My Oregon Road Trip: A Mapping Unit

Overview:
The objective of this unit is to introduce and familiarize students with various maps of Oregon. Students will analyze, interpret and gather information from various maps in order to create their own map of Oregon. It also incorporates reading and writing content standards.

Geographic Question: How do you use maps to find information and create new maps?

Time Frame:
This unit will take approximately 1-2 weeks, depending on the length of class periods and the desired amount of time for students to work on the project.

Connection with the Curriculum:
Learning Level (5-9) Geography

Objectives: By the end of the unit, the students will:
- Know more about Oregon’s geography
- Understand some of the different types of maps
- Be able to use an atlas with different types of maps to find information
- Create a map of Oregon, describing specific features
- Write journal entries describing an imagined road trip through Oregon

National Geography Standards:
#1 - How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information.
#4 - The physical and human characteristics of places.

Oregon Geography Standards:
4.8. Use geographical tools (e.g. maps, GIS, Google Earth) to identify absolute and relative locations and physical characteristics of places in Oregon.
5.8. Use various types of maps to describe and explain the United States.
6.11. Distinguish among different types of maps and use them to analyze an issue in the Western Hemisphere.
6.12. Collect and analyze data to describe regions of the Western Hemisphere.

English Language Proficiency Standards for ELD:
Describing Location - Students learn to understand and generate oral and written language with prepositional phrases.

Language Objectives:
Function: Describing Location
Form: Prepositional Phrases

Beginning - ________________ is/are (prepositional phrase).
Intermediate - ________________ is/are (prepositional phrase).
Advanced - There are ___________ within/beneath/above ____________.
Targeted Language Skills:

**Reading:** Technical reading of the maps and students' road trip journals.

**Writing:** Writing the vocabulary with definitions and pictures, the journals, and technical writing of the maps.

**Speaking:** Brainstorming what they already know about Oregon, sharing vocabulary and definitions, sharing reports to whole group.

**Listening:** Listening sheets with the four areas for speaking: Delivery, Organization, Ideas and Content, and Word Choice. Students who are listening to the reports write three facts about the report and evaluate the four criteria for speaking as identified by the state.

**Vocabulary:**

*Day 1:*
- cartographer
- aerial photograph
- reference map
- thematic map
- spatial
- latitude
- longitude
- scale

*Day 3:*
- ecoregions
- border
- annual crops
- natural disasters
- precipitation
- counties
- dams
- population

**Materials List:**

- PowerPoint presentation *Student Atlas of Oregon* website HYPERLINK "http://studentatlasoforegon.pdx.edu/" http://studentatlasoforegon.pdx.edu/
- "*What do I know about Oregon?*” handout
- "*Oregon Scavenger Hunt*” handout
- "*Oregon Road Trip*” handout 11x17 paper or poster board
- Supplemental travel information (travel books, brochures, travel websites, etc.)
- Travel websites: Travel Oregon - HYPERLINK "http://www.traveloregon.com" http://www.traveloregon.com Trip Check - HYPERLINK "http://www.tripcheck.com/Pages/RCmap.asp?curRegion=0&amp;mainNavLink=RoadConditions"
- Computers with internet access
- Road Trip Grading Rubric (for teachers)
- 3” x 5” cards
- Oregon counties overhead
Presentation Steps:

Day 1

Hand out the "What do I know about Oregon?" handout and give the students 3-5 minutes to fill in the answers on Side 1. If students aren’t sure how to answer this question, they should guess. Teacher can briefly discuss student responses, and place the brainstorming ideas on a pictorial input chart of the state of Oregon.

- Students take notes in their journals. Students do a think, pair, share first. As students are sharing their brainstorming ideas, the teacher will direct their attention to prepositions. For example, if a student says, “Mountains” for one of the concepts, the teacher might say, “What is in the mountains?” And whatever the student might say, the teacher directs their attention to the idea of prepositions, and prepositional phrases. The teacher elicits a quick brainstorm of different prepositions, and writes it on poster paper. S/he then puts the sentence frame at either the top or the bottom of the paper.
- Teacher and students can briefly discuss what they “think they know” about Oregon.
- Teacher will collect the handouts and save them for the conclusion of unit.
- Vocabulary activity - Students will take notes on Day 1 vocabulary words. They will write the word, the definition, and a pictorial representation of the word as the teacher models it on our word wall for this unit.

Optional: Teacher creates a slide show of scenic images of features of Oregon and shares with the students.

Day 2

- Do Now–Vocabulary activity: As students enter the classroom, they are equally assigned an odd or even number. Odd numbered students receive a 3"X5" card with a written vocabulary word, while even numbered students receive a 3"X5" card with a definition to match each vocabulary word. Students then match the vocabulary word with the correct definition, and share with the class.
- Use the PowerPoint presentation to introduce the maps and how to use them. The PowerPoint presentation shows some of the maps from the Student Atlas of Oregon. Explain the different maps, their uses, and how maps are made. Slide 2 of the PowerPoint identifies what composes a map. Slides 3-5 cover types of maps and thematic maps. Slides 6-7 explain how geographers use maps. Slide 8 reviews latitude and longitude. Slides 9-11 review how cartographers use symbols and how scale is used in mapping. This overview should prepare students when they create their own map of Oregon.
- Solicit and answer questions.
Day 3

- **Do Now**—Vocabulary activity: Students will add to their notes using the Day 3 vocabulary words. They will write the word, the definition, and a pictorial representation of the word as the teacher models it on our word wall for this unit.

- Hand out the “Oregon Scavenger Hunt” assignment and copies of Student Atlas of Oregon. Do #1 together (continue examples as needed). Note: If no hard copies of the Student Atlas of Oregon are available, students can work on the computer or the teacher can print out copies of maps from the Student Atlas of Oregon website. Hand out an overhead overlay or photocopy of the counties map to each group of students to use as a reference while navigating the atlas. Give the students 20-30 minutes to finish the scavenger hunt with a partner. Debrief as a class if time permits. Ticket out the door—turn in the scavenger hunt.

Day 4

- **Do Now**—Vocabulary Activity with Day 3 vocabulary words: As students enter class, hand each student a 3 x 5” card. Some students will have a card with the word and other students will have a card with the definition. Students will find the student with the matching card. Students will then share out their word and definition.

- Hand out the “Oregon Road Trip” assignment sheet and go over the assignment. Have students review the atlas in groups and write the page number where they will find each trip requirement item. Students will discuss where they would like to visit on their road trip. Students will check in with the teacher explaining their road trip plan. At this time, students will get their map materials. Students begin the mapping activity.

Day 5

- **Do Now**—Students get with their partners and write one sentence describing one area they have visited making sure they incorporate at least one vocabulary word and a prepositional phrase on their Do Now sheet. Students share writing with others or class.

- Students work on their Oregon Road Trip assignment, map work, in groups.

- Ticket out the door—Students will share—first with a partner group, and then with the whole group, one thing they’ve learned for the day—no repeats—they have to be original.

Day 6

- **Do Now**—Give each partner group a 3 x 5” card with one of the following words: physical features, points of interest, ecoregions, vegetation zones, DOGSTAILS, scale, and cities. Groups will explain what the concept/term means and provide at least one example from the state of Oregon.

- Teacher reminds students that the mapping component of the Road Trip is due at the end of class. Students should be working on the DOGSTAILS. Students work on their maps.

- Ticket out the door—Students will show the completed maps.
Day 7

- **Do Now**—Students write one sentence using a prepositional phrase to describe a feature of Oregon. Students are reminded of prepositional phrases and the sentence frames we have on our preposition poster. Students are reminded that this is correct language usage.

- Review vocabulary by covering the definitions and pictures on the word wall. Teacher will introduce a new form and function for the students before they start their journals.

**Form:** Describing people, places, and things

**Function:** Nouns and Adjectives

B: ______________ is/are __________. *The mountains are beautiful.* (noun) (adjective)

I: ______________ is/are __________ __________. *Portland is a large city.* (noun) (adjective) (noun)

A: ______________ is/are __________ and __________. *The incredible Crater Lake is located in central Oregon.* (noun) (adjective) (adjective)

- Teacher creates another poster paper while students take notes - Brainstorm: What is a noun? - write the definition of a noun and list some nouns using Oregon examples. Brainstorm: What is an adjective? - write the definition of an adjective and give some Oregon examples. Write the sentence frame that fits this class level.

- Teacher models a journal entry - pointing out nouns and adjectives, and how adjectives enhance our writing. Students will begin their journal entry.

- Ticket out the door - students show the teacher their progress, then clean up and go.

Day 8

- **Do Now** - Students write one sentence about Oregon using the sentence frame provided, including at least one noun and one adjective. Students share some examples - maybe just a few depending on time. Remind students of nouns, adjectives and prepositions, and model a sentence with all three. *Ex. Crater Lake is beautiful in the springtime. The incredible Crater Lake is located in central Oregon.*

- Students work on journals.

- Remind students that their whole project should be completed by the end of class tomorrow.

- If they finish their journals today, they should practice their presentations.

- Ticket out the door—Students share with teacher what they have completed and what they still need to do.
Day 9
- **Do Now**—Students write one vocabulary word in a sentence describing Oregon that they have used, or can use, in their journal entry. Students finish their journals.
- **Students practice giving their presentations for tomorrow.** Students will be giving their presentations tomorrow.

Day 10
- If time allows, use 1-2 class periods to present.
- **Do Now**—Students get their materials ready for the presentation. Teacher passes our listening sheets for listeners to fill out while groups are sharing. Students give presentations.

Day 11
- Do Now - students get their materials ready for the presentation and finish them.
- At the conclusion of the unit, have the students return to their “**What do I know about Oregon**” handouts. Have them fill in the answers on Side 2 and compare them with what they had on side 1.
- Were they able to fill in anything they couldn’t before? What else did they discover, etc.?

Assessment:
- The “**What do I know about Oregon?**” handout serves as a very quick assessment to see what they learned from the unit.
- The “**Oregon Scavenger Hunt**” assignment will allow you to judge how well the students were able to use the various types of maps to find information.
- Use the attached grading rubric to score the “**Oregon Road Trip**” assignment.

Extensions:
- To extend the Road Trip project, you could give your students a budget and require them to explain what they spent their money on and why. You could also give them a specific time frame for the trip and/or a minimum/maximum distance for travel.
- Students could create a travel brochure about one or more of the places they visit on their road trip complete with photos and descriptions designed to bring in visitors.
- Students could blog their trip online and search the web for pictures of each of their stops to supplement their descriptions. Visit (via Google Earth) the stops on your road trip. Write a reaction to what you observe (i.e. What surprised you? What was overwhelming/underwhelming? Will you try to visit that place one day? If yes, explain why?)

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The final editing and adaptations for an ELL classroom were completed by the OGA Spanish Student Atlas of Oregon Task Force 2011.
Handouts for My Oregon Road Trip below:

1.) Mapping my Oregon Road Trip

2.) Oregon Road Trip

3.) Oregon Road Trip Grade Sheet

4.) What Do I Know About Oregon?

5.) Oregon Scavenger Hunt
Overview
The objective of this unit is to introduce and familiarize students with various maps of Oregon. Students will analyze, interpret and gather information from various maps in order to create their own map of Oregon. It also incorporates reading and writing content standards.

Grade Level
This unit is designed for grade seven but could easily be used in grades five through nine with minor adaptations.

Time Frame
This unit will take approximately 1-2 weeks, depending on the length of class periods and the desired amount of time for students to work on the project.

Connection with the Curriculum
Oregon Geography Content Standards – Benchmark 3
• Understand the spatial concepts of location, distance, direction, scale, movement, and region.
• Use maps and other geographic tools and technologies to acquire, process, and report information from a spatial perspective.
• Locate major physical and human (cultural) features of the Earth.
• Compare and analyze physical (e.g., landforms, vegetation, wildlife, climate, and natural hazards) and human (e.g., population, land use, language, and religion) characteristics of places and regions.

National Geography Standards
• The World in Spatial Terms
  Standard 1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.
• Places and Regions
  Standard 4. The physical and human characteristics of places.

Geographic Question
• How do you use maps to find information and create new maps?
Objectives
By the end of the unit, the students will:
- Know more about Oregon’s geography
- Understand some of the different types of maps
- Be able to use an atlas with different types of maps to find information

Materials List
- PowerPoint presentation
- “What do I know about Oregon” handout
- “Oregon Scavenger Hunt” handout
- “Oregon Road Trip” handout
- 11x17 paper or poster board
- Supplemental travel information (travel books, brochures, travel websites, etc.)
- Travel websites:
  - Travel Oregon - [http://www.traveloregon.com](http://www.traveloregon.com)
  - Trip Check - [http://www.tripcheck.com/Pages/RCmap.asp?curRegion=0&mainNav=RoadConditions](http://www.tripcheck.com/Pages/RCmap.asp?curRegion=0&mainNav=RoadConditions)
- Computers with internet access
- Road Trip Grading Rubric (for teachers)

Procedure
1. Pass out the “What do I know about Oregon?” handout and give the students 3-5 minutes to fill in the answers on Side 1. If they’re not sure what the answers are, they should guess.
2. Teacher and students can briefly discuss what they “think they know” about Oregon. Teacher will collect the handouts and save for the conclusion of unit.
3. With the PowerPoint presentation, introduce the maps and how to use them. The PowerPoint presentation contains some of the maps from the *Student Atlas of Oregon*. Explain the different maps, their uses, and how maps are made. Slide 2 identifies what composes a map. Slides 3-5 cover types of maps and thematic maps. Slides 6-7 explain how geographers use maps. Slide 8 reviews latitude and longitude. Slides 9-11 review how cartographers use symbols and how scale is used in mapping. This overview should prepare students when they create their own map of Oregon. Solicit and answer questions.
4. Hand out the “Oregon Scavenger Hunt” assignment and copies of *Student Atlas of Oregon*. Do #1 together (continue examples as needed). (Note: If no hard copies of the *Student Atlas of Oregon* are available, students can work on the computer or the teacher can print out copies of maps from the *Student Atlas of Oregon* website.)
5. Give the students 20-30 minutes to finish the scavenger hunt with or without a partner.
6. You may choose to go over the answers as a class, time allowing.
7. Hand out the “Oregon Road Trip” assignment sheet and go over the assignment.
8. The “Oregon Road Trip” assignment should take 4-5 class periods to prepare.
9. If time allows, use 1-2 class periods to present.
10. At the conclusion of the unit, have the students return to their “What do I know about Oregon” handouts. Have them fill in the answers on Side 2 and compare them with what they had on side 1. Were they able to fill in anything they couldn’t before? What else did they discover, etc.?

Assessment

- The “What do I know about Oregon?” handout serves as a very quick assessment to see what they learned from the unit.
- The “Oregon Scavenger Hunt” assignment will allow you to judge how well the students were able to use the various types of maps to find information.
- Use the attached grading rubric to score the “Oregon Road Trip” assignment.

Extensions

1. To extend the Road Trip project, you could give your students a budget and require them to explain what they spent their money on and why. You could also give them a specific time frame for the trip and/or a minimum/maximum distance for travel.
2. Students could create a travel brochure about one or more of the places they visit on their road trip complete with photos and descriptions designed to bring in visitors.
3. Students could blog their trip online and search the web for pictures of each of their stops to supplement their descriptions.
4. Visit (via Google earth) the stops on your road trip. Write a reaction to what you observe (i.e. What surprised you? What was overwhelming/underwhelming? Will you try to visit that place one day? If yes, explain why?)
You are about to embark on a road trip around the great state of Oregon! You will turn in a map of your trip and a journal telling about what you did and saw. You and a partner can decide where you want to go and what you want to see on your journey. However, you must follow the requirements below:

**Trip Requirements:**
- You must visit at least two (2) cities
- You must visit at least two (2) physical features
- You must visit at least two (2) other points of interest
- You must visit at least two (2) different ecoregions
- You must visit at least two (2) different vegetation zones

**Map Requirements:**
- Outline of Oregon - 11x17 sheet or poster board
- Label five (5) cities, including the ones you plan to visit
- Label five (5) physical features, including the ones you plan to visit
- Label five (5) other points of interest, including the ones you plan to visit
- Map route and set to scale
- Include your DOGSTAILS for reference: Date, Orientation (a Compass Rose), Grid, Scale, Title, Author, Index, Legend, & Situation (an indicator of the location of your mapped place is in relation to the rest of the world)

**Journal Requirements:**
- Identify the average temperature and precipitation of the places you will visit and explain what kind of clothes you will need to pack! (1 paragraph)
☐ Describe the cities, physical features, and other points of interest you visit and explain why you chose to visit each one (1 paragraph each)

☐ Describe two (2) ecoregions you will pass though (1 paragraph each)

☐ Describe two (2) vegetation zones (1 paragraph each)

☐ Describe three (3) kinds of animals you might see (1 paragraph each)
Oregon Road Trip Grade Sheet

Trip Requirements:
- At least 2 cities, 2 physical features, 2 other points of interest, 2 ecoregions, & 2 vegetation zones were visited
______ / 20 points

Map Requirements:
- Oregon is outlined neatly and accurately
- At least 5 cities, 5 physical features, & 5 points of interest are labeled
- The route is mapped to scale
- DOGSTAILS are included and accurate
- Map is colored, neat, and reflects effort
______ / 40 points

Journal Requirements:
- Average temperature and precipitation are explained and correlate to clothing choices.
- Places visited (cities, physical features, and other places of interest) are described in detail.
- Ecoregions (2), vegetation zones (2), and animals (3) are described in detail.
- Spelling, grammar, and punctuation are correct.
- Good writing skills and good handwriting are demonstrated.
______ / 40 points
______ / 100 points TOTAL
Side 1: Pre-Assessment

Mark the following items on the blank map of Oregon and label them.

1. Highest point
2. Two (2) lakes
3. Three (3) rivers
4. Two (2) mountain ranges
5. Desert
6. The largest city
7. Five (5) smaller cities
8. Three (3) counties
9. Two (2) major thoroughfares
10. Three (3) sights to see
Side 2: Post-Assessment

Mark the following items on the blank map of Oregon and label them.

1. Highest point
2. Two (2) lakes
3. Three (3) rivers
4. Two (2) mountain ranges
5. Desert
6. The largest city
7. Five (5) smaller cities
8. Three (3) counties
9. Two (2) major thoroughfares
10. Three (3) sights to see
Oregon Scavenger Hunt

Use the *Student Atlas of Oregon* to find the following information. Identify what map you used to locate information and record your answers.

<table>
<thead>
<tr>
<th>Questions:</th>
<th>Title of Map(s) Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How many ecoregions are in Oregon? Describe two.</td>
<td></td>
</tr>
<tr>
<td>2. Name three crops grown in Oregon. Where do they grow?</td>
<td></td>
</tr>
<tr>
<td>3. What is the annual precipitation in the southwestern corner of Oregon? How does it compare to where you live?</td>
<td></td>
</tr>
<tr>
<td>4. How many counties border yours? Name the counties.</td>
<td></td>
</tr>
<tr>
<td>5. Explain what kind of clothes one would wear in the city of Bend in January.</td>
<td></td>
</tr>
<tr>
<td>6. What is the distance from Albany to The Dalles if you are driving?</td>
<td></td>
</tr>
<tr>
<td>7. Where do most people in Oregon live and why?</td>
<td></td>
</tr>
</tbody>
</table>
8. Are you likely to feel an earthquake in Crook county? Why?

9. What river in the Northwest has the most dams? Why?

10. What county would have the most playgrounds per person: Multnomah, Curry, or Malheur? Why?

11. Why are there not many big trees east of the Cascades?

12. Where do you not find bears and why?

13. Why do you think 20-24 year olds represent the smallest population in Curry County?

14. Why does wheat not grow in southeast Oregon?

15. How many cities outside the Willamette valley have a population of at least 50,000? Name them.