The Battle and Geography of Kennesaw Mountain

Pre-Program Lesson: Map Skills

To say that the physical features of Kennesaw Mountain played a role in the outcome of the Battle of Kennesaw would be an understatement. In the ranger-led portion of this program, students will learn about the topography of Kennesaw Mountain and the impact it had on the course of the Civil War. The teacher-led lesson below prepares students for the ranger-led activity by improving their map literacy. Teachers are encouraged to modify the lesson to better suit their class needs.

Learning Goals

- Students will be able to identify elements of a map.
- Students will be able to identify natural and manmade features on a map.

Basic Elements of a Map

- **Glossary**: a list of features on a map.
- **Legend**: key of map symbols and scale.
- **Orientation**: shows cardinal directions as they would appear on a compass.
- **Scale**: the distance a unit of measurement represents on map.
- **Symbols**: markings that indicate a place’s features.
- **Title**: subject of the map.

Materials

- Map of Kennesaw Mountain National Battlefield Park (included on page 2)
- Pen or pencil

Lesson

1. Using the included map of Kennesaw Mountain National Battlefield Park, find and circle the map elements introduced above (map does not include a glossary).
2. Use the map to find points of interest. Discuss whether they are natural or man-made.
   - a. Kennesaw Mountain
   - b. Pigeon Hill
   - c. Cheatham Hill
   - d. Kolb’s Farm
   - e. Visitor Center
   - f. Hiking trails
   - g. Roads
   - h. Activity areas
   - i. Bodies of water
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Post-Program Lesson: Map Your Neighborhood

Following the ranger-led program, students should have a grasp on how to read maps and what makes maps historically significant. In this teacher-led activity, students will consider their neighborhood geography and the significance certain sites and features hold, solidifying the key concepts of the program. As with the pre-program lesson, teachers are encouraged to modify the lesson to better suit their class needs.

Learning Goals

• Students will demonstrate their understanding of map elements by creating a map of their own.
• Students will deepen their understanding of what maps can tell you about a place and its history.

Guiding Questions

• What can a map tell you about a place? What about a place's past?
• If two people made the same kind of map of the same area, would they come out exactly the same? Why?
  o If students have difficulty with this question, try comparing different map authors (governor vs. general, farmer vs. geologist, etc.) and different ways to use maps.

Materials

• Pencil
• Coloring pencils
• Drawing paper
• Ruler

Lesson

1. Have students create a map of their neighborhood incorporating the following elements:
   a. Glossary
   b. Legend
   c. Orientation
   d. Scale (have students estimate distance or use Google Maps and calculate a scale based on that distance)
   e. Symbols
   f. Title

2. Have students answer the following questions on the back of their map:
   a. Why did you choose to highlight the features on your map? What makes them important?
   b. Is there anything you would add if you knew scientists would study your map in the future?
RESOURCES

Non-Fiction
• *The Civil War: 1860-1865* by Christopher Collier and James Lincoln Collier.
• *Civil War A to Z* by Norman Bolotin.
• *Civil War Battles and Leaders DK series*, edited by Aaron Murray.
• *The Civil War For Kids* by Janis Herbert.
• *Fields of Fury: The American Civil War* by James McPherson.
• *Pink and Say* by Patricia Polacco.

Fiction
• *Across the Lines* by Carolyn Reeder.
• *Before the Creeks Ran Red* by Carolyn Reeder.
• *Hear the Wind Blow* by Mary Dinning Hahn.
• *Flying Free* by Sharon Dennis Wyeth.
• *Freedom’s Wings*, by Sharon Dennis Wyeth.
• *My America Series* by Mary Pope Osborne.
• *The Storm Before Atlanta* by Karen Schwabach.
• *The War Within* by Carol Matas.