Relocate to Oregon!

Overview:
In this lesson, students will create advertisements designed to encourage people to relocate/move to various parts of Oregon. This lesson could be used as an end of unit activity/assessment about the state of Oregon.

Essential Question:
How do geographical regions and physical characteristics found throughout Oregon influence communities?

Connection with Curriculum:
Learning level (3-5) Geography, History, Economics

Objectives:
- After researching important geographic, demographic and historical characteristics of a specific Oregon region, students will identify at least 5 characteristics which best define the positive traits of the region.
- Working in groups, students will create an advertisement designed to encourage people to relocate/move to that region of the state.

National Geography Standards:
#4 - The physical and human characteristics of places.
#18 - How to apply geography to interpret the present and plan for the future.

Oregon Geography and History Standards:
4.9. Explain the influence of Oregon and the Northwest’s physical systems on humans, including Native Americans.
4.12. Explain how people in Oregon have modified their environment and how the environment has influenced people’s lives.
3.4. Describe local communities and regions past and present.

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 in/off/out/on/inside/outside______________.
Intermediate: The _______is _____in front of/behind/next to ________.
Advanced: ___________is beneath/within ______________.

Targeted Language Skills:
Reading: Students will read brochures promoting different places in Oregon.
Writing: Students will list characteristics of a region that will encourage people to relocate to that area.
Speaking: Students will practice a variety of structured oral language routines to describe characteristics of a place, the purpose of the brochure, and information to include in their advertisement.
Listening: Students will listen and participate in class discussion about communities.
**Vocabulary:**

- region
- place
- community
- landforms
- landmarks
- culture
- vegetation
- history
- brochure
- landscape
- natural resources
- lifestyle
- climate
- recreation
- economy
- wildlife
- population
- advertisement
- characteristic
- relocate

**Materials:**

- *Student Atlas of Oregon* ([http://studentatlasoforegon.pdx.edu/index.html](http://studentatlasoforegon.pdx.edu/index.html))
- The Oregon Blue Book [http://bluebook.state.or.us/](http://bluebook.state.or.us/)
- *Travel Oregon Kids Guide Online* [http://kids.traveloregon.com](http://kids.traveloregon.com)
- Computer access, computer lab
- Various brochures for examples
- Student Research Notebook for each student. Students will record their notes and findings in the notebook prior to creating their advertisement.
- Materials to create print advertisement, such as:
  - Paper
  - Colored Pencils
  - Markers
  - Paint
  - Tape
  - Glue

**Presentation Steps:**

1. Begin the lesson by discussing things that students like about their own community. “Community” may be defined as their city/town, neighborhood, school, classroom, etc… On the board, make a list of the positive characteristics about their community.

2. Ask students what characteristics they might highlight if they were trying to encourage someone to come and live in their community. Show the students examples of public relations brochures for cities and towns - brochures that encourage people to move to that city/state. Note that the brochures use information about the city's location, history, culture, climate, lifestyle, economy, etc. in painting a favorable picture of the location.

3. Hand out brochures to students. Allow them time to look through and discuss the brochures.

4. Pose questions to the group (utilize numbered heads, think-pair-share, turn and talk, and other structured oral language practice routines):
   - What characteristics do they notice about the brochures?
   - What is the purpose of a brochure?
   - If they were going to make an advertisement to encourage people to move to their community, what information might they include in the advertisement? Why?
5. Divide students into 7 groups. Each group is assigned an area of the state, as follows:
   - Portland Metro Area: Includes Portland Metro Area
   - Oregon Coast: Includes entire coastline from Astoria to Brookings
   - Willamette Valley: Includes central Willamette Valley including Salem and Eugene
   - Southern Oregon: Includes Roseburg, Medford, Ashland, Klamath Falls
   - Central Oregon: Includes Bend, Redmond, Madras area
   - Eastern Oregon: Includes Pendleton, La Grande, Ontario and Burns
   - Columbia Gorge: Includes Cascade Locks, The Dalles, Hood River

6. Explain that each group will be creating an advertisement encouraging people to move to “their” region. In order to properly advertise their region, explain that students will need to know something about the region’s population, climate, economy, lifestyle, history, landforms, landmarks, recreation, etc.

7. Provide students with a resource file that they can use in conducting their research. Explain the resources in the file as follows:
   - *Student Atlas of Oregon*, both hard copy and online versions. Explain that the atlas contains maps detailing a variety of information about the state. Some maps talk about the landscape/topography, other maps talk about population density, etc…
   - The Oregon Blue Book, [http://bluebook.state.or.us/](http://bluebook.state.or.us/)
   - Students will be provided a research notebook to help them organize their research notes and findings (see attached).

**Assessment:**
- Students assess their research notebooks using the rubric provided.
- For individual assessment, students will turn in their research notebooks.
- The groups will present their advertisement posters to the class, explaining why the posters include particular information, and how they selected which information was most important to include.

**Extensions:**
- Students may create a PowerPoint highlighting the important aspects of their region.
- Students may create an ‘anti-advertisement’ outlining reasons why one might not want to move to their region.
- Students may compare two regions, making a persuasive argument as to why someone might want to move to one region versus the other.
<table>
<thead>
<tr>
<th>Excellent Work!</th>
<th>Good Work!</th>
<th>Needs Improvement</th>
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<tbody>
<tr>
<td>In my research notebook I made the number of notes requested in each section. Sometimes I made additional notes!</td>
<td>In my research notebook, I usually made the number of notes requested in each section. Sometimes I made additional notes, but sometimes I did not make the number of notes requested.</td>
<td>I was not able to make the requested number of notes in several sections of my research notebook.</td>
</tr>
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<td>I actively participated in my group and contributed many ideas to our advertising poster.</td>
<td>I participated in my group and contributed some ideas to our advertising poster.</td>
<td>I did not participate very much in my group. The other group members did most of the work on our advertising poster.</td>
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<tr>
<td>The items that we selected for inclusion in our advertising poster represented positive community attributes from at least four different categories, as defined in my research notebook.</td>
<td>The items that we selected for inclusion in our advertising poster represented positive community attributes from at least three different categories, as defined in my research notebook.</td>
<td>The items that we selected for inclusion in our advertising poster represented positive community attributes from two or fewer different categories, as defined in my research notebook.</td>
</tr>
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<td>I contributed to my group’s oral presentation by helping to describe why we selected the information to include in the advertisement poster.</td>
<td>I contributed to my group’s oral presentation, but I am not entirely certain why all of the items on the advertisement poster were selected.</td>
<td>I did not participate in my group’s oral presentation preparation, or delivery, and did not help to describe why the information in our advertisement poster was selected.</td>
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Resources:

VERY IMPORTANT: See the Student Research Notebook below

Original Author: Katherine Bodi
The final editing and adaptations for an ELL classroom were completed by the OGA Spanish Student Atlas of Oregon Task Force 2011.
Student Research Notebook

In order to create an advertisement about your region, you must first learn about your region’s characteristics. This research notebook may be used to guide your investigation. Use the maps in the Student Atlas of Oregon to help you find information about your region.

As you research your region, you will attempt to locate information on the following:
  ● My region’s physical landscape and climate
  ● My region’s natural resources – including vegetation and wildlife
  ● My region’s population
  ● My region’s economy and transportation
  ● My region’s recreational opportunities
  ● Interesting facts about my region
My Region’s Physical Landscape and Climate

Things to consider when performing this research:

Is my region mountainous?
Is my region coastal?
Is my region in danger from natural disasters?
Is my region rainy or dry?
Does my region have waterways like rivers?
Does my region have lakes?

Make at least 3 notes regarding the physical landscape and climate of your region.

1. ______________________________________________________________
   __________________________________________________________________
   __________________________________________________________________

2. ______________________________________________________________
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   __________________________________________________________________

3. ______________________________________________________________
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My Region’s Natural Resources: Vegetation and Wildlife

Things to consider when performing this research:

Is my region forested?
Does my region have mostly privately owned land or publicly owned land?
Does my region support salmon harvests?
Does my region contain mineral deposits?
Does my region produce energy using wind, water, or other resources?

Make at least 3 notes regarding the natural resources, vegetation, and wildlife of your region.

1. ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________

2. ______________________________________________________________
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3. ______________________________________________________________
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My Region’s Population

Things to consider when performing this research:

Is my region heavily populated?
Do we know anything about the age of my region’s population?

Make at least 2 notes regarding the population of your region.

1. ________________________________________________________________
   ________________________________________________________________

2. ________________________________________________________________
   ________________________________________________________________
My Region’s Economy and Transportation

Things to consider when performing this research:

Does my region have farms or ranches?
What crops are grown in my region?
What farm products are raised in my region?
Does my region have roads, railroads, seaports, or airports to help people and things get in and out of my region?

Make at least 3 notes about the economy and transportation of your region.

1. _________________________________________________________________
   __________________________________________________________________
   __________________________________________________________________

2. _________________________________________________________________
   __________________________________________________________________
   __________________________________________________________________

3. _________________________________________________________________
   __________________________________________________________________
Interesting Facts about My Region

Things to consider when performing this research:

Is my region home to any historical landmarks?
Did the Oregon Trail pass through my region?
Are there popular tourist destinations in my region like campgrounds, lakes, or other points of interest?

Note at least 3 interesting facts about your region.

1. __________________________________________________________
   __________________________________________________________
   __________________________________________________________

2. __________________________________________________________
   __________________________________________________________
   __________________________________________________________

3. __________________________________________________________
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<table>
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<tr>
<th>This is a positive thing about my region</th>
<th>I think it is a positive thing because…</th>
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Student Scoring Checklist

When you are working on your student notebook and group poster, consider the following list that will be used to grade your work.

Student Notebook

- I have made the number of notes asked for in each section of my notebook.

- I have identified many positive things about my region, including things from at least three of the categories in my notebook.

- I have explained why I think the positive things I selected are positive.

Group Poster

- I actively participated in my group when we worked on our advertising poster.

- I helped my group plan and/or deliver our oral presentation to the class, explaining why we selected the information to include in our poster.
Cuaderno de investigación del estudiante

Para poder crear un anuncio sobre tu región, debes primero aprender las características de la región. Este cuaderno de investigación debe usarse como guía para tu investigación. Usa los mapas del Atlas de Oregon para estudiantes para ayudarte a encontrar información sobre tu región.

Al investigar tu región trata de encontrar información sobre los siguientes puntos:

- Los paisajes y el clima de mi región
- Recursos naturales de mi región incluyendo la vegetación y la vida salvaje
- La población de mi región
- La economía y el transporte en mi región
- Las oportunidades recreativas de mi región
- Los hechos interesantes de mi región
Los paisajes y el clima de mi región

Puntos que considerar al hacer esta investigación:

¿Mi región es montañosa?
¿Mi región tiene costa?
¿Mi región tiene peligros de desastres naturales?
¿Mi región es seca o llueve mucho?
¿Mi región tiene ríos o canales?
¿Mi región tiene lagos?

Haz por lo menos 3 notas sobre los paisajes y el clima de tu región.

1. ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________

2. ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________

3. ______________________________________________________________
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Recursos naturales de mi región incluyendo la vegetación y la vida salvaje

Puntos que considerar al hacer esta investigación:

¿Mi región es boscosa?  
¿Mi región tiene la mayoría de las tierras como propiedad pública o privada?  
¿Mi región apoya la pesca de salmón?  
¿Mi región tiene depósitos minerales?  
¿Mi región produce energía usando el viento, el agua u otro recurso?

Haz por lo menos 3 notas sobre los recursos naturales, la vegetación y la vida salvaje de tu región.

1. ______________________________________________________________  
   ______________________________________________________________  

2. ______________________________________________________________  
   ______________________________________________________________

3. ______________________________________________________________  
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Puntos que considerar al hacer esta investigación:

¿Es mi región muy poblada?
¿Sabemos algo sobre las edades de la población en mi región?

Haz por lo menos 2 notas sobre la población en tu región.

1. ______________________________________________________________________
   ______________________________________________________________________

2. ______________________________________________________________________
   ______________________________________________________________________
La economía y el transporte de mi región

Puntos que considerar al hacer esta investigación:

¿Mi región tiene granjas o ranchos?
¿Qué cultivos crecen en mi región?
¿Qué productos de granja se producen en mi región?
¿En mi región hay carreteras, ferrocarriles, puertos o aeropuertos para ayudar a las personas a llevar y traer productos a mi región?

Haz por lo menos 3 notas sobre la economía y el transporte en tu región.

1. ________________________________________________________________
   ________________________________________________________________

2. ______________________________________________________________
   ______________________________________________________________

3. ______________________________________________________________
   ______________________________________________________________
Hechos interesantes sobre mi región

Puntos que considerar al hacer esta investigación:

¿Mi región tiene algún hecho o edificio histórico?
¿La Ruta de Oregón pasa por mi región?
¿En mi región hay destinos turísticos como lugares para acampar, lagos u otros puntos de interés?

Haz por lo menos 3 notas sobre hechos interesantes de tu región.

1. ______________________________________________________________
   ________________________________________________________________

2. ______________________________________________________________
   ________________________________________________________________

3. ______________________________________________________________
   ________________________________________________________________
### Puntos positivos sobre mi región

<table>
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<tr>
<th>Esto es un punto positivo de mi región</th>
<th>Creo que esto es un punto positive porque…</th>
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Lista para revisar y calificar del estudiante

Cuando estés trabajando en tu cuaderno y en el póster de grupo, considera la siguiente lista que estará usado para calificar tu trabajo.

**Cuaderno de estudiante**

- He hecho todas las anotaciones que me piden en cada sección de mi cuaderno.
- He identificado muchos aspectos positivos sobre mi región, incluyendo por lo menos tres de las categorías que están en mi cuaderno.
- He explicado por qué pienso que los puntos que escogí son positivos.

**Póster de grupo**

- He participado activamente en mi grupo cuando trabajamos en el póster.
- Ayude a mi grupo a planear y/o a dar la presentación oral enfrente de la clase explicando por qué seleccionamos la información que usamos en nuestro póster.