Local and Natural Resources: NW Oregon/SW Washington

By Alison Norton

Grade Levels: 1  Time: 60 minutes

Overview: This lesson will introduce early elementary age students to the local and natural resources of NW Oregon and SW Washington, showing where they are found using photographs and maps.

Geographic Question: What are the local natural resources of NW Oregon and SW Washington, and how are they used?

National Geography Standards:
4 The physical and human characteristics of places.

Oregon Geography Content Standards
1.12. Give examples of local natural resources and describe how people use them.

Oregon Science Content Standard
K-ESS3-1 Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.

Connections to Common Core
CCSS.ELA-Literacy.SL.1.2Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Objectives:
In completing this activity, students will be able to identify physical characteristics and natural resources in their local environment. They will also be able to give an example of how these resources were used in the past, and today.

Materials:
• Make Way for Ducklings by Robert McCloskey
  Can be purchased here: https://www.amazon.com/Make-Way-Ducklings-Robert-McCloskey/dp/0140564349
• Local Map (attached, Appendix A). One in color, one per student in black and white
• State Map (attached, Appendix C)
• Rubric (attached, Appendix B)
• Image Analysis Tool (attached, Appendix D)
• Green, blue and brown crayons or markers
• Photographs (attached, Appendix E)

(Salmon fishing on Columbia River, Ore, 1895-96)

(Fishing advisory groups: Salmon Fishing on the Columbia River, 2012)

(Packing tuna into cans, Columbia River Packing Association, Astoria, Oregon, 1941)

(Grain farm. Note how timber has been cut from the ridge. Oregon, near Yoncalla, Douglas County, 1939)

(Farmland. Dead Ox Flat, Malheur County, Oregon, 1941)
(The Making of Bernet Farms Scappoose, Oregon, 2010)

(Long Bell Lumber Company, Cowlitz County, Washington. Timber superintendent inspecting fallen fir tree, 1941)

(Log rafts in Columbia River. Cowlitz County, Washington, 1941)

(Oregon Timber Industry on the Decline. Rough & Ready Lumber, 2014)

(Powerhouse and navigation locks at Bonneville Dam, Oregon 1941)

(PORTLAND DISTRICT. Bonneville Lock and Dam – First Powerhouse, 2014)
**Background:** This lesson focuses on the local environment of the Scappoose School District in Oregon: NW Oregon and SW Washington

**Procedures:**
1. Have all photos and maps spread out on tables, or posted on the walls around the room. (Appendix E)
2. Gather students together and read: *Make Way for Ducklings*.  
   Summary from back cover: "The busy Boston streets are too dangerous for eight little ducklings! But with a little help from a friendly policeman Mrs. Mallard and her family arrive safely at their new home. The public garden was no place for ducklings when they were first born, but now they are old enough to brave the raucous crowds and swim with the giant swan boats."
3. Have students tell you about the place where the ducks lived, and the resources around them. This is the duckling’s local area.
4. Define our local area: NW Oregon/SW Washington
5. Show the Oregon Map, then the local area map, and ask students to point out any resources on the map. “What do you think the colors mean?” (Appendix A and C)
6. Brainstorm and define our local natural resources: (trees/timber, water, land/soil, etc.). Draw examples on the board for student visual.
7. Begin a gallery walk around the classroom to view the photos, encouraging students to observe.
8. Bring class back together to fill out the Image Analysis tool. (Appendix D) Fill out using projector, or write on the board.  
   **Observe:** What kind of natural resources do you observe in these pictures?  
   **Reflect:** Where do you think the pictures were taken?  
   **Question:** What do you want to know about these pictures?
9. Based on their observations, reflections, and questions, go through each photo explaining the location, year, resources, and brainstorm what they are used for.
10. Pass out individual black and white local map. (Appendix A) Make sure students have green, blue, and brown markers or crayons.
11. Ask the students to remember back to our discussion earlier about Explain that they will color the areas where there is timber, green. Where there is water will be blue, and where there is soil for farming, brown. Give all students time to finish assessment. Early finishers can add other pictures to their map if they like.
Assessment:
In procedure step 11, students will identify which natural resources are found locally, by coloring in a black and white map. Green = forest/timber, blue = water, soil = brown. Use the original color map as a teacher guide. (Appendix A) Use the rubric for grading. (Appendix B)

Extensions and/or Adaptations:
Extensions: This lesson can springboard into a science unit about farming, or plants and animals, or renewable/non-renewable resources. It may also be extended through history by learning about local loggers, farmers, fisherman, etc. Additional lessons may go into more detail about local resources and how they are used in our area and around the world. The students or teacher could bring in actual resources (ex: bark, soil, water), or students could do a project creating something with natural resources.

There are additional lessons that can be tied to the story, Make Way for Ducklings. For example:

Sources


Appendix A: Local Area Map and Key
Appendix B: Rubric

Name: ______________________

**Coloring a Map - 1st Grade Rubric**

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Map coloring</strong></td>
<td>I can locate and color 3 natural resources on the map. (Water, Soil, Timber)</td>
<td>I can locate and color 2 natural resources on the map.</td>
<td>I can locate and color 1 natural resource on the map</td>
<td>I can locate and color 0 natural resources on the map.</td>
</tr>
<tr>
<td><strong>Neatness and Effort</strong></td>
<td>My map is neat and easy to follow.</td>
<td>My map is neat.</td>
<td>My map is difficult to read and follow.</td>
<td>My map was not colored.</td>
</tr>
</tbody>
</table>
Appendix C: Oregon Map
Image Analysis Tool with a Geographic Lens

<table>
<thead>
<tr>
<th>Observe</th>
<th>Reflect</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>What kind of natural resources do you observe in these pictures?</td>
<td>Where and when do you think the pictures were taken?</td>
<td>What do you want to know about these pictures?</td>
</tr>
</tbody>
</table>
Appendix E: Photographs