welcome to bring from home any interesting maps that are different than what the class has seen.

**Approximate Time For Activity**

- Varies

**Materials Supplied by Teacher:**

- Notebooks or paper for taking notes and sketching map site
- Art supplies for creating maps: pencils, colored pencils, various sizes of paper for final maps
- Samples of maps that were exhibited on day one plus any others that may work

**Assistants Needed**

- If one or more aides are available to go to map site with you and teacher, it would be helpful to have an extra person to keep students on track.

**POST-VISIT ACTIVITIES****Preparation in the classroom before session begins**

- Take the examples of map styles back to the classroom and place them so that students can look at them again. Add to the display, any new ones that students might have brought in.
- Lay out supplies for map making.
- Check the area that students will map to make sure there are no problems.

- This activity should be modified to be appropriate for weather conditions and time available.

**Map Making**

Explain the map making activity that will be done today.

- 1) Partners will explore a small area of the playground or environmental study area, with the purpose of creating a map that tells a story about what they discovered.
  - Emphasize that time is limited, and students will need to decide what information is most important to stress that students will need to create a simplified map. It will not be possible in the time allowed to create maps that have great detail such as topo maps or maps that require a great deal of measurement.
  - If students will continue to work on their maps after your visit, tell them now so that they don't rush through the project.
  - If maps will be displayed for others to see, explain when and where this display will be set up.

- 2) Review with the students the types of maps that you shared in activity one and those that they observed at the museum. Lay out samples of these maps on tables for later examination.
- 3) Show examples of maps from *Giving the Land a Voice* and *Mapmaking with Children* by David Sobel to remind students that maps can tell stories about a place and/or be artistic. Place examples of these maps on the tables.
- 4) Explain that the sample maps are simply to give them ideas. They may use a combination of ideas from the sample maps or create something totally new.
- 5) Give partners time to look at the various ways to create place maps and decide what type of map they want to do.
- 6) Summarize the steps for creating the maps:
  - On site, students will determine the “what” story they want to tell about the landscape and what landmarks to include. They will measure, if necessary, using paces, write notes that they will include on the maps, and sketch out the map outlines while in the field.
  - Back in the classroom, each team will complete the maps by filling in details such as writing notes and landmark names, adding illustrations and color, and other elements.
- 7) Give the teams a specific amount of time to do the following:
  - Look at the sample maps and decide what type of map they will create
  - Make a simple list of what they will need to do outside to collect the necessary information
  - Decide who will collect each piece of information
  - Emphasize the importance of being organized and efficient in completing the work
- 8) After students have looked at maps, take the group to the map site. Set a time limit on how much time they have to do the field work.
- 9) Back at the classroom, teams work to complete their maps.

**Closing: Approximately 15 minutes**

- 1) Summarize the differences in maps and again make the point that maps are designed to provide information for a specific use such as backcountry travel, driving, locating countries of the world, story telling, artistic rendering of a person's place, and others.
- 2) If students have completed their maps during this session, have each team share their work with the class.
- 3) If you and the teacher decide that students can continue to work on their maps, explain to students that you will come back and see their work.