

## Mapping Fort Monroe

**Grade Level:** Grade 4

**Topic:** Mathematics / Social Studies

**Resources Needed:**

- Overhead projector
- Maps of Fort Monroe
- Drawing & measuring materials
- Vermonters in the Civil War image:  
<http://cdi.uvm.edu/collections/item/cwuvmfarnham72>

**Student Learning Objectives:**

- Students will assess the spatial reasoning behind military installations.
- Students will apply spatial reasoning to their own installation designs.

**Assessment of Stated Objectives:** Each student map will be assessed as follows:

- Above expectation: Map contains spatial elements that were seen in the Fortress Monroe map in addition to others learned in the lesson.
- At expectation: Map contains military elements and that were seen in the Fortress Monroe map.
- Below expectation: Map does not contain military elements seen in the Fortress Monroe map.

**Standards:**

**VT- Vermont Grade Level Expectations**

**Subject:** History & Social Sciences

**Grade:** Grades 3 – 4

**Strand:** History

**GE Stem:** H&SS3-4:10 Students show understanding of past, present, and future time by...

**Expectation:** Making predictions and/or decisions based on an understanding of the past and the present (e.g., What was farming in Vermont like in the past? What is it like now? What will it be like in the future?)

**Procedures:**

Orientation: Lesson begins by putting the 'Bird's-Eye View of Fortress Monroe Virginia' map on the overhead projector. A brief explanation is given of what Fort Monroe was and where it was positioned. Students are asked to make observations and write them down in their Civil War journals. Students need to focus on the way the land is set up and how people, both inside the Fortress and outside it are being protected. After a few minutes students will talk with a partner and discuss what they wrote in their journals. Volunteers will be asked to share what the student and his/her partner discussed.

Teaching/Learning Process: Engage students in a fuller discussion of Fort Monroe and its positioning. This discussion may be supplemented with other textual descriptions from the Vermonters in the Civil War collection. With questions like, "Why do you think Fortress Monroe was built on the water?" students can examine ideas of transportation and supply. Student can compare their observations with similar modern-day issues. Allow students to collaborate with their peers before discussing as a class.

Students will then create their own "fort" or "military installation" for their own town. Students will have to consider many of the same issues that they've already discussed regarding Fort Monroe. Students can name their installation as they wish. Provide students with a "bird's eye" look at their own town (taken from Google Maps or from another town resource). Students must be strategic in their placement and design. The instructor may provide an example from a neighboring town.

Closure / Wrap Up: When students have finished, they are invited to present their installation map to the class and explain their reasoning.

**Time allotment:** a class period of 55 minutes per class

Lesson plan created by Carly Edelstein 4/13/2013 as part of the University of Vermont Education Class: *EDEL 157 – Social Education and Social Studies*.