

2012

Well Bust My Buttons!

Rachel Hansen
Muscatine High School

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Recommended Citation

Hansen, Rachel, "Well Bust My Buttons!" (2012). *Open Educational Resources*. 248.
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Well, Bust My Buttons! A Lesson on the Site & Situation of Muscatine

Created by: Rachel Hansen, Muscatine High School

Grade Level (Req.): 7-12	Content Area (Req.): Geography	Unit (Opt.): Click here to enter text.
Connections to Other Disciplines (Opt.): <ul style="list-style-type: none"> • • • Click here to enter text. 		
Time Frame (Req.): 5 days, 50 minute class periods	Goal (Req.): Students will be able to define and apply the concepts of site and situation to real-world situations.	
	Objective (Req.): Students will understand and use the concepts of site and situation to evaluate the distribution of both original and current button factories in Muscatine.	
Materials Needed (Req.): <ul style="list-style-type: none"> • Map of Muscatine (digital or paper) • Pearl buttons and plastic buttons • Access to Internet (ArcGIS) • Extension: Handout on Alfred Weber • • • 		New Vocabulary (Opt.): <ul style="list-style-type: none"> • Site • Situation • Alfred Weber’s Least Cost Theory • Click here to enter text. • Click here to enter text.
Anticipatory Set/Introduction [Inquiry Question is required] (Req.): (1) What geographic conditions allowed Muscatine to become the pearl button capital of the world? Students will be shown current and past maps of Muscatine. They are encouraged to use “I notice...” and “I wonder...” statements to analyze the maps in small groups. (2) What are buttons made from? How were they made? Where do the materials come from? Why Muscatine? Students will also be given pearl and plastic buttons to examine.		
Instructional Sequence/Procedure (Req.): <ol style="list-style-type: none"> 1. Maps of Muscatine Analysis – What attracted early settlers to Muscatine? (site/situation) 2. Examine Pearl Buttons and Plastic Buttons – What are buttons made from? How were they made? Where do the materials come from? Why Muscatine? 3. Visit the Muscatine History and Industry Center – Why did the button industry come to Muscatine? What physical characteristics of Muscatine’s “site” make it ideal? How did our “situation” impact the growth of the industry and the town itself? 4. GIS – Mapping and analyzing the button cottage industry vs. factories today. 5. Alfred Weber’s Least Cost Theory (Extension Activity) – What are the economic advantages of locating in Muscatine? How have transportation cost factors changed over the last 100 years? 6. The Future (Extension Activity) – How does the changing global economy impact the future of the button industry? 7. 8. 9. 10. 		

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Formative Evaluation (Req.): Students will analyze maps in small groups and hold a Socratic Seminar to evaluate Muscatine’s site and situation factors that attracted the button industry and early settlers. A second seminar will be held to discuss the future of the button industry in the context of current economic globalization.

Assessment (Req.): Students will create a map marking the early cottage industries and current factory locations in Muscatine. They will be assessed on their ability to analyze the patterns they see in connection with site/situation factors.

Iowa Core Curriculum Standards Used (Req.):

- SS.9-12.G.1 | Understand the use of geographic tools to locate and analyze information about people, places, and environments.
- SS.9-12.G.3 | Understand how human factors and the distribution of resources affect the development of society and the movement of populations.
- 21.9-12.TL.3 | Apply digital tools to gather, evaluate, and use information.
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Common Core Curriculum Standards Used (Opt.):

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NGS Standards Used (Req.):

- Standard 1 | How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information.
- Standard 3 | How to analyze the spatial organization of people, places, and environments on Earth’s surface.
- Standard 4 | The physical and human characteristics of places.
- Standard 16 | The changes that occur in the meaning, use, distribution, and importance of resources.
- [Click here to enter text.](#)
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Five Themes of Geography Used (Req.): <ul style="list-style-type: none">• Location• Place• Click here to enter text.• Click here to enter text.•	School District Standards and Benchmarks (Opt.): <ul style="list-style-type: none">•••
21st Century Universal Constructs (Opt.): 21.9-12.TL.3 - Apply digital tools to gather, evaluate, and use information.	
Other Disciplinary Standards (Opt.): <ul style="list-style-type: none">•••••	
Other Essential Information (Opt.):	
Other Resources (Opt.): <ul style="list-style-type: none">••••	