

TITLE: Moving to Oregon, and Assessing Outdoor School

Overview: Using a variety of geographic representations, students will analyze and assess different maps representing the same area. They will then use the maps to decide which region of Oregon would be most appropriate for them to move, based on various situations, and present and justify their decision to the rest of the class.

Following this, students will use maps and collect data to determine the effectiveness of their Outdoor School location.

National Geography Standards:

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

Oregon Geography Content Standards:

6.11. Distinguish among different types of maps and use them to analyze an issue in the Western Hemisphere.

6.14. Identify physical features of the Western Hemisphere and explain their effects on people and events

Connections to Common Core:

6-8.WH.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

6-8.WH.9 Draw evidence from informational texts to support analysis, reflection, and research.

Objectives:

In completing this activity, students will be able to:

- Analyze and interpret various maps of Oregon in [The Student Atlas of Oregon](#)

- Use the maps to determine which region of Oregon they should move to, based on a specific situation.
- Interpret information from The Student Atlas of Oregon to explain and justify their decision to move to that region.
- Identify and explain which maps in The Student Atlas of Oregon would not be helpful in making the decision on where to move.
- Use maps and collect data to determine the suitability of an Outdoor School site.

Grade Levels: 6

Time: Approximately three 50-minute class periods, depending on size of class.

Materials:

- One copy of the Student Atlas of Oregon per student (or access to a computer in order to use the online copy, <http://www.pdx.edu/geography-education/table-of-contents-student-atlas-of-oregon-english>)
- One copy of the “Situation Sheet” (appendix A) per group.
- One copy of the “Where Should You Move?” assignment (appendix B) per student.
- One copy of the Presentation Scoring Guide (Appendix C) per group
- Access to a projector for the presentation.
- One copy of the worksheet, “What Makes a Good Outdoor School?” (Appendix D) per student.
- One copy of the worksheet, “Did Our Outdoor School Make the Grade?” (Appendix E) per student.

Background: Prior to starting the lesson, students will to be generally acquainted with the Student Atlas of Oregon and basic geography terms.

Procedures:

PART I – Using maps to understand and communicate information

- 1) Start with warm-ups. Project the Climographs map (page 26) of the Student Atlas of Oregon on the board. Have students write 2-3 sentences answering the question, “If you liked warm weather and did not like rain, where in Oregon would be a good place for you to live? What would not be a good place to live?”
- 2) After a few minutes, discuss student ideas. Ask them to explain why a place would either be a good or bad place for someone who liked dry, warm weather.
- 3) Explain to students that they will be divided into groups of 3-4.
- 4) Ask the students to imagine that they do not live in Oregon, but tell them that they are facing a situation that will require them to move somewhere within the state.
- 5) Group students into 3-4, either randomly or by having them select their own.
- 6) Hand copies of the “Situation Sheet” to each group (Appendix A). Try to make sure that each group has a different situation. Give only one situation to each group.
- 7) Give the students 2-3 minutes to read through their situation and discuss it with each other.
- 8) Hand out the assignment sheet “Where Will You Move?” to each student (Appendix B). Read through the directions with them and answer any questions that arise.
- 9) Hand out the scoring guide for the presentation. (Appendix C) Allow time for groups to go through the atlas, select relevant maps, and create a presentation to deliver to the class.
- 10) Once groups have had time to complete the assignment, begin presentations. Have a projector or document camera available so that groups can show their maps to the rest of the class.
- 11) Once all groups have concluded their presentations, students will independently write a 4-5 sentence paragraph that summarizes the situation they were given, where in Oregon they and their group chose to move, and which map or maps helped them make their decision. This will show that all members of the group understood

and contributed equally to the assignment, rather than let one person do all the work.

Assessment: Have students use their atlases to determine which two ecoregions of Oregon best support the career of farming in Oregon, and explain which maps informed their decision.

Extensions and/or Adaptations: This lesson will extend into the “Where should Outdoor School Be?” data collection activity, as students will now be familiar with how to use appropriate maps to make informed decisions.

The assignment can be adapted for higher-level students by requiring them to find a map *outside* of the Student Atlas of Oregon, in addition to at least one of the maps from the atlas.

The assignment can be adapted for special education or ELD students by providing a limited number of pages from which they can choose, rather than potentially overwhelming them by having them go through the entire atlas.

PART II – Use maps and data to come to an informed decision

- 12) Inform students that soon they will in fact be moving, but on a temporary basis and to an Outdoor Site located *within* Oregon.
- 13) As a whole group, ask students to brainstorm what characteristics they believe a good Outdoor School Program should have. Write answers on the board.
- 14) Explain that just as someone moving to Oregon from another state has to carefully consider physical and human geographic characteristics, a school must also consider similar concepts when selecting an Outdoor School.
- 15) Hand out the worksheet “What makes a good Outdoor School?”, one per student (Appendix D).
- 16) Complete the first column, “Accessible by Road” as a whole class. Ideas may include “easier to get supplies in”, “easier to get injured people out”, or “easier to get students there”.

- 17) In partners or small groups, have students work on the rest of the sheet.
- 18) After students appear to be done (or when enough time has passed) reconvene as a whole group and discuss their answers.
- 19) Using the website <http://www.natgeomaps.com/trail-maps/pdf-quads> or Google Earth, show students on the screen where their Outdoor School program is located. Be sure to point out roads, approximate location in relation to larger population centers, and distance from their school. Inform them that one of the assignments they will complete at Outdoor School is a data collection assessment of the Outdoor School site.

Part III – Using data to assess their Outdoor School (to be completed after they get back from Outdoor School)

- 20) In small groups, have students review and discuss their individual observations and data collections.
- 21) Complete the “Did Our Outdoor School Make the Grade?” sheet. (Appendix E)
- 22) Use the data and number totals to determine if the Outdoor School site they attended met the criteria established in Appendix D.

Assessment: In a 4-5 sentence paragraph, describe to the class if this school should continue or discontinue attendance at this Outdoor School, and explain why. Be sure to refer to at least one map in your justification.

Situation 1

You work in the timber industry as a logger and need to move to Oregon. Where in Oregon do you think you would most likely find work?

Situation 2

You are a cattle farmer looking to relocate to Oregon. You have many cattle and need lots of open space. Although you have some milking cows, most of your livestock is used for beef. Where in Oregon do you think would be the best place for you to move?

Situation 3

You have worked as a ski instructor, and are interested in moving to Oregon. Identify a place where you could most likely continue to do this kind of work.

Situation 4

You are a teacher who works with students between the ages of 10-14. You like warm temperatures, but nothing too cold.

Situation 5

You are a wheat farmer, but you also like being close to large cities.

Situation 6

You want to open a restaurant. You need access to population centers, freeways for easy transportation, and a drier climate so your customers can eat outside most of the year.

Situation 7

You love to fish, hike, and camp, and do not want to have to travel too far to enjoy any these activities. However, you usually do construction work during the summers so you need to be somewhat close to a city.

Situation 8

You are an expert on dams and hydroelectric energy, and you've dreamed of one day having either a hazelnut or a Christmas tree farm.

Where Should You Move?

You and your group are moving to Oregon!

However, Oregon is a big state, and you will need to figure out where the best place for you to move will be!

Your group has received a specific situation. Using the Student Atlas of Oregon, you will:

- 1) Find at least one map that shows where a good place for you to settle might be. For example, if you are a fruit farmer the maps on page 68 might be very helpful to you! Be able to explain why the map you have selected makes sense.
- 2) Find a least one map that would *not* be helpful to you, and be able to explain why it is not helpful. For example, a fruit farmer looking for a place to live would not be helped by the maps on page 34. Why?
- 3) Create a presentation that shows the rest of the class where you have decided to live, and why that place would be good for you based on your situation. Refer to the scoring guide to make sure your presentation is a good one!
- 4) Present your conclusions to the class in which each person of the group contributes equally. This means every member of your group has to speak!!!

Appendix C

Scoring Guide:

Score:	4	3	2	1
Where have you chosen to move?	You and your group have selected a location that makes good sense based on your situation.	You and your group have selected a location that makes some sense, but may not address all the needs of your situation.	You and your group have selected a location that does not really make sense, and does not address the needs of your situation.	You and your group have selected a location completely unsuited to your situation.
Which map justifies your decision?	You and your group have found a map that clearly justifies why you should move to a specific place. You are able to completely explain your choice to the rest of the class, using your map as evidence.	You and your group have found a map that partially justifies your choice in location, although the reasoning may be unclear. You do not fully explain how the map helped you make your decision.	You and your group have selected a map that does not justify your decision or fit with your situation. You are not able to clearly describe why you have chosen this map.	You have not selected a map, or have offered no explanation as to which map you should choose, or why.
Which map would <i>not</i> be helpful?	You and your group have found a map that offers no information relevant to your situation. You are able to clearly explain why this map does not help make a logical decision.	You and your group have found a map that is not helpful, but you are not able to clearly explain why it does not address your situation.	You and your group have found a map that does not address your situation, but you offer little to know explanation as to why it is not helpful.	You have not selected a map, or offer no explanation as to why the map would not address your situation.
Group Participation	Each person in the group presents some relevant information or explanation to the class.	Most of the people in the group present relevant information or explanations to the class.	Fewer than half of the people in the group present relevant information or explanations to the class.	One or fewer members of the group presents any information to the class.

What Makes a Good Outdoor School?

Try to list up to three reasons why each of the following categories is important to making a good outdoor school!

Accessible by road, because...			
Close enough to our school, because...			
Far enough away from large population centers, because...			
Surrounded mostly by nature, with limited human interference, because...			
A place with abundant animal life, because...			
A place with abundant plant life, because...			
A place with streams, creeks, or rivers, because...			
Adequate facilities for visitors, because...			
Activities for students that are both fun and educational, because...			

Did Our Outdoor School Make the Grade?

10 – Yes 8 – Mostly 6 – Kind of 4 – Not really 2 – No

There were roads that made it relatively easy to get to the Outdoor School site

10 8 6 4 2

The Outdoor School was close enough to our school to get there in a reasonable amount of time (2 hours or less)

10 8 6 4 2

The Outdoor School location was far enough away (60 miles or more) from a population center of more than 10,000 people. (See page 56 of the Student Atlas of Oregon.)

10 – More than 60 miles away

8 – About 60 miles away

6 – About 40-60 miles away

4 – About 20-40 miles away

2 – Less than 20 miles away

A) Total Score: _____

B) Total Scores from ALL the assessment sheets: _____

C) Number from “B” divided by number of people in your group: _____

D) Add up “A” and “C”: _____