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Rivers and Westward Expansion

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Rivers and Westward Expansion

Created by Kelly Coleman – Johnston High School Johnston, IA

Grade Level (Req.): 11th grade	Content Area (Req.): Human Geography, Physical Geography, American History	Unit (Opt.): Westward Expansion
Connections to Other Disciplines (Opt.): • • •		
Time Frame (Req.): 2 class periods	Goal (Req.): Understand the historical importance of rivers and the relationship between rivers and where people settle.	
	Objective (Req.): Students will research a river in the United States and answer questions about the river and identify the river on a map of the United States.	
Materials Needed (Req.): • Blank outline map of the United States • Computer lab • Encyclopedias/Reference books • • • • •	New Vocabulary (Opt.): • • • • •	
Anticipatory Set/Introduction [Inquiry Question is required] (Req.): Review with the students the 5 Themes of Geography. Show students a map of St. Louis, Des Moines and Minneapolis. Ask students to brainstorm and write down why geographically these became major populated areas.		
Instructional Sequence/Procedure (Req.): <ol style="list-style-type: none"> 1. Anticipatory set. 2. Have them get with a partner and share their answers. 3. Bring group together and discuss reasons and why rivers are important to humans and movement i.e. transportation before railroad and cars, water to drink, fish to eat, industries. 4. Have students pair up and each group will choose a river from the following list: Colorado, Arkansas, Columbia, Hudson, Mississippi, Missouri, Ohio, Rio Grande, St. Lawrence, Potomac, Snake, Tennessee and Des Moines. 5. Give students blank map of the United States and questions for project. The questions are <ol style="list-style-type: none"> 1. Where does the river start? Absolute and relative location? Where does the river end? Absolute and relative location? How many miles long is the river? What kind of physical geography would one see along the river i.e. cities, landforms? Describe a historical event that took place involving the river. What happened? Why is it important? 6. Students will then spend remainder of class time researching their river and answering the questions from the worksheet. Students will also need label the map of the United States with their river. 7. Students will be expected to present their river to the class tomorrow. 8. 9. 		

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Formative Evaluation (Req.): Think-Pair-Share how does geography influence development of cities.
Review of 5 themes of geography

Assessment (Req.): Students will be turning in their answers to the questions about their river and their maps after presenting to the class.

Iowa Core Curriculum Standards Used (Req.):

- Geography, grade 9-12: Understand how physical and human characteristics create and define regions
- Geography, grade 9-12: Understand how human factors and the distribution of resources affect the development of society and the movement of populations
- Geography, grade 9-12: Understand how human actions modify the environment and how the environment affects humans
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Common Core Curriculum Standards Used (Opt.):

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NGS Standards Used (Req.):

- How to use maps and other geographic representations, tools and technologies to acquire, process, and report information from a spatial perspective
- The physical and human characteristics of places
- The characteristics, distribution and migration of human population on Earth's surface
- The patterns and networks of economic interdependence on Earth's surface
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<p>Five Themes of Geography Used (Req.):</p> <ul style="list-style-type: none"> • Location • Place • Human-Environmental Interaction • Movement • Region 	<p>School District Standards and Benchmarks (Opt.):</p> <ul style="list-style-type: none"> • • •
<p>21st Century Universal Constructs (Opt.):</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"> • • • • 	