



Minneapolis in Maps

Strand Identification: V - Geography

A. Concepts of Location

Standard 1: The student will identify and locate major physical and cultural features that played an important role in the history of the United States.

Benchmarks: **1.** Students will locate and name all 50 states, territories, mountain ranges, major river valleys, state capitals and cities, as studied.

B. Maps and Globes:

Standard 2: The student will make and use maps to acquire, process, and report on the spatial organization of people and places on Earth.

Benchmarks: **2.** Students will compare and contrast the differences among a variety of maps and explain the appropriate use of projections, symbols, coloring and shading, and select maps appropriate for answering questions they have.

C. Physical Features and Processes

Standard 3: The student will identify and locate geographic features associated with the development of Minnesota.

Benchmarks: **1.** Students will identify and compare and contrast the landforms, natural vegetation, climate, and systems of rivers and lakes of Minnesota with those of other parts of the United States. **4.** Students will identify physical features that either hindered or promoted the industrialization of the state.

D. Interconnections

Standard 1: The student will give examples that demonstrate how people are connected to each other and the environment.

Benchmarks: **1.** Students will identify factors that drew people to their local communities.

2. Students will analyze how the physical environment influences human activities.

Standard 3: The student will identify examples of the changing relationships between the patterns of settlement and land use in Minnesota.

Benchmarks: **1.** Students will give examples of how changes in technology made some locations in Minnesota more suitable for urbanization than others. **2.** Students will analyze how changes in transportation affected settlement of the state. **3.** Students will explain the importance of site features in the establishment of Minnesota's largest cities.

4. Students will explain the changing situation of Minnesota's largest cities and suburbs and analyze associated effects.

E. Essential Skills

Standard 1: The student will use maps, globes, geographic information systems and other sources of information to analyze the natures of places at a variety of scales.

Benchmarks: 3. Students will locate major political and physical features of the United States and the world.

Grade Level: 4-8

Overview: Minneapolis grew next to St. Anthony Falls, the only falls on the Mississippi River, to utilize its power to run the mills of Minneapolis. The historical maps of Minneapolis and St. Anthony reflect the important presence of the river, falls, and islands within the falls along with the cartographers' grid systems that aided in the development of this prairie city.

Time: 2 class periods (At least one period previous to visiting the exhibit; the second class could be done at the exhibit or in class)

Subjects/Topics Geography, Urban Studies, Economics

Required Materials:

Images of the following maps:

1. Carte de la Nouvelle France: et de la Louisiane Nououellement Decouverte Dediee au Roy L'an 1683 par le Reuerend Pere Louis Hennepin, Missionnaire Recollect et Notaire Apostolique, 1683, Father Louis Hennepin
2. St. Anthony City, Minnesota Territory, 1848, Benjamin W. Brunson
3. Map of Old St. Anthony and St. Paul Road
4. Plat of That Portion of Minneapolis, 1854, Charles W. Christmas
5. Minneapolis/St. Anthony Maps 1872
6. Building Map of Minneapolis, 1857, Orlando Talcott
7. Business Heart of Minneapolis, Washington Avenue. 1882 H. A. Strong
8. Fifth Division, Remington Park: Surveyed and Rearranged, July 1884, 1884 A. C. Bausman
9. 1907, The Twin Cities: Their Famous Lakes, River, Parks and Resorts
10. Minneapolis/St. Paul Neighborhood Map, 2003, Rosalind Lyons

The participants will need the student worksheet, *Minneapolis in Maps*, found at the end of this lesson.

Optional Technologies: You can choose to use the images that are online or bring the study sheet with your class when you visit the exhibit of maps at the History Center.

Objectives:

1. The student will be able to identify elements needed to develop a community.
2. The student will know why a grid system is helpful on a map.
3. The student will recognize changes in maps of the same place over time and link reasons to why those changes occurred.

Suggested Procedure:

Lesson One (In class, prior to trip)

1. Using a globe, ask students to tell you how to get from one point to another, giving you directions. It will become clear that you need specific locations to begin at which and end, locations that are absolute and defined by the latitude/longitude grid overlaid on a globe. Explain that this grid has helped travelers for centuries, including the first explorers to Minnesota. View 1683, Father Louis Hennepin, *Carte de la Nouvelle France: et de la Louisiane Nouuellement Decouverte Dediee au Roy L'an 1683 par le Reuerend Pere Louis Hennepin, Missionnaire Recollect et Notaire Apostolique*. Show the coordinates on the side of the map and find the Mississippi and present location of Minneapolis. (If time allows, note the discrepancies on this map, particularly how close Florida appears to Minnesota.) After Father Hennepin shared his maps with people in France and Europe, the race to the Upper Mississippi and its resources was on!

2. Share this brief history with your students: Father Hennepin's book, with his map, described a powerful falls, which he named St. Anthony, with several islands embedded in it. Explorers who followed him searched for this falls but had difficulty navigating on the Mississippi to the falls due to rapids. The first fort in Minnesota, Fort Snelling was built on the Mississippi and its confluence with the Minnesota River in 1820. A trading village that later became St. Paul soon followed a bit east of the fort, on the Mississippi. St. Paul has been the port of what became the Twin Cities with Mississippi riverboats delivering goods that were then moved by oxcart and later rail around the state.

Show map of Old St. Anthony and St. Paul Road, placing Military Reservation at the bottom so the top of the map is north. The black mark at the bottom is Fort Snelling. Together find the following: Pike Island, St. Paul, St. Paul Road from St. Paul to St. Anthony which is at the second S in Mississippi, islands near the V in River and above the M in Mississippi, chain of lakes near Fort Snelling, confluence of rivers, coordinate lines. Discuss the following questions:

1. What does the grid on the map signify? (section lines created by the national survey which set up townships with sections within)
2. Why doesn't St. Paul Road follow the curve of the river?
3. Who would use St. Paul Road and for what purpose?
4. Why would early settlers want to have a town near St. Anthony Falls? (The power of the falls was used for milling)
5. (Ex. Credit) What is the current name of St. Paul Road? (University Avenue)

3. Eventually, traveling on St. Paul Road and the Mississippi River, folks came to use the power of St. Anthony Falls and the land on the east side of the falls was opened for settlement following a treaty signed with Native Americans in 1837.

In small groups, students should brainstorm answers to the following questions and then share the answers with the full class, reaching conclusions about urban development.

- a. What are the basic needs of a group of people when they choose to make a settlement? (Food and shelter)
- b. How were those needs met at Fort Snelling and in early St. Paul?
- c. St. Anthony Village was founded near St. Anthony Falls. How could St. Anthony Falls be used to meet the basic needs of the settlers?
- d. Two major natural resources became available to Minnesota settlers in the mid-nineteenth century: lumber and wheat. How did the people of St. Anthony prosper using those resources?
- e. Why did St. Anthony, later Minneapolis, prosper from these resources and St. Paul did not?

Suggested Assessment: Questions could be delivered as a short quiz, followed by a discussion with assessment relying on answers to the quiz and participation in the discussion. A summarizing paragraph could be written by the students answering the question “Why was Minneapolis founded where it is?”

Lesson Two (to be conducted at the exhibit or using images of maps 3-10 in the classroom; images would need to be copied and on display for students to move between) Using their study sheets, students will answer the questions comparing the different maps and finding the clues to the concluding fill-in puzzle. A suggested assessment would be to evaluate the details and completeness of the sheet. An answer sheet is provided.

► ► ► RESOURCES

Definitions: Grids: perpendicular straight lines that create blocks, either squares or rectangles. The grid can be labeled with numbers, letters, or titles and used to find location

Supplemental Web Links for Teachers and Students: For further information about the history of Minneapolis and another hand drawn map of early paths, refer to <http://204.169.52.42/history/eh1.asp> or History of Minneapolis through the Minneapolis Public Library.

The Minnesota Historical Society has a large collection of images, many of early Minneapolis. The website is www.mnhs.org.

The Hennepin History museum also has many images and information about Minneapolis at www.hennepinhistory.org

Extension Activities: Visit the bronze models illustrating the different periods of Minneapolis’ history that are in front of the Federal Reserve Bank on Hennepin Avenue near the Hennepin Ave. Bridge.

Draw your own neighborhood; try to find if it is plotted in a grid. What natural landmarks interrupt the grid?

Credits: Maureen Trepp, History Interpreter at the Mill City Museum, Minneapolis, Minnesota, maureentrepp@yahoo.com

Minneapolis in Maps – Student Worksheet

Directions: Look for the maps and answer the questions about them. For the question with blanks, write one letter of the answer in each blank. When finished, find the letters with numbers under them and put them in the correct blanks to discover the answer to the question at the end of the sheet.

1. Map of St. Anthony City, 1848

This map shows the lots of land that became available for purchase after the founding of the City of St. Anthony. At the curve of the river was a possible place for riverboats to dock. This corner is below the three islands shown in the smaller insert map that will appear in future maps. Notice that the grid of the city is aligned with the natural landmark, the river, with streets going north/south and east/west.

1. What appears to be drawn into the river? _____
2. The center of this section is not on the falls but really around the

_____ 1 10 _____

2. Map of Minneapolis, 1854

Minneapolis, on the west or south side of the Mississippi, was opened up to settlers and chose Charles Christmas to make this map that divides the land into lots that could then be sold and developed. He used the river to be the first line of his grid and then the important link to St. Anthony, the Hennepin Ave. Bridge, to show the beginning of Hennepin Ave., the edge of one of the other grids seen here.

1. What are the names of the islands in the river? _____
2. What causes the grid of the streets to change direction? _____
3. There is a street numbering system that begins from the river and goes south. Which two streets disrupt that numbering system?

_____ 7 _____ and _____ 2 _____

3. Building Map of Minneapolis, 1857

City maps cannot only show lots that are available for sale but also offer information to buyers of what is already present in the city. These mapmakers wanted to show off the beautiful buildings already in Minneapolis and how close they are to the power of St. Anthony Falls, which is shown by the water gate on the river to the left of the title.

1. Where would north be on this map? _____
2. Which streets appear to have the most buildings? _____

3. Which building is featured twice in the drawings? _____
4. Find where Nicollet and Hennepin meet. What is the structure crossing the river below this meeting place? _____
5. How many corners are there at First St., Hennepin and Nicollet?

— — — —
5

4. Map of Minneapolis and St. Anthony

This map clearly shows the “heart” of Minneapolis/ St. Anthony Falls with two large islands north and one in the cascade of the falls. In two years, these two communities would merge into one. Minneapolis became more prosperous than St. Anthony because the mills on its side of the river could produce and ship out more flour. Because the river wasn’t used for shipping, the railroads became more important. They soon began to disrupt the carefully planned grid system of the cities.

1. In St. Anthony, find the section you first saw in the St. Paul Road map. How many neighborhoods, shown by the change in the angle of the grids, are there in St. Anthony on this map? _____
What is each grid parallel to? _____
2. There are heavy, somewhat straight lines which run through the middle of both cities with one line crossing the river. What mode of transportation moved on this line?

— — — — — — — —
4

3. Trace the track that is in the same place as St. Paul Road. The line that runs southeast from the downtown is along another important avenue in Minneapolis that now has a new train next to it. Name that avenue. _____

5. Business Heart of Minneapolis Minn., Washington Avenue, 1882

Running parallel to the train tracks that served the Minneapolis flour mills was Washington Avenue, a commercial street that offered goods and services for the community. This is a panorama, different from a map but still showing the location of businesses. It is a bit inaccurate as the stores would be across the street from the rail station and tracks rather than next to it. A busy spot in 1882!

1. What is shown in this panorama that would never appear on a map? _____
2. What could you buy on Washington Avenue? _____
3. Besides people walking and carts pulled by horses, what is the other mode of transportation that can be seen here?

 3 _____

6. Remington Park

As more people moved into Minneapolis, new areas of the city were developed. The developers, who owned the land, advertised lots in the grid shaped neighborhoods. Lot buyers would then build their own homes, creating the diversity of houses seen throughout Minneapolis. Many people wanted to buy lots near water, especially near one of Minneapolis' lakes.

1. There are many drawings and photos on this map besides the streets and lake. These symbolize what is great about Remington Park. Name at least three things. _____
2. Why is the horse drawn streetcar included on this map? _____
3. Who might have paid to have this map made? (look for an ad) _____
4. In which numbered block are the largest lots?

 9 _____

7. The Twin Cities: Their Famous Lakes, River, Parks and Resorts, 1907

That horse drawn streetcar eventually became electric and its route extended not only from downtown Minneapolis and St. Paul but to the far western and eastern towns of the Twin Cities

area. New communities grew up near the line as people moved from home to work and shopping.

1. Two important downtown streets had streetcar lines that brought workers to the mills and rail depots near the falls. Which two important streets can still be seen on this map?
_____ and _____
2. Can you find the St. Paul Road on this map? What is its name now? _____
3. What other communities are linked to Minneapolis and St. Paul with the streetcar line?

4. There is a line south of downtown that runs from the river to the west between two large lakes. What is at each end of this line?

5. What street does it run on?

8

8. St. Paul/ Minneapolis Neighborhoods, 2003

This recent map shows how those housing developments, designed within grid systems, have changed into neighborhoods that often reflect the physical or manmade landmarks within them. Can you still see some of the grids?

1. What is the purpose of this map? _____
2. Which maps from this group might have been used for the same reason?

3. What is the art work like on this map? _____
4. If someone who didn't live in Minnesota saw this map, what temperatures think would they think we experience here?

6

9. Word Puzzle Question/Answer

For most of its early years, Minneapolis was known as the Mill City because of the many sawmills and flour mills located here. However, the milling industry has moved to other places and now Minneapolis is known as the:

1 2 3 Y 4 5 6 7 8 9 10

which is shown by the water gate on the river to the left of the title.

1. Where would north be on this map? On the right
2. Which streets appear to have the most buildings? Washington, Hennepin, Nicollet
3. Which building is featured twice in the drawings? The one in the top two corners
4. Find where Nicollet and Hennepin meet. What is the structure crossing the river below this meeting place? Hennepin Avenue Bridge
5. How many corners are there at First St., Hennepin and Nicollet?

F I V E

5

4. Map of Minneapolis and St. Anthony

This map clearly shows the “heart” of Minneapolis/ St. Anthony Falls with two large islands north and one in the cascade of the falls. In two years, these two communities would merge into one. Minneapolis became more prosperous than St. Anthony because the mills on its side of the river could produce and ship out more flour. Because the river wasn’t used for shipping, the railroads became more important. They soon began to disrupt the carefully planned grid system of the cities.

1. In St. Anthony, find the section you first saw in the St. Paul Road map. How many neighborhoods, shown by the change in the angle of the grids, are there in St. Anthony on this map? Four What is each grid parallel to? The flow of the river
2. There are heavy, somewhat straight lines which run through the middle of both cities with one line crossing the river. What mode of transportation moved on this line?

R A I L R O A D

4

3. Trace the track that is in the same place as St. Paul Road. The line that runs southeast from the downtown is along another important avenue in Minneapolis that now has a new train next to it. Name that avenue. Hiawatha

5. Business Heart of Minneapolis Minn., Washington Avenue, 1882

Running parallel to the train tracks that served the Minneapolis flour mills was Washington Avenue, a commercial street that offered goods and services for the community. This is a panorama, different from a map but still showing the location of businesses. It is a bit inaccurate as the stores would be across the street from the rail station and tracks rather than next to it. A busy spot in 1882!

1. What is shown in this panorama that would never appear on a map? People, animals, carts
2. What could you buy on Washington Avenue? Meat, groceries, liquor, boots
3. Besides people walking and carts pulled by horses, what is the other mode of transportation that can be seen here?

T R A I N S

3

6. Remington Park

As more people moved into Minneapolis, new areas of the city were developed. The developers, who owned the land, advertised lots in the grid shaped neighborhoods. Lot buyers would then build their own homes, creating the diversity of houses seen throughout Minneapolis. Many people wanted to buy lots near water, especially near one of Minneapolis' lakes.

1. There are many drawings and photos on this map besides the streets and lake. These symbolize what is great about Remington Park. Name at least three things.
Vines and flowers around the letters, a woman in a hammock, photo of the lake, photo of a horse drawn streetcar, geometric design on the border
2. Why is the horse drawn streetcar included on this map? To indicate to someone who would want to buy a lot here that the streetcar goes to this neighborhood.
3. Who might have paid to have this map made? (Hint: look for an ad)
James A Merritt, Academy of Music
4. In which numbered block are the largest lots?

T H R E E

9

7. The Twin Cities: Their Famous Lakes, River, Parks and Resorts, 1907

That horse drawn streetcar eventually became electric and its route extended not only from downtown Minneapolis and St. Paul but to the far western and eastern towns of the Twin Cities area. New communities grew up near the line as people moved from home to work and shopping.

1. Two important downtown streets had streetcar lines that brought workers to the mills and rail depots near the falls. Which two important streets can still be seen on this map?
Hennepin and Washington

2. Can you find the St. Paul Road on this map? What is its name now? University
3. What other communities are linked to Minneapolis and St. Paul with the streetcar line? Student's choice from using the map
4. There is a line south of downtown that runs from the river to the west between two large lakes. What is at each end of this line?
The Lake Street line extends on the east into St. Paul where it meets Marshall and on the west into St. Louis Park and on to Lake Minnetonka
5. What street does it run on?

L A K E

8

8. St. Paul/ Minneapolis Neighborhoods, 2003

This recent map shows how those housing developments, designed within grid systems, have changed into neighborhoods that often reflect the physical or manmade landmarks within them. Can you still seem some of the grids?

1. What is the purpose of this map? To promote and define different neighborhoods, perhaps for real estate sales or commerce
2. Which maps from this group might have been used for the same reason?
Business heart, Panorama of Washington Ave., Remington Park
3. What is the art work like on this map? Student's choice
4. If someone who didn't live in Minnesota saw this map, what temperatures think would they think we experience here?

L O W

6

9. Word Puzzle Question/Answer

For most of its early years, Minneapolis was known as the Mill City because of the many sawmills and flour mills located here. However, the milling industry has moved to other places and now Minneapolis is known as the:

C I T Y O F L A K E S

1 2 3 4 5 6 7 8 9 10