

## Title: A Road Map to Our Town

Name: Anna Moyer, 20 July 2006

Target: Grade Level: 8<sup>th</sup> grade

Time Required: Two/Three Class periods

### Standards:

#### National Geography Standards:

# 4 The Physical and Human Characteristics of Places: (C) Identify and analyze how technology shapes the physical and human characteristics of places.

Skill Set 4.1: Draw inferences from information presented in maps

#### Oregon State Standard:

*SS.08.GE.06* Identify economic, cultural, and environmental factors that affect population, and predict how the population would change as a result.

*SS.08.GE.02.01* Use maps, charts, graphs, and photographs to analyze spatial distributions and patterns.

### Objectives:

Students will be able to analyze spatial patterns and population distributions over time.

### Connection to the Curriculum:

This lesson would come early in a unit studying Westward expansion. Student will need basic map reading skills and be somewhat familiar to the timeline of changes in major transportation routes of the area. By the end of the lesson they will be able to identify changes in population distributions through time. They will be able to make connections between changes in transportation routes and population distributions.

### Materials

- Sets of maps of the city showing growth and connection to major transportation routes, at least three
- Pre-selected groups of three
- Worksheet with questions guiding students through activity
- Reservations with local historical museum

### Lesson Summary:

Students will work in groups of three to analyze a series of historical maps of their hometown, Dallas, Oregon. They will be looking for changes in population distribution in relation to major transportation route changes (California trail, railroad, highway 99W, Interstate Highway 5). They will create a hypothesis with their group members before beginning map work and will work to answer guiding questions from a teacher created worksheet. On the second day students will take a field trip to the local historical museum to look at other types of primary documents and gain further understanding of how and when people located in Dallas.

## The Lesson:

### Introduction:

Have students sketch a map showing their home in relation to major transportation routes (highways, rivers, railroads, etc.) Ask them to think about why their house is located in that general area, would it be different if we put in a new big road or took out another?

### Guiding questions:

How have changes in the major transportation routes effected the population distribution in our town?

Do people come or go as major transportation routes move closer and further from our town?

Do people tend to cluster in different areas with the changing of major transportation routes?

How have those changes affected the town?

Why do people come or go based on those changes in major transportation routes?

What can we owe today to those changes?

### Maps:

Begin by grouping students into threes, ask students to look over the worksheet with guiding questions and think about how changes in transportation systems would affect the population of Dallas. Discuss in the group, come to a consensus and write the hypothesis. Then begin the map work, answer worksheet questions by comparing maps.

Possible maps include Polk County map of 1882 and Applegate Trail map as it ran through Polk County in 1851(both available from Polk County Historical Society), Sanborn Maps of Dallas (available through University of Oregon Map Library), historical growth and population maps (can be found in Atlas of Oregon)

### Field Trip:

Students will take a trip to the nearby county historical museum, Polk County Museum. After a tour and highlights of the facility and they will see a short video about the history of the town. They will then work in their groups to read through short diary entries that relate to the settling of Dallas and Polk County, taking short notes about methods of transportation, and how they decided to settle. A short lecture and question time with a museum guide will conclude the trip.

Methods: this lesson utilizes group work and inquiry based learning with primary documents

Assessment: Have students compare their findings to the guiding questions with their hypothesis, analyze what changed. Explain three reasons for their findings.

Extensions: This lesson could be extended to have students look at personal histories of family members and ancestors to understand how they came to be where they are. What forms of transportation did they take to get around/here? How did that lead them to settle in a certain place? Also students could continue to work in their groups and each group could create models of a specific part of town at several specified times (having to do with changes in major transportation routes).

## Resources:

Appleby, J., Brinkley, A., McPherson, J. M., & The National Geographic Society. (2005) *The American journey*. Columbus, OH: Glencoe McGraw Hill

Bednarz, S. W., Bettis, N. C., Boehm, R. G., De Souza, A. R., Downs, R. M., Marran, J. F., Morrill, R. W., & Slater, C. L. (1994) *Geography for life: National geography standards 1994*. Washington, D.C.: National Geographic Research & Exploration

Loy, W. G., Allan, S., Buckley, A. R., Meacham, J. E. (2001). *Atlas of Oregon*. Eugene, OR: University of Oregon Press

Polk County Historical Society. (????). They came to Polk county. Retrieved July 15, 2006 from <http://www.open.org/pchs/caltrail1.html>

The Sanborn Map Company. (2001) Digital Sanborn Maps Retrieved July 15, 2006, from <http://sanborn.umi.com/cgi-bin/auth.cgi?command=AccessOK>