

2012

Mapping History

Linda Vanden Bosch

Clarinda Middle School, Clarinda Public Schools, Clarinda, IA

Let us know how access to this document benefits you

Copyright ©[2012?] Linda Vanden Bosch



This work is licensed under a [Creative Commons Attribution 4.0 License](https://creativecommons.org/licenses/by/4.0/).

Follow this and additional works at: <https://scholarworks.uni.edu/oermaterials>



Part of the [Geography Commons](#)

Recommended Citation

Vanden Bosch, Linda, "Mapping History" (2012). *Open Educational Resources*. 163.
<https://scholarworks.uni.edu/oermaterials/163>

This Lesson Plans is brought to you for free and open access by the Open Educational Resources at UNI ScholarWorks. It has been accepted for inclusion in Open Educational Resources by an authorized administrator of UNI ScholarWorks. For more information, please contact scholarworks@uni.edu.

Mapping History

Created by: Linda Vanden Bosch

Clarinda Middle School, Clarinda Public Schools, Clarinda, IA

Grade Level (Req.): 5th	Content Area (Req.): US History	Unit (Opt.): On-going (Year-long)
<p>Connections to Other Disciplines (Opt.):</p> <ul style="list-style-type: none"> • Reading in the Content Area • Technology Literacy • Employability Skills 		
<p>Time Frame (Req.): This will be an on-going project throughout the year</p>	<p>Goal (Req.): Students will be able to locate and identify historical places through the use of GPS location, Google Earth, and a variety of related tools</p>	
	<p>Objective (Req.): Students will locate each historical event's location through US History from 1400 to 1865 and transfer that information to their own blown-up outline map and classroom wall size map.</p>	
<p>Materials Needed (Req.):</p> <ul style="list-style-type: none"> • GPS Units for back ground information • Computers • Atlases • Textbook • Geographical Dictionary • Markers/Colored pencils • 	<p>New Vocabulary (Opt.):</p> <ul style="list-style-type: none"> • Specific landforms • longitude • latitude • transfer • 	
<p>Anticipatory Set/Introduction [Inquiry Question is required] (Req.): At the beginning of the year, this project will be introduced through asking the question: "Where have you visited in your life and how has it changed what you know about that specific area?" I will also share information as to where I have visited and how it has influenced my knowledge of that area and how I teach about that area because of it. As we are having this discussion we will locate these areas on the large mural-sized map in the room (I ordered a mural size outline map of all the world that is laminated to write on with whiteboard markers). We will then talk about how people chose to settle in specific areas, etc.</p>		
<p>Instructional Sequence/Procedure (Req.):</p> <ol style="list-style-type: none"> 1. The anticipatory set will be given the first week of school. 2. Students will be given their outline map. This will be a four piece map that they will have to put together to make a map large enough to include all of their information. 3. We will then find historical maps throughout the textbook to see how they are labeled and to give them an idea of what their final project will look like when it is all done at the end of the year. 4. We will talk about the events covered throughout the year and they will receive a rubric of expectations and the process. 5. The following day we will spend looking at google earth. Students will be paired together to find the locations that we talked about the day before. We will talk about longitude and latitude as a review as this should be vocabulary that students know. We will also talk about how GPS and OnStar work in cars. We will spend time talking about absolute and relative location and review 		

following day's lesson we will locate these with GPS units ordered from the Extension office.

7. I will then give students the locations at the beginning of class. We will learn the skill of geocaching together by locating the previously marked places. This will help the students understand the same process on the maps.
8. We will then begin our units in our history books as normal.
9. At the beginning of each unit there are specific places that students must learn. These are introduced at the beginning of each day and are covered through benchmarks.
10. When the lesson is done for the day as time allows, students will be expected to find these places via the textbook, atlases, Google Earth, etc. They will then use the coordinates of the absolute location to place on their maps. The first couple of times I will demonstrate by putting it on the large mural map. We will continue until students have gained understanding. After this time, I will ask students to demonstrate and continue this throughout the remainder of the year.
11. Students will have to transfer this information to their individual paper maps.
12. At the end of the school year they will have recorded all of the information.
13. Students will then find those same locations to look at the current "visual" for that site. If "Google Man" is available they may use that. I would like them to find pictures of those sites for the present and then they will have to compare in writing the differences from when the "historical event" happened and what it looks like now. They will need to compare using the five themes of geography (one statement per each theme).
14. This will be assessed through rubric format.
- 15.
- 16.
- 17.
- 18.
- 19.
- 20.

Formative Evaluation (Req.): On-going. Are students able to locate each historic area as we do it in class?

Assessment (Req.): A rubric will be used to assess each individual historic place and a rubric will be used to assess the comparison from then to now indicating each theme of geography.

Iowa Core Curriculum Standards Used (Req.):

- BS 1., Grades 3-5: Understand the changing nature of society.
- BS 6., Grades 3-5: Understand how to evaluate social research and information.
- GE 1., Grades 3-5: Understand the use of geographic tools to locate and analyze information about people, places, and environments.
- GE 2., Grades 3-5: Understand how geographic and human characteristics create culture and define regions.
- HI 1., Grades 3-5: Understand historical patterns, periods of time, and the relationship among these elements.
- HI 6., Grades 3-5: Understand the effects of geographic factors on historical events.
- HI 8., Grades 3-5: Understand cause and effect relationships and other historical thinking skills in order to interpret events and issues.
- .
- .
- .

Common Core Curriculum Standards Used (Opt.):

- Technology Literacy 1,2,3,4
- Employability Sills 1,2,4,5
- .
- .

<ul style="list-style-type: none"> . 	
<p>NGS Standards Used (Req.):</p> <ul style="list-style-type: none"> 1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective. 2. How to use mental maps to organize information about people, places, and environments in a spatial context. 3. How to analyze the spatial organization of people, places, an environments on Earth’s surface. 17. How to apply geography to interpret the past. 	
<p>Five Themes of Geography Used (Req.):</p> <ul style="list-style-type: none"> Place Location Region . . 	<p>School District Standards and Benchmarks (Opt.):</p> <ul style="list-style-type: none"> . . .
<p>21st Century Universal Constructs (Opt.): Critical thinking, complex communication, creativity, collaboration, flexibility & adaptability, productivity & accountability</p>	
<p>Other Disciplinary Standards (Opt.):</p> <ul style="list-style-type: none"> 	
<p>Other Essential Information (Opt.):</p>	
<p>Other Resources (Opt.):</p> <ul style="list-style-type: none"> 	