



Name That Place: Cultural Place Names in the United States

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Grade Level 5
Duration 2 class periods

National Geography Standards

Element 4: Human Systems

12. The processes, patterns, and functions of human settlement.

Element 6: The Uses of Geography

17. How to apply geography to interpret the past.

AZ Standards

ELA

Reading

Key Ideas and Details

5.RI.1 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

5.RI.2 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text, based on specific information in the text.

Writing

Text Types and Purposes

5.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.

Arizona Social Science Standards

GEOGRAPHY

The use of geographic representations and tools help individuals understand their world.

5.G1.1 Use and construct maps and graphs to represent changes in the United States.

Key concepts include but are not limited to physical and human features of the United States, the regions of the United States and their characteristics, geographic location of major events, the growth of the United States through territorial expansion, demographic changes, and the states and their capitals

Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.

5.G3.1 Use key historical events with geographic tools to analyze the causes and effects of environmental and technological events on human settlements and migration.

HISTORY

Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.

5.H4.1 Use primary and secondary sources to describe how diverse groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States' multicultural society within the historical timeframe.

Overview

Place names can lead to an understanding about the people who settled in different areas of the

United States. This lesson will help students understand word origin and place names in the United States, thus gaining an understanding of the people who lived there.

Name That Place: Cultural Place Names in the United States

Purpose

Students will observe how different cultures and their languages contributed to place names. Students will look for migration and early settlement patterns in the United States. They will demonstrate this knowledge in a summary paragraph.

Materials

- Place Name Worksheet and Answer Key
- Name That Place Summary Writing Prompt
- U.S. Map (without place names)
- U.S. Map with U.S. cities and states (in an atlas or electronic/paper format)
- Classroom atlases
- Colored pencils, pen, and paper
- 6 Traits Writing Rubric

Objectives

The student will be able to:

- locate place names on a map.
- trace language origins by identifying settlement patterns in the United States.
- write a summary of his or her findings.

Procedures

Note: This lesson can be used to introduce students to a unit on Western Expansion or it can be a culminating activity.

1. Referring to the Place Name Worksheet, discuss the four different groups that are on it and the reasons why each group settled on the North American continent.
2. Divide class into groups of 4 or 5 students.
3. Distribute 4 colors of markers, a Place Name Worksheet, blank U.S. map, and atlas or electronic/paper U.S. map per group. Instruct students to use a different color pen or pencil for each ethnic group of place name. (For example, Spanish could be blue, French could be red, Native

American could be green, and English could be orange.)

4. Model finding one place name (ex: Rouge) found on the Place Name Worksheet in the atlas or on the paper or electronic format of a U.S. map. Model how they will locate that same site (ex. Baton Rouge, Louisiana) on their blank U.S. map and label that location with the word from the list. They should use their red marker to locate and label this city because it is a French word.

5. Now have the groups locate the words (places) from the Place Name Worksheet on a U.S. map, plot their locations and label with the selected color.

Students only need to find one example of each word. Often there is more than one place.

6. Students should look for patterns of immigration and settlement and answer the questions on the worksheet.

7. Have students summarize their findings using the Summary Writing Prompt.

Assessment

Students can be graded on their summary paragraphs using the 6-Trait Writing Rubric in the areas of Organization and Ideas. Students should score 4 or higher to obtain mastery.

Extensions

Students could do this activity with regions. They could look at a specific region and research the word origins of the place.

Have students locate place names that are similar to the ones in England or other countries.

Students can have fun with looking for place names that tie to a certain theme: Biblical names, musical terms, world capitals, foods. An excellent source for this activity is Jouris, David. *All Over the Map*. Berkley, CA: Ten Speed Press, 1994. ISBN 0-89815-649-1