

# Comparing Regions

OVERVIEW & OBJECTIVES	GRADES
<p>Students will work with a partner to make and compare maps of states and provinces of the U.S. and Canada from 1775 to the present.</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Compare and contrast the development of the U.S. and Canada by identifying states and provinces over time</li> <li>• Differentiate territories from states and provinces</li> </ul>	4 <sup>th</sup>
	<p><b>TIME</b></p> <p>1 day</p>
	<p><b>REQUIRED MATERIALS</b></p> <ul style="list-style-type: none"> <li>✓ Blank outline map of the U.S. and Canada</li> <li>✓ Colored pencils</li> <li>✓ Atlas</li> <li>✓ Computer projector</li> <li>✓ Computer access for students</li> </ul>

## MINNESOTA SOCIAL STUDIES STANDARDS & BENCHMARKS

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

4.3.1.1.1 Create and use various kinds of maps, including overlaying thematic maps, of places in the United States, and also Canada or Mexico; incorporate the “TODALS” map basics, as well as points, lines and colored areas to display spatial information.

Standard 2. Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past.

4.4.1.2.1 Use maps to compare and contrast a particular region in the United States, and also Canada or Mexico, at different points in time.

## SUGGESTED PROCEDURE

### Opening

Begin by explaining that maps can show changes over time. Show the “Map of North America before the War of American Independence and North America After the War” from Emerson Kent at [http://www.emersonkent.com/map\\_archive/north\\_america\\_1775\\_1783.htm](http://www.emersonkent.com/map_archive/north_america_1775_1783.htm). (These maps take awhile to load.) These two maps show North America in 1775 and 1783 from a 1905 school atlas to help students understand the changes in North America as a result of the War of American Independence. Ask students: What do you notice that is similar between the two maps? What do you notice that is different between the two maps? Where would Minnesota be located? Was any part of Minnesota part of the United States after the War of American Independence?

Explain to students that the U.S. and Canada began as colonies; both at one point were colonies of England and both were much smaller. Ask: When did the U.S. and Canada become countries? When did they become bigger? How did the 2 countries grow?

## Development

Students will examine the changes of the U.S. and Canada by focusing on the development of states and provinces from 1775 to the present. Using a blank map of the U.S. and Canada, students will color the U.S. and Canada showing the growth of the two countries by states and provinces.

Students working with a partner will be given two blank maps of Canada and the U.S. with provinces and states outlined. Students color-code the states and provinces using blue for the United States and red for Canada for each of 2 assigned decades. Students color the named territories (not claimed territories) a neutral color, such as grey or beige. Each pair will receive two decades using the following years:

1790, 1800, 1810, 1820, 1830, 1840, 1850, 1860, 1870, 1880, 1890,  
1900, 1910, 1920, 1930, 1940, 1950, 1960, 1970, 1980, 1990, 2000

Students use their atlas, a historical atlas, or the following two resources to construct their maps: "Territorial Evolution" from Atlas of Canada at <http://atlas.gc.ca/site/english/maps/history.html> and "U.S. Territorial Maps 1775-1920" from American Studies at University of Virginia [http://xroads.virginia.edu/~map/terr\\_hp.html](http://xroads.virginia.edu/~map/terr_hp.html)

Explain that states and provinces are the same indicating a division of the national government into manageable areas for administration of government. Explain that territories are part of the country, but that they do not contain enough people to be equal to the states in power and representation at the national government level.

## Closing:

Students place their maps correctly on a timeline that extends across one side of the classroom with each of the decades labeled. Discuss as a class:

- What part of the two countries grew in the 1700s?
- What part of the two countries grew in the 1800s?
- What part of the two countries grew in the 1900s?
- When did the Midwest grow?
- What part of the U.S. was the first to grow? Why?
- What part of Canada was the first to grow? Why?
- What part of the U.S. was the last to grow? Why?
- What part of Canada was the last to grow? Why?
- Why did settlement occur later in some regions of the U.S. and Canada?
- When did territories become states or provinces?

## Extension

Students identify the changes in U.S. and Canada populations using the decade maps they created in one of three ways:

- Students identify and label the three largest cities for each decade in each country
- Students identify and label the cities with at least 1 million people in each country until 1900
- Students identify and label the 10 largest cities in the two countries altogether for each decade

Students access the websites listed under Additional Website Resources to complete the activities.

## Assessment

Class Discussion

### WEBSITE RESOURCES

“North America” at Arizona Alliance for Geographic Education

<http://alliance.la.asu.edu/maps/maps.htm>

Blank outline map of Canada, U.S. and Mexico with provinces, states, and territories outlined.

“USA and Canada” at ABC Teach

<http://www.abcteach.com/maps/usacan.htm>

Blank outline map of Canada and the U.S. with provinces, states, and territories outlined.

“U.S. & Canada” at Then We Travel from BYU Geography

<http://thenwetravel.info/maps/world-maps/byu-maps/byu-blank-us-canada-outline-map-black-and-white.html>

Blank outline map of Canada and the U.S. with provinces, states, and territories outlined.

“Territorial Evolution” at Atlas of Canada

<http://atlas.gc.ca/site/english/maps/history.html>

This website shows maps of Canada’s growth as a country

“U.S. Territorial Maps 1775-1920” at American Studies, University of Virginia

[http://xroads.virginia.edu/~map/terr\\_hp.html](http://xroads.virginia.edu/~map/terr_hp.html)

This website shows maps of the U.S.’s growth as a country

### Additional Website Resources

“States, Territories, Cities” from Digital Scholarship Lab at the University of Richmond

<http://dsl.richmond.edu/historicalatlas/62/a/>

This online atlas contains U.S. maps of the progression of the states as well as the increasing population to 1930.

“Top 10 US Cities by Population by Decade” Interactive Map from All That is Interesting at

<http://all-that-is-interesting.com/watching-cities-grow>

The interactive map shows the top 10 U.S. cities from 1800 to 2010 with a list of cities and their populations.

“Population Growth, 1851-1961 (Interactive Map)” from Chapter: Summary of Population Growth, 1851-1961 at Historical Atlas of Canada

<http://www.historicalatlas.ca/website/hacolp/contents.htm>

This website provides Canada’s population growth. Use the Population Circles by Year (1851-1961) and the Province Names by Year (1851-1961).

“Population of the 20 Largest U.S. Cities, 1900-2012” at InfoPlease

<http://www.infoplease.com/ipa/A0922422.html>

This website provides a listing of the 20 largest U.S. cities by decade and their populations from 1900 to 2012.

“U.S. Population from 1790: Cities Achieving Population of 300,000 or More” from Demographia

<http://www.demographia.com/db-uscity1790.htm>

This link lists U.S. cities and their populations by decade from 1790 to 2000.

“Growth of a Nation” from Animated Atlas

<http://www.animatedatlas.com/movie.html>

This animated U.S. map shows the progression of the country from 1790 to 2000. The narrated text provides historical background.