

Comparing Historical Maps

Subject: History/Social Studies/Geography/Map Skills/U.S. History

Grades: 7-12

Skills: <ul style="list-style-type: none">● Research● Writing● Map Skills● Geography● Critical Thinking	Materials: <ul style="list-style-type: none">● Link to 1820 Map● Link to 1851 Map● Printed worksheets below or link to editable slide (make a copy to edit)● Pencils
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Summary:

How has Lewiston-Auburn changed over time? What did the cities look like in the beginning? In 1768 a Boston Company known as the Pejepscot Proprietors granted land for a settlement to be called Lewiston on the east side of the Androscoggin River at Twenty-Mile Falls. The recipients were Jonathan Bagley and Moses Little of Newbury, Massachusetts. Settlement began two years later when Paul Hildreth and his family arrived. Hildreth's log cabin was a short distance below the falls and he established a ferry service nearby. Other families followed. By 1790, Lewiston was home to 532 persons. Lewiston was incorporated as a town on February 18, 1795. Water power was harnessed by a timber dam by 1808-1809 and a canal was built. The town grew to 1,549 inhabitants by 1830. The first bridge was built in 1823. Although there were mills by the falls, the present downtown Lewiston was still occupied by a farm, a few dwellings, and a schoolhouse. As early as 1836, efforts were made to build dams, canals, and mills, but capital was lacking. Boston investors later made the developments possible. Each of the 1850 and 1860 census counts showed a doubling of the size of Lewiston. (from u-s-history.com)

Instructions:

Project a map of [Lewiston-Auburn today](#). Begin with a class discussion about changes students have noticed in Lewiston-Auburn.

Ask:

1. *What has changed in our community in the last five years?* (Encourage thinking about new roads, shopping or business areas, housing developments, and areas for recreation.)
2. *Are most of these changes human-made?*
3. *Are there physical changes that have affected the area?* (Explain that human changes are often more visible, although physical changes affect a place over time too.)
4. *What are some examples of physical changes affecting a place?* (Possible responses: rivers can flood; shorelines can change; and volcanoes and earthquakes can affect a place.)

Individual or in groups have students use the sheet to analyze the maps of Lewiston-Auburn in [1820](#) and [1851](#) using our primary source analysis page, found [here](#). Encourage students to look closely at all sections of the maps. Allow time for students to share their findings with the class.

After completing the primary source analysis sheet students will compare and contrast the two historical maps using a [venn diagram](#) (this page may be printed for hard copy distribution or teachers can download and make a copy to share with students via Google Classroom or email to edit directly). Have students consider what both maps show, what changes they see in a 31 year period, and what conclusions can be drawn regarding what was happening in our region during this time.

Extension Activities

Creative Writing Prompts

If you lived in 1850 what changes would you have observed in Lewiston-Auburn over 30 years. Write a letter to a friend who has moved away describing in detail how this area has changed.

Create your own map

Create a map of your neighborhood. Include streets, houses, landmarks, etc. to help others navigate your neighborhood. Remember to also include a compass rose for orientation and map key.