Model Lessons Geography of Southern Iberia Institute - Portugal and Spain

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Recommended Citation
Davis, Jack; Salvati, Jeff; Richards, Tabitha M.; Harrington, Denise; Kasler, Jordan; Mattei, Amanda; Wilson, Heidi; Ovgard, Luke; and Kraemer, Karen, "Model Lessons Geography of Southern Iberia Institute - Portugal and Spain" (2016). Instructional Materials. 6.
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Lesson: Analyzing the Geography of Iberian Castles to Learn about the Geography of Oregon.

By Jack Davis

Grade level: 9-12

Subject Area(s): Social Science, Language Arts (possible for incorporation)

Description:
Students will look at four different castles in Iberia, three in Spain and one in Portugal, by using terrain maps, a political map, and historical background information, to come up with theories about why these castles were placed where they were. Using this knowledge, students will then look at similar maps of Oregon, and decide where they believe castles in Oregon would have been placed. Students can either use the sources available to them in this packet or sources from the internet.

Geography Standards:
Standard 1 – “How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information” (The World in Spatial Terms).
Standard 13 – “How the forces of cooperation and conflict among people influence the division and control of earth’s surface” (Human Systems).

Big Idea:
Human settlements and constructions are based off a combination of needs, from environmental to political.

Essential Questions:
What environmental factors caused the Iberian castles to be constructed where they were?
What effects did the castles appear to have on the division and control of earth’s surface?
Where might castles have been placed in Oregon had they been constructed during the medieval era?

- **Required Materials:**
  Printed lesson materials (PAGES 5-13 & 30-32)

- **(OPTIONAL PAGES 14-29 & 33-35 IF NO ACCESS TO COMPUTERS/INTERNET) OR student access to google maps (Recommended).**
Teacher Instructions:

1. Split the students up into groups of 2-4 to assist with brainstorming for this assignment. If in smaller groups, students could be given the option of choosing only three of the selected four castles to analyze.

2. Give the students the opportunity to understand the “Lesson Overview” handout (PAGE 4). It can be passed out for them to read or read aloud by you or a student. It will let them know what they will be doing in this lesson.

3. Once the students understand the assignment, they are ready to begin looking at the Iberian castles. Begin by passing out the background information for each of the castles, which provide where each castle is, who made it, and when it was constructed (PAGES 5-7). Students should also receive the “Reconquista with Dates & Rivers” map (PAGE 8). These sources will provide the students with what they need for political motivations and a map with waterways.

4. Next, the students will need an access to terrain maps. If students have access to computers and internet, they can use “Google Terrain” function of google maps. To access this easily, simply have students google search for “google terrain” and choose the top link (which will automatically activate the setting in google maps), or activate the “terrain” setting manually by going to google maps, clicking on the menu button, and selecting “terrain.” Using this method, students can type in the names of each castle (which will take them directly to it), and are free to analyze the terrain surrounding it for themselves. The “terrain” function will show topography and elevation.

   OR

   If students will NOT have access to computers, screenshots of various distances from each castle have already been taken and attached to the materials of this lesson plan (PAGES 14-29) and should be printed off (preferably double-sided) to be used as handouts for the students to look at. Handouts could also be placed at stations across the classroom, encouraging groups to move around with their papers and stay more active.

5. When students have their resources, they should begin filling out the question sheets (PAGES 9-12), which are little more than prompting question that allow students to record their ideas. The teacher could move about the classroom and assist with student brainstorming during this time, or ask leading questions. Once students have looked at all of the case studies, they should fill out the final question sheet (PAGE 13) before moving on to the second part of the lesson.

6. Once groups have finished task 5, it will be good to check on their progress. Some things that students should have written down:
   a. Each of the castles is located near a flowing body of water. This could be for resource transportation or control of trade routes
   b. Each castle’s relationship to elevation. Most are up on a hill, or allow for command of the lowlands around it. This makes it good for a commanding view, good for defense against attacks, and cliffs often provide materials to build with (stone).
c. Connections between the castle’s constructions/conquering and the dates of the Reconquista. Each castle was built at the same date as indicated by the region it sits in on the political Reconquista map.
For example: The construction of the Castle of Loarre coincided with the time that the Christians conquered the area of north-east Spain that looks like a small yellow spot between the orange and green sections. The construction of the castle allowed the Christians to hold this region until they pushed further south.
Another example: The conquest of the Saint George Castle is represented by an outward “bubble” of green around Lisbon in 1148. The taking of the citadel in 1147 allowed the Christians to control all of the water around Lisbon – not just the castle itself. Therefore, they controlled the entire river, all the way out into the ocean.

If the group has come to some understanding about each of these sections in bold, they are ready to move on to step 7 (part two).

7. Pass out or display on an overhead the “Kingdom of Oregon” handout (PAGES 30-31) to the students, hand out the “Oregon Terrain Map” to each student (PAGE 32). In addition, students should be allowed to go back on google maps, to look at the terrain of Oregon, and zoom in and out of specific areas. By doing so, they will be able to see what spots might provide the best opportunity for defending their kingdom. If no access to computers is available, some maps have been attached as well (PAGES 32-35). However, these maps do a poor job compared to using google maps itself.

8. From here, they will be able to finish the assignment on their own. They do this section in groups or individually. The amount of writing for each student to complete has also been left up to the teacher’s discretion. Once finished, the students can turn in all of their work for credit, and the teacher can assess to make sure the students have demonstrated their understanding on the topic.

NOTE: This step can also be assigned as homework at this point, and other additions may be made. For instance, if this is in an English class and the class will be reading about Macbeth, it is a good opportunity for students to practice characterization, so that they can create their own “noble” families, whose culture and traditions show the types of people they are.

9. If time allows, this lesson allows for excellent discussion. It would be good to have a wrap-up in which the “Oregon Terrain Map” is projected up in front of the classroom, and students can indicate where they put the castles on the map and why. Placing each castle up one-by-one, it would be interesting for the class to hear other explanations, and to see the wide variety of castles across Oregon. Who was worried about the Washington raiders? What castle seemed to be able to deal with both invading armies from East and South? Etc. A vote can even be had to select which castle seems to make the most sense.

10. Teacher tools for assessment provided at the end of this packet (PAGE 36).
Lesson Overview – Geography of Castles

One thing that sets the North American continent apart from many others in the world is the lack of ancient architecture. There are many theories for why this is, and often these are related to the lack of required resources to people who lived in North America during ancient times (such as the use of large beasts of burden). Castles, defensive structures made from stone primarily during the medieval era as a means of protecting ownership of land, are one type of structure that are missing from the landscape. When visiting Europe, the stone walls and watchful towers of these medieval fortifications can be spotted in almost every country, often dotting the landscapes along highways or sitting as a tourist attraction at the heart of a large city. The question being posed to you today is, “If castles had been constructed in Oregon, where would they have been built?” By answering this question, you will improve your knowledge of how humans and the environment interact, maps, and Oregon geography.

Your job will involve two parts. First: there are four different castles in the Iberian Peninsula selected for you to look at today. These were all built during the medieval era, during which the Iberian Peninsula was in a deep military conflict due to the Christian Reconquista against the Arab Muslims (the Moors) that had taken and settled the area. With these four castles, you will look at the surrounding geographic terrain where each was placed to see what patterns each have, look at the political conditions of the area at that time, and by answering questions, you will develop a theory about what factors influenced the location of a castle.

Second: You will be given a hypothetical situation about Oregon as if it were set of kingdoms during the medieval era with rivals from other states and you will be a noble who has to decide where you place your castle. To do this, you will use the factors for the Iberian castles and will apply these factors to the terrain of Oregon to find the best location for your castle.
São Jorge Castle

Located in Lisbon, Portugal

History:

- The hill that São Jorge Castle (Saint George Castle) sits on has supposedly been used as a site of fortifications for thousands of years, initially being used by Romans, then Visigoths, and finally Moors.
- São Jorge Castle itself was constructed by the Moors in 10th century BCE, during which it became the citadel of the city of Lisbon.
- The Christian armies conquered the castle in 1147 at the start of the second crusade, and used it as a fortress to defend the city.
- The city (Lisbon) became the capital of the kingdom of Portugal, with São Jorge Castle being the home of the king. The citadel assisted in the defense of the city and the autonomy of the Portuguese kingdom from the invading Castilian armies during the 14th century.

Alhambra

Located in Granada, Spain.

History:

- The Alhambra was originally built on the ruins of ancient Roman fortifications in 889 BCE as a minor fortress by the Moors, but at this time it had little importance.
- The castle was returned to in the 13th century, and it was greatly renovated and expanded upon to become a great fortress and palace.
- The fort was the final Moorish bastion to fall to the Christian Reconquista, as it was surrendered during negotiations by the remaining Moors in 1492 without the need for a battle.

**Castle of Loarre**

Located in Loarre, Spain.

History:

- The construction of the castle began during the early part of the 11th century BCE under the rule of the Christian king Sancho III of Pamplona, and was completed during the 12th century.
- Additional battlements and fortifications were added to the castle during the 13th and 14th centuries.

**Monzón Castle**

Located in Monzón, Spain.

History:
• The castle was constructed during the 10th century BCE by the taifa of Zaragoza (a Moorish kingdom).
• In 1089 BCE it was conquered by Sancho Ramirez, the King of Aragon and of Navarre.
• During the mid-12th century, the castle became inhabited by the Knights Templar, the order of Christian monks that was formed during the crusades. With the fall of the Knights Templar (largely a result of the end of the Christian presence in the Middle East and the lack of purpose for the existence of the Templars), the castle fell under siege and was taken by the kingdom of Aragon in 1309.
• The fort continued to be used and routinely renovated to keep up with technology until the 18th century BCE. As a result, the current walls are reminiscent of European “star-forts” that were used during the Napoleonic era.
Reconquista with Dates & Rivers
Case Study of _________________________

What terrain features appear to be around the castle?
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Considering the date of construction of the castle and whoever built it, what was their apparent motivation for doing so?
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

What about this terrain assisted the owners of this castle in their political motivation?
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Was there anything else you noticed about where the castle was built?
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
Case Study of _______________________

What terrain features appear to be around the castle?

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Considering the date of construction of the castle and whoever built it, what was their apparent motivation for doing so?

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What about this terrain assisted the owners of this castle in their political motivation?

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Was there anything else you noticed about where the castle was built?

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_____________________________________________________________________________________
Case Study of _______________________

What terrain features appear to be around the castle?

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Considering the date of construction of the castle and whoever built it, what was their apparent motivation for doing so?

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What about this terrain assisted the owners of this castle in their political motivation?

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Was there anything else you noticed about where the castle was built?

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Case Study of _______________________

What terrain features appear to be around the castle?

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Considering the date of construction of the castle and whoever built it, what was their apparent motivation for doing so?

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What about this terrain assisted the owners of this castle in their political motivation?

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Was there anything else you noticed about where the castle was built?

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
Overall Analysis of Castle Findings:

What terrain features seemed most common for each of the castles? Say at least 2 and why.

1. 

2. 

What political factors seemed most common for each of the castles?

Were there any other themes that you found that seemed important for the castles?

Summarize your overall “theory” about what makes a location good for building a castle:


São Jorge Castle
São Jorge Castle page 3
Alhambra
Alhambra page 3
Castle of Loarre
Monzón Castle
Kingdom of Oregon

Now that you see how terrain affects the placement of castles, it is time to put one in Oregon.

The Kingdom of Oregon:

In this scenario, it is the high middle ages (c. 1001-1300), and Oregon has many residents who have access to medieval technologies and resources, including agricultural systems, masonry, large beasts of burden, metal working, and more. The smaller kingdoms in the region were recently unified under your sovereign banner, and your family has ascended to become the holy rulers of all of the Kingdom of Oregon. The various municipalities of the kingdom are loyal to your rule, and have been thriving in recent years. The river systems allow for ample trade, so that food flows from farms to trade centers with little issue. Most people are happy with your family, and in general your rule is safe from any other political threats within your border.

However, you have several other important issues that have risen up since your family has taken control of the area. You face threats from the North, the East, and the South. Only the West, where the ocean lies, is safe.

- Tribes from the Evergreen wildlands have been coming from the north to raid towns and populaces along your northern border. They have been crossing the Columbia river in small war parties. The river has become an extremely important water system that allows for flourishing trade along your banks of the river, allowing the transport of massive quantities of food throughout much of the northern kingdom.

- A confederacy of kingdoms, known as the Idaho Conglomerate, has been expanding into your border on the East with little resistance. They have been settling in your land with their farms, and have slowly been moving towards the mountains for nearly a century.
Lastly, the Golden Empire to the South has become extremely powerful over the past 200 years, and has grown to nearly three times your size, and almost five times your population. Although peace has been maintained over the past generations, they have been facing recent droughts, and seek new sources of water. They seem to have their next sights on your rivers, and have been preparing for an invasion.

Your Assignment:

It is your job to evaluate these threats, and based on Oregon’s geography, decide on where the best place would be to place a very powerful Oregon fortress. Do not assume that all of Oregon’s people can be saved, or even multiple threats can be dealt with, but it is your job, as the royal family, to select a position that will best serve you and your kingdom. When deciding on the location of your castle, you should make sure of three things:

1. It will be placed somewhere that ensures it cannot be taken immediately by brute force.
2. It has access to the resources it requires for construction.
3. It serves its political purpose most effectively.

Once you have chosen a location, indicate it on the Oregon Terrain Map (as specifically as possible), and provide a full explanation for why you have chosen this location. Make sure to address each of the three criteria above in your explanation, and relate your reasoning for each to the discoveries you made about the Iberian castles.
Oregon Terrain Map
Northwest Oregon
Central Oregon
Southern Oregon
Assessment

Castle placement & individual student written response.

Students will select a location for their castle and provide a write—up to explain why the location they chose serves their purpose. There are three things they must provide an explanation for as it was given to them on the assignment page, their explanation of these items will be assessed as a means of demonstrating understanding of the lesson materials. The three requirements of their castles are:

1. It will be placed somewhere that ensures it cannot be taken immediately by brute force.
2. It has access to the resources it requires for construction.
3. It serves its political purpose most effectively.

In addition, they should connect their reasoning to the observations of the Iberians castles in the first half of the assignment. As such, the following rubric and its five assessments should be used to evaluate their work.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>1</th>
<th>2</th>
<th>3</th>
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</thead>
<tbody>
<tr>
<td>Castle Location</td>
<td>Castle placement only meets one of the “requirements” of medieval castles.</td>
<td>Castle placement meets two of the three “requirements” of medieval castles.</td>
<td>Castles placement meets all three of the essential requirements.</td>
</tr>
<tr>
<td>Explanation of protective features</td>
<td>Little, no, or poor explanation given for placement.</td>
<td>Explanation is insufficient OR fails to connect to an Iberian castle.</td>
<td>Explanation is given fully, provides solid reasoning, and connects to at least one Iberian castle.</td>
</tr>
<tr>
<td>Explanation of local resources</td>
<td>Little, no, or poor explanation given for placement.</td>
<td>Explanation is insufficient OR fails to connect to an Iberian castle.</td>
<td>Explanation is given fully, provides solid reasoning, and connects to at least one Iberian castle.</td>
</tr>
<tr>
<td>Explanation of political effectiveness</td>
<td>Little, no, or poor explanation given for placement.</td>
<td>Explanation is insufficient OR fails to connect to an Iberian castle.</td>
<td>Explanation is given fully, provides solid reasoning, and connects to at least one Iberian castle.</td>
</tr>
</tbody>
</table>

Points = __/12
Title: Architectural Differences: Comparing Iberia to Oregon
Subject: Geography
Grade Level: 10th/11th grade
Time: 50 min.

Overview: In this lesson, students will look at different maps of the Iberian Peninsula to maps of Oregon comparing population, natural resources, climographs, climate type, vegetation zones, forests, and annual precipitation. Next, students will predict how housing and building structures in Oregon may differ from the Iberian Peninsula due to geographic factors. Students will then look at photos of different buildings from Oregon and Iberia to see how the architecture and resources used to create the buildings differ across regions.

National Geography Standards: Geography Standard 1: How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information.

Oregon Geography Standards: HS.14. Create and use maps, technology, imagery and other geographical representations to extrapolate and interpret geographic data.

Connection to Common Core: ELA.9-10.W.2 (9th and 10th grade) & ELA.11-12.W.2 (11th and 12th grade). Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Objectives:

In completing this exercise, students should be able to make geographic inferences using maps about how building types (both architecture and composition) are affected by geographic location, i.e. How does annual precipitation affect house type? Roofs are flat because they don’t need to drain off the water year round.

Materials:

Google Slides Presentation
https://docs.google.com/a/district6.org/presentation/d/1FR0aXNPhDJnGFP1ZlyYGa4OuD05Tn pFD0_sc19CamqE/edit?usp=sharing

Student Guided Note-taking sheet (attached) - for following along with the google slideshow and taking notes that students will use to write a two page paper. Additional time may be given in class to complete the paper or the rough draft can be given as homework.

Background: Students will need to know:
Basic geographic concepts such as annual precipitation, vegetation zones, climate zones.

MLA format including how to write a bibliography.

**Procedures**: Before the day’s lesson, review the google slides presentation and familiarize yourself with the slides. Have the presentation pulled up before you begin the day’s lesson.

**Open**: (10 min) Have the powerpoint (google slideshow) up and ready for when students walk in. Welcome students to class at the door and hand out the guided note-taking sheet. After the bell rings, ask students the essential question: “How does geographic location affect building architecture and composition?”

Ask students about if they have traveled and how building types differ in different regions of Oregon, the U.S. and the world. Does population, climate, and availability of local resources of the region affect building architecture and composition? How? Compose a list on the whiteboard and have students fill in the note-taking sheet. Let students know you will grade the note-taking sheet as a formative assessment and that they will use these notes to write a paper.

**Body**: (35 min) Go through the google slides with the class and have students fill in the note-taking sheet with the available information from the data, maps, and photos of each region. Have students give detailed descriptions of each slide and draw photos of what they see.

**Close**: (5 min) As homework, students should write a complete rough draft of their two page paper comparing building types of the Iberian Peninsula to that of Oregon (see rubric under heading below). Go around and check that all students have completed their note-taking handout and check this off in the gradebook as a formative assessment before they leave. Let students know that they will use this note-taking sheet to provide supportive evidence and details in their papers. If they choose to add additional sources, they will need to add a bibliography page at the end as well as proper in-text citations.

**Assessment**: Students will write a two page paper (MLA format) comparing and contrasting the architectural and compositional differences between buildings in Iberia (Portugal and Spain) to that of Oregon using the notes that they gathered from the google slideshow and guided note-taking sheet (using the rubric below). Students should be encouraged to conduct further research on their own and provide citations of the academic sources they find using MLA format in their bibliography. The student note-taking sheet and first draft of the two page report will be formative assessments and the final draft of the paper will be graded as a summative assessment using the following rubric.
## Secondary Writing Scoring Rubric

<table>
<thead>
<tr>
<th>Ideas / Content</th>
<th>Organization</th>
<th>Voice</th>
<th>Word Choice</th>
<th>Sentence Flow</th>
<th>Conventions</th>
<th>Student Reflection</th>
<th>Teacher Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Clear and focused main ideas. Supportive, but overly limited, general details.</td>
<td>Beginning may not be inviting, resolution may lack subtlety. Transitions stilted or predictable.</td>
<td>Seems to be aware of audience, may be inappropriate in tone.</td>
<td>Functional words work. Attempts at expressive language overdone, rare experiments with language.</td>
<td>Writing flows but may be mechanical, some repeated sentence patterns, fragments used are usually effective.</td>
<td>Control of standard conventions, wide range not demonstrated, moderate need for editing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Sometimes strays off topic, understandable main idea, limited/overly general details.</td>
<td>Beginning/ending either too predictable or too obvious. Transitions unclear or predictable. Details sometimes confusing.</td>
<td>Limited sense of audience. Voice may shift or disappear.</td>
<td>Words work but rarely capture interest. Ordinary, general, accurate voc., but some misused words.</td>
<td>Some choppy sentences. Some variety, but also repeated sentence patterns. Fragments used are not effective.</td>
<td>Little control over basic conventions. Substantial need for editing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Off topic. Main idea somewhat unclear. Minimal, insufficient details.</td>
<td>Underdeveloped or missing beginning/ending. Transitions frequently unclear. Details random and confusing.</td>
<td>Lack of audience awareness. Voice is overly formal or too personal.</td>
<td>Colorless, flat, or imprecise, repetitious expressions. Images are fuzzy or absent.</td>
<td>Writing is choppy and rambling. Sentences are overly repetitive. A number of awkward, choppy or rambling sentences.</td>
<td>Little control over basic conventions. Substantial need for editing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Lacks central idea, too short to develop an idea.</td>
<td>No beginning or ending lacks sequencing or transitions are confusing.</td>
<td>Lack of audience awareness. No engagement of writer.</td>
<td>General, vague, fails to communicate extremely limited range, imprecise, inadequate or wrong voc.</td>
<td>Does not permit smooth reading. Sentence structure makes meaning unclear. A number of confusing, rambling, choppy or fragmented sentences.</td>
<td>Limited control over basic conventions. Substantial need for editing.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Extensions: **Art integration project:** One extension to this assignment would be to have students choose a building type from Iberia, a UNESCO World Heritage Site, typical home dwelling, or historical site and recreate a model to share with the class. Challenge students to use only recycled materials (provide some or have the class collect wrapping paper, bottles, shoe boxes, used cardboard, toilet paper rolls, etc.) to create their models or make it a requirement -- this fosters creativity and innovation, teaches students about sustainability, and makes the project accessible to students with limited access to resources.

**English Language Arts integration:** Another extension for this lesson would be to have students create and deliver a powerpoint presentation of the building of their choice and share with the class the details of this building such as what materials it’s composed of, who built it, when it was built, how many times it was remodeled and by whom, where it is located, what the intended purpose of the building was, and different purposes it has served over time. If students created a model of the building, have them showcase their models to the class during their presentation.

Adaptations: Oregon maps are available in Spanish and geographic terms are available in 11 different languages at (Bulman & Rice, 2009) [https://www.pdx.edu/geography-education/el-atlas-de-oregon-para-estudiantes](https://www.pdx.edu/geography-education/el-atlas-de-oregon-para-estudiantes)

Sources: Crater Renaissance Academy Writing Rubric: [http://www.district6.org/cra/staff-resources/resources/](http://www.district6.org/cra/staff-resources/resources/)
Comparing the Maps of Iberia to Oregon

1) What is the population of Iberia? Oregon?

2) How does the land area matchup between Iberia and Oregon? The U.S.?

3) What is the average annual precipitation in Oregon, Portugal, and Spain?

4) What is the average annual temperature in Oregon, Portugal, and Spain?

5) Explain the difference between climate zones in Oregon:

6) Explain the difference between climate zones in Iberia:

7) What resources does Iberia have that could be used to build structures (like houses)?

8) What resources does Oregon have that could be used to build structures (likes houses)?

9) In what ways do you think the structures of Iberia will be different in architecture and composition to Oregon?
Comparing Pictures of Buildings from Iberia to Oregon

If you were to build a house in a geographic area with low rainfall annually, what might be different than building a house in a high amount of precipitation annually?

What about an area high population density vs. an area with a low population?

What resources are available where you live to build structures including houses?

Follow along with the google slides and analyze the photos. Write a description and draw in the spaces:
What are the buildings composed of? (wood, brick, river stones, etc.)

<table>
<thead>
<tr>
<th>Iberia</th>
<th>Oregon</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

Which resources used for building composition are local?

<table>
<thead>
<tr>
<th>Iberia</th>
<th>Oregon</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How many stories are the buildings that you see?

<table>
<thead>
<tr>
<th>Iberia</th>
<th>Oregon</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>
What is the shape of the roofs?

<table>
<thead>
<tr>
<th>Iberia</th>
<th>Oregon</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

Do the roofs differ in each region? What would be the reasoning for this?

<table>
<thead>
<tr>
<th>Iberia</th>
<th>Oregon</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

Are the houses built with space around or very close together? Why?

<table>
<thead>
<tr>
<th>Iberia</th>
<th>Oregon</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Are the buildings painted?

<table>
<thead>
<tr>
<th>Iberia</th>
<th>Oregon</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
What did you notice about the paint colors of the buildings? Are the different or similar?

<table>
<thead>
<tr>
<th>Iberia</th>
<th>Oregon</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

Are there apartment or single family houses? Do you think this correlates to population size of each city?

<table>
<thead>
<tr>
<th>Iberia</th>
<th>Oregon</th>
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</thead>
<tbody>
<tr>
<td></td>
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</table>

Homework: In a two page, double spaced (MLA format) paper explain how building types (both architecture and composition) are affected by geographic location comparing Iberia to Oregon, i.e. How does annual precipitation affect house type? Roofs are flat because they don’t need to drain off the water year round. Give at least 5 examples of how geography affects building architecture and composition. Use this note-taking sheet to provide supportive evidence and details in your paper. Attach a bibliography page to your paper with academically credible sources. Rough draft due tomorrow (Bring a hard copy for peer revisions and a grade!)
Climate Regions of Oregon and Spain: Similarities, Differences, and Inferences

Overview - Students will investigate the similarities and differences in climate regions between Oregon and Spain. In these investigations, students will create assumptions and inferences based on the comparison. The tools available will include maps that indicate climate, elevation, rainfall, and temperature averages. In order to access all materials, internet connection is required to retrieve the correct links and documents.

National Geography Standards

Standard 7 - The physical processes that shape the patterns of Earth’s surface.
Standard 15 - How physical systems affect human systems.

Oregon Geography Content Standards

HS.14. - Create and use maps, technology, imagery and other geographical representations to extrapolate and interpret geographic data.
HS.20. - Analyze the impact on physical and human systems of resource development, use, and management and evaluate the issues of sustainability.

Connections to Common Core

9-10.RH.7 - Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text

Essential Question - "How can we use knowledge of climate, elevation, temperature, and rainfall to predict agricultural possibilities in separate regions?"

Objectives

Students will:
- Understand the similarities and differences in climate between Oregon and Spain
- Be able to interpret maps that illustrate rainfall, temperature, elevation, and climate for both Oregon and Spain
- Be able to make one assumption on crop production based on climate information garnered from the lesson

Grade Levels: 9-10       Time: 1-2, 50 minute class periods

Materials

Teacher Items:
- White board with markers (at least 4)
- Projector with computer and Internet access
Teachers will need to provide:

- The following handouts for each student, which are linked in the lesson as well:
  - Climate maps of Oregon (page 6)
  - Rainfall maps of Oregon (page 7)
  - Elevation maps of Oregon (page 8)
  - Spain Climate Packet (page 9)
  - Koppen Climate Classification Cheat Sheet (page 13)
  - Oregon: Temperature, Elevation, Rainfall sheet (page 14)
  - Crop production PDF via Internet projection (can be printed)
  - Temperature maps and climographs of Crater Lake

Students will need:

- Writing utensil
- Computer access with Internet
- Blank piece of paper
- Coloring material (pencils or crayons)

Background

This brief lesson can be included in a Geography unit involving climate and/or map interpretation skills. Students should know the basics of map interpretation, be able to read and comprehend climographs, and have a general background to the different types of climate (or at least have the resources to interpret climate types), as this will be important for the attention grabber and the lesson itself.

Procedures

Introduction: Begin the lesson by asking students to take out a blank piece of paper and a writing utensil. As an attention grabber and review, write the words "Climate Types" on the white board in front of the class. Ask students to come up to the board, and using a white board marker, create a web chart linking different types of climate to the word. Each student can contribute one climate type, such as Tropical Rainforest, Mediterranean, or Subartic. This can be modified for advanced students to include a brief description as well. In all, you should have a web chart with the words "Climate Types" in the middle, with several branches off indicating the different Koppen climate classifications. Following this, recap with the entire class the characteristics of the climate types that the students have written down. This will also give you a general indication of how well the students can recall them, allowing you to modify the lesson to their needs. Inform the students of the lesson background, essential question, and the overall objectives, indicating the need to remember and understand these climate classifications.
Activity Plan:

1) Creating a Koppen Map of Oregon: Hand out to each student a blank climate map of Oregon with cities and the Koppen Climate Classification Cheat Sheet. Inform the students that they need to color the blank map and coordinate it with correct climate classification by labeling it with the 3-letter classification written on the map. They will use the Cheat Sheet as a guide of where to color the correct climate type, and will need to add a few cities to their map (Use this website to project a complete map of Oregon to help students fill in the cities they are missing, or use another similar resource). Ending Student Product: Climate map of Oregon completely colored and labeled.

2) Temperature, Elevation, Rainfall Correlations: Once students complete their map of Oregon, place them into groups of 3, and pass out the Oregon: Temperature, Elevation, Rainfall sheet to each student, then pass out the following items:

- Oregon Average Temperature Climographs via Portland State University
- Oregon Elevation Map, By Cities
- Oregon Rainfall Map via Oregon State University, Crater Lake Precipitation

One member of each group is assigned one of the above maps, so that each group of 3 has one of each. Students will then take notes on their corresponding notes paper about their map. Once each student is done, they will share their information with the rest of the group as they each fill out their note sheets in a jigsaw-like fashion. Ask groups to share their general conclusions that are at the end of their note sheet. Ending Student Product: Each student will have their Oregon sheet completely filled out, including information from their group members on their own.

Formative Check - Briefly ask students to share some of their conclusions that they have made. This is a good opportunity to informally check for understanding with each student group.

Possible Class Break - As an exit question, ask student groups to share their "best conclusion" with the entire class. As a bellringer the next day, ask for each student to share one important concept from the previous day.
3) **Connecting Oregon to Spain.** Students will need computer access for this section to access the climographs and temperature information on Spain. At this point, students should have a completed climate map of Oregon, with color, and a filled out note sheet with information on Oregon's rainfall, temperature, and elevations. Now, students, still in groups of three, are to be handed the [Spain Climate packet](#). In their groups, students will complete the Oregon and Spain Comparison Worksheet that links similarities and differences between Oregon and Spain. **Ending Student Product:** Completed Comparison Worksheet (group work).

4) **Conclusion and Assessment.** Ask the students to take out a blank piece of paper. Using the projector, project the [Grown in Oregon crop production map](#). Students will write a one page reflection piece on the information that they have learned from this lesson. They will need to have a general explanation of what they have learned about the different climate types between Oregon and Spain. Also, the instructor will ask the students to make an assumption comparison based on the Oregon Crop Production map projected on the screen. For example, "Wine production is growing in Jackson County. Because they have a similar climate, wine could be produced in_________ region of Spain" (students may use general directions for this - northwest, southeast, etc.), and then defend why they made that assumption in their paper. While these assumptions may or may not be accurate in actuality, the purpose is to make connections between climate, crop production, and physical processes.

5) **Exit Ticket:** Students will need one more piece of paper. As a "fun" finale, show these two maps, indicating the crop production in Spain ( [Map 1](#) and [Map 2](#) ). Teachers may need to provide help in interpreting the maps. Students answer these two questions on a separate sheet of paper for an exit ticket:

1) Was your assumption correct?

2) What surprised you about this map in regard to the products?

**Final Products to Turn In**

- Reflection papers by individual students.
- Groups turn in their group work.
- Exit Ticket
### Rubric for Reflection and Group Work:

<table>
<thead>
<tr>
<th>CATEGORY/SCORE</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reflection Quality</strong></td>
<td>Student examines the learning process, showing what learning occurred, and how learning occurred, with a clear and in-depth connection to the climates of Oregon and Spain. Defense of assumption is well thought out.</td>
<td>Student applies learning to a broader context of the material, but lacks depth. The connection is there, but not fully explored or detailed. Assumption defense is made, but lacks strength.</td>
<td>Student demonstrates thoughts about the material, but is missing the connection between Oregon and Spain. They may state information for both, but there is no link. The assumption is made with little effort.</td>
<td>Student's opinions are stated without analysis or support, and there is no comparative analysis evident. The assumption is either missing or made with no evidence.</td>
</tr>
<tr>
<td><strong>Group Work and Geography Connections</strong></td>
<td>Students showed a clear understanding of the climate types, made excellent assumptions and connections, while staying on task and completing the work in a timely manner.</td>
<td>Students showed understanding of the climate types and made some connections, but was too general. Students remained mostly on task.</td>
<td>Students showed minimal understanding, but may be lacking effort. The group did not remain entirely on task, and did not complete the work in a timely manner.</td>
<td>Students demonstrated little to no understanding, or made no effort to complete the work in a timely manner or stay on task as a group.</td>
</tr>
</tbody>
</table>
OREGON: ELEVATION OF CITIES

Instructions: Use the information below to link the elevation of these cities with their climate on your note sheet.

<table>
<thead>
<tr>
<th>Cities</th>
<th>Elevation in Feet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baker City</td>
<td>3,451'</td>
</tr>
<tr>
<td>Beaverton</td>
<td>190'</td>
</tr>
<tr>
<td>Burns</td>
<td>4,147'</td>
</tr>
<tr>
<td>Burns</td>
<td>4,147'</td>
</tr>
<tr>
<td>Coos Bay</td>
<td>23'</td>
</tr>
<tr>
<td>Crater Lake (Mazama Village)</td>
<td>6,178'</td>
</tr>
<tr>
<td>Eugene</td>
<td>430'</td>
</tr>
<tr>
<td>Grants Pass</td>
<td>960'</td>
</tr>
<tr>
<td>Hermiston</td>
<td>643'</td>
</tr>
<tr>
<td>Klamath Falls</td>
<td>4,099'</td>
</tr>
<tr>
<td>La Grande</td>
<td>2,785'</td>
</tr>
<tr>
<td>Lakeview</td>
<td>4,802'</td>
</tr>
<tr>
<td>Medford</td>
<td>1,382'</td>
</tr>
<tr>
<td>Milton-Freewater</td>
<td>1,071'</td>
</tr>
<tr>
<td>Ontario</td>
<td>2,149'</td>
</tr>
<tr>
<td>Pendleton</td>
<td>1,200'</td>
</tr>
<tr>
<td>Portland</td>
<td>50'</td>
</tr>
<tr>
<td>Redmond</td>
<td>3,077'</td>
</tr>
<tr>
<td>Salem</td>
<td>154'</td>
</tr>
<tr>
<td>Sisters</td>
<td>3,182'</td>
</tr>
<tr>
<td>The Dalles</td>
<td>108'</td>
</tr>
<tr>
<td>Wallowa</td>
<td>2,950'</td>
</tr>
</tbody>
</table>

Source: US Climate Data
Created by Jeff Salvati
Spain Climate Packet

Table of Contents
Spain Map.....................1
Koppen Climate Map....2
Yearly Precip...............3
Elevation Map.............4

Source:
http://www.graphatlas.com/spain.php
Spain map of Köppen climate classification

- Cold desert climate (BWk)
- Cold semi-arid climate (BSk)
- Warm Mediterranean climate (Csa)
- Temperate Mediterranean climate (Csb)
- Temperate oceanic climate (Cfb)
- Temperate continental climate/Humid continental climate (Dfb)
- Cool continental climate/Subarctic climate (Dfc)
- Temperate continental climate/Mediterranean continental climate (Dsb)

Source:
http://www.axbocz.net/koppen/koppen-climate-map
Average Yearly Precipitation in Spain

Source:
http://static.ddmcdn.com/gif/maps/jpg/EUR_ES_THEM_Ann
Elevation of Spain

Source:
# OREGON CLIMATE CHEAT SHEET

*Use the Koppen climate classifications below as a guide to completing your climate map of Oregon. Keep in mind that the climate regions are not always continuous - some may isolated within another climate type.*

<table>
<thead>
<tr>
<th>Classification</th>
<th>Köppen-Geiger</th>
<th>Examples Cities (Include in your map)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm-summer Mediterranean climate</td>
<td>Csb</td>
<td>Portland, Eugene, Salem, Beaverton, Coos Bay</td>
</tr>
<tr>
<td>Cold semi-arid climates</td>
<td>BSk</td>
<td>Redmond, Pendleton, Hermiston, Ontario, Bend</td>
</tr>
<tr>
<td>Warm humid continental climate</td>
<td>Dsb</td>
<td>Klamath Falls, La Grande, Burns, Sisters, Lakeview</td>
</tr>
<tr>
<td>Warm humid continental climate</td>
<td>Dfb</td>
<td>Baker City, Wallowa</td>
</tr>
<tr>
<td>Hot-summer Mediterranean climate</td>
<td>Csa</td>
<td>Medford, Grants Pass, The Dalles, Milton-Freewater</td>
</tr>
<tr>
<td>Subarctic climate</td>
<td>Dsc</td>
<td>Mazama Village (Crater Lake)</td>
</tr>
</tbody>
</table>

Oregon: Temperature, Elevation, Rainfall

Temperature Notes: Look for correlations between average temperatures with the months of the year, any variations present, and any trends.

What I noticed about:

- Csb areas -
- Bsk -
- Dsb -
- Dfb -
- Csa -
- Dsc -

Rainfall Notes: Look for trends between this map of annual precipitation and your colored climate map of Oregon. What areas receive the most rain? The least?

What I noticed about:

- Csb areas -
- Bsk -
- Dsb -
- Dfb -
- Csa -
- Dsc -
**Elevation Notes:** Look for trends between this map, the list of elevation of the cities, and the elevation map of Oregon. What correlations, or trends, do you find between these three maps?

**What I noticed about:**

- Csb areas -

- Bsk -

- Dsb -

- Dfb -

- Csa -

- Dsc -

**Conclusion Notes:** As a group, write down 4 general conclusions that you can make based on your research of Oregon's climate.

1. 

2. 

3. 

4.
The Columbian Exchange:
A Study of Origin and Cultural Diffusion Through Food

Overview: This lesson is designed as an introductory lesson that explores cultural origin and diffusion through the lens of food, and applies those ideas to the Columbian Exchange. Students will use maps, venn diagrams, and complete a Document Based Question (DBQ) to define the concept of cultural diffusion in the context of the Columbian Exchange, and its impact on human geography. The summative assignment for the lesson is a DBQ with primary and secondary sources about the Columbian Exchange.

National Geography Standard:
Geography Standard 10: The characteristics, distribution, and complexity of the Earth’s cultural mosaic

Oregon Geography Content Standards:
HS.14. Create and use maps, technology, imagery and other geographical representations to extrapolate and interpret geographic data.
HS.17. Explain how migration, immigration and communication (cultural exchange, convergence and divergence) lead to cultural changes and make predictions and draw conclusions about the global impact of cultural diffusion.

Common Core Standard:
9-10.WHST.9 Draw evidence from informational texts to support analysis, reflection, and research.

Objectives:
SWBAT Use maps and original documents (photos, recipes, article) to present a case study which demonstrates their understanding of the definition of origin and cultural diffusion, and how cultural diffusion impacts Latin America and Iberia.
SWBAT Use primary and secondary source documents to create a thesis statement and synthesize concepts about the Columbian exchange and its impact on the “Old” and “New World”.

Grade level: 9-12, part of a World Studies Unit on Latin America
Time: One 90 minute class, with the DBQ completed as homework

Materials: white board, class sets of documents and document analysis sheets (appendix), computer hook up to screen and/or personal technology to show a short video and the online food map, 2 different colors of highlighters, DBQ and rubric for each student (or class set).
**Background:** Students have already learned the impact of geography as the Portuguese and Spanish led the Europeans in the exploration and conquer of Latin America (Guns, Germs, and Steel, Episode 2, [https://www.youtube.com/watch?v=UsKBFXe7biQ](https://www.youtube.com/watch?v=UsKBFXe7biQ)). This lesson serves as an introduction to how Iberia’s culture was spread to Latin America, and vice versa, by using a case study of foods that changed the cuisine of both worlds. In the larger picture of world history, this lesson also gives students background of the Columbian exchange and how it impacted Latin America.

**PROCEDURE:** Introduction to topic (11-15 minutes total): Post the following essential question and definition on the board and have students copy into their notebooks, leaving two spaces after the definition for students to rewrite it in their own words:

**EQ:** How does cultural diffusion impact social, economic, a political development in Latin America?

Cultural Diffusion (source, AP Human Geography): The expansion and adoption of a cultural element, from its place of origin to a wider area.

Think: Ask students to think about their favorite foods that they eat at home, writing down as many as they like on a scrap piece of paper or in their notes (1 minute).

Pair: Ask students to pair with another student to discuss their answers. (1 minute)

Pair again: Ask students to pair with another pair to discuss their answers and see if they have any answers in common (2 minutes).

Share: Ask one member from each student group of 4 to share the results...do they have any specific food in common, what are the most common answers (student reporter writes these on the board). (2 minutes, or less, depending on size of the class).

Ask: What do you think is considered the “National Food” or the food that best represents the U.S.? Is this food readily available here in Oregon? Hint, if you need to: What American fast food restaurant is in nearly every country of the world? Answer you are seeking is the Hamburger, and McDonalds. (if students say fries with that burger, fries are a Belgian invention). And yes, Oregon has cows and local beef, produces wheat for buns, products for condiments, see map below or Appendix 1.


Is the Hamburger truly American? (5-7 minutes)
Show video (2 min, 11 sec), have students take quick notes about where the hamburger came from (the origin) and where it went and how it changed (the diffusion).


Ask the students about the origin and diffusion of hamburgers...are they really “American”?

Have students rewrite the definition of cultural diffusion in their own words in their notebooks

Activity One (20 minutes): What was the Columbian Exchange, and how did it create cultural diffusion between the “Old World” and the “New World”?

Hand out copies of Appendix 2, The Columbian Exchange Intro

PROCEDURE: Have each student read the article and take Cornell notes in their notebooks. These notes should include any vocabulary that students are not familiar with. Students may use their personal technology, or dictionaries in the classroom, for definitions. In their notes, students should answer the activity one question. Students should NOT write the summary or level questions for their Cornell notes until the end of class (or as homework).

ALTERNATE PROCEDURE: This article could be read out loud, and as a class, summarize each paragraph to be sure students have the main ideas and can answer the question.

Teacher is circulating the room and reading student work (formative assessment)

Activity Two (30 minutes): How did the Columbian Exchange impact and create cultural diffusion in the cuisines (foods) of Iberia and Latin America?

PROCEDURE: Have students choose partners. Using materials in Appendix 3, give one partner the Portuguese food pictures (with recipes copied on opposite side), and the other partner the corresponding Brazilian page. Do the same with the Spanish/Latin America pages (there are two photos and recipes/page to save paper. After copying front to back, cut pages in half). Hand out document guides (Appendix 4) that students will use to analyze the pictures. Ask students to look at the pictures, answer the document guide questions in their notebook, and follow the instructions on the document guide.

With their partner, students create in their respective notebooks a Venn diagram that lists the ingredients of the New World dish and the Old World Dish, putting common ingredients in the center of the diagram (where the circles overlap). Using two different colored highlighters and the food maps (Appendix 5), highlight the ingredients that came from Latin America in one color, and Europe, Asia, and Africa in another.

After students have completed their Venn Diagrams, they should answer the question for the activity in their notebooks.

Teacher is circulating in the room and reading student work (formative assessment)
NOTE: This is a good time to remind students that Spain and Portugal had thriving trade routes in both Asia and Africa before the conquistadores arrived in Latin America. Their cuisine was already a product of cultural diffusion from those areas (especially spices and seasonings from India), and some of the ingredients may not be specifically called out on the maps, ie, smoked cod is a staple in both Brazilian and Portuguese cooking, and it comes from the N. Atlantic.

Activity Three (20 minutes, rest as homework) (summative assessment): How did the Columbian Exchange impact the social, political, and economic development of the indigenous peoples of The Americas?

PROCEDURE: Hand out DBQ packets (Appendix 6) and read the question with students. Explain to them that they will have to write an answer to the question at the end of the DBQ (which could be a thesis statement for an essay as an extension of the lesson or for an Honor’s assignment), so they should reread this question after they answer the questions for each document. Each document’s questions should be answered using complete sentences, in paragraph form (min. 5 sentences), using evidence from the document (cited parenthetically). Read grading rubric together. Look at document one, and work on it as a class or in small groups. Answer questions.

CLOSURE: Ask students to share an example in their everyday life of cultural diffusion. Remind them to finish their Cornell notes (summary and level questions) for grading (formative assignments) and to finish the DBQ for grading (summative assessment).
Appendix 1


The Columbian Exchange

The Columbian Exchange (also sometimes known as The Great Exchange) has been one of the most significant events in the history of world ecology, agriculture, and culture. The term is used to describe the enormous widespread exchange of plants, animals, foods, human populations (including slaves), communicable diseases, and ideas between the Eastern and Western hemispheres that occurred after 1492. Many new and different goods were exchanged between the two hemispheres of the Earth, and it began a new revolution in the Americas and in Europe. In 1492, Christopher Columbus' first voyage launched an era of large-scale contact between the Old and the New World that resulted in this ecological revolution: hence the name "Columbian" Exchange.

The Columbian Exchange greatly affected almost every society on earth, bringing destructive diseases that depopulated many cultures, and also circulating a wide variety of new crops and livestock that, in the long term, increased rather than diminished the world human population. Maize and potatoes became very important crops in Eurasia by the 1700s. Peanuts and manioc flourished in tropical Southeast Asian and West African soils that otherwise would not produce large yields or support large populations.

This exchange of plants and animals transformed European, American, African, and Asian ways of life. Foods that had never been seen before by people became staples of their diets, as new growing regions opened up for crops. For example, before AD 1000, potatoes were not grown outside of South America. By the 1840s, Ireland was so dependent on the potato that a diseased crop led to the devastating Irish Potato Famine. The first European import, the horse, changed the lives of many Native American tribes on the Great Plains, allowing them to shift to a nomadic lifestyle based on hunting bison on horseback. Tomato sauce, made from New World tomatoes, became an Italian trademark, while coffee from Africa and sugar cane from Asia became the main crops of extensive Latin American plantations. Also the chili / Paprika from South America was introduced in India by the Portuguese and it is today an inseparable part of Indian cuisine.

Before the Columbian Exchange, there were no oranges in Florida, no bananas in Ecuador, no paprika in Hungary, no tomatoes in Italy, no pineapples in Hawaii, no rubber trees in Africa, no cattle in Texas, no burros in Mexico, no chili peppers in Thailand and India, no cigarettes in France and no chocolate in Switzerland. Even the dandelion was brought to America by Europeans for use as an herb.

Before regular communication had been established between the two hemispheres, the varieties of domesticated animals and infectious diseases were strikingly larger in the Old World than in the New. This led, in part, to the devastating effects of Old World diseases on Native American populations. The smallpox epidemics probably resulted in the largest death toll for Native Americans. Scarcely any society on earth remained unaffected by this global ecological exchange. Source: "The Columbian Exchange." Indiana University-Purdue University Indianapolis. N.p., n.d. Web.
Appendix 3 - Classic Portuguese Dishes

Portuguese Migas (upper item) and Pork Stew, from Evora

Portuguese Fried Cod cakes with rice and beans / Fried Cod cakes with rice sprouts, Lisbon
Classic Portuguese dishes ingredients
Migas and Pork Stew
Wheat Bread
Olive oil
Garlic
Red Peppers
onion
Cilantro
Parsley
Water
Pork
Red Pepper paste

Fried Cod cakes, rice with beans, rice with herbs
Salt cod
Potatoes
Wheat flour
Olive Oil
Cilantro
Rice
Red beans
Parsley
Classic Brazilian Dishes


Classic Brazilian Dishes Ingredients

Pamonha

Corn
Milk
Sugar
Butter
Salt
Corn husks for wrapping and steaming

Fried Salt Cod Cakes Ingredients

Potatoes
Green onions
Parsley/Cilantro
Onion
Nutmeg
Cayenne Pepper
Eggs
Bread Crumbs
Vegetable Oil

Classic Spanish Dishes

Salmorejo, Cordoban Tomato Bread Soup

Meat Paella, from Madrid
Classic Spanish Dishes Ingredients
Classic Spanish Dishes Ingredients

Salmorejo, Tomato Bread Soup

Tomatoes
Bread (made from wheat)
Olive Oil
Garlic
Salt
Hard Boiled Egg (garnish)
Spanish Cured Ham (garnish)

Meat Paella

Rice
Olive oil
Spanish Cured Ham
Chorizo sausage
Pork strips
Red Peppers
Peas
Paprika
Spanish Saffron
Fresh Rosemary

Arroz Atollado, Colombian Pork Risotto


Classic Latin American Dishes Ingredients
Gazpacho

Bread
Tomatoes
Cucumber
Green Pepper
Red Pepper
Garlic
Olive Oil
Red Wine Vinegar
Cumin
Cayenne Pepper


Colombian-Style Pork Risotto

Pork Stock
Vegetable Oil
Tomatoes
Green Onion
Garlic
Red Pepper
Garlic Powder
Cumin
Mexican Saffron
Cilantro
Rice
Potatoes
Chorizo sausage
Hard Boiled Egg Garnish
Appendix 4 - Document Analysis Guides

1. Look at the photograph you have been assigned. In your notebook, describe what you see. In your description, include ingredients that you know, make guesses as to what ingredients might be in the dish, and be sure to specify things like color and texture.

2. When both you and your partner are finished with Step 1, compare the two photographs you have. Discuss what looks the same in the two photos, and what looks different. Do the two photos look related?

3. Turn over both photographs and look at the list of ingredients. In your notebook (and your partner in theirs), draw a Venn Diagram. In the left circle, write the ingredients that only appear in the Latin American dish. In the right circle, write the ingredients that only appear in the Portuguese or Spanish dish. In the intersection of the circle, write the ingredients that both dishes share.

4. Now look at The Columbian Exchange and Origins and Primary Regions of Diversity of Agricultural Crops maps. Using one color highlighter for foods that originated in Latin America, and a different highlighter for foods that originated in Europe, Africa, and West Asia, highlight your Venn Diagram.

5. After you have highlighted your Venn Diagram, answer the following questions in complete sentences:

   - What ingredients did the conquistadores bring to Latin America to be able to eat familiar dishes?

   - What ingredients did the conquistadores bring back to Portugal and Spain to enhance their dishes?

   - Compare and contrast the two dishes. Which dish do you think was created first and diffused, and why (hint: look at where the most ingredients come from)?

Write a thesis statement to answer the following question: How did the Columbian Exchange impact and create cultural diffusion in the cuisines (foods) of Iberia and Latin America?
Appendix 6
Summative Assessment, DBQ

Please answer the questions under the documents in full sentences, using evidence from the text. Cite parenthetically, ie: (document 1), and write your answers in paragraph form.

At the end of Document 5, write a thesis statement that answers our essential question:

EQ: How did The Columbian Exchange (cultural diffusion) impact social, economic, and political development in Latin America?

Document 1

The Arrival of Europeans

The arrival of Christopher Columbus in the Caribbean in 1492 had a tremendous impact on the future of that region. The passage below describes that arrival. It is taken from an abridgement of Columbus' personal journal made by Bartholome de las Casas.

“In order to win the friendship and affection of that people, and because I was convinced that their conversion to our Holy Faith would be better promoted through love than through force, I presented some of them with red caps and some strings of glass beads which they placed around their necks, and with other trifles of the insignificant worth that delighted them and by which we have got wonderful hold on their affections.”

From the diary of Christopher Columbus during his first voyage of exploration.

Saturday, 13 October. [1492] At daybreak great multitudes of men came to the shore, all young and of fine shapes, very handsome; their hair not curled but straight and coarse like horse-hair, and all with foreheads and heads much broader than any people I had seen; They came loaded with balls of cotton, parrots, javelins, and other things too numerous to mention; these they exchanged for whatever we chose to give them.

1. What is the topic of these documents?
2. Above are two excerpts from a diary or journal. Who is being quoted in both entries?
3. According to the first quote, what were the Europeans planning for the natives? How did he intend to accomplish his goal?
4. How did the Europeans describe the natives?
5. From reading both of these quotes how did the Europeans viewed the natives? Cite evidence to support your answer.

Document 2:
The Spread of Disease

The list of infectious diseases that spread from the Old World to the New is long; the major killers include smallpox, measles, whooping cough, chicken pox, bubonic plague, typhus, and malaria (Denevan, 1976, p. 5). Because native populations had no previous contact with Old World diseases, they were immunologically defenseless. Dobyns (1983, p. 34) writes that “before the invasion of peoples of the New World by pathogens that evolved among inhabitants of the Old World, Native Americans lived in a relatively disease-free environment. . . . Before Europeans initiated the Columbian Exchange of germs and viruses, the peoples of the Americas suffered no smallpox, no measles, no chickenpox, no influenza, no typhus, no typhoid or parathyroid fever, no diphtheria, no cholera, no bubonic plague, no scarlet fever, no whooping cough, and no malaria.”


Read the text, look at the population graph, and the drawing, which accompanied a text in Book XII of the 16th-century Florentine Codex (compiled 1540–1585), showing the Nahuas of conquest-era central Mexico suffering from smallpox. Answer the following questions.

1. What is the topic of these documents?
2. What happened when the Europeans colonized Latin America?
3. The Europeans enslaved the indigenous peoples of Latin America to work their farms. What group of people did they bring to Latin America to replace the dying population?
Agricultural Change

Exchanging crops proved to be a far more intricate, involved process than ever could have been imagined at the time. Remarkably, the people of the Americas realized that crops with higher caloric value could not only feed more people, but also allowed people to work harder because they were more energized. This led to an adoption of American crops by European peasantry that changed entire cuisines in various cultures and spread rapidly through the Americas, Europe and finally, Africa. An important crop in Europe was potatoes, as they could be left in the ground until they were ready to be eaten and allowed many Europeans to evade taxes, as tax collectors did not go so far as to dig up not yet harvested crops. Similarly, potatoes were also a helpful crop and food source because when armies invaded and rounded up food for themselves, they were similarly unable to steal the potatoes; thereby, leaving food for the European people. Animals were also a key part of the Columbian Exchange. Horses, pigs, sheep, and cattle were all European animals that flourished rapidly in the Americas because they were able to reproduce without being hindered by predators. Pigs were also a key animal used during ocean travels because they could be dumped on the way to a country or place and then picked up and eaten on the way back. The horse, too, was also a very useful animal as it helped with battle; it allowed for faster travel, it allowed for the surprising of opponents, and allowed people to fight from a higher level.

Source: “Columbian Exchange” March 31, 2006 Lauren Rees

1. What is being the topic of Document 3?
2. What were the benefits of the crops from the Americas?
3. How did these crops effect European culture?
4. The potato became an important crop in Europe, why?
5. Animals played an important role in the Columbian Exchange. Which animal had the biggest impact in the Americas? Support your answer.
A New Economic System

When they established colonies in the Americas, the Spanish created a new economic system, the encomienda system, in which Native Americans worked on Spanish-owned estates. The basis for that system was laid out in a letter from King Ferdinand and Queen Isabella to the governor of Hispaniola in 1503:

“Our desire is that the Christians not lack people to work their holdings and to take out what gold there is. It also is our desire that the Indians live in community with the Christians, because they then will help each other cultivate and settle the island, take out the gold, and bring profit to Spain. Therefore, we command you, our governor, to compel the Indians to associate with the Christians. The Indians should work on the Christians’ building, mind the gold, till the fields, and produce food for the Christians. This the Indians shall perform as free people, which they are, and not as slaves. Also, see to it that the Indians are well treated, with those who become Christians better treated than the others. Do not consent or allow any person to do them any harm or oppress them.”

1. What is the topic of Document 4?
2. Define encomienda system.
3. What is the source of this text? How do you know?
4. By reading the above text was seemed to be the main goal of the Spanish? Why?
5. Explain how the author(s) of the text felt the natives should be treated. Was everyone to be treated the same, why or why not?
1. What do you think is meant by the term mother country?
2. What things was did the mother country gain from the colonies in the New World? What did the colonies gain?
3. In this diagram, what is filling the treasury of the mother country? Why is this important?
4. Examine the picture in the middle of the diagram, what is it telling us? Why is this important to the mother country?
5. Draw a conclusion from this diagram. If the mother country is gaining wealth from the colonies how will this affect the colonies in the long term? Explain.
Overview:
Students will use primary and secondary sources to explore how the Marine effect has influenced the distribution of flora in Oregon and on the Iberian Peninsula (Portugal & Spain).

Continentality: Measuring the difference between a continental climate and a marine climate, categorized by the temperature range variation throughout a calendar year. The change in temperature of the surface of the land takes place in a very thin layer, and is dependent on the soil type, penetration of solar radiation, and proximity to large bodies of water. While continentality may be affected by proximity to water, the winds coming off of the bodies of water and the directionality of the ocean currents also affect the continentality of a region and/or place. However, the fixed latitude of a place also contributes to the average temperature as well as the difference in January and July temperatures. (Encyclopædia Britannica Online)

Grade Levels: 9-12  Time: 2 days – 55 minute periods (extended time may be necessary if summative assessment is used to fulfill State graduation requirements)

National Geography Standards:
Standard 7: The physical processes that shape the patterns of Earth’s surface.

Oregon Geography Content Standards:
Standard 7: Locate and examine physical and human characteristics of places and regions, their impact on developing societies, and their connections and interdependence.

HS.20: Analyze the impact on physical and human systems of resource development, use, and management and evaluate the issues of sustainability.

Connections to Common Core:
11-12.RH.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

11-12.RH.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
11-12.RH.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

11-12.WHST.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

11-12.WHST.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Objectives:
The interactions of Earth’s physical systems (the atmosphere, biosphere, hydrosphere, and lithosphere) vary across space and time; therefore, the student is able to: Explain how the effects of physical processes vary across regions of the world and over time, as exemplified by being able to

- Explain the changing relationships among climate, vegetation, and landforms.
- Analyze and explain the differential effects on climate of the relationship between water and wind at different latitudes.
- Analyze and explain the relationships between physical processes and the location of land features.

Materials:
Continentality Prezi [http://prezi.com/h86c_tqbxkg-/?utm_campaign=share&utm_medium=copy
If you lack access to technology:
For Students:
- Map Analysis Tool, Oregon Forests Map, Oregon Annual Average Precipitation Map, Iberian Forests Map, Iberian Annual Average Precipitation Map – Appendix B
- Translations of Iberian Forests Map, Teacher and Student Copies – Appendix C

For Teacher:
- Continentality PowerPoint – Appendix A
- Map Analysis Tool, Oregon Forests Map, Oregon Annual Average Precipitation Map, Iberian Forests Map, Iberian Annual Average Precipitation Map – Appendix B
- Translations of Iberian Forests Map, Teacher and Student Copies – Appendix C
- Official Writing Scoring Guide Work Sample Scoring/Feedback Form – included or [http://www.ode.state.or.us/wma/teachlearn/testing/resources/es_worksample_fee
back-form-writing.pdf

Background:
Continentality has an enormous influence on our plant growth and distribution in Oregon; that effect can be seen elsewhere in the world, notably on the Iberian Peninsula. This stand-alone lesson compares the forests of the two regions to take a closer look at the geographic concept of Continentality.
Procedures:
Day 1:
1. Ask students: What is continentality? Have the class brainstorm an answer.
2. Teacher then presents the “Continentality” presentation, either with the Prezi or by using the attached slides (Appendix A).
3. Teacher displays Oregon Forests and Annual Precipitation maps, hand-out or display Map Analysis Tool for students to answer questions while they analyze the maps.

Day 2:
1. Review Day 1.
2. Teacher displays Iberian Forests and Annual Precipitation maps, have students utilize Map Analysis Tool again.
3. After the students have analyzed all four maps have them discuss the answers to the prompts:
   - Explain the changing relationships among climate, vegetation, and landforms.
   - Analyze and explain the differential effects on climate of the relationship between water and wind at different latitudes.
   - Analyze and explain the relationships between physical processes and the location of land features.

Assessment:
**Formative Assessment:** Map Analysis and Iberian Trees Translations.

**Summative Assessment:** Summative assessment: Students will use completed Map Analysis tools and responses to the Standards prompts to explain how the effects of physical processes vary across regions of the world and over time in an essay. This assessment will be scored using the *Official Writing Scoring Guide Work Sample Scoring/Feedback Form* (Appendix D) and following the *Oregon Department of Education Official Writing Scoring Guide* (Appendix D). This essay may be used as a writing piece to meet requirements for graduation if done in class under supervision.

Extensions and/or Adaptations:
**Extension:** Have students research the origin of the trees of the Iberian Peninsula and map them.

**Adaptations:** For younger students decrease the number of questions they answer from the Map Analysis Tool or answer those questions as a group. The teacher may choose to use their own rubric to score the Summative Assessment.
Sources:


CONTINENTALITY

By Tabitha Richards

Measuring the difference between a continental climate and a marine climate, categorized by the temperature range variation throughout a calendar year.¹

Continentiality can further be explained by relating it to oceanicity, or how much the climate of a place is affected by the sea.²

¹ The change in temperature of the surface of the land takes place in a very thin layer, and is dependent on the soil type, penetration of solar radiation, and proximity to large bodies of water. While continentality may be affected by proximity to water, the winds coming off of the bodies of water and the directionality of the ocean currents also affect the continentality of a region and/or place. However, the fixed latitude of a place also contributes to the average temperature as well as the difference in January and July temperatures.¹
Oregon has two definitive north/south dividing mountain ranges; the Coastal Range contains the majority of the precipitation and earth cooling winds to the west, thus the greatest influence is felt right along the coastal region. The precipitation and winds that manage to flow over the Coastal Range are checked by the Cascade Range trapping the rest of the effects in the Willamette, Umpqua, and Rogue Valleys. For the most part this leaves Eastern Oregon in a rain shadow, lacking the influence of oceanicity from the Pacific. The effect is also felt in temperature west of the Cascades temperature tends to be more moderate with a narrow difference in the winter and summer months. East of the Cascades temperatures tend to be higher in the summer and lower in the winter.
Oregon - Climographs

The easiest way to see the effect of continentality on Oregon is through the visual comparison of precipitation and temperature in a climograph.

Coos Bay (coast): average low 45 degrees Fahrenheit, average high 60 degrees Fahrenheit; average low precipitation 1 inch, average high precipitation 10.5 inches.

Eugene (Willamette): average low 40 degrees Fahrenheit, average high 65 degrees Fahrenheit; average low precipitation 1 inch, average high precipitation 8.5 inches.

Pendleton (eastern): average low 30 degrees Fahrenheit, average high 70 degrees Fahrenheit; average low precipitation .5 inch, average high precipitation 2 inches.
On the Iberian Peninsula the effect of oceanicity is most obvious in the northwest region, where the Cantabrian Mountains deflect the increased precipitation and cooler temperatures onto the Galicia Region of Spain and the northern regions of Portugal. While continentality does play a part in the average temperatures and precipitation in the southern regions of Spain and Portugal, it is much less dramatic when one observes the coloration difference on the precipitation and temperature maps.

Note the higher elevations; while in Oregon we have those definitive north/south dividers in the form of the Coastal and Cascade Ranges, the Peninsula lacks those natural barriers around the rest of the coastal margin. Without the barrier of higher elevations to condense the ocean's influence on the continental climate, precipitation dissipates across a wider area.
Ocean Currents

Continents influence the direction of ocean currents by changing the flow of the water. At the same time, the temperature of ocean currents influences the temperature of coastal areas, such as Oregon’s coast. Warm ocean temperatures are generated near the Equator, and then carried towards the poles where they cool before returning to the Equator. Most of the ocean currents off the coast of Oregon are cold.

Another major contributing factor to the difference in continentality effect between the two regions is the temperature of ocean and wind currents. Oregon is influenced by the cool Subarctic Current, while the Iberian Peninsula sits at the crossroads of the Gulf Stream warmed North Atlantic Drift and the African heated Sirocco winds. Therefore, the earth is already warmer from solar radiation nearer the Equator on the Peninsula and not topographically designed to concentrate and condense the warmer air and water currents.
Comparing Lagos, Portugal and San Francisco, California (same latitude) shows that there is, in fact, a more moderate temperature year round in both locations, with increased winter precipitation due to the continentality effect. Also, the water temperature charts show the higher average monthly sea temperatures in Lagos compared to San Francisco.
Comparing Madrid, Spain to Pittsburgh, Pennsylvania (same latitude) shows the wider ranging average monthly temperatures and a lower overall amount of precipitation. Neither of these locations benefit from the moderating effect of continentality.
Citations


Appendix B – Page 1

Map Analysis Tool with a Geographic Lens

Teachers should select the questions that best fit their reasons for geographically analyzing this map. Students should cite evidence as they answer the questions. Answer every question from every column for both maps.

<table>
<thead>
<tr>
<th>Observe</th>
<th>Reflect</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the title of this map?</td>
<td>What was the most likely purpose for this map? How do you know?</td>
<td>Why is the map significant or important?</td>
</tr>
<tr>
<td>Who produced this map?</td>
<td>Does this map illustrate or describe spatial patterns (movement, connections, etc.)?</td>
<td>How does this map illustrate human, physical, economic, societal, cultural, and political conditions for the time when the map was made?</td>
</tr>
<tr>
<td>What area of the world does this map represent? Does this map show a large area of the Earth's surface or a small area? What is the scale of this map?</td>
<td>Describe the spatial patterns illustrated on this map (movement, connections, ecosystems, etc).</td>
<td>What sources may have been used to make this map?</td>
</tr>
<tr>
<td>Are there words on this map?</td>
<td>Have you ever seen a map similar to this one?</td>
<td>How could you (as an individual) use this map?</td>
</tr>
<tr>
<td>What kinds of symbols are on this map?</td>
<td>What features on the map represent place, region, and/or theme?</td>
<td>How can you use this map to connect with situations today and predict what might happen in the future?</td>
</tr>
<tr>
<td>What kinds of labels are on this map?</td>
<td>How does this map represent and/or illustrate geographic themes (places, regions, human-environment interaction, movement, physical systems, etc.)?</td>
<td>How does this map connect to other primary, secondary, or tertiary resources?</td>
</tr>
<tr>
<td>What colors are on the map?</td>
<td>What other information can you infer from the map?</td>
<td>About what does this map leave you curious?</td>
</tr>
<tr>
<td>Is there a legend on the map?</td>
<td>What seems to be missing from the map?</td>
<td></td>
</tr>
</tbody>
</table>
Forests

Oregon’s forest zones are defined by the main type of tree species found in each zone. Most areas are dominated by one species, but other areas have relatively equal portions of more than one species.
Average Annual Precipitation

Average in Inches

Drier

Up to 25
26-50
51 - 75
76 - 100
101 - 200

Wetter

Precipitation - rain and snow

Appendix B – Page 5

## Appendix C – Page 1
Translations for Iberia Map (Appendix B – Page 4): For Teacher Use

<table>
<thead>
<tr>
<th>SPANISH</th>
<th>ENGLISH</th>
<th>ORIGIN (for Extension)</th>
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</thead>
<tbody>
<tr>
<td>Abeto</td>
<td>Fir tree</td>
<td></td>
</tr>
<tr>
<td>Alcornoque</td>
<td>Blockhead or Cork Oak</td>
<td></td>
</tr>
<tr>
<td>Algarrobo</td>
<td>Carob Tree</td>
<td></td>
</tr>
<tr>
<td>Aliso</td>
<td>Alder</td>
<td></td>
</tr>
<tr>
<td>Aulaga</td>
<td>Gorse</td>
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</tr>
<tr>
<td>Encina</td>
<td>Holm Oak</td>
<td></td>
</tr>
<tr>
<td>Haya</td>
<td>Beech</td>
<td></td>
</tr>
<tr>
<td>Palmito</td>
<td>Palmetto</td>
<td></td>
</tr>
<tr>
<td>Pino carrasco</td>
<td>Aleppo Pine</td>
<td></td>
</tr>
<tr>
<td>Pino negro</td>
<td>Black Pine</td>
<td></td>
</tr>
<tr>
<td>Quejigo</td>
<td>Portuguese Oak</td>
<td></td>
</tr>
<tr>
<td>Rebollo</td>
<td>Pyrenean Oak</td>
<td></td>
</tr>
<tr>
<td>Retama</td>
<td>Jerusalem Thorn</td>
<td></td>
</tr>
<tr>
<td>Roble</td>
<td>Oak</td>
<td></td>
</tr>
<tr>
<td>Sabina</td>
<td>Juniper</td>
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Appendix C – Page 2

Translations for Iberia Map: For Student Use

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<td>Palmito</td>
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<tr>
<td>Pino carrasco</td>
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<td>Pino negro</td>
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<tr>
<td>Roble</td>
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<tr>
<td>Sabina</td>
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## Writing Work Sample Scoring/Feedback Form

**High School: Use with Oregon’s Official Writing Scoring Guide.**

<table>
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<tr>
<th>Task Title:</th>
<th>Rate:</th>
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<tr>
<td>Narrative</td>
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<td>Persuasive</td>
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<th>Freshman Year:</th>
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<table>
<thead>
<tr>
<th>Aligned to Standards:</th>
<th>Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meets at “4” level or above on all required Process Dimensions:</td>
<td>Yes/No</td>
</tr>
</tbody>
</table>

Bullets describe a score of 4. Check boxes indicate areas that meet the standard. Empty boxes indicate areas that need improvement. Raters may mark the boxes and circle specific words. No other feedback beyond the Official Scoring Guide may be provided.

### IDEAS AND CONTENT

The student responses show:

- The purpose is clear.
- Main ideas are focused and easy to understand.
- There are enough specific details.
- Details are focused and related to the main ideas.
- If outside sources are used, they are credible; information is accurate.

### ORGANIZATION

The student responses show:

- The introduction is developed.
- The ending is developed.
- Transitions work.
- The writing is easy to follow.
- There are paragraph breaks.

### SENTENCE FLUENCY

The student responses show:

- The writing is fairly easy to read aloud.
- There is a natural flow of language.
- Sentence structures have some variety.
- Sentences begin in different ways.
- Sentence lengths have some variety.

### CONVENTIONS

The student responses show:

- End-of-sentence punctuation is correct (few or no run-ons, fragments, comma splices).
- Spelling of everyday words is correct.
- If used, dialogue is punctuated / paragraphed correctly.
- Grammar is correct (e.g., verb tense, subject-verb agreement, point of view).
- Capitalization is correct.

### VOICE (Not required for diploma)

The student responses show:

- Voice is appropriate for the assignment.

### WORD CHOICE (Not required for diploma)

The student responses show:

- Words have some variety and are functional.

Rater ID Number, Initials, or Name: ________________________
<table>
<thead>
<tr>
<th>Ideas and Content</th>
</tr>
</thead>
</table>
| **6** The writing is exceptionally clear, focused, and interesting. It holds the reader’s attention throughout. Main ideas stand out and are developed by strong support and rich details suitable to audience and purpose. The writing is characterized by:  
  - clarity, focus, and control.  
  - main idea(s) that stand out.  
  - supporting, relevant, carefully selected details; when appropriate, use of resources provides strong, accurate, credible support.  
  - a thorough, balanced, in-depth explanation/exploration of the topic; the writing makes connections and shares insights.  
  - content and selected details that are well-suited to audience and purpose. |
| **5** The writing is clear, focused and interesting. It holds the reader’s attention. Main ideas stand out and are developed by supporting details suitable to audience and purpose. The writing is characterized by:  
  - clarity, focus, and control.  
  - main idea(s) that stand out.  
  - supporting, relevant, carefully selected details; when appropriate, use of resources provides strong, accurate, credible support.  
  - a thorough, balanced explanation/exploration of the topic; the writing makes connections and shares insights.  
  - content and selected details that are well-suited to audience and purpose. |
| **4** The writing is clear and focused. The reader can easily understand the main ideas. Support is present, although it may be limited or rather general. The writing is characterized by:  
  - an easily identifiable purpose.  
  - clear main idea(s).  
  - supporting details that are relevant, but may be overly general or limited in places; when appropriate, resources are used to provide accurate support.  
  - a topic that is explored/explained, although developmental details may occasionally be out of balance with the main idea(s); some connections and insights may be present.  
  - content and selected details that are relevant, but perhaps not consistently well-chosen for audience and purpose. |
| **3** The reader can understand the main ideas, although they may be overly broad or simplistic, and the results may not be effective. Supporting detail is often limited, insubstantial, overly general, or occasionally slightly off-topic. The writing is characterized by:  
  - an easily identifiable purpose and main idea(s).  
  - predictable or overly-obvious main ideas; or points that echo observations heard elsewhere; or a close retelling of another work.  
  - support that is attempted, but developmental details are often limited, uneven, somewhat off-topic, predictable, or too general (e.g., a list of underdeveloped points).  
  - details that may not be well-grounded in credible resources; they may be based on clichés, stereotypes or questionable sources of information.  
  - difficulties when moving from general observations to specifics. |
| **2** Main ideas and purpose are somewhat unclear or development is attempted but minimal. The writing is characterized by:  
  - a purpose and main idea(s) that may require extensive inferences by the reader.  
  - minimal development; insufficient details.  
  - irrelevant details that clutter the text.  
  - extensive repetition of detail. |
| **1** The writing lacks a central idea or purpose. The writing is characterized by:  
  - ideas that are extremely limited or simply unclear.  
  - attempts at development that are minimal or nonexistent; the paper is too short to demonstrate the development of an idea. |
### Official Scoring Guide, Writing

<table>
<thead>
<tr>
<th>6</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td><strong>Organization</strong></td>
</tr>
<tr>
<td>The organization enhances the central idea(s) and its development. The order and structure are compelling and move the reader through the text easily. The writing is characterized by:</td>
<td>The organization enhances the central idea(s) and its development. The order and structure are strong and move the reader through the text. The writing is characterized by:</td>
</tr>
<tr>
<td>- effective, perhaps creative, sequencing and paragraph breaks; the organizational structure fits the topic, and the writing is easy to follow.</td>
<td>- effective sequencing and paragraph breaks; the organizational structure fits the topic, and the writing is easy to follow.</td>
</tr>
<tr>
<td>- a strong, inviting beginning that draws the reader in and a strong, satisfying sense of resolution or closure.</td>
<td>- an inviting beginning that draws the reader in and a satisfying sense of resolution or closure.</td>
</tr>
<tr>
<td>- smooth, effective transitions among all elements (sentences, paragraphs, ideas).</td>
<td>- smooth, effective transitions among all elements (sentences, paragraphs, ideas).</td>
</tr>
<tr>
<td>- details that fit where placed.</td>
<td>- details that fit where placed.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td><strong>Organization</strong></td>
</tr>
<tr>
<td>Organization is clear and coherent. Order and structure are present, but may seem formulaic. The writing is characterized by:</td>
<td>An attempt has been made to organize the writing; however, the overall structure is inconsistent or skeletal. The writing is characterized by:</td>
</tr>
<tr>
<td>- clear sequencing and paragraph breaks.</td>
<td>- attempts at sequencing and paragraph breaks, but the order or the relationship among ideas may occasionally be unclear.</td>
</tr>
<tr>
<td>- an organization that may be predictable.</td>
<td>- a beginning and an ending which, although present, are either undeveloped or too obvious (e.g., &quot;My topic is...&quot;; &quot;These are all the reasons that...&quot;).</td>
</tr>
<tr>
<td>- a recognizable, developed beginning that may not be particularly inviting; a developed conclusion that may lack subtlety.</td>
<td>- transitions that sometimes work. The same few transitional devices (e.g., coordinating conjunctions, numbering, etc.) may be overused.</td>
</tr>
<tr>
<td>- a body that is easy to follow with details that fit where placed.</td>
<td>- a structure that is skeletal or too rigid.</td>
</tr>
<tr>
<td>- transitions that may be stilted or formulaic.</td>
<td>- placement of details that may not always be effective.</td>
</tr>
<tr>
<td>- organization which helps the reader, despite some weaknesses.</td>
<td>- organization which lapses in some places, but helps the reader in others.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td><strong>Organization</strong></td>
</tr>
<tr>
<td>The writing lacks a clear organizational structure. An occasional organizational device is discernible; however, the writing is either difficult to follow and the reader has to reread substantial portions, or the piece is simply too short to demonstrate organizational skills. The writing is characterized by:</td>
<td>The writing lacks coherence; organization seems haphazard and disjointed. Even after rereading, the reader remains confused. The writing is characterized by:</td>
</tr>
<tr>
<td>- some attempts at sequencing, but the order or the relationship among ideas is frequently unclear; a lack of paragraph breaks.</td>
<td>- a lack of effective sequencing and paragraph breaks.</td>
</tr>
<tr>
<td>- a missing or extremely undeveloped beginning, body, and/or ending.</td>
<td>- a failure to provide an identifiable beginning, body and/or ending.</td>
</tr>
<tr>
<td>- a lack of transitions, or when present, ineffective or overused.</td>
<td>- a lack of transitions.</td>
</tr>
<tr>
<td>- a lack of an effective organizational structure.</td>
<td>- pacing that is consistently awkward; the reader feels either mired down in trivia or rushed along too rapidly.</td>
</tr>
<tr>
<td>- details that seem to be randomly placed, leaving the reader frequently confused.</td>
<td>- a lack of organization which ultimately obscures or distorts the main point.</td>
</tr>
</tbody>
</table>
## Voice

### 6
The writer has chosen a voice appropriate for the topic, purpose, and audience. The writer demonstrates deep commitment to the topic, and there is an exceptional sense of “writing to be read.” The writing is expressive, engaging, or sincere. The writing is characterized by

- an effective level of closeness to or distance from the audience (e.g., a narrative should have a strong personal voice, while an expository piece may require extensive use of outside resources and a more academic voice; nevertheless, both should be engaging, lively, or interesting. Technical writing may require greater distance.).
- an exceptionally strong sense of audience; the writer seems to be aware of the reader and of how to communicate the message most effectively. The reader may discern the writer behind the words and feel a sense of interaction.
- a sense that the topic has come to life; when appropriate, the writing may show originality, liveliness, honesty, conviction, excitement, humor, or suspense.

### 5
The writer has chosen a voice appropriate for the topic, purpose, and audience. The writer demonstrates commitment to the topic, and there is a sense of “writing to be read.” The writing is expressive, engaging, or sincere. The writing is characterized by

- an appropriate level of closeness to or distance from the audience (e.g., a narrative should have a strong personal voice, while an expository piece may require extensive use of outside resources and a more academic voice; nevertheless, both should be engaging, lively, or interesting. Technical writing may require greater distance.).
- a strong sense of audience; the writer seems to be aware of the reader and of how to communicate the message most effectively. The reader may discern the writer behind the words and feel a sense of interaction.
- a sense that the topic has come to life; when appropriate, the writing may show originality, liveliness, honesty, conviction, excitement, humor, or suspense.

### 4
A voice is present. The writer seems committed to the topic, and there may be a sense of “writing to be read.” In places, the writing is expressive, engaging, or sincere. The writing is characterized by

- a suitable level of closeness to or distance from the audience.
- a sense of audience; the writer seems to be aware of the reader but has not consistently employed an appropriate voice. The reader may glimpse the writer behind the words and feel a sense of interaction in places.
- liveliness, sincerity, or humor when appropriate; however, at times the writing may be either inappropriately casual or personal, or inappropriately formal and stiff.

### 3
The writer’s commitment to the topic seems inconsistent. A sense of the writer may emerge at times; however, the voice is either inappropriately personal or inappropriately impersonal. The writing is characterized by

- a limited sense of audience; the writer’s awareness of the reader is unclear.
- an occasional sense of the writer behind the words; however, the voice may shift or disappear a line or two later and the writing become somewhat mechanical.
- a limited ability to shift to a more objective voice when necessary.
- text that is too short to demonstrate a consistent and appropriate voice.

### 2
The writing provides little sense of involvement or commitment. There is no evidence that the writer has chosen a suitable voice. The writing is characterized by

- little engagement of the writer; the writing tends to be largely flat, lifeless, stiff, or mechanical.
- a voice that is likely to be overly informal and personal.
- a lack of audience awareness; there is little sense of “writing to be read.”
- little or no hint of the writer behind the words. There is rarely a sense of interaction between reader and writer.

### 1
The writing seems to lack a sense of involvement or commitment. The writing is characterized by

- no engagement of the writer; the writing is flat and lifeless.
- a lack of audience awareness; there is no sense of “writing to be read.”
- no hint of the writer behind the words. There is no sense of interaction between writer and reader; the writing does not involve or engage the reader.
<table>
<thead>
<tr>
<th>Official Scoring Guide, Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Word Choice</strong></td>
</tr>
<tr>
<td>6 Words convey the intended message in an exceptionally interesting, precise, and natural way appropriate to audience and purpose. The writer employs a rich, broad range of words which have been carefully chosen and thoughtfully placed for impact. The writing is characterized by</td>
</tr>
<tr>
<td>• accurate, strong, specific words; powerful words energize the writing.</td>
</tr>
<tr>
<td>• fresh, original expression; slang, if used, seems purposeful and is effective.</td>
</tr>
<tr>
<td>• vocabulary that is striking and varied, but that is natural and not overdone.</td>
</tr>
<tr>
<td>• ordinary words used in an unusual way.</td>
</tr>
<tr>
<td>• words that evoke strong images; figurative language may be used.</td>
</tr>
<tr>
<td>5 Words convey the intended message in an interesting, precise, and natural way appropriate to audience and purpose. The writer employs a broad range of words which have been carefully chosen and thoughtfully placed for impact. The writing is characterized by</td>
</tr>
<tr>
<td>• accurate, specific words; word choices energize the writing.</td>
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<td>• fresh, vivid expression; slang, if used, seems purposeful and is effective.</td>
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<td>• vocabulary that may be striking and varied, but that is natural and not overdone.</td>
</tr>
<tr>
<td>• ordinary words used in an unusual way.</td>
</tr>
<tr>
<td>• words that evoke clear images; figurative language may be used.</td>
</tr>
<tr>
<td>4 Words effectively convey the intended message. The writer employs a variety of words that are functional and appropriate to audience and purpose. The writing is characterized by</td>
</tr>
<tr>
<td>• words that work but do not particularly energize the writing.</td>
</tr>
<tr>
<td>• expression that is functional; however, slang, if used, does not seem purposeful and is not particularly effective.</td>
</tr>
<tr>
<td>• attempts at colorful language that may occasionally seem overdone.</td>
</tr>
<tr>
<td>• occasional overuse of technical language or jargon.</td>
</tr>
<tr>
<td>• rare experiments with language; however, the writing may have some fine moments and generally avoids clichés.</td>
</tr>
<tr>
<td>3 Language lacks precision and variety, or may be inappropriate to audience and purpose in places. The writer does not employ a variety of words, producing a sort of &quot;generic&quot; paper filled with familiar words and phrases. The writing is characterized by</td>
</tr>
<tr>
<td>• words that work, but that rarely capture the reader's interest.</td>
</tr>
<tr>
<td>• expression that seems mundane and general; slang, if used, does not seem purposeful and is not effective.</td>
</tr>
<tr>
<td>• attempts at colorful language that seem overdone or forced.</td>
</tr>
<tr>
<td>• words that are accurate for the most part, although misused words may occasionally appear; technical language or jargon may be overused or inappropriately used.</td>
</tr>
<tr>
<td>• reliance on clichés and overused expressions.</td>
</tr>
<tr>
<td>• text that is too short to demonstrate variety.</td>
</tr>
<tr>
<td>2 Language is monotonous and/or misused, detracting from the meaning and impact. The writing is characterized by</td>
</tr>
<tr>
<td>• words that are colorless, flat or imprecise.</td>
</tr>
<tr>
<td>• monotonous repetition or overwhelming reliance on worn expressions that repeatedly detract from the message.</td>
</tr>
<tr>
<td>• images that are fuzzy or absent altogether.</td>
</tr>
<tr>
<td>1 The writing shows an extremely limited vocabulary or is so filled with misuses of words that the meaning is obscured. Only the most general kind of message is communicated because of vague or imprecise language. The writing is characterized by</td>
</tr>
<tr>
<td>• general, vague words that fail to communicate.</td>
</tr>
<tr>
<td>• an extremely limited range of words.</td>
</tr>
<tr>
<td>• words that simply do not fit the text; they seem imprecise, inadequate, or just plain wrong.</td>
</tr>
</tbody>
</table>
### Sentence Fluency

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
</table>
| 6     | The writing has an effective flow and rhythm. Sentences show a high degree of craftsmanship, with consistently strong and varied structure that makes expressive oral reading easy and enjoyable. The writing is characterized by:  
  - a natural, fluent sound; it glides along with one sentence flowing effortlessly into the next.  
  - extensive variation in sentence structure, length, and beginnings that add interest to the text.  
  - sentence structure that enhances meaning by drawing attention to key ideas or reinforcing relationships among ideas.  
  - varied sentence patterns that create an effective combination of power and grace.  
  - strong control over sentence structure; fragments, if used at all, work well.  
  - stylistic control; dialogue, if used, sounds natural. |
| 5     | The writing has an easy flow and rhythm. Sentences are carefully crafted, with strong and varied structure that makes expressive oral reading easy and enjoyable. The writing is characterized by:  
  - a natural, fluent sound; it glides along with one sentence flowing into the next.  
  - variation in sentence structure, length, and beginnings that add interest to the text.  
  - sentence structure that enhances meaning.  
  - control over sentence structure; fragments, if used at all, work well.  
  - stylistic control; dialogue, if used, sounds natural. |
| 4     | The writing flows; however, connections between phrases or sentences may be less than fluid. Sentence patterns are somewhat varied, contributing to ease in oral reading. The writing is characterized by:  
  - a natural sound; the reader can move easily through the piece, although it may lack a certain rhythm and grace.  
  - some repeated patterns of sentence structure, length, and beginnings that may detract somewhat from overall impact.  
  - strong control over simple sentence structures, but variable control over more complex sentences; fragments, if present, are usually effective.  
  - occasional lapses in stylistic control; dialogue, if used, sounds natural for the most part, but may at times sound stilted or unnatural. |
| 3     | The writing tends to be mechanical rather than fluid. Occasional awkward constructions may force the reader to slow down or reread. The writing is characterized by:  
  - some passages that invite fluid oral reading; however, others do not.  
  - some variety in sentence structure, length, and beginnings, although the writer falls into repetitive sentence patterns.  
  - good control over simple sentence structures, but little control over more complex sentences; fragments, if present, may not be effective.  
  - sentences which, although functional, lack energy.  
  - lapses in stylistic control; dialogue, if used, may sound stilted or unnatural.  
  - text that is too short to demonstrate variety and control. |
| 2     | The writing tends to be either choppy or rambling. Awkward constructions often force the reader to slow down or reread. The writing is characterized by:  
  - significant portions of the text that are difficult to follow or read aloud.  
  - sentence patterns that are monotonous (e.g., subject-verb or subject-verb-object).  
  - a significant number of awkward, choppy, or rambling constructions. |
| 1     | The writing is difficult to follow or to read aloud. Sentences tend to be incomplete, rambling, or very awkward. The writing is characterized by:  
  - text that does not invite—and may not even permit—smooth oral reading.  
  - confusing word order that is often jarring and irregular.  
  - sentence structure that frequently obscures meaning.  
  - sentences that are disjointed, confusing, or rambling. |

---

*Official Scoring Guide, Writing*
### Conventions

<table>
<thead>
<tr>
<th>6</th>
<th>The writing demonstrates exceptionally strong control of standard writing conventions (e.g., punctuation, spelling, capitalization, grammar and usage) and uses them effectively to enhance communication. Errors are so few and so minor that the reader can easily skim right over them unless specifically searching for them. The writing is characterized by</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• strong control of conventions; manipulation of conventions may occur for stylistic effect.</td>
</tr>
<tr>
<td></td>
<td>• strong, effective use of punctuation that guides the reader through the text.</td>
</tr>
<tr>
<td></td>
<td>• correct spelling, even of more difficult words.</td>
</tr>
<tr>
<td></td>
<td>• correct grammar and usage that contribute to clarity and style.</td>
</tr>
<tr>
<td></td>
<td>• skill in using a wide range of conventions in a sufficiently long and complex piece.</td>
</tr>
<tr>
<td></td>
<td>• little or no need for editing.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5</th>
<th>The writing demonstrates strong control of standard writing conventions (e.g., punctuation, spelling, capitalization, grammar and usage) and uses them effectively to enhance communication. Errors are few and minor. Conventions support readability. The writing is characterized by</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• strong control of conventions.</td>
</tr>
<tr>
<td></td>
<td>• effective use of punctuation that guides the reader through the text.</td>
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<td></td>
<td>• correct spelling, even of more difficult words.</td>
</tr>
<tr>
<td></td>
<td>• correct capitalization; errors, if any, are minor.</td>
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<td>• correct grammar and usage that contribute to clarity and style.</td>
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<tr>
<td></td>
<td>• skill in using a wide range of conventions in a sufficiently long and complex piece.</td>
</tr>
<tr>
<td></td>
<td>• little need for editing.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4</th>
<th>The writing demonstrates control of standard writing conventions (e.g., punctuation, spelling, capitalization, grammar and usage). Significant errors do not occur frequently. Minor errors, while perhaps noticeable, do not impede readability. The writing is characterized by</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• control over conventions used, although a wide range is not demonstrated.</td>
</tr>
<tr>
<td></td>
<td>• correct end-of-sentence punctuation; internal punctuation may sometimes be incorrect.</td>
</tr>
<tr>
<td></td>
<td>• spelling that is usually correct, especially on common words.</td>
</tr>
<tr>
<td></td>
<td>• correct capitalization; errors, if any, are minor.</td>
</tr>
<tr>
<td></td>
<td>• occasional lapses in correct grammar and usage; problems are not severe enough to distort meaning or confuse the reader.</td>
</tr>
<tr>
<td></td>
<td>• moderate need for editing.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3</th>
<th>The writing demonstrates limited control of standard writing conventions (e.g., punctuation, spelling, capitalization, grammar and usage). Errors begin to impede readability. The writing is characterized by</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• some control over basic conventions; the text may be too simple or too short to reveal mastery.</td>
</tr>
<tr>
<td></td>
<td>• end-of-sentence punctuation that is usually correct, however, internal punctuation contains frequent errors.</td>
</tr>
<tr>
<td></td>
<td>• spelling errors that distract the reader; misspelling of common words occurs.</td>
</tr>
<tr>
<td></td>
<td>• capitalization errors.</td>
</tr>
<tr>
<td></td>
<td>• errors in grammar and usage that do not block meaning but do distract the reader.</td>
</tr>
<tr>
<td></td>
<td>• significant need for editing.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2</th>
<th>The writing demonstrates little control of standard writing conventions. Significant errors impede readability. The writing is characterized by</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• little control over basic conventions.</td>
</tr>
<tr>
<td></td>
<td>• many end-of-sentence punctuation errors; internal punctuation contains frequent errors.</td>
</tr>
<tr>
<td></td>
<td>• spelling errors that frequently distract the reader; misspelling of common words often occurs.</td>
</tr>
<tr>
<td></td>
<td>• capitalization that is inconsistent or often incorrect.</td>
</tr>
<tr>
<td></td>
<td>• errors in grammar and usage that interfere with readability and meaning.</td>
</tr>
<tr>
<td></td>
<td>• substantial need for editing.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1</th>
<th>Numerous errors in usage, spelling, capitalization, and punctuation repeatedly distract the reader and make the text difficult to read. In fact, the severity and frequency of errors are so overwhelming that the reader finds it difficult to focus on the message and must reread for meaning. The writing is characterized by</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• very limited skill in using conventions.</td>
</tr>
<tr>
<td></td>
<td>• basic punctuation (including end-of-sentence punctuation) that tends to be omitted, haphazard, or incorrect.</td>
</tr>
<tr>
<td></td>
<td>• frequent spelling errors that significantly impair readability.</td>
</tr>
<tr>
<td></td>
<td>• capitalization that appears to be random.</td>
</tr>
<tr>
<td></td>
<td>• a need for extensive editing.</td>
</tr>
</tbody>
</table>
## OFFICIAL SCORING GUIDE, WRITING

### Citing Sources (For use on classroom assignments requiring research)

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
</table>
| 6     | The writing demonstrates exceptionally strong commitment to the quality and significance of research and the accuracy of the written document. Documentation is used to avoid plagiarism and to enable the reader to judge how believable or important a piece of information is by checking the source. The writer has:  
- acknowledged borrowed material by introducing the quotation or paraphrase with the name of the authority  
- punctuated all quoted materials; errors, if any, are minor  
- paraphrased material by rewriting it using writer’s style and language  
- provided specific in-text documentation for each borrowed item  
- provided a bibliography page listing every source cited in the paper; omitted sources that were consulted but not used. |
| 5     | The writing demonstrates a strong commitment to the quality and significance of research and the accuracy of the written document. Documentation is used to avoid plagiarism and to enable the reader to judge how believable or important a piece of information is by checking the source. Errors are so few and so minor that the reader can easily skim right over them unless specifically searching for them. The writer has:  
- acknowledged borrowed material by introducing the quotation or paraphrase with the name of the authority; key phrases are directly quoted so as to give full credit where credit is due.  
- punctuated all quoted materials; errors are minor.  
- paraphrased material by rewriting using writer’s style and language.  
- provided specific in-text documentation for borrowed material.  
- provided a bibliography page listing every source cited in the paper; omitted sources that were consulted but not used. |
| 4     | The writing demonstrates a commitment to the quality and significance of research and the accuracy of the written document. Documentation is used to avoid plagiarism and to enable the reader to judge how believable or important a piece of information is by checking the source. Minor errors, while perhaps noticeable, do not blatantly violate the rules of documentation. The writer has:  
- acknowledged borrowed material by sometimes introducing the quotation or paraphrase with the name of the authority.  
- punctuated all quoted materials; errors, while noticeable, do not impede understanding.  
- paraphrased material by rewriting using writer’s style and language.  
- provided in-text documentation for most borrowed material.  
- provided a bibliography page listing every source cited in the paper; included sources that were consulted but not used. |
| 3     | The writing demonstrates a limited commitment to the quality and significance of research and the accuracy of the written document. Documentation is sometimes used to avoid plagiarism and to enable the reader to judge how believable or important a piece of information is by checking the source. Errors begin to violate the rules of documentation. The writer has:  
- enclosed quoted materials within quotation marks; however, incorrectly used commas, colons, semicolons, question marks or exclamations marks that are part of the quoted material.  
- included paraphrased material that is not properly documented.  
- paraphrased material by simply rearranging sentence patterns. |
| 2     | The writing demonstrates little commitment to the quality and significance of research and the accuracy of the written document. Frequent errors in documentation result in instances of plagiarism and often do not enable the reader to check the source. The writer has:  
- enclosed quoted materials within quotation marks; however, incorrectly used commas, colons, semicolons, question marks or exclamations marks that are part of the quoted material.  
- attempted paraphrasing but included words that should be enclosed by quotation marks or rephrased into the writer’s language and style.  
- altered the essential ideas of the source.  
- included citations that incorrectly identify reference sources. |
| 1     | The writing demonstrates disregard for the conventions of research writing. Lack of proper documentation results in plagiarism and does not enable the reader to check the source. The writer has:  
- borrowed abundantly from an original source, even to the point of retaining the essential wording.  
- no citations that credit source material.  
- included words or ideas from a source without providing quotation marks.  
- no bibliography page listing sources that were used. |
Denise Harrington

The Geography of Agriculture: Comparing and Contrasting Agricultural Production in Oregon and Spain

C-GEO Iberian Peninsula Summer Institute, 2016

Lesson Overview: Students are introduced to the country Spain, and learn that different crops are grown in different regions. Students will compare two maps in order to compare crops grown in Spain with crops grown in Oregon. Students will record their findings on a Venn diagram. Students will then analyze the data using prompts and form hypotheses about why different crops are grown in different regions.

Geographic Question:
Does agricultural production change from place to place? If so, why?

Objectives: In completing this exercise, students will be able use agriculture maps of Oregon and Spain in order to identify agricultural products in Spain and Oregon and to compare and contrast agriculture in two regions.

Curriculum/Grade Level: Social Studies/Geography, 2nd grade

Time: One hour or two half hour lessons.

Materials:
Realia: sample agriculture such as grapes, wheat, apples, and corn.
World Map or Globe, Oregon Grown Map, Spanish agriculture map
Vocabulary Worksheet
Venn Diagram
Compare and Contrast Food Production Worksheet

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:

2.7 Use basic information on maps and other geographic tools to locate and identify physical and human features in a community.
2.8 Identify relative location of school and community in the state and nation and the world. (Corollary Standard that should be referenced briefly and regularly using globe/world map, national, and state map resources displayed in classroom.)

4.9 Describe physical and human characteristics of the community.

4.10 Explain the influence of Oregon physical systems on humans.

4.12 Explain how people in Oregon have modified their environment and how the environment has influenced people’s lives.

**Connections to Common Core:**

CCSS.ELA-Literacy.SL.2.2
Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

ELD: Describing and comparing places, and things. Beginning: ____ grows in ___. Intermediate: ____ has/have ___. Advanced: In ____, ____ has/have ___. _____ is like/different from _____ because _____.

**Key Vocabulary:** Oregon, Spain, grow, agriculture, geographer, peninsula, agricultural product, region, climate

**Procedures**

**Anticipatory Set:**
Say: think of a food you eat at home and give me a “thumbs up” when you are ready to share that food with your partner. Have students share with a neighbor what food they eat. Call randomly on a student to share. (Think/Pair/Share)

Optional: share realia of agricultural products.

**Background:**
1. As you hold up a globe or world map, say “Here is the State of Oregon. We are going to learn about food grown in our state of Oregon and in the country of Spain.” Point to Spain. Spain is a country like the United States of America. Even though Spain is a country, and Oregon is a state, we will compare food grown in these two places, or regions: Spain and Oregon.

At the end of this lesson, you will be an agricultural geographer. Say ag-ri-cul-ture. Agriculture means crops grown. Say ge-o-graph-er. The prefix geo- means world, graph means picture, and the suffix –er means a person. So, an agricultural geographer is someone who studies what food is grown where by looking at maps!
2. Display or distribute the Oregon Grown map. What do you observe? Think/Pair/Share. Reinforce map elements through class discussion. Students respond describing key elements of the map: legend, compass rose, title, and symbols. If they do not, lead them to these observations through more directed questioning strategies and by using “I noticed…I wonder…I observed…” prompts.

If not elicited through discussion, hold up the map and say: This is a map of crops grown in our state, Oregon. Trace the outline of the Oregon Grown map with your finger to help you remember the borders and shape of the state of Oregon.

What information does this map provide? Think/Pair/Share.

Students should recognize foods grown in Oregon.

Say: This map teaches us about something we need to survive, something we love, something that makes each of our cultures unique: FOOD!

Explore how crops that require rain, such as conifers grow in western Oregon, where there is more precipitation, and crops that require more sun, and less water, such as wheat, are grown in eastern Oregon, where the climate is drier.

3. Display or Distribute the Map of Spanish Crops. Say “Look at the map. Notice, or observe, something about the map.” Think/Pair/Share.

Students notice that the map is in Spanish. Share examples of fruits, vegetables, or animal products based on the pictures on the map. (An optional vocabulary development activity has been included to introduce names of crops grown in these two regions in English and Spanish. Students can connect the English word to the Spanish word and then draw a picture of the product below the English or Spanish word.)

Say: What do you think this map teaches us about? Think/Pair/Share.

Students respond: Food grown in Spain. Look at the map and find a food on the Spanish map that you do not see on the Oregon map. Tell your partner what product you found.

Now look at the Oregon map and find a product you do not see on the Spanish map. Tell your partner.

4. Distribute or display the Venn diagram. In small groups, or with a partner, have students complete the Venn diagram, using pictures, words or both. Start as a class by providing one example in each part of the diagram. When students are ready to complete the diagram, proceed.

5. Review diagrams, answers questions.
6. Where we live affects the foods we can grow. The temperature, availability of water and good soil, and other factors all affect what food is grown in a region.

Spain is a little bit closer to the equator. Much of Spain is like eastern Oregon: hot and dry, especially in the summer. Crops like wheat, beets, oak and olives require less water and can grow even when it gets hot. Spain gets more sun and less water than Oregon.

In western Oregon, we get much more rain than in Spain. Crops like apples and cherries, that need more water, are usually grown in climates with more rain and nearby water sources. We also get less sun.

Refer back to the Venn diagrams. Many of you noticed that we grow conifer, or evergreen trees in Oregon that are not grown in Spain. What do these types of trees need a lot of?

You noticed olive trees are grown in dry regions of Spain but not in wet regions of Oregon. Why are there more olive trees in Spain than in Oregon?

Continue the discussion comparing and contrasting crops of Oregon with Spain.

7. Cartographer means map maker, cart- for map, -graph- to draw, the suffix –er, a person who. The cartographers here made some choices about what they wanted to include on their maps. Are there plants on both maps? What about animals? Yes, some of you noticed already that the Spanish cartographers chose to leave the animals out.

Continue with a discussion about why the fish are near water on the Oregon map. Have students hypothesize where fish might be harvested in Spain. Note that the Spain is located on the Iberian Peninsula, making seafood readily available along the more expansive coastline.

Also, in Spain, more pig products are produced than cattle, due to the drier climate. The pigs are often free range, eating acorns, which fall from the cork trees. The cork is used for…you guessed it…wine corks! The Spanish are very proud of their sustainable farming, “jamón” or ham, and wine. In Oregon, as you see on the map, cattle farming is more common than pig farming.

Now that you have learned about the foods grown in Oregon and Spain, you have ten minutes to use your compare and contrast vocabulary and maps to share what you have learned about the crops grown in Oregon and Spain.

Review what students need to include in their worksheet according to the rubric. Any questions?

Closure:
Discuss with class similarities and differences that they see between food production in the two regions.
Assessment

Formative: Observe student participation and assess understanding of geographic concepts during Think/Pair/Share and Venn diagram activities. Clarify any misconceptions with the group or individually as appropriate.

Summative: Collect Compare and Contrast Worksheet to assess student understanding of lesson objective.

<table>
<thead>
<tr>
<th></th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies agricultural products in two regions.</td>
<td>Identifies at least one food produced in each location and identifies at least one factor affecting agriculture in each region.</td>
<td>Identifies one agricultural product in each region or identifies one factor affecting agricultural production.</td>
<td>Shows little or no understanding of agriculture and is unable to identify any product or factors affecting agricultural production.</td>
</tr>
<tr>
<td>Compare/Contrast</td>
<td>Student is able to compare and contrast agriculture of two regions.</td>
<td>Student is able to compare or contrast agriculture of two regions.</td>
<td>Student is unable to compare or contrast agriculture of two regions.</td>
</tr>
</tbody>
</table>

Formative: During Think/Pair/Share activities students identify foods grown in both regions and use compare and contrast vocabulary more/less, greater/fewer, in order to compare foods grown in Spain and Oregon. Check for geographic understanding of peninsula, continent, country and other concepts covered in lesson through oral and written response.

Extensions:

1. Have students bring produce labels from food purchased to school to add to a class world map.

2. Students complete similar activities for clothing, housing and cultural holidays for their location and Spain.

3. Students use outline maps of the Iberian Peninsula and the United States to identify the location of the communities studied. Students can also draw in foods grown and natural resources available in surrounding areas on the maps.

4. Students generate additional questions about growing, producing, and transporting food for independent research and/or further study. For example, which community grows food in a more sustainable manner and why? Explain sustainability as taking and using resources in such a way as to preserve them for the future.
5. Explore different variables such as latitude, and how it affects crops grown.

6. Explore what key elements of a map the Spanish map is missing. Have students discuss what they would add (title, compass rose).

7. Oregon Crops and Climate Lesson (Target learning level Grades 3-5). 

Adaptations

1. (ELL) Post compare and contrast vocabulary sentence frames on wall prior to lesson. Refer to sentence frames and model prior to Think/Pair/Share activity. Use realia for all agricultural products discussed.
Comparing and Contrasting Foods
Foods Grown in Oregon          Foods Grown in Spain

Both
1. Looking at the Oregon Grown map, what foods are grown in Oregon that your family eats?

_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

2. Why might we be able to grow or raise these food products in Oregon?

_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

Draw a picture of something you know about Oregon agricultural products.
3. Looking at the map of Spain, what foods are grown in Spain?

_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

4. Why might these foods be grown in Spain?

_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

Draw a picture of something you learned about Spanish agricultural products.
1. Using the vocabulary above, describe one way that food grown in Spain is like food grown in Oregon.

2. Using the vocabulary above, describe one way food grown in Spain is different than food grown in Oregon.

3. What is one thing you noticed or learned about the maps we used today?
Vocabulary Development Activity—connect English to Spanish Words

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corn</td>
<td>Cereales</td>
</tr>
<tr>
<td>Apple</td>
<td>Vid</td>
</tr>
<tr>
<td>Wheat/Barley</td>
<td>Remolacha</td>
</tr>
<tr>
<td>Sugar Beet</td>
<td>Maíz</td>
</tr>
<tr>
<td>Grape Vines</td>
<td>Manzana</td>
</tr>
<tr>
<td>English</td>
<td>Spanish</td>
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<td>Corn</td>
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<td>Apple</td>
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<td>Sugar Beet</td>
<td>Remolacha</td>
</tr>
<tr>
<td>Grape Vines</td>
<td>Vid</td>
</tr>
</tbody>
</table>
How Physical Systems Affect Human Systems:
A Comparative Analysis of the River Cities of Grants Pass, Oregon and Seville, Spain

Grants Pass, Oregon

Seville, Spain

Overview: In this lesson, students will develop and practice essential skills (see "Objectives" section below) that will further enhance their understanding of the importance of geography in social studies (see "Lesson Learning Target" below). Using Oregon Common Core State Standards (OCCSS) as the performance tasks for students to prove their understanding of both National Geography Standards and Oregon Geography Content Standards, students will complete both formative and summative assessment(s) to demonstrate comprehension and skill development relative to their grade level (7th grade in this model lesson). The primary purpose of this lesson is to introduce and define key geographical terms/concepts while simultaneously addressing content pertaining to the essential question of the unit and learning target of the individual lesson:

Unit Title: The Geography & Settlement of Ancient Rome

Essential Question: How did geography affect the settlement and development of ancient Rome?

Lesson Learning Target ("I Can" Statement): I can describe how the development of a city/settlement is influenced by its geography.

National Geography Standards:

- **Standard 15**: How physical systems affect human systems
  
  o **15.1B**: Explain how the characteristics of different physical environments place constraints on human activities, as exemplified by being able to explain how the development of a city can be influenced by the physical environmental characteristics of the area.
Oregon Geography Content Standards:

- 7.10. Interpret maps and other geographic tools to find patterns in human and physical systems in the Eastern Hemisphere.
- 7.11. Describe the physical environment of places in the Eastern Hemisphere and how it influences trade, culture, and the economy.

Connections to Common Core:

- 6-8.RH.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- 6-8.WHST.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
- 6-8.WHST.9. Draw evidence from informational texts to support analysis, reflection, and research.

Lesson Objectives:

In completing this exercise, students will be able to:

- Define key geographical terms: natural resources, physical location, relative location, and cultural diffusion.
- Analyze the geographic similarities and differences between Grants Pass, Oregon and Seville, Spain.
- Describe how the development of a city/settlement is influenced by its geography.

Grade Levels: 7th Grade Social Studies Time: 70-80 Minutes (1-2 Class Periods)

Materials:

- Pen/pencil for each student
- Access to aerial image(s) of Grants Pass, Oregon and Seville, Spain (Click on names in this bullet point or images above to see examples from this lesson)
- Access to Google Earth and ability to display physical maps to students to see (or a physical copy that can be displayed and/or distributed to students) (Appendix A)
- Venn Diagram graphic organizer (or blank/lined paper for students to make their own) (Appendix B)
Library of Congress Image Analysis Tool (LOC) either displayed or distributed to students (Appendix C)

Paper to take notes/participate in class activities/define terms

Entrance/Exit Ticket handout (or students can create their own ticket) (Appendix D)

Background:

Though this lesson is designed to ideally be delivered at the beginning of the school year to introduce geography vocabulary, students should know/be able to do the following before this lesson is delivered:

Basic geography concepts learned in 6th grade, such as the subsequent Oregon State Standards:

- 6.12 Collect and analyze data to describe regions of the Western Hemisphere.
- 6.14. Identify physical features of the Western Hemisphere and explain their effects on people and events.
- 6.15. Explain how people have adapted to or changed the physical environment in the Western Hemisphere.
- 6.16. Explain how technological developments, societal decisions, and personal practices influence sustainability in the Western Hemisphere.

This lesson can be used/modified to address the following (but not limited to) History Alive! chapters of study, the adopted curriculum of Grants Pass School District No. 7:

- The Geography & Settlement of Ancient Rome (focus for this particular model lesson)
- The Geography & Settlement of Ancient Greece
- The Age of Discovery

Procedures:

1. Opening Activity (Anticipatory Set): 5-10 Minutes

   - Display aerial images of Grants Pass and Seville side by side (if there are no projectors etc., print out handouts if possible) and have the class verbally read aloud the “I Can” statement of the day:
     - I can describe how the development of a city/settlement is influenced by its geography.

   - Make sure students understand that the terms defined today while comparing Grants Pass and Seville will be essential to proving they can describe how the development of a
city/settlement is influenced by its geography, and therefore will be setting themselves up for success when it comes time to assess the essential question:

- How did geography affect the settlement and development of ancient Rome?

- Have students create (or distribute) a Venn Diagram graphic organizer and respond to the following questions individually and quietly:

  - Observe these two images of Grants Pass and Seville. What physical features do you see?
  
  - What are the geographic features/components that you notice in each image?
  
  - What are similarities (intersecting section of Venn Diagram) of both cities and what are distinct differences (non-intersecting sections of the Venn Diagram)?

- After about 3-5 minutes (or when it appears all/most students are done responding), call on students to create a class Venn Diagram to utilize during the remainder of the lesson leading to the summative assessment. Complete the class-constructed Venn Diagram on the class whiteboard/chalkboard or smartboard.*

* Recommended Strategy to Elicit Responses – “No Hands Up: Name Cards” (KLT Strategy)

- KLT “No Hands Up: Name Cards” Description: Teacher places students’ names on index cards. Teachers asks a question(s), waits an appropriate amount of time, and then pulls a name or names at random to answer. The teacher continues in this fashion during class Q and A sessions. As a result, more students are engaged, not just the typical handful who tend to answer the majority of questions.

2. Mini-Lesson (Direct Instruction): 5-10 Minutes

- Using the Library of Congress (LOC) “observe” questions as a guide (Appendix C), teacher adds to/reaffirms class Venn Diagram list (modeling how to use the LOC for remainder of lesson). The teacher should place an emphasis on the natural resources and geographical features that can be clearly seen in the images. The teacher defines the term natural resources; creates a vocabulary sentence for students to use as an example (students take notes, creating a vocabulary page). Keep the LOC displayed in the room until the summative assessment performance task.
- **Natural Resources Definition**: Natural resources are materials or substances such as minerals, forests, water, and fertile land that occur in nature and can be used for economic gain and/or sustain human settlements.

  - Tell students they will need to be able to incorporate the definition and significance of natural resources in the proceeding summative assessment performance task.

3. **Worktime (Practice & Cooperative Learning): 20-25 Minutes**

  - **Using Google Earth** (see examples from Appendix A), display the physical maps of Grants Pass and Seville. Zoom in close to the cities and then zoom out to the point where you can see the entirety of Oregon when observing Grants Pass and the entirety of Spain when observing Seville.

  - Prompt the students (individually at first) to utilize the LOC questions to analyze the images of Grants Pass and Seville. This would be the point in the lesson to encourage students to *make inferences, hypothesize*, and *access prior knowledge*. Be sure students address the following questions as they work (questions should be answered in a class notebook or a provided graphic organizer – up to the teacher):

    - Based on what you see, how are Grants Pass and Seville similar located on their respective maps?
    - Why do you think these cities are located where they are? Were these places chosen for a purpose?
    - How do you think their physical and relative location influenced way of life? *(At this point in time students are unlikely to know what “physical location” and “relative location” mean, but they will be defining soon after in this point in the lesson)*

  - Have students *“Think-Pair-Share”* for the abovementioned questions.

  - Teacher should facilitate a class discussion and summation of the student responses, culminating with the definitions of physical location and relative location for students to note-take, connecting these definitions to the geography of Grants Pass and Seville:

    - **Physical Location Definition**: Physical location refers to the natural features and phenomena of the earth's surface, as landforms, drainage features, climates, soils, and vegetation.
    - **Relative Location Definition**: Relative location is the position of a place in relation to another location on earth.
- Deliver brief mini-lecture on the cultural history of Seville (click here to get the necessary basic information, if needed). Be sure to highlight the fact that Seville was at various times, occupied by the Romans, Moors, Visigoths, Christians, and Jews and became the epicenter of Age of Discovery in later centuries. Make sure students understand that Seville’s geography was essential in bringing other cultures in to its city and was the primary reason why it became so important during the Age of Discovery. And because this lesson is designed to be delivered in the unit, The Geography & Settlement of Ancient Rome, be sure to note that it was in the outskirts of Seville (called Italica) where future Emperors Hadrian and Trajan were born.

- If you are ahead of the approximate schedule of this lesson, feel free to show pictures of the Alcazar Palace, Cathedral of Seville, Columbus’s tomb, Ruins of Italica, etc.

- If planned on delivering this lesson over two class periods, a similar discussion on Grants Pass would definitely be appropriate.

- At the conclusion of the mini-lecture, define cultural diffusion for the students:

  - Cultural Diffusion Definition: Cultural diffusion is the spreading of cultural traits, or “ways of life” (e.g., material objects, ideas, or behavior patterns) from one society to another.

- Via class discussion or direct instruction, make sure students understand that cultural diffusion is primarily dictated by geography, especially in the ancient period. Settlements and cities bring their culture with them and spread it to other societies when they colonize, settle, and trade with others. Colonization and trade was typically influenced by a surplus or lack of natural resources, goods, fertile lands etc. needed to survive and/or be economically/politically successful.

4. Debrief Activity (Formative Assessment): Final 15-20 Minutes*

- See "Assessment" section below for details on formative assessment activity.

- Make sure students understand there will be a summative assessment at the start of the following class period, so participating and putting effort in to the formative assessment activity to finish the class period will be essential to their success.

5. Summative Assessment (Start of the class period the following day): 15-20 Minutes

- See "Assessment" section below for details on summative assessment activity.

- Students should complete the summative assessment performance task independently and quietly in order for the teacher to get a truly accurate assessment of student learning/understanding of learning target (“I Can”).
Assessment: OCCSS Performance Tasks

Formative Assessment: Best Composite Paper (BCP) - KLT Strategy

1. Each student will individually attempt to construct a vocabulary paragraph (see example below), underlining each geographical term as it is first mentioned in the paragraph (Students can have access to student notes, class lists constructed in the lesson, etc.). Prompt students to define each term by integrating geographical examples from class, especially that of Grants Pass and Seville. While defining these terms, students should be focusing on answering/addressing the learning target “I can” statement: *I can describe how the development of a city/settlement is influenced by its geography.*

2. After about 8-10 minutes, put the students in to small groups (3-4). Prompt the students to share each individual paragraph with one another.

3. After about 2 minutes, tell the groups they need to construct a new vocabulary paragraph as a group, comprising the best aspects/components of each of the group members. Each group member needs to make sure they are writing down the final product of their group, because the teacher will call on a random group member to share the group paragraph with the class (this will also be used to study for the summative assessment).

4. If there is time, all groups should share their paragraphs with the class. The teacher could also share the mastery example below as a model for the upcoming summative assessment.

5. If there is extra time in the class period(s), the teacher could facilitate a class BCP statement – incorporating the best components of all group statements to create a “class vocabulary paragraph.”

- **KLT Best Composite Paper (BCP) Description:** Students in a small group build a composite paper that takes the best features of their individual papers, in order to help them recognize quality and the micro and macro levels. The students create a composite paper by being able to determine strengths and weaknesses, based on the success criteria, across the original, individual papers.
Summative Assessment: "Entrance Ticket" Short Essay*

Students are writing a short essay (similar to step #1 for the formative assessment above):

Each student will individually attempt to construct a vocabulary paragraph, underlining each geographical term as it is first mentioned in the paragraph (Students CANNOT have access to student notes, class lists constructed in the lesson, etc.). Students must attempt define each term by integrating geographical examples from class, especially that of Grants Pass and Seville. While defining these terms, students should be focusing on answering/addressing the learning target “I can” statement: *I can describe how the development of a city/settlement is influenced by its geography.*

- Display and briefly discuss the rubric being used to grade the summative assessment (See “Summative Assessment Rubric” below).

- The entrance ticket can become an "exit ticket" if the lesson is complete 15-20 minutes before the first (or second class period if the lesson runs long) class period is over; students will turn the exit ticket in to the teacher as they exit the room at the end of the class period.**

- Alternative Summative Assessment (for visual learners): *Concept Map Graphic Organizer* (Appendix E)

* Complete the summative assessment in class; students should not complete it at home.

** The exit ticket example in *Appendix D* is likely to small for students to use for this particular summative assessment. It may make more sense to have students complete on a sheet of lined paper.

Extensions and/or Adaptations:

*Grants Pass & Seville in the 21st Century:* Have students conduct research to analyze/compare how geography impacts human systems in Grants Pass and Seville in the 21st century.

*Rogue River vs. Guadalquivir:* Have students conduct research to analyze/compare how both river systems have impacted their local/global histories. Have students write an argumentative essay or speech to make the case for the overall importance/impact of the Rogue River or Guadalquivir.

*The Age of Discovery and Seville:* Seville was the epicenter for Spanish exploration – in fact, Christopher Columbus was buried in Seville and the General Archives of the Indies is also located there. Have students research the history of Seville and determine why Seville became so important, focusing on the geographical advantages of Seville.

*Change River Cities in the Lesson:* Substitute Grants Pass for any Oregon community (though a similar river city would be preferable and more appropriate to this particular lesson format). A city such as Portland, Oregon would substitute seamlessly for this lesson. Seville can also be substituted for an alternative city that fits the unit being taught more accurately.
**Summative Assessment Rubric:**

<table>
<thead>
<tr>
<th>5 Mastery</th>
<th>4 Nearly Mastery</th>
<th>3 Proficient</th>
<th>2 Nearly Proficient</th>
<th>1 Not Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to nearly mastery:</td>
<td>In addition to proficiency:</td>
<td>Defines key geographical terms: natural resources, cultural diffusion, relative location, physical location</td>
<td>Attempts to define key geographical terms: natural resources, cultural diffusion, relative location, physical location</td>
<td>Did not attempt.</td>
</tr>
<tr>
<td>Each definition and explanation of the learning target statement is accompanied by examples delivered/discussed in the lesson</td>
<td>Details are in a logical order.</td>
<td>Succinctly and accurately addresses the learning target statement of the lesson: I can describe how the development of a city/settlement is influenced by its geography.</td>
<td>Attempts to address the learning target statement of the lesson: I can describe how the development of a city/settlement is influenced by its geography.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ideas and examples included are connected making the writing flow.</td>
<td>Attempts to infuse the geographical examples of Grants Pass and Seville in their writing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>All sentences are grammatically correct, show good sentence structure and correct spelling.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Each key geographical term is clearly underlined.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**A Mastery-level Summative Assessment Example – “Entrance Ticket”**

The development of a settlement is influenced by its geography in several ways. A successful settlement needs to have access to natural resources such as water, fertile land, and forests – these natural-occurring products allow a settlement to survive and also have economic advantages – if a settlement lacks essential natural resources, the settlement will fail or they will have to look to colonize elsewhere or trade for what they need. When a society is forced to colonize and trade due to geographical factors, they naturally bring their culture with them and share it with others, such as language and traditions – this is called cultural diffusion. The development of a settlement is also influenced by its physical location, which can shape what a settlement is able to do. For example, a settlement that lack access to fertile land and/or has a climate that is not conducive to growing crops or raising animals, that settlement will have to move or go out and colonize/trade with other societies to get what they need. Lastly, the relative location of a settlement can hinder or help their development. A settlement with a positive relative location, such as Seville or Grants Pass, will develop and sustain itself for a long time. For example, Seville is located on a major river and is close to both the Atlantic Ocean and Mediterranean Sea (but not physically on those bodies of water). Because of Seville’s relative location to a major river and major bodies of water, Seville could be self-sustaining and a major economic power, drawing so many different cultures behind its city walls over the centuries.
Appendices:

*Appendix A*
Appendix B

VENN DIAGRAM

Different  Same  Different

Grants Pass  Seville
## Appendix C

### Image (Photo, Print, Painting, etc.) Analysis Tool with a Geographic Lens

Teachers should select the questions that best fit their reasons for geographically analyzing this image. Students should cite evidence as they answer the questions.

<table>
<thead>
<tr>
<th>Observe</th>
<th>Reflect</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the form of the image (painting, print, photograph, drawing)?</td>
<td>What languages do the words represent?</td>
<td>How do the clothing, buildings, transportation and/or landscape reflect the economic, political, or societal conditions for the time when the image was created?</td>
</tr>
<tr>
<td>Can you determine who created the image?</td>
<td>If there is no date, when do you think the image was made?</td>
<td>What was the likely motivation of the creator of the image?</td>
</tr>
<tr>
<td>What words are on the image?</td>
<td>What place or region does this image show?</td>
<td>What is the bias or point of view of this image?</td>
</tr>
<tr>
<td>What dates are on the image?</td>
<td>Can you identify a geographic theme (region, place, movement, physical system, human-environment interaction, etc.) for this image?</td>
<td>How is this image connect to other documents, maps, recordings, images, or artifacts?</td>
</tr>
<tr>
<td>Is the image black and white or in color?</td>
<td>Describe the spatial patterns illustrated in this image. These patterns might be in the people, transportation, buildings, or landscape.</td>
<td>Why is this image significant?</td>
</tr>
<tr>
<td>Describe who is in the image.</td>
<td>What is the most likely purpose (audience) for this image?</td>
<td>Why would certain people or characteristics of the landscape be missing from this image?</td>
</tr>
<tr>
<td>What types of buildings are in the image?</td>
<td>How does this image compare to current image on the same topic?</td>
<td>What geographic questions would you like to ask the creator of this image?</td>
</tr>
<tr>
<td>What types of transportation are in the image?</td>
<td>What seems to be missing from the image?</td>
<td>Would it be difficult to find the location of this image? Explain why or why not.</td>
</tr>
<tr>
<td>Are there objects in the image? Do you recognize them? What are they used for?</td>
<td>What inferences or connections can you make from the image?</td>
<td></td>
</tr>
<tr>
<td>Describe the landscape and physical features in the image.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What geographic event / issue / problem does this image illustrate?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Appendix D

### EXIT TICKET

Name: __________________ / Period: __ / Date: ____________

Question: __________________

"I Can" Statement: __________________

Response: __________________

__________________________

__________________________

__________________________

__________________________

__________________________
Appendix E
The Importance of Trails: Finding meaning in the Oregon Trail
By Amanda Mattei
August 2016

Overview
This lesson will give students reasons why trails were used in the past, and why there are still trails in use today. When studying The Oregon Trail, students often lose sight of the reason behind why the trail originally began. In order to keep in mind the importance of this movement, this lesson will give students a way to understand the importance of human connectivity on the trail through physical activity and the comparison of The Oregon Trail with El Camino De Santiago in the Iberian Peninsula.

This lesson should be placed during a unit on The Oregon Trail, not as a precursor to one. This will inform students of the importance of trails in the past and present, and to thoroughly understand it they should have prior knowledge on The Oregon Trail. Students need a basic understanding of the Oregon Trail to accomplish the objectives in this lesson. In completing this lesson, students will see the importance of trail systems not just in Oregon, but in Europe as well. Students will see why trails are used, how trails connect humans and everything that comes with human interaction, and this lesson will enrich any teaching unit on The Oregon Trail.

This lesson also utilizes many collaborative learning strategies that keep the students engaged in the topics and content given to them. By using these strategies with this topic, students gain a deeper understanding of The Oregon Trail and El Camino De Santiago while increasing their relationship and conversational skills with their peers.

National Geography Standards
Human Systems
(9) The characteristics, distribution, and migration of human populations on Earth’s Surface.

Oregon Geography Content Standards
(6) Analyze economic, social, human migration, settlement, and distribution patterns.

Connections to Common Core
CCSS.ELA-LITERACY.L.4.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-LITERACY.L.4.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CCSS.ELA-LITERACY.RI.4.2**

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**Objectives**

In completing this exercise, students should be able to:

- understand the importance of trail systems in connecting humans together.
- compare and contrast The Oregon Trail with El Camino De Santiago.
- list two reasons why trails were used.

**Grade Level:** 4  **Time:** About 1 hour

**Materials:**

- 10-15 cones or stationary objects to mark a path
- Anything that could be used as obstacles in a path
- Chart paper to create an anchor chart
- Markers (enough for each student and to create the anchor chart)
- 1 piece of copy paper per student
- Source B and E available for students to use either on paper or digitally
- Articles about The Oregon Trail and El Camino De Santiago printed
  - enough of each for half of the class, they will be marking these.
- Student Vocabulary Glossary available to students either on paper or digitally
- 1 sticky note per student

**Background:**

Students need a basic understanding of the areas that The Oregon Trail covered. They should know the general location of where it started and ended, and what drove the settlers to move west to begin with. Both Source B and C will give students information on The Oregon Trail, so students will have resources if they don’t remember all of the details.

In order to get the most out of this lesson, students must have the ability to converse in collaborative conversations and know and use guidelines for class/partner discussions. This lesson is a great way for students to partake in collaborative learning, and can be used to aid in the development of this skill. Keeping the students engaged is essential to creating a fun, informative learning environment for this lesson.

**Procedures:**

**Before Beginning:**

1. Prepare the trail you wish to make before beginning the lesson.
2. Pass out the copy paper and markers to each student.
3. Have chart paper prepared to write on.
4. Print out (or have digital access to) the articles and maps for students to read in step 6.

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| 1. Post the question, “Why are trails important?” for all the students to see.
  - Have students work independently to brainstorm written responses using their markers on one corner of the white copy paper in front of them. | 2 minutes |
| 2. Partner talk: Have the students partner up and share responses they just wrote. | About 1 minute |
| 3. Have each pair share out one response and write it on half of the chart paper, keep the rest of the space for the end. | About 2 minutes |
| 4. Tell the students that they travel a dangerous trail of their own that will get them from one location (an end of a field or gym) to the desired location (the other side of a field or gym). Their town has run out of water so they must get to the next town over to get water to survive.
  - Make sure to read the rules aloud to the students before beginning:
  - Rules for the Trail Game:
    - Students will be in teams of 4-5
    - Students must link arms or hold hands the entire time. If their arms unlink, they ‘die’ on the trail and don’t get to the water.
    - They must crawl on any and all grass they come across.
    - If any obstacles arise (the balls or objects that are placed) every team member must go over them. They may not go around them and they cannot lift them up.
    - The team has 2 minutes to complete their travel, and will have 3 minutes to discuss strategy before beginning.
    - All the teams will go at the same time to simulate all of the pilgrims leaving their homes at the same time to travel. | 10 minutes |
| 5. Debrief: Have students write on their copy paper two things that they learned from trying to complete the trail with their team. Wait until the end of the lesson to discuss students’ responses. | 3-5 minutes |
| 6. Introduce El Camino De Santiago and review The Oregon Trail. | 10-15 minutes |

*Have all articles and*
- Go over student vocabulary glossary (Source A) before having them read the articles.

- Have students read the articles about the Camino and The Oregon Trail in partners (each partner reads one of the articles and uses the strategy below, then when they finish they switch articles and repeat the process). Using their markers, the students will do the following on the articles:
  - UNDERLINE sentences or phrases the article uses to tell why people traveled on the trail.
  - CIRCLE any struggles that occurred on the trails.
  - STAR any time humans connected with each other.
  - Put a QUESTION mark by anything they don’t understand.
  - Make sure to post this on the board (Source F) for students to be able to refer back to.

- Together, the students will compare what they marked and come up with two reasons why either of the trails were used.
  - Have students write the reasons on their original copy papers.

7. Have the pairs of students partner up with another pair and compare the two reasons they came up with as to why trails were used.  3 minutes

8. Class Discussion
- Bring all the students together with their copy papers.
- Go over El Camino De Santiago, The Oregon Trail, and the trail game with the students. Use these discussion questions to guide:
  - How did any of the trails connect humans?
  - Did the trails connect more than humans?
  - Why did either begin or end?
  - What struggles occurred during either of the trails?
  - How were you successful in traveling your own trail?
    - What was difficult, what was easy?
  - What trails do we use today in our area? Why are they important?

9. Ask the same question from step 1: “Why are trails important?”
- Record reasons why trails are important on the anchor chart that was started in step 3 from student responses.  5 minutes
9. Pass out a sticky note for each student. Have them write down two reasons why trails are important.

5 minutes

Make sure to put the anchor chart away while they are writing, then hang it up in the room for future use.

Assessment:

Formative: The information taken from the initial question, “Why are trails important?” will give information as to how much students know before beginning the lesson. Use this data to inform teaching during the lesson.

Summative: At the end of the lesson, students will complete an exit ticket on sticky note that asks for two responses to the question: “Why are trails important?” The responses from students will inform you of whether or not the students were able to understand the lesson, and if reteaching may need to occur.

Extensions and/or Adaptations:

- For students that have any physical disabilities, the initial activity will need to be adapted to meet their needs. A great alternative would be to create a “Trail” on paper that can be traveled along with game pieces or pencil marks.

- To extend this lesson, look at even more trails from around the world. Bringing in information about the Silk Road for another comparison would allow students to see more examples worldwide. This extension would need further explanation of trade routes and varying navigational tools used to follow this trail.

- To adapt this lesson to make it shorter or extend it over a longer period of time, the initial physical activity could be completed one day, and the reading of the articles and class discussion could occur on a separate day. This could give more time for discussion if needed.

Sources

A. Student Vocabulary Glossary:
1. **Trail**: a mark or series of signs or objects left behind by the passage of someone or something; a beaten path through rough country such as a forest or mountain.

2. **Pilgrim**: a traveler on a journey to a holy or special place.

3. **Pilgrimage**: a journey a pilgrim takes

4. **Intertwined**: to twist or twine together

5. **Hospice/Hostel**: a place for travelers to stay

6. **Emigrant**: someone who leaves their own country in order to settle permanently in another

7. **Feasible**: possible to do easily or conveniently

B. Map of the Oregon Trail:

**The Oregon Trail**
The Oregon Trail
By Todd Underwood

The Oregon Trail migration, more correctly known as the Oregon-California Trail migration, is one of the most important events in American History. The Oregon-California trail was a 2,170 mile route from Missouri to Oregon and California that enabled the migrating of the early pioneers to the western United States. The first mass migration did not occur until 1843 when approximately 1000 pioneers made the journey at one time.

This trail was the only feasible land route for settlers to get to the West Coast. From 1843 until 1869 when the first transcontinental railroad was completed, there were over 500,000 people who made the trip in covered wagons pulled by mule and oxen. Some went all the way to Oregon to farm and others went to California to search for gold. The trip usually took 4-6 months by wagon traveling 15 miles a day whereas the only other route to the west, by sea, took a full year.

In the early Spring, emigrant campers would infiltrate Independence, Missouri and set up camp, waiting for the grass to grow along the Oregon Trail. While waiting, the emigrants would stock up on supplies, try to locate friends, and make other preparations for their journey. If they left too early, there would be no grass for their animals to eat which could be a fatal mistake. If they left too late, they would get caught by the winter snows.

Most settlers traveled in farm wagons, four feet by ten feet, with a thousand pounds of food. These wagons had cotton covers treated with linseed oil to keep the rain out. Many were equipped with tool boxes, water containers, and spare axles as breaking an axle without a spare meant abandoning the wagon.

When the time finally came to leave, the settlers would all try to leave at once creating a massive traffic jam further hindered by the inexperience of some of the green east coast teams. As their traveling progressed, most realized they had over packed and were forced to lighten their loads by throwing things overboard. Because of the heavy loads, many were forced to walk the 2,170 mile journey instead of ride in the wagon.

There were many accidents along the way including being run over by the wagons which meant certain death. Another problem for the travelers was Cholera. Some wagon trains lost two-thirds of their people to this quick killing disease. Another major danger to the settlers was weather. Traveling in the summer meant dealing with thunderstorms, lightening and hail. Many were killed by lightning or hail the size of baseballs. All in all, one in ten did not survive the journey.

Winter snows would close the mountain passes and travel was a race with time. In the early years, before the Barlow road was opened, travelers would have to abandon their wagons for boats and float down the Columbia river. Many lost their lives in the rapids and rough parts just miles from their destination. After 1846, and upon paying a toll, the pioneers could finish their journey by crossing the Cascades on the Barlow road.
Once in Oregon and California, settlers would start a new life and build farms or set off to the gold mines. Whether crossing the county in this way was worth the trouble or not, only the early pioneers would know. Today, in many places, the wagons ruts can still be seen. The Oregon National Historic Trail was designated by Congress in 1978 and is administered by the National Park Service in partnership with the Bureau of Land Management, the Forest Service, state and local governments and many private individuals whose property the trail crosses. Today, one can drive a similar route from Independence, Missouri to Oregon City, Oregon and visit 125 historic sites and see over 300 miles of existing wagon ruts.

This article was taken from the following website and modified to fit the time of this lesson. The website can also be used for students to explore:

D. El Camino De Santiago History/Article:

El Camino de Santiago de Compostela is a network of routes across Spain and Europe which all lead to Santiago de Compostela, in the northwest of Spain. In the Middle Ages, these routes were walked as a pilgrimage to the tomb of the apostle St. James. Nowadays, tens of thousands walk or bike the Camino de Santiago every year in an epic journey of 500 miles. People from all over the world with all kinds of motivations: sport, culture, religion, nature, adventure etc., travel El Camino de Santiago, or parts of it, in a lifetime experience.

Spilling over the Pyrenees from France into Spain, the network of trails that make up the Route of St. James—or El Camino de Santiago—converges at the cathedral of Santiago de Compostela. For more than a thousand years, pilgrims have trekked over the high plains of Castilla and the hills of Galicia, some to honor the Apostle James; others in the midst of their own spiritual journey. The route has given rise to historic and religious sites that represent centuries of European architecture at its best. Set out from Pamplona to discover the longest pilgrimage route in Europe, experiencing the most picturesque and poignant sections of this UNESCO World Heritage site on foot.

Some aspects of the modern Camino are fundamentally the same as they were for the medieval pilgrims: as a practical affair, the Camino is a long walk. While underway, the pilgrims need support for food, lodging and direction. As was mentioned above, an infrastructure of hospices arose in the Middle Ages and it still exists - and in fact, it is growing rapidly. There are still a few pilgrim facilities run by religious places, but much more common today are albergues or refugios. Some provide breakfast and/or dinner, some have cooking facilities available while some do not, some have a set price while some are donation, some are operated by municipalities or associations while some are private businesses. Aside from the few albergues that provide meals, meals can be found basically in the same sort of places that a tourist would use - restaurants and the like.

This article was pieced together from the following three websites. Students can also browse the websites if you have time during the lesson and/or access to technology:
- http://www.americanpilgrims.org/history
- http://www.caminosantiagodecompostela.com/
E. Maps of El Camino De Santiago (Past and Present):
Current routes in use:

https://en.wikipedia.org/wiki/Camino_de_Santiago

El Camino de Santiago from the past in the Iberian Peninsula:
For reference, here are two maps of the Iberian Peninsula so students can see where it is in relation to the rest of the world:

http://www.wisegeek.com/what-should-i-know-about-portugal.htm

F. Partner Reading Guidelines

- **UNDERLINE** sentences or phrases that tell why people traveled on the trail.

- **CIRCLE** any struggles that occurred on the trail.

- **STAR** any time humans connected with each other.

- Put a **? QUESTION MARK** by anything you don't understand.
Overview:
This lesson will teach students the basic features of a map, and how to use these features and observational skills to navigate to different locations on a map.

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.

Oregon Geography Content Standards
5. Apply geographic skills, concepts, and technologies (e.g., maps, GIS, Google Earth) to gather, display, and analyze spatial information.

Connections to Common Core
CCSS.ELA-LITERACY.RI.3.5
Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
CCSS.ELA-LITERACY.RI.3.7
Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
CCSS.ELA-LITERACY.SL.3.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

Objectives:
In completing this exercise, students should be able to state:
- I CAN use a map, navigational directions, and geographic landmarks to navigate my way to different locations in a city.
Grade Levels: 3rd        Time: 1 Hour

Materials:
   - Direction labels (North, East, South, West)
   - City map of Sevilla, Spain (1)
   - Monument legend of Sevilla (1)
   - Sevilla Scavenger Hunt worksheet (1)
   - City map of Bend, Oregon (10-15 depending on class size)
   - Bend Scavenger Hunt worksheet (one for each student)
   - Sevilla Scavenger Hunt Answer Key
   - Bend Scavenger Hunt Answer Key

Background:
Prior to the start of this lesson students should have a basic understanding of navigational directions (north, east, south, west). They should also understand that city maps represent real places and landmarks and serve to help people navigate the city.

Since students engage in partner work and discussions they will need to know how to have collaborative conversations and use guidelines for class/partner discussions. Having students engage in collaborative conversations and partner work is a great way to keep students engaged and pair students to meet the academic needs of a diverse student body.

Procedures:
Opening: 5 Minutes
   - Play North, East, South West game with students to activate their prior knowledge of directions.
   - Explain that directions and geographic landmarks can be used to help them navigate through a city using a map.

Activity 1: (Modeling) 20 Minutes
   - Pull out the Sevilla, Spain city map and project on the screen.
   - Map Analysis Questions: think-pair-share
     - What was the most likely purpose for this map? How do you know?
     - What kind of labels are on this map?
   - Let students know that this is a map of Sevilla, Spain and that city maps can be a very helpful tool to help you navigate through a city you may not be familiar with.
     - Discuss the importance of a legend, navigational directions, landmarks, etc.
• State the learning objective for the lesson.
• Work with students to label the directions on the map (north, east, south, west).
• Next pick a starting location on the map by circling it and discussing the significance of knowing your starting point when using a map.
  ○ Why would it be helpful to circle your starting location?
  ○ How does knowing your starting location help you figure out where you can go?
• Restate the learning target and pull out the Seville map scavenger hunt worksheet. Project it on the screen and model how to use the navigational directions, legend, and geographic landmarks to make your way to different locations on the worksheet.
  ○ As you model this activity, be sure to stop and check-in to answer any misconceptions.

Activity 2: (Y’all do) 20 Minutes
• Restate the learning target and let students know that a local tour company has called and needs their help to complete the tour route for an upcoming group of international travels. Project the Bend city map, and Bend map scavenger hunt. Let students know they will be working in pairs to navigate the city using clues to help the tour company finish their routes.
• Students work in pairs using a city map of Bend to help the tour guide complete a route.
  ○ Students fill out the map scavenger hunt answers as they navigate the city.
• When students finish their map scavenger hunt they should work independently to complete the reflective questions at the end of the worksheet.

Class Discussion: 10 Minutes
• What was the hardest part about navigating the city using the map?
• What are the most important features a map should have?
• Is there anything not on the map, that you think would make the process easier?
• Do you think you could use a map to navigate a city you have never been to before?

Assessment:
Formative Assessments:
Formative assessments will occur throughout the lesson to help differentiate and drive instruction. By assessing students’ progression toward meeting the standard the teacher will be able to teach to the class and address any misconceptions as they occur and/or accelerate students learning.
As students are working with their partners to navigate to destinations on a map, the teacher will walk around and formatively assess students ability to use the strategies of counting on and/or multiplication.
  ○ If you notice a handful of students are struggling pause students and remodel using directions and geographic landmarks to help them understand this concept of navigation.

Summative Assessments:
At the end of the lesson students will turn in their completed map scavenger hunt questions. The assignment will provide information on each student’s level of understanding of the learning objective and conceptual understanding of the importance of maps.

Extensions and/or Adaptations:
In order to best support students in their learning, students should be placed in strategic pairs. Students who assess at the high end of the class can be placed with a student who assessed at the higher/middle level, and students who assess on the lower end should be paired with a lower/medium student. This strategic placement allows the teacher to accommodate and adapt instruction based on the pair of students.

In order to accommodate TAG students, and those needing a bit more of a challenge while students are working with their partners to navigate the city using the city local city maps.

What was most likely the purpose for creating this map? How do you know?
Do you see any bias in this map for places, restaurants, activities? What does that mean about who created the map?
4-Corners Game

Begin by labeling your classroom with north, south, east, west and play "4 Corners". Teacher starts by covering her eyes and counting to 10 or to 100 by tens and students must all go to one of the four places. Teacher calls out one direction and whomever is there, is out. Those students return to their seats and watch as the game is played again. Teacher covers eyes and counts out again, students move quietly to a new direction. When only 4-6 students are left, have them try to split up to separate directions (only 1 or 2 at a place) so they won't all be knocked out at once and to determine a winner. Winner gets to count and call out directions for the next round. This is also a fun game to play to learn the four oceans. Kids love it!
Starting Location: 45 Plaza de Armas

- Head east along Arjona st until you come to a bridge. What is the name of the bridge you will see? ________________.

- At this location you hear people talking about visiting a historic bullfighting ring in Sevilla. In order to get there you will need to head Northeast on which street? ________________.

- After leaving the bullring on Adriano St. you head North to visit the Tomb of Christopher Columbus in this historical church ________________.

- For your last destination you want to head to number 12 on the map. If you make your way to this destination what site will you be at? ________________.
### Other Monuments of Seville

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Bend, Oregon Scavenger Hunt Worksheet:

Starting Location: Phil’s Trailhead off Skyliners Road

- After a long day mountain biking at Phil’s trailhead the tour group is ready to explore downtown Bend! First, they head East on Skyliners Rd for two blocks and then turn right at the roundabout onto what street? ________________.
- They continue on this road until it dead ends at a roundabout. How many streets intersect at this roundabout? ________.
- From here the group decides they want to head check out the Les Schwab Amphitheater. Based on this information, what street should the tour bus exit onto from the roundabout? ________________.
- From the Amphitheatre the tour company decides to take the group downtown by using the nearby bridge to cross the Deschutes River. Once they cross the bridge they need to decide if they should take Colorado or Arizona. If the group needs to head East, which road should they take? ________________.
- They then turn left onto Bond Street. In order to get to downtown Bend, Oregon (Franklin Street) what direction should to tour group travel on Bond Street? Circle one.
  ○ North
  ○ East
  ○ South
  ○ West

Observational Questions:

1. What does a red circle within a white circle represent on the map? ________________.
2. What navigational direction is given on the map? ________________.

Reflective Questions:

1. How could you as an individual use this map?

2. Is the map missing anything that might help you travel from one location to another?

3. If you were traveling to a new city and had the option to choose between a map similar to the Bend map or one similar to the Seville map which one would you choose? Why?
Sevilla, Spain Scavenger Hunt Worksheet:

Starting Location: **45 Plaza de Armas**

- Head east along Arjona st until you come to a bridge. What is the name of the bridge you will see? **Puente de Triana**.

- At this location you hear people talking about visiting a historic bullfighting ring in Sevilla. In order to get there you will need to head Northeast on which street? **Paseo de Cristobal Colon**

- After leaving the bullring on Adriano St. you head North to visit the Tomb of Christopher Columbus in a huge historical church along which street? **Av. de la Constitucion**.

- For your last destination you want to head to number 12 on the map. If you make your way to this destination what site will you be at? **Convento de la Encarnacion**.
Bend, Oregon Scavenger Hunt Worksheet:

Starting Location: Phil’s Trailhead off Skyliners Road
- After a long day mountain biking at Phil’s trailhead the tour group is ready to explore downtown Bend! First, they head East on Skyliners Rd for two blocks and then turn right at the roundabout onto what street? 14th Street.
- They continue on this road until it dead ends at a roundabout. How many streets intersect at this roundabout? Three (3).
- From here the group decides they want to head check out the Les Schwab Amphitheater. Based on this information, what street should the tour bus exit onto from the roundabout? Colorado.
- From the Amphitheatre the tour company decides to take the group downtown by using the nearby bridge to cross the Deschutes River. Once they cross the bridge they need to decide if they should take Colorado or Arizona. If the group needs to head East, which road should they take? Arizona.
- They then turn left onto Bond Street. In order to get to downtown Bend, Oregon (Franklin Street) what direction should the tour group travel on Bond Street? Circle one.
  - North
  - East
  - South
  - West

Observational Questions:
3. What does a red circle within a white circle represent on the map? Roundabouts.
4. What navigational direction is given on the map? North.

Reflective Questions:
4. How could you as an individual use this map?
   Answers will vary.
5. Is the map missing anything that might help you travel from one location to another?
   Answers will vary.
6. If you were traveling to a new city and had the option to choose between a map similar to the Bend map or one similar to the Seville map which one would you choose? Why?
   Answers will vary.
PUSH AND PULL FACTORS OF IBERIA AND OREGON LESSON PLAN

Overview: Identify and analyze the push and pull factors of settlement groups in the Iberian Peninsula and Oregon

National Geography Standards:
• 2. How to use mental maps to organize information about people, places, and environments in a spatial context
• 3. How to analyze the spatial organization of people, places, and environments on Earth's surface
• 4. The physical and human characteristics of places
• 9. The characteristics, distribution, and migration of human populations on Earth's surface
• 10. The characteristics, distribution, and complexity of Earth's cultural mosaics
• 12. The processes, patterns, and functions of human settlement
• 13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface
• 15. How physical systems affect human systems
• 16. The changes that occur in the meaning, use, distribution, and importance of resources
• 17. How to apply geography to interpret the past
• 18. How to apply geography to interpret the present and plan for the future

Oregon Geography Content Standards
• HS.14. Create and use maps, technology, imagery and other geographical representations to extrapolate and interpret geographic data.
• HS.15. Analyze and illustrate geographic issues by synthesizing data derived from geographic representations.
• HS.17. Explain how migration, immigration and communication (cultural exchange, convergence and divergence) lead to cultural changes and make predictions and draw conclusions about the global impact of cultural diffusion.
• HS.23. Analyze distribution and characteristics of human settlement patterns.

Connections to Common Core from National Geographic
• knowledge in the disciplines—building knowledge about the world through text rather than the teacher or activities
• staircase of complexity—students do close readings of the central, grade-appropriate text around which instruction is centered
• text-based answers—students engage in rich and rigorous evidence-based conversations about text
• writing from sources—writing emphasizes use of evidence from sources to inform or make an argument

Darla Brandon- Gilchrist School
Objectives:
In completing this exercise, students should be able to:
- define push factor and pull factor
- identify examples of push factors and pull factors
- describe the settlement groups of the Iberian peninsula
- compare the push and pull factors of Oregon and Iberia

Grade Levels: 9th/10th grade   Time: 3- 4 50 minute class periods

Materials:
- Family Questionnaire- Appendix A
- Projection Instructions and Rubric- Appendix B
- Push and Pull Factors Research Notes - Appendix C
- Migration Map- Appendix D
- Push and Pull Factors Table- Appendix E
- Push and Pull Factors Venn Diagram- Appendix F
- Poster board
- Scissors
- Glue
- Markers
- Computer

Background:
Human migration can be explained by identifying the push and pull factors of an area. Push factors are the forces that drive people away from a place and pull factors are forces that draw people to a place. In the case of the Iberian Peninsula, many cultural groups have been pushed and pulled in and out of the region over thousands of years. These groups include the Phoenicians, Romans, Moors, Celts, Jews, and many Germanic Tribes. The push and pull factors of one region may be completely different than another. In this lesson students will compare and contrast the push and pull factors of Iberia and Oregon.

Procedures:
Day before anticipatory activity- Family Questionnaire (See Appendix A)
Tell students that they will need to interview one person in their family (may also be a friend or neighbor) about why they moved here. Use the interview template (Appendix A)

Day 1: Instruction
Begin by asking student if any of them have moved to a different place. This may be a different house, a different neighborhood, a new city, or even a new country. Ask students if they have any family members that have moved to a new place. Have students
think about the reasons why they moved. Start making a table with the responses organized based on whether they are a push factor (on the left side) or a pull factor (on the right side).

<table>
<thead>
<tr>
<th>?</th>
<th>?</th>
</tr>
</thead>
<tbody>
<tr>
<td>(list student responses that are push factors here)</td>
<td>(list student responses that are pull factors here)</td>
</tr>
</tbody>
</table>

THINK, PAIR, SHARE- After gathering student responses, ask students to think about why you organized the responses in the way you did. After a minute, have students share with a partner on what they came up with. Have the partners come up with the best answer to share with the class. Call on a few pairs to share their answer.

Reveal to the students that the left column is push factors and the right column is pull factors. Provide a definition on the board for each of these concepts.

PUSH FACTOR- force that drives people away from a place

PULL FACTOR- force that draws people to immigrate to a place

http://www.emigration.link/
Brainstorm why people move to Oregon: Oregon Trail, gold rush, Manifest Destiny, land opportunities, etc. Discuss if these events were push or pull factors. Find information from the following website:

Relate human migration to the Iberian Peninsula and the many groups over thousands of years that have moved to Iberia. One option is to create a timeline on the board and discuss the movement of people in and out of Iberia. Find information from the following website:
- http://www.eupedia.com/genetics/spain_portugal_dna.shtml and

Divide class into groups of 2-3 students. Each group will research one cultural group in order to determine the push and pull factors that brought them to Iberia (See Appendix B). Students will spend 1-2 day researching and 1 class period creating a poster that will include: an overview of the cultural group that will include who, what, when, where and why, a map locating their place of origin and their route to Iberia, a table with the push and pull factors, and a Venn diagram comparing the push and pull factors of Iberia and Oregon.

Groups:
Difficulty Level- Easy
- Phoenicians
- Romans
- Moors
- Roman Catholic Church

Difficulty Level- Medium/hard
- Celts
- Jews
- Germanic Tribes

Day 2-3: Library Research on cultural group (See Appendix C)

Day 4: Creation of poster (See Appendix D, E, and F)

Poster Example:

<table>
<thead>
<tr>
<th>MOORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Background Paragraph.....</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Push and Pull Factors Table</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oregon and Iberia Venn Diagram</td>
</tr>
</tbody>
</table>

Darla Brandon- Gilchrist School
Day 5 (Optional): Present posters to class (See Rubric for grading)

**Assessment:**
Formative assessment- Monitor progress as students complete the research notes (Appendix C) in order to determine understanding. Students should successfully complete research notes before moving on to the final poster project materials (Appendix D, E, and F).

Summative assessment- Poster Rubric (See Appendix B)
This will assess the overall learning by examining student understanding of push and pull factors, types of push/pull factors, and a comparison of push and pull factors in the two different regions.

**Extensions and/or Adaptations:**
Create a migration map in your classroom by putting up a US map and/or World map. As the students finish interviews with family members, document their locations with push pins and strings on the map to show the places that people have moved from to arrive at their current location.

Take class on a field trip to a graveyard to analyze gravestones. Determine the origins and dates labeled on gravestones.

Take a field trip to a retirement home and interview residents to determine the push and pull factors that have led them to different locations.

**Sources**
- The Archaeology of Iberia: The Dynamics of Change 9781317799061
- http://www.emigration.link/
Appendix A

Name:_______________________

**Family Questionnaire**

**Directions:** Pick an adult in your family to interview. Tell that person the purpose of the interview is to gather information about why they moved to the City/State/Area that you currently leave in and why they left the area they previously resided in. Ask your questions and write down their responses. Use a separate piece of paper if needed. If the person you are interviewing is unable to answer the questions, try to find another family member who may have the information you need.

1. Name of Person Being Interviewed:_________________________________________

2. Relationship (Mother, Father, Grandpa, Cousin, etc.):___________________________

3. What City, State do you currently live in?

4. How long have you lived there?

5. Why did you move here?

6. Have you considered leaving this area? Why or why not?

7. What City, States have you previously lived in?

8. How long did you live there (for each location)?

9. Why did you leave (for each location)?

10. Have you considered moving back? Why or why not?
Appendix B

Name:_______________________

**Poster Instructions and Rubric**

**Poster Due:____________**

**Directions:** You and your group will research one cultural group that migrated to the Iberian Peninsula. Your group will need to complete the following on your final poster:

- Research notes worksheet - Identify the background/origin, push factors, and pull factors of your cultural group (staple to back of poster)
- Cultural group Overview paragraph - who, what, when, where, and why the cultural group migrated to Iberia
- Map locating their place of origin and their route to Iberia
- Push and pull factors table - why did the leave their place of origin and what drew them to Iberia
- Push and Pull Factors of Iberia and Oregon Venn Diagram - What factors were the same? What factors were different?

Posters and presentations will be graded based on the following rubric:

**Poster Rubric:**

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Background Paragraph and map</strong></td>
<td>Supporting information for the topic is not present. Map is accurate.</td>
<td>Information is limited or doesn’t do a good job supporting topic. Map is accurate.</td>
<td>Supporting information for the topic is present but lacks quality and/or important information. Map is accurate.</td>
<td>Paragraph gives background information and other important details to support the topic. Map is accurate.</td>
</tr>
<tr>
<td><strong>Push and Pull Factors Table</strong></td>
<td>Table does not include accurate push and pull factors of the cultural group</td>
<td>Table includes at least 1 accurate push and pull factors of the cultural group</td>
<td>Table includes 2-3 accurate push and pull factors of the cultural group</td>
<td>Table includes 4 or more accurate push and pull factors of the cultural group</td>
</tr>
<tr>
<td><strong>Push and Pull Venn Diagram</strong></td>
<td>Few or no statements are placed in the correct circle.</td>
<td>Some of the statements are placed in the correct circle, but student mixed up many statements.</td>
<td>Most statements are placed in the correct circle, but student mixed up a few statements.</td>
<td>All statements noting similarities are placed in the center circle and all statements that note differences are placed in the correct outer circle</td>
</tr>
<tr>
<td><strong>Mechanics and Grammar</strong></td>
<td>5 or more mechanical or grammatical errors on poster</td>
<td>3-4 mechanical or grammatical errors on poster</td>
<td>1-2 mechanical or grammatical errors on poster</td>
<td>There are no mechanical or grammatical errors on poster</td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
<td>Limited to no understanding was demonstrated on push and pull factors.</td>
<td>Student provided a basic understanding of push and pull factors and a comparison to Oregon</td>
<td>Student provided a basic understanding of background, push and pull factors, and a comparison to Oregon</td>
<td>Student thoroughly discussed the background, push and pull factors, and a comparison to Oregon</td>
</tr>
</tbody>
</table>
Appendix C

Name:_______________________

Push and Pull Factors Research Notes

**Directions:** With your group members, research the following information about your assigned group. Gather enough information to write a 3-5 sentence paragraph on each section.

Settlement Group:_________________________________________________________

1. Background/Origins:

2. Push factors from where they originated:

2. Pull factors to Iberia:
Appendix E

Name: ______________________

**Push and Pull Factors Table**

Settlement Group: __________________________________________

<table>
<thead>
<tr>
<th>Push Factors from Place of Origin</th>
<th>Pull Factors to Iberia</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix F

Push and Pull Factors Venn Diagram

Name: _________________________

OREGON

IBERIA

Darla Brandon- Gilchrist School
Compare/Contrast Essay:
Southern Oregon’s Shortnose Sucker & Southern Iberia’s Andalusian Barbel

Overview:
This assignment has been prepared for a seventh grade English classroom. Students will be given a variety of lectures, activities, and research opportunities in class for two days prior to beginning work on an expository/informative essay. They will compare two similarly-neglected bottom-feeding fish that have faced significant threats due to habitat loss, poor water quality/availability, and competition with non-native fish over the past 50 years.

One fish has rebounded through a dramatic river restoration (Andalusian Barbel) while the other has continued to steadily decline with dramatic river restoration falling flat (Shortnose Sucker).

Duration: Five 50-minute class periods.

National Geography Standards Covered:
Standard 8: The characteristics and spatial distribution of ecosystems and biomes on Earth’s surface

Standard 14: How human actions modify the physical environment.

Standard 18: How to apply geography to interpret the present and plan for the future.

Common Core State Standards Covered (English Language Arts, Grade 7):
CCSS.ELA-LITERACY.RI.7.1
Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.7.9
Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

CCSS.ELA-LITERACY.W.7.2
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-LITERACY.W.7.6
Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

CCSS.ELA-LITERACY.W.7.8
Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DAY 1 — BACKGROUND

Before class: Empty out your trash and put a clean liner in it.

During class: First (5-10) minutes

Walk up to a student (Student A) and ask if you can have their binder or notebook. When they give it to you, ask the student: “Is this worth anything to you?”

Student A should reply with a yes.

Ask the person sitting next to Student A if the same binder is worth anything. This student, Student B, will probably reply with a no.

Ask the class if anyone really finds Student A’s binder valuable. Few if any should say yes. Tell Student A that their binder isn’t worth anything to you, either, and then drop their binder into the empty trash can for shock value.

Leave the binder there for a moment as you add a definition to the concept you just illustrated: perceived value. Use this moment as a segue to begin providing history on the two fish you’ll be researching: Shortnose Sucker and Andalusian Barbel.

![](Shortnose_Sucker.png) ![](Andalusian_Barbel.png)

Shortnose Sucker Andalusian Barbel

Explain to students that just because an individual or a small minority values something, doesn’t mean it’s worthless. Perception is everything. With fish, commercially-valuable species like salmon and carp have shrunk the value of non-commercial species like sucker and barbel in the public eye.

Ask students why they think this is.

Next (30) minutes:

Thoroughly read the sources listed at the end of the lesson plan (Teacher Background) as well as any others you deem fit. Prepare a lecture that informs students thoroughly about both species. Be sure to ask students questions throughout to keep them engaged. Give them a two-minute “Brain Break” in the middle.

Provide a short history of each species, touching on these major points and require them to take notes.

1) Water quality/quantity (agricultural runoff and diversion etc.)
2) Habitat loss due to channelized rivers, dams, and drained wetlands
3) Non-Native competitor species (i.e. Common Carp and Yellow Perch)
4) Other factors your research deems pertinent

**Final (15) minutes:**
During the last part of class, have students group into pairs or trios and compare notes. Have them use a three-column table or a Venn Diagram to begin comparing and contrasting both species, as in the example below.

<table>
<thead>
<tr>
<th>Shortnose Sucker</th>
<th>In Common</th>
<th>Andalusian Barbel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious significance to native people</td>
<td>Found in desert-like climate where water is scarce</td>
<td>Increasingly popular sport fish</td>
</tr>
<tr>
<td>Found in desert-like climate where water is scarce</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Both viewed as “trash fish” by most anglers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sensitive to poor water quality</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**DAY 2 — DIG DEEPER**

**Before class:**

Gather enough blue colored pencils for your class.

**During class:**
Students will prepare watershed maps using maps printed from this link: http://www.yellowmaps.com/maps/img/US/blank-county/Oregon_co_lines.jpg for printed maps and have students mark and color them by hand, or teacher can provide students with computers, give student above link, and allow them to create their own using whatever art software is available (Paint works fine).

Their maps should reflect the river system and all tributaries. Each river should be labeled, and (if time permits) stream orders should be listed, as well.

This activity can be done in small groups, though each group of two or three should turn in a watershed map. They can choose either the Klamath River Basin (Shortnose Sucker) or the Segura River Basin (Andalusian Barbel).
DAYS 3-5 — RESEARCH & WRITE

**Before class:** Print out or email students a list of approved sources for students to use in their essay. A list of approved sources for each species can be found here:

**Shortnose Sucker:**
*Herald and News* (Local Newspaper, Use Keyword Searches) — www.heraldandnews.com
IUCN Red List — http://www.iucnredlist.org/details/4585/0
Klamath River Environmental Impact Statement (Executive Summary) —
  https://klamathrestoration.gov/sites/klamathrestoration.gov/files/Additonal%20Files%201/Exec
  utive%20Summary.pdf
+ Other Sources You Deem Valid

**Andalusian Barbel:**
FishBase — http://www.fishbase.org/summary/23605
IUCN Red List — http://www.iucnredlist.org/details/2589/0
Olive Press News (Spanish Newspaper Written in English) —
Segura River Restoration —
Segura River Transformation —
  http://www.gwp.org/en/ToolBox/CASE-STUDIES/Europe/Spain-Segura-River-returned-to-its-
  health_478/
+ Other Sources You Deem Valid

**During class:**
Hand out source list and assignment sheet. Tell students they have three class days to research and write a two-page compare and contrast essay on the two fish. They should have at least three points in their paper, and sources should be correctly cited with whatever format system your school uses.

A few will be able to do everything in class and spit out a good essay. Most will not. Encourage them to work on it outside of class if necessary. The next two pages are the student assignment sheet and the Oregon English Language Arts-Aligned scoring guide.
TEACHER BACKGROUND INFORMATION
The sources listed above are also valuable for teachers. Prior to Day 1 of class, be sure to find background information found at the sources below and know the following:

Klamath Basin:
The Klamath Basin Reclamation Project is the largest irrigation project in US history. It began in the late 19th Century and picked up steam shortly after the town of Linkville relatively near the headwaters of the Klamath River was renamed Klamath Falls in 1895.

In the decades that followed, a series of dams were constructed downstream of Klamath Falls, that included, from Klamath Falls downstream: Link River Dam (1921), Keno Dam (1931), John C. Boyle Dam (1958), Iron gate Dam (1964), Copco I Dam (1922), and the Copco II Dam.

These dams, used both for irrigation and renewable, low-cost power generation for the duration of the 20th Century became a hot-button issue in the 1990s and local Tribes and environmental groups began pushing for removal to restore historic salmon runs that had been virtually nonexistent since construction on the Copco I Dam began in 1918.

The Coho and Chinook salmon were endangered stocks, obviously found in numerous other rivers across the West.

Unlike these fish, though, the Shortnose and Lost River Suckers are endemic (native) only to the Klamath Basin and have been dwindling since the 1980s when the fish were listed on the Endangered Species Act.

A movement to remove the four dams well downstream of Klamath Falls (John C. Boyle, Iron gate, Copco I, and Copco II) picked up momentum in the early 2000s, ultimately growing a projected price tag of more than $1 billion and spurring major polarization — albeit mostly resistance — along the length of the river.

The project has been compared to similar dam removals, but the scope and scale of this one, known as the Klamath Basin Restoration Agreement, would, according to an April 11, 2016 National Geographic article, be “the largest dam removal project in world history.”

Negative effects are easily as numerous as positive effects, causing enough resistance that the project appears to have stalled.

What will happen to the sucker remains to be seen, but since the dam removals will not affect upstream water quality, they will likely be unaffected.

Further Reading
Herald and News (Local Newspaper, Use Keyword Searches) — www.heraldandnews.com
IUCN Red List — http://www.iucnredlist.org/details/4585/0
**Segura Basin:**
While the Klamath Basin is still rife with turmoil, the Segura Basin has moved past it.

Like the Klamath Basin, the Segura Basin is a high desert climate with little rainfall — the lowest of any river basin in the European Union. With heavy irrigation beginning in the 1980s, construction of dams, and increased water consumption by an ever-growing human population, the river became quickly imperiled.

In turn, the fish in the river system quickly followed suit, and the Andalusian Barbel was one of several fish that risked local extinction.

Through recent efforts to restore a more natural flow, reduce consumption pressures, and improve water quality, the Segura has flipped a 180, and was named the “Best River Restoration Project of 2016” in all of Europe.

With tighter government control in Spain than in Oregon, the public seemed to be less polarized, rejoicing (at least publicly) with the restoration project.

It is a shining example of restoration done right, though it was done on a much smaller scale than would be done in the Klamath Basin.

**Andalusian Barbel:**
IUCN Red List — [http://www.iucnredlist.org/details/2589/0](http://www.iucnredlist.org/details/2589/0)
Mr. Ovgard
English 7

**Compare/Contrast Essay:**
Southern Oregon’s Shortnose Sucker & Southern Iberia’s Andalusian Barbel

DUE: ______________

After thoroughly researching both species of fish, prepare a **two-page informational essay**, **comparing and contrasting both species**.

All essays **must include** the following:

1) At least one similarity (comparison)
2) At least one difference (contrast)
3) At least three correctly-cited sources
4) A Works Cited page

**Georgia or Calibri font, 11- or 12-pt, and double-spaced**

Mr. Ovgard
English 7

**Compare/Contrast Essay:**
Southern Oregon’s Shortnose Sucker & Southern Iberia’s Andalusian Barbel

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3) At least three correctly-cited sources
4) A Works Cited page

**Georgia or Calibri font, 11- or 12-pt, and double-spaced**
Ideas and Content (__/5 pts)

☐ The purpose is clear, and the paper is written in the correct style (i.e. Narrative, Persuasive).
☐ Main ideas are focused and easy to understand.
☐ There are enough specific details (>1 comparison, >1 contrast)
☐ Details are focused and related to main ideas.
☐ If sources are used, they are credible; information is accurate (min. 3 sources used)

Organization (___/5 pts)

☐ The introduction is developed.
☐ The ending is developed.
☐ There are transitions, and they work.
☐ The writing is easy to follow.
☐ There are paragraph breaks, and paragraphs are indented.

Sentence Fluency (___/5 pts)

☐ The writing is fairly easy to read out loud.
☐ There is a natural flow of language.
☐ Sentence structures have some variety.
☐ Sentences begin in different ways.
☐ Sentence lengths have some variety.

Conventions & Formatting (___/10 pts)

☐ Punctuation is used correctly (no run-ons, fragments, comma splices).
☐ Spelling of everyday words is correct.
☐ If used, dialogue is punctuated/paragraphed correctly.
☐ Grammar is correct (i.e. verb tense, subject-verb agreement, at least one independent clause per sentence).
☐ Capitalization is correct.
☐ Font used is either Calibri or Georgia.
☐ Font size is 11- or 12-pt.
☐ The heading is single-spaced, and the body of the paper is double-spaced.
☐ The title is formatted correctly.
☐ Margins are 1” on each side, and alignment is correct.

*Each checked box indicates standard is met and is worth 1 point, unless noted*
River Bridges Study Lesson Plan for ECE

Karen Kraemer

**Overview:** This lesson will build on students’ demonstrated knowledge of rivers by introducing a teacher’s experience of comparing and contrasting bridges that cross two city rivers: The Willamette River which transverses Portland, Oregon, USA and el rio Guadalquivir (The Guadalquivir River) which transverses Seville, Seville Province, Spain.

**National Geography Standards:** 1. How to use maps…..to understand and communicate information; 3. How to analyze the spatial organization of people, places and environments on Earth’s surface; 4. The physical and human characteristics of places; 6. How culture and experience influence people’s perceptions of places and regions; 14. How human actions modify the physical environment;

**Oregon Geography Content Standards (using Kindergarten standards):** K.7. Identify and compare and contrast pictures, maps and globes; K.9. Locate, identify, and describe places of importance to self, family, and school; K.11. Use terms related to location.

**Connections Head Start Child Development and Early Learning Framework;** Approaches to Learning Goals P-ATL 1-13; Language and Literacy Goals P-LC 1-7; Literacy Goals P-LIT 2,5; Counting and Cardinality Goals P-Math 2-5; Measurement Goals P-Math 8-10; Scientific Inquiry Goals P-SCI 1,3-5; Perceptual, Motor, and Physical Development P-PMP 2 &3.

**Objectives:**

This exercise will promote:

- An understanding of place - Students live in a specific place in relation to other named and inhabited places.
- The Comparing and Contrasting of two cities that are situated on rivers which humans cross via the building of bridges (quantity, uses, and styles of bridges; place of each location on a globe, similarities of items represented on maps that depict each place).
- Consideration of the perspective of an adult who is reporting her experience in each location.
- Children’s reflection on their own experiences travelling to places other than their home towns. (Does their home town have bridges which cross rivers? What other places have they been with bridges? How have they crossed bridges (on foot, in a car, on a bus or train)?
- An understanding that maps represent spatial locations of places.
- The depiction of places via art, building with blocks and other materials, creating a table diorama using varied materials to represent water, bridges, roads, landscape, and human impact on and use of a river location.
Grade Levels: Pre-School, mixed age 3 through 6 years

Time: Initial meeting – 15 to 20 minutes (maximum)
Free Choice Activities – Approximately One hour
Closing check-in – 15 minutes

Materials:

For Meeting –

Picture of Travel Brochure for Seville, Spain (see appendix) –or- a Seville tourist map from http://www.orangesmile.com/destinations/img/sevilla-map-big.gif
Portland City Center map downloaded from https://www.travelportland.com/plan-your-trip/maps-of-portland/

Pictures of bridges at Seville over el rio Guadalquivir found in the appendix

Large piece of paper and marker to record children’s wonderings, statements, questions

A globe (a blow up globe as available from C-GEO) and/or a World Map (National Geographic, www.nationalgeographic.com/education or natgeomaps.com) to be placed on a nearby wall.

Within the environment for Free Choice –

Books:

• Prominently displayed on the book shelf in the literacy area -
  City Atlas: Travel the world with 30 city maps by Georgia Cherry, Illustrated by Martin Haake. ISBN 978-1-84780701-4
  Let’s Try it Out with Towers and Bridges by Seymour Simon et al. Illustrated by Doug Cushman. ISBN 0-689-82923-x
  In the block area -
  The Golden Gate Bridge by Rebecca Stanborough. ISBN 978-14914-8196-7
  Bridges by Katie Marsico. ISBN 978-0-531-22479-3
  Bridges by Joanne Mattern. ISBN 978-1-63430-519-8
  At the art table -
  River Story by Meredith Hooper, Illustrated by Bee Willey. ISBN 978-0-78636-9

At the art area: (space for four students at one time)
Water color paper cut in rectangles of 8” X 12”, situated on Construction paper mats
Clear water jar for each place setting
Water color tray at each place
A variety of paint brushes
River Story, as listed above, opened to pages 28 and 29 and displayed at one end of the table using an easel. (This is to serve as a provocation as a possible subject or inspiration for painting a river landscape).

At an activity table:
A canvas to cover the table if it is not a neutral color.
Blue tinted playdough, which has been placed across the table to represent water in the form of a river.
Baskets containing:
A variety of materials to represent trees, bushes, grass, bridges, roadways, sidewalks people, cars, trucks, trains, dogs, houses and other buildings……items which might be within an urban setting. Natural materials such as twigs, leaves, rocks may be used.
Fabric swatches, Lincoln logs……
Set a few of these items out to provoke the idea of an urban setting with a river.

Within the block area:
Bridges, Bridges, and Golden Gate Bridge, listed above, to be placed on the shelving that holds the blocks.
A colored sheet or fabric yardage (perhaps a greenish-blue or any other color that would mimic water) twisted lengthwise and placed across the floor.
Dolls or figures of people, wooden trucks or cars
A dry erase board, with the question, “How will these people get to the other side of the water?”

For the Check-in Meeting

Large piece of paper and marker to record children’s wonderings, statements, questions

Background: This plan will follow after interest or knowledge has been expressed by students regarding travel (their own or that of people in their circle), experiences around rivers, building of bridges within free play either indoors or out, wondering about water as a resource……

Procedures: At meeting, report that it has been noticed that children have been showing interest in…… (Whatever is true per the background suggested above). Pose the question, “What information or question do you have about bridges?” Using the paper and marker, and going around the circle, give each student an opportunity to answer the question, recording each statement. Once everyone has had a chance to share their knowledge or their own question/wondering, introduce the narrative below.

Narrative: Recently a teacher took a trip to a country called Spain where she visited several cities. She travelled there by plane; as it is far away from her home in Portland, Oregon. (Refer to these locations on the globe and/or the world map, noting the land masses, as well as
the Ocean that separates the two regions. If using both types of representation, take a moment to compare and contrast the two.

This teacher was travelling with other teachers who were interested in understanding how the places they lived were like and different from other places. Because this teacher was wondering what her students might notice if they were able to travel with her, she was looking for parks, homes, and schools to compare and contrast to those she and her students knew about. But, when she got to Seville, she noticed something else that reminded her of home. She noticed that the river named el rio Guadalquivir ran right down the middle of Seville, like the Willamette River does in Portland. But, in Seville, the river runs from the north (point toward the north from Seville on the map or globe) to the south. In Portland, the Willamette moves from the south to the north (point and refer to the map/globe again, tracing the route). The other thing she noticed was that there were many bridges that crossed el rio Guadalquivir. Wow, there are many bridges that cross the Willamette River! In fact, she has walked, driven a car, or ridden MAX trains and buses across those bridges. In Seville, she noticed that people walked, biked, drove cars, and rode buses across the bridges. This teacher wanted to get a better look at the river and the bridges, so she took a ride on a boat so she could be close to each bridge. These are some of the photographs she took of those bridges. She noticed that, just like in Portland, the bridges are not exactly the same. They look different, even though they provide for similar needs of the people who live nearby. In Seville, the bridges were fairly close to the river. In Portland, some of the bridges allow the cars, trucks and buses to be high above the water surface. Boats can go under those bridges very easily. Some of Portland’s bridges open or move up and down to let big boats and ships pass. In Seville, one bridge used to move upward for boats, but it has been changed to be “stationary.” That means it does not move any more. This is because large boats and ships no longer use this part of the river. Portland does have big ships that require the lower bridges to move up or down or to open a pathway. This teacher’s students know about that, because sometime the parents who work on the west side of the river are delayed in picking up their children at school, which is on the east side of the Willamette. They are delayed when they have to wait for a bridge to open, let a ship pass through, and then close again.

Now, it is time to choose and plan what you will do next. All areas of the room are open. We have activities related to bridges or rivers at the art table, the activity table, and at the block area. There are books in the library that have information on bridges and rivers within cities. When I call your name, tell me where you are going to start your work. (Suggested song: Plan, plan, plan for the day. 3X. Tell me where you’re going to play [to the tune of Skip to My Lou])

Check-in meeting: Ten minutes before gathering for the check-in, announce that clean-up will occur in five minutes, so students will need to finish up their work. Announce clean-up after five minutes. Once the room is in order, call the students to the circle. (Suggested song: Find a place on the rug, on the rug. Find a place on the rug on the rug. Find a place on the rug, and make yourself so snug. Find a place on the rug, on the rug [to the tune of If you’re Happy and you Know it….])

Invite children to share what they had chosen to do, and whether they have any new ideas about bridges that cross rivers. Document their statements. Ask if they changed any of their ideas about bridges, cities, or rivers. Ask if they would like to discover anything new because of their explorations and work during free choice. Again, document those ideas.
**Assessment:** Did the children engage in the activities that were designed to accentuate the study? What was noticed per each individual? Who made connections to the topic? Who extended those connections to their own experiences or to concepts not covered in the narrative or ideas that were shared? Who did not engage with the topic, and why might that be so? Is there interest among the majority of the classroom to warrant extending this study, or were other themes, interests noted? Besides interest, what developmental struggles were noted and how can the specific child/ren be supported to grow in those areas, while the majority interest is addressed?

**Extensions and/or Adaptations:** 1. Extend to other bridges – crossing over streets, dry canyons. 2. Use the book resources above to implement activities which involve building bridges, testing and experimenting with materials and methods to create strong and stable bridges. 3. Develop studies about travel – methods, why one is better than another depending on destination. Why do people travel?

Any teacher can adapt this lesson to reflect their own experience and those of their students.

**Sources:**
Seville Travel map was distributed by businesses throughout that city
Photos taken by lesson plan author
Appendix
Seville Travel Map
This is the boat that this teacher road in to see the bridges of Seville.

A ticket was required to board the boat.
This is a view from under a bridge. People fish from this location. The building that can be seen is on the west side of Seville. If one looks closely, it might seem like a ship.
This picture was taken from the bike lane in the center of the bridge.
Why Are Cities Located On or Near Rivers?

Overview:
By understanding the geography of a region, students are able to understand the factors that have influenced population growth around fresh water systems. In this lesson students will discuss and analyze why population centers and major cities are often located on or near rivers. Students will have an opportunity to explore and practice how to read maps and come to an understanding of the importance rivers play in shaping societies around the globe. Specifically, this lesson will focus on Oregon and Iberia's rivers and population settlements.

Standards:

National Geography Standards:

The World in Spatial Terms #1-
How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information.

Places and Regions #4-
The physical and human characteristics of places.

Human Systems #12-
The process, patterns, and functions of human settlement.

Environment and Society #15-
How physical systems affect human systems.

Oregon Geography Content Standards:

3.8. Identify links of land, regions, river systems, interstate highways between Oregon and other states.

3.12. Identify and analyze Oregon’s natural resources and describe how people in Oregon and other parts of the world use them.

Connections to Common Core:
3.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.
Objectives:
In completing this exercise, students should be able to describe at least 3 reasons a city or population center is influenced by its geography, more specifically rivers.

Grade Level: 3rd
Time: 1 hour 30 min
Materials:
Map of Iberian Peninsula (Appendix A)
Oregon Handout (Appendix B)
Oregon Map Sheet (Appendix C)
Opinion Writing Rubric

Background:
There has been a long history of settlement near rivers. For hundreds of years’ people have been living along freshwater systems, and due to this the populations around them have flourished. There are many reasons as to why people would choose to settle based on the physical geography of the land, more specifically rivers. Some of these reasons include the fertile land along the rivers which in turn result into available land for crop production. Another reason may include the waterways as a means for transportation as well as a means of communication and transport for trade. Many people have found the benefits of living near rivers for food, trade, and connection to the world around them. In this lesson, we will see a comparison of the populations along the rivers of Oregon, and the rivers in the Iberian Peninsula.

Procedures:

Introduction:
Begin with a class discussion based on the essential question:
"What do we use water for?"

Come up with responses as a class, the students will likely come up with answers such as swimming, drinking, going on boats etc. After the class has brainstormed some ideas continue with the discussion posing the questions:
"What do we use rivers for?"
“What activities do we do on rivers?”

During the class discussion, the teacher will record answers on the board or a poster paper at the front of the class. From this discussion the teacher will lead into the first lecture.

Lecture:
For this section of the class the teacher will need a large blank map of the Iberian Peninsula. There is a blank map and complete map provided in this lesson (See appendix A). Hang the large blank map at the front of the class or project using a doc cam. If the teacher is unable to provide this
accommodation they may trace the outline of Iberia on the board or make individual copies of the map for each student.

*Define Vocabulary:*

“What is…?”
- Population
- Chart
- Map
- River

“Now that we know the meaning of these terms we can use them to conduct our own research. Today we will be looking at the Iberian Peninsula. (show on a map where Iberia is located) Here is a map of Iberia, together we are going to chart where some of the major rivers and cities are.”

Provide each student with the handout titled “The Iberian Peninsula” with the class’s help the teacher will roughly outline/draw on the blank map for the class:

*Rivers:*

“Where is the…?”
- Tajo
- Guadalquivir
- Duero

*Cities & Populations of each city:*

“Who can locate…?” “What is the population of…”
- Lisbon
- Porto (Oporto)
- Seville
- Cordoba

Once the map is complete have a discussion with the students about where the cities are located and the reasons of why people may have settled along the rivers in the past.

Some examples to make sure to discuss include:
- Travel
- Fertile agriculture
- Food and water
- Trade etc.

After the classroom discussion give each student a copy of the “Oregon” handout (See Appendix B).

**Activity:**

At this point in the lesson the students will use the knowledge they have learned from the Iberia map to create a similar map of Oregon’s rivers and cities.

Organize students into small groups as the class permits (2-4 students). You are to assign the “Oregon” handout to the class. Provide each table group with the map and data sheet of Oregon (See Appendix C)

You may recommend students splitting up responsibilities, for examples say, “Some of you may want to draw and label Portland, while another group member draws the Columbia River.”

After students have completed the handouts the class will come together as a whole. The teacher will lead a discussion on the similarities between the Iberia map and Oregon map that they created.
Some leading questions may include:
- What are the similarities in location of the cities on the Iberia and Oregon map?
- Why would there be so many people living where they are?
- What were the benefits of living by rivers in the past? In the Present?
- Do people need to live by rivers in the present?
- Why are there cities in present that are not along rivers? What technology allows this?

Summative Assessment:

To finish the lesson, the students will complete the last page of the “Oregon” handout. The students are to write a paragraph (4-6 sentences) on where they would live in Oregon and why. The teacher should read directions and also give some direction as to what they will be writing. For example, the teacher may say “You are to include at least three reasons as to why you would live near a river or why not. If you choose to live near a river give support as to why, if you choose to live away from a river give reason on why and how modern technology makes it easier to live away from the river.” Etc. When students are finished the teacher may collect the packet.

Assessment:

Formative: The teacher will monitor students during the group activity of filling in the map of Iberia, as well as walk around the classroom checking student’s participation and progress in completing the Oregon handout.

Summative: Students will write a paragraph about where they would live in Oregon and back up their decision with three reasons that they learned in the lesson. (See grading rubric)

Extensions and/or Adaptations:
This lesson can be extended to other states or places around the world, teachers can plan accordingly to relate the lesson to their students. For an older class the teacher may choose to work in a computer lab to do research on the state instead of handing out appendix C, the map and data sheet.

Sources:


Appendix A: Map of the Iberian Peninsula - Part 1
Population:

Oporto: 230,298
Guarda: 42,541
Lisbon: 530,847
Lagos: 31,049
Salamanca: 228,881
Seville: 703,000
Ronda: 35,000
Cordoba: 328,773
Madrid: 3.165 million
OREGON

Directions: Using your Oregon Maps and Data sheet please Label the following items on the map.

Cities:
- Portland
- Salem
- The Dalles
- Bend
- Burns
- Klamath Falls

Rivers:
- Columbia River
- Willamette River
- Deschutes River
- John Day River

KEY:
Appendix C - Oregon Maps and Data Sheet

Oregon Maps and Data

POPULATED PLACES
- Portland
- Eugene
- Springfield
- Grants Pass
- Salem

State capital
- Salem

TRANSPORTATION
- Interstate limited access highway
- Other principal highway
- Railroad

PHYSICAL FEATURES
- Streams: perennial, intermittent
- Lakes: permanent, intermittent
- Highest elevation in state (feet): +11239
- Other elevations (feet): +10407

The lowest elevation in Oregon is sea level (Pacific Ocean).
Formative Assessment Grading Rubric:
This may be provided to students prior to assigning the opinion paragraph.

<table>
<thead>
<tr>
<th></th>
<th>Needs Improvement</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student opens with clear topic, stating opinion.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Student stays on topic.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Student gives reason for opinion.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Student includes a closing.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Student uses accurate punctuation and capital letters where appropriate.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Comments/Goals

Total: