

II. Reading Maps: Migration and Neighborhoods in Waterbury

Subject(s):

Time Needed: 50 minute class session

Objectives:

- ✓ increase map reading skills
- ✓ discuss migration in Waterbury
- ✓ compare Waterbury neighborhoods, past and present

Areas/Disciplines Covered:

Ethnic Studies (migration, travel)
History (local, US, international)
Urban Studies (space, neighborhood formation)

Materials:

- markers
- overhead projector
- overhead transparencies of GIS Ethnicity maps for Black Population: 1970, Black Population: 2000, Latin America: 2000*, Waterbury neighborhoods (derived from website, www.brasscitylife.org), and map of Latin America
- homework assignment

* For Latin America, provide the GIS map which includes all of the Naugatuck Valley as well as a smaller close-up of Waterbury from that map [Waterbury neighborhoods map and GIS ethnicity map of Latin America population for Waterbury must be the same scale]*

Procedure:

1. Start the lesson by placing the Black Population: 1970 transparency on the overhead projector. Ask the students if they know what this is. You will probably hear “map” as an answer. Then ask, “What type of map is it?” Allow them to give you answers. Then explain to them that it is a GIS (Geographic Information System) map. These types of maps allow you map information onto geographic space. This map in front of them is one such map. Ask the students, “What is the information in this map? What does this map tell us?” [Answer: It tells us the Black population in the Naugatuck Valley in 1970.] Ask them, “Where is Waterbury on this map? How many Black people lived in Waterbury in 1970?”

2. Next explain to them that these maps allow us to read information and compare them with other periods or geographic spaces. Change the Black Population: 1970 with the Black Population: 2000 transparency. Ask the students what the differences are. [Answer: The population rose, they moved to newer parts of Waterbury and out of some other towns, etc.] Remind them again that these types of maps are very useful and can tell us a lot about the place that we live.

3. Move to the overhead transparency of the Waterbury neighborhoods. Refamiliarize the students with the neighborhoods as represented on the “Brass City Life” website. Since not all of the Waterbury neighborhoods are represented on the site or the map, ask the students if they know of any other neighborhoods and where they would be on the map. You can draw those in on the transparency (assuming they are accurate). Next, replace the Waterbury neighborhoods map with the GIS ethnicity map of Latin America. Ask them first to tell you what type of map it is and what information it is giving you. [**Answer:** GIS, 2000 population of Latin Americans in Naugatuck Valley.] Discuss with them the differences between the Waterbury neighborhoods map and the GIS map. [Possible **Answers:** The GIS map is a larger region than the Waterbury map, it has other cities in it, it doesn’t break the area down by neighborhood, etc.] Based on the GIS map, why do the students think that Waterbury is so important? Why do so many people come here? [One Major **Answer:** Based on the map, one can see that it is the intersection of 2 major highways and the Naugatuck River, both of which bolster industrialism and travel opportunities and encourage people to come here.]

4. Now show the students the map of Latin America. How many countries are represented? Do the students know anyone from any of those countries? Are they or their families from any of those countries? Cover-up some of the countries on the map and quickly quiz the students on the names. What countries are they? Is this map more like the Waterbury neighborhoods map or the GIS map? Why? [There could be excellent answers for both options.]

5. Discuss with the students the fact that people from many of those countries have ended up in Waterbury. Show the students the excerpted GIS map of the Latin American Foreign Born Population that only shows Waterbury. Have them read to you how many people in Waterbury are from Latin America. Ask them: Based on what you’ve learned from the “Brass City Life” website and class discussion, why do you think these people might have come to Waterbury? What are the Latino communities like in Waterbury? Where do they live?

6. This last question sets up your next discussion. With the GIS ethnicity map in place on the overhead projector, place the Waterbury neighborhoods map on top. The border of Waterbury should match (at least be similar) on both maps and be at the same scale. Reading the two maps, ask the students, “Where does the Latin American population live in Waterbury?” Have them name the neighborhoods where the colors overlap. Since Latino populations are represented all over the city (as the light green color demonstrates), the darker green area should be given special attention by asking, “Where are they more represented in the city? Which neighborhoods?”

7. Tell the students that their assignment will be to map some ethnicities onto a map of Waterbury. Hand out the homework assignment and due date. (You may want to allow a weekend for the students to work on the assignment.)

Homework: Hand out a map of Waterbury neighborhoods and direct the students to map at least 5 different ethnicities on it and their appropriate neighborhood by asking friends and family of different ethnicities and/or races where they live. In addition to the five ethnicities, they must also represent at least three neighborhoods (any number of which may be those neighborhoods not represented on the map or website). Place the first names of those friends or family members on the map in the appropriate neighborhoods.

Have the students reference their list of ethnicities (found in the curriculum packet) if they have questions (although many more ethnicities may be represented than those found on the website).

Related Resources:

Excellent map of Latin America at:

http://www.lib.utexas.edu/maps/americas/latin_america.gif

Vocabulary List

ethnicity: the categorical affiliation between people sharing a racial, linguistic, cultural or tribal ancestry.

GIS (Geographical Information System) map: Places data formations within a geographical space. They may be used for population, occupation or other indexes and data sets.

Latin America: Includes all countries within Central and South America. These countries are bound together linguistically with Spanish being their primary language (although many other indigenous languages are spoken and in Brazil, Portuguese is the most widely spoken language.)