

**Fourth Grade**  
**Geography: Why do they live there?**

**Essential Question:** Why do people choose to live where they live?

- The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision makers? (1.2)





**Skills:**

- Read various types of map grid systems, symbols, legends, scales, etc.
- Create informative text to examine a topic and clearly convey information or ideas about the topic
- Follow agreed upon rules of discussion.

**Key ideas:** geography, physical features, ecosystems, climate, customs, culture, natural resources, human resources

**Materials Needed:**

- Computer, projector, screen, access to internet
- US Maps (e.g., physical, political, climate, precipitation, landforms, population density, annual average temperature, oil production, farming, etc.)

	<p>Watch “Tour the States” video <a href="http://safeshare.tv/w/MiPEudcQB">http://safeshare.tv/w/MiPEudcQB</a></p> <p>Ask students, “Why do you think people choose to live where they do?” Chart student responses. Anticipate that many student responses will not be based on geography (e.g., people live where they do because of family, job, etc.)</p>
	<p>Put students into small groups. Give each group a set of maps to look at and discuss why people might choose to live in different areas of the United States.</p> <p>Give each group a card with the name of a state on it. The students will use the maps to determine why someone might choose to live there.</p>
	<p>Bring all of the students back for a full class discussion. Have students explain the ideas they came up with in their groups about people choosing the place to live. Can these ideas be categorized in any way? (3 min. per group)</p> <p>As your student share, check for understanding of their map skills. Do they know what the legends, symbols etc. mean on the maps they were looking at?</p> <p>Take the information that one student shares to become your example. Model how to write informative text to share your ideas.</p>
	<p>Using the maps once again, the students individually determine a place they would like to live other than Kansas based on its geography. Have them use the maps to determine three reasons they would choose to live there based on three of the maps and write their informative text to explain their reasoning. Share the rubric with the students.</p> <p>Divide the students into three or four large groups. Students will share their ideal living area by using the maps and their informative text with the group. Walk between groups to listen to the students and use the rubric to evaluate their understanding.</p>

**Rubric**

	<b>3</b>	<b>2</b>	<b>1</b>
Map Skills	Can explain the use of various types of map grid systems, symbols, legends, scales, etc. with little to no help.	Can explain the use of various types of map grid systems, symbols, legends, scales, etc. with some help.	Can explain the use of various types of map grid systems, symbols, legends, scales, etc. with significant assistance.
Written Communication Skills	Create informative text to examine a topic and clearly convey information or ideas about the topic.	Create informative text to examine a topic and convey information or ideas about a topic with some help.	Can explain the use of various types of map grid systems, symbols, legends, scales, etc. with significant assistance.
Cross- Disciplinary Skill	Follow agreed upon rules of discussion with little to no reminders.	Follow agreed upon rules of discussion with some reminders.	Follow agreed upon rules of discussion with many reminders.