Created by: Michelle Crane, 2014		
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Grade Level: 6th		**Time Frame:** One 45 minute period

Lesson Description: In this lesson, students will practice using Geographic Skills in order to answer a geographic question by mapping NFL teams and determining which criteria might be needed in order to locate a new team.

Learning Outcomes:

By the end of this lesson, students will be able to:
1. Explain and use geographic skills to answer geographic questions, and
2. Create a sketch map in order to answer geographic questions.

Connection to the Curriculum: This lesson is intended to be used in an introductory unit on geography and geography skills in a 6th grade World Cultures class. The lesson introduces the Geographic Skills and provides students with an opportunity to use them in order to answer a geographic question.

TEKS Strand(s) Objective(s):

(3) Geography. The student uses geographic tools to answer geographic questions. The student is expected to:

(A) pose and answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments?;

(B) pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, charts, models, and databases;

(D) create thematic maps, graphs, charts, models, and databases depicting aspects such as population, disease, and economic activities of various world regions and countries.

(23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

Materials:

For Student Use:	
8 ½" x 11" paper	One sheet per pair of students
Colored pencils	One set of 8 colors per pair of students
Computer lab with Internet access	One computer per pair of students
For Teacher Use:	
Geographic Skills Power Point	
Computer with projection device	

References:
NFL. (2014). *Teams.* Retrieved December 14, 2014, from NFL: http://www.nfl.com/teams
US Department of Commerce. (2014). *State and County QuickFacts.* Retrieved December 14, 2014, from
        US Census Bureau: http://quickfacts.census.gov/qfd/index.html#

Strategies: Students will be using geographic skills and a sketch map to answer a geographic question. For more information on sketch maps and how to use them in class, see the Module Materials for the Spatial Skills and Applications Module.

Questions: The following questions are higher-order thinking questions presented during the lesson. The answers are included in the text of the lesson.
- Describe the pattern you see of where NFL teams are located. In which parts of the country are they concentrated? Which areas do not seem to have any teams?
- Explain how you think the population of the town might be connected to the presence of an NFL team.
- Explain why NFL teams might be located in certain towns and not others. Other than population, what other information might you need in order to more fully understand why teams are located where they are?
- Evaluate your map. If someone wanted to select a site for a new NFL team, would your map be helpful? Why or why not? Is there information they might need that is not on your map? List any other information you think your map should have in order to make a more educated decision.

Procedures to conduct the lesson:
Starting the Lesson: 15 minutes
Asking Geographic Questions:
How can we use geography to make decisions about where to locate new football team?

  Begin by explaining to the students that they are going to use geographic skills to locate possible sites for a new NFL team. Present the Power Point slides introducing the 5 geographic skills. hen, divide students into pairs and distribute blank paper and colored pencils. Give the students a few minutes to sketch an outline of the US on their paper.

  Note to Instructor: any students are apprehensive about drawing sketch maps because they feel they do not have the artistic skill necessary to draw a "good" map. Emphasize that all maps are imperfect representations of the earth's surface – they all contain distortions and errors and model creating your own sketch maps for the students. In addition, if this is the first time your students have created a sketch map, it may take a bit more time. However, try not to give them too much time, or they will try to make their maps too perfect.

  The Lesson:
Acquiring & Organizing Geographic Information:
  Have each pair of students visit the NFL site listed under References. They will use the list of NFL teams and their home cities to locate NFL teams on their sketch map. (They may need to use their textbook or a standard atlas to locate the cities.) They will use the format for

labeling their map that is found on slide 8 of the Power Point. Then, they will need to use the Census website (listed under References) to find the population of each city with an NFL team. They can write the population of the city under the city's name.

Analyzing Geographic Information:
Ask the students to spend a few minutes analyzing their maps and answering the questions on slide 9 of the Power Point. They can answer the questions on the back of their map.

- Describe the pattern you see of where NFL teams are located. In which parts of the country are they concentrated? Which areas do not seem to have any teams? *Most teams are concentrated in the Northeast. There are quite a few in the Southeast and along the Pacific Coast. There are almost no teams in the West – other than along the Pacific.*

- Explain how you think the population of the town might be connected to the presence of an NFL team. *Answers will vary, but might include: larger towns would have more people to go to games, more money in the town to support a team, etc.*

- Explain why NFL teams might be located in certain towns and not others. Other than population, what other information might you need in order to more fully understand why teams are located where they are? *Answers will vary, but might include: football is more popular in some regions of the country than others, some towns are more willing to spend money to provide a stadium for a team, some towns have more money to spend on supporting a team, the wealth of the town and its people might help – per capita income, etc.*

- Evaluate your map. If someone wanted to select a site for a new NFL team, would your map be helpful? Why or why not? Is there information they might need that is not on your map? List any other information you think your map should have in order to make a more educated decision. *More information is probably needed – like statistics on how popular football is in the town, the income of the town, the per capita income of the population, unemployment rates, etc.*

End the Lesson:
Answering Geographic Questions:
Once the students have completed their map analysis, have them decide where they would put a team based upon what they know. Have them explain their answer. Then, have them answer the Guiding Question and explain how geography and geographic skills helped them answer the question of where a new NFL team might be located.

Possible extension or Alternate Assignment: In order to make this assignment more global, you could have students research the popularity of American football in other countries and the likelihood that another country might choose to start a pro team. Alternatively, this assignment can be modified using baseball, basketball or even soccer teams.

Evaluation/Assessment: Include your assessment product or idea with the lesson plan. Note, you want your assessment to measure your students understanding of the objectives (listed above).

	Not There Yet	Satisfactory	Clearly Outstanding
Content	**1 Point** ▪ Map is missing or incomplete. ▪ Written answers do not adequately answer the questions. ▪ Written answer does not utilize appropriate vocabulary. ▪ Written answer is difficult to read due to spelling and/or grammar errors.	**2 Points** ▪ Map is present and most features are correctly labeled. ▪ Written answers attempt to answer each question. ▪ Written answer correctly utilizes appropriate vocabulary. ▪ Written answer is generally free from spelling or grammar errors.	**3 Points** ▪ Map is complete and all features are correctly labeled. ▪ Written answers thoroughly answer all questions. ▪ Written answer demonstrates mastery of appropriate vocabulary. ▪ Written answer is largely free from spelling or grammar errors.
Appearance	**0.75 Points** ▪ Map features are not clear and are difficult to read. ▪ Map shows minimal effort.	**1.25 Points** ▪ Map features are clear and legible. ▪ Map shows effort and attention to detail.	**2 Points** ▪ Map features are clear, legible and attractively drawn. ▪ Map shows great effort and attention to detail.

Geographic Skills

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Asking Geographic Questions

- Geographic questions are questions with a geospatial (or locational) focus

- Examples:

  - Where is it located?

  - Why is it located there?

  - What is significant about its location?

  - How is its location related to the location of other people, places, and environments?

Acquiring Geographic Information

- Geographers use a wide variety of data in order to answer geographic questions

- Data must be evaluated for reliability and validity; the source of the data or information should also be evaluated.

- Examples of data or information sources:

    - Maps

    - Interviews

    - Field observations

    - Primary and secondary sources

Organizing Geographic Information

- Once the data is collected, it must be organized in order to make it easier to analyze and interpreted

- Different types of data work best with certain forms of organization

- Examples of organizational strategies:

  - Maps

  - Charts

  - Graphs

  - Visuals (photos, remote sensing images)

  - Cartograms or diagrams

Analyzing Geographic Information

- Analysis of geographic data looks for patterns, relationships and connections.

- These patterns, relationships and connections reveal the spatial processes which are responsible for the locations of features

- Examples:

  - Are the features on the map clustered together?

  - Are certain areas "full" of features, while other areas are "empty"?

  - What processes might explain why a feature appears in one area and not another?

  - What do the locations of the features have in common?

Answering Geographic Questions

- The purpose of the skills is to arrive ultimately at this step.

- Geography and its skills can help us understand problems we face in order to make decisions and come up with solutions.

- Examples:

  - Identifying areas where police need to patrol in order to reduce the crime rate.

  - Identifying areas where litter is a big issue in order to locate new trash cans.

Draw a sketch map of the United States (2 min.)

- This should be a general sketch – do not try to make your map exactly match the book.

- Just draw the outline of the region – do not add any features at this time.

- Use a regular pencil first, so you can erase. Once you are done, trace over it with a black colored pencil.

- You only need an outline of the lower 48 states. You do NOT need to outline each state.

Label Your Map

- Use a black dot ● to indicate a city; use a star ★ if it is a capital city

- Write the name of the city in black.

- Write the team's name directly under the city name – in black.

- Write the city's population directly under the team name – in black.

- Draw a ring ⊙ around the city's dot to indicate the population using the following key:

  - no ring   under 100,000
  - ⊙   100,000 – 499,999
  - ⊙   500,000 – 749,999
  - ⊙   750,000 and above

Analyze Your Map By Answering The Following Questions On The Back Of Your Map:

- Describe the pattern you see of where NFL teams are located. In which parts of the country are they concentrated? Which areas do not seem to have any teams?

- Explain how you think the population of the town might be connected to the presence of an NFL team.

- Explain why NFL teams might be located in certain towns and not others. Other than population, what other information might you need in order to more fully understand why teams are located where they are?

- Evaluate your map. If someone wanted to select a site for a new NFL team, would your map be helpful? Why or why not? Is there information they might need that is not on your map? List any other information you think your map should have in order to make a more educated decision.