

Where Are People Located?

| OVERVIEW & OBJECTIVES | GRADES |
|---|---|
| <p>Students will learn about the locations of major urban areas in the United States and their relationship to physical features such as lakes and rivers. They will use a GIS tool to explore and compare a historical map and a contemporary map. Through this lesson, students will learn about the geographic inquiry process and present their findings.</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none">• Describe spatial information on a map• Use cardinal directions• Identify and locate physical features on a map of the United States• Answer basic questions about where people are located | 2 nd |
| | TIME |
| | 2-3 classes |
| | REQUIRED MATERIALS |
| | <ul style="list-style-type: none">✓ Computer Internet access with projector✓ Computer Internet access for students to use ESRI's "Where Are People Located Story Map" (http://bit.ly/1xVmQqJ)✓ Handout: "My Geography Research Booklet"✓ Map or atlas of the United States✓ Crayons, markers, colored pencils✓ Magazines and glue (optional) |

MINNESOTA SOCIAL STUDIES STANDARDS & BENCHMARKS

Standard 1. People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.

2.3.1.1.1 Create sketch maps to illustrate detailed spatial information about settings from stories; describe the spatial information found on the maps

2.3.1.1.2 Locate key features on a map or globe; use cardinal directions to describe the relationship between two or more features.

2.3.1.1.3 Use maps, photos or other geographic tools to identify and locate major landmarks or major physical features of the United States.

2.3.1.1.4 Use maps, photos, or other geographic tools to answer basic questions about where people are located

SUGGESTED PROCEDURE

PART 1 – Let's Explore!

Part One, Map Exploration, will focus on students' planning their inquiry and exploring the maps.

OPENING

- Show students a map of the United States
- Review students' background knowledge about major U.S. cities
- Introduce and model how to look at a map or an atlas. Introduce the spatial information needed to understand both historical maps (darker areas are more densely populated than lighter colored areas) and contemporary maps (boundaries, rivers, lakes, cities, etc.)
- As a group, complete the first part of the Research Booklet

DEVELOPMENT

- Show the "Where Are People Located Story Map" located at: <http://bit.ly/1xVmQqJ>

- Model the procedure on how to use the website
- Students will use the “spy glass” to explore the maps
- Students will need to collect and record data in their Research Book
- You may group students and have them work in pairs or assign them to a specific region of the United States

CLOSING

- Ask students:
 - What information on the map makes you think that many people are located there?
 - What geographic characteristics do you notice near this city? Are there rivers, lakes, mountains, etc.?

PART 2 – What does this mean?

Part Two will focus on students’ analysis of the data collected and allow them to share their findings.

OPENING

- Use a large map or an atlas of the United States to review the previous activity (Map Exploration) with students
- Discuss students’ findings from the previous lesson and help them fill out Part 2 of their Research Book

DEVELOPMENT

- On the board, highlight the main geographical features cities share (focus on waterways)
- Have students answer the question “In my research...” and “This location is useful because...” in their Research Book
- Model how to fill the “Share your Findings” section (Go back to part 1 to restate the question, summarize one or two findings from the map exploration activity) and have students answer the last question independently
- Students will look for a picture of their city or draw one in the last section

CLOSING

- Students present their findings to the class.

EXTENSION

Students may add cities to their inquiry and compare the cities with one another.

ASSESSMENT

Students will need to demonstrate they can:

- Adequately describe spatial information that can be found on a map
- Correctly identify and locate cities and states on a map of the United States
- Correctly identify and locate physical features on a map of the United States
- Use disciplinary-based vocabulary during their inquiry
- Answer basic questions about where people are located

RESOURCES

“Where Are People Located Story Map” from ESRI <http://bit.ly/1xVmQqI> (This will be used for collecting data on where people are located.

“My Geography Research Book” (Students will need to complete it throughout their inquiry).

My Geography Research Book



This book belongs to:

Part 1: Let's Get Started!

I want to know:

.....

To find my answer I will need:

A map that shows:.....

and a map that shows:

To help find the answer, I will need to know:

1. Spatial information on a map:

2. Physical features:

3. Regions of the United States:

4. Cardinal directions:

Let's Explore!

<http://bit.ly/1xVmQqJ>



The largest city I found on the map is:

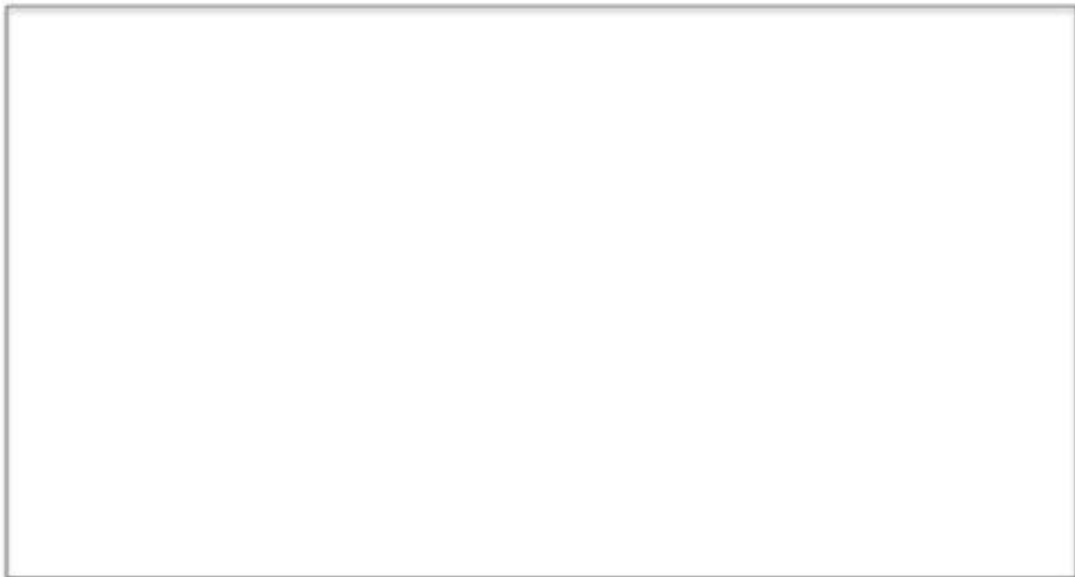
It is located in theof the United States (Use cardinal directions)

It is located in the state of

I know many people live there because the population map show:

.....

A physical feature I notice near the city is



What does it look like on the map? Draw a picture that shows the city and the physical feature near it.

Part 2: What does this mean?

People live in cities to

Cities are located near physical features like

.....because

In my research, I found that people live in which is
located near

This location is useful because

.....

Share your findings!

I wanted to know

.....

During my research, I found that

.....

.....

.....

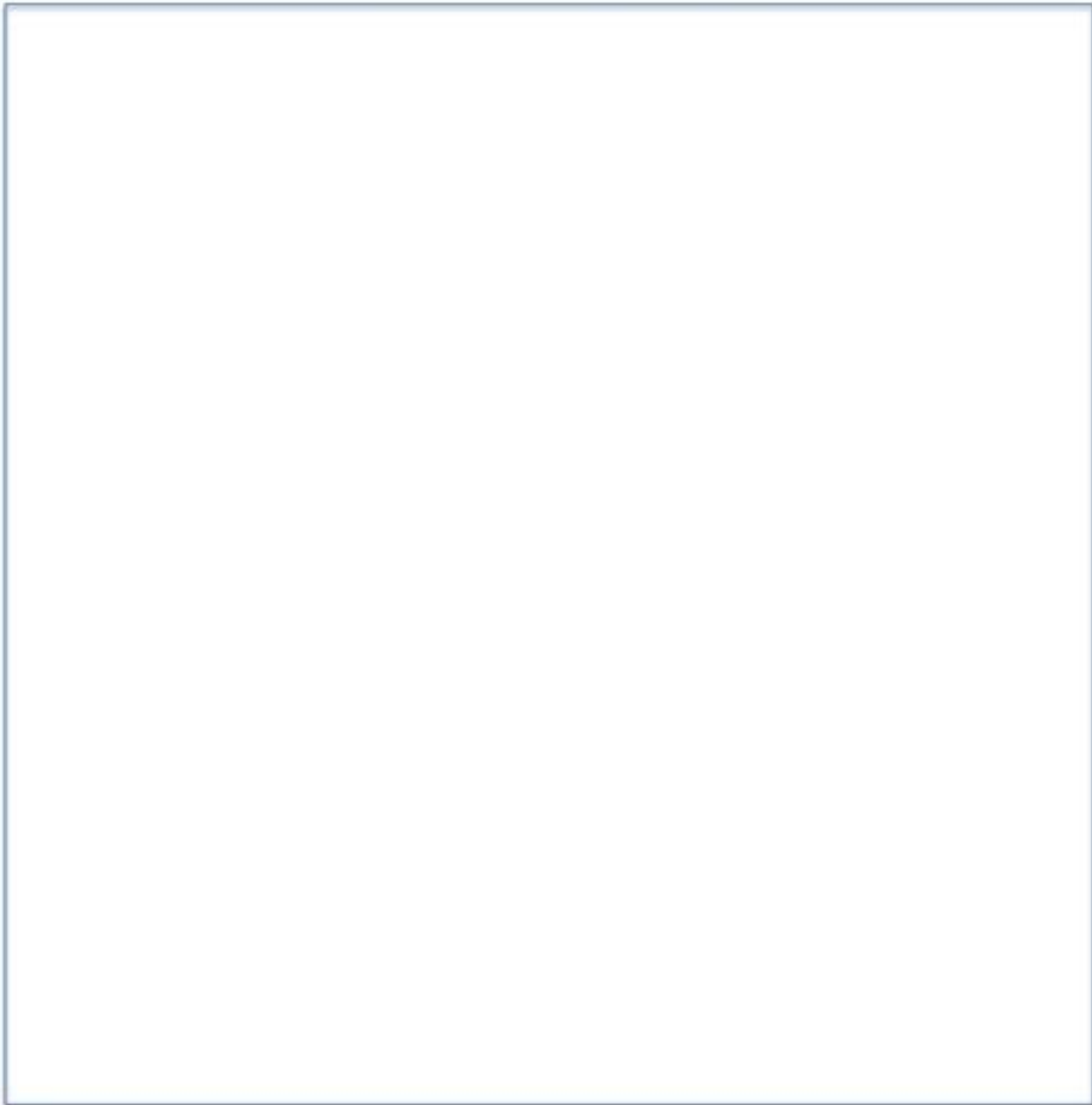
A new thing I would like to know is

.....because.....

.....

Share your findings!

**Include some picture that you found on your city
to show what it looks like**



My Observations

YOU MADE IT!

**YOU ARE A GREAT
GEOGRAPHIC EXPLORER**

