



Name That Place: Cultural Place Names in the United States

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Grade Level 5
Duration 2 class periods

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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.

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SIOP Elements		
Preparation Adapting content Linking to background Linking to past learning Strategies used	Scaffolding Modeling Guided practice Independent practice Comprehensible input	Grouping Option Whole class Small groups Partners Independent
Integrating Processes Reading Writing Speaking Listening	Application Hands on Meaningful Linked to objectives Promotes engagement	Assessment Individual Group Written Oral

Arizona ELP Standards

Grade 5

Basic

Listening and Reading

Standard 2 By the end of each language proficiency level, an English learner can determine the meaning of words and phrases in oral presentations and literary and informational text.

B-3: apply context clues, information from visual aids, reference materials, and a developing knowledge of grade-appropriate English morphology to determine meaning of unknown words.

Speaking and Writing

Standard 3 By the end of each language proficiency level, an English learner can speak and write about grade appropriate complex literary and informational texts and topics.

B-3 compose informational text that includes details to develop a topic while using appropriate conventions.

B-5: use examples of precise language and domain-specific vocabulary within informative texts.

Listening, Speaking, Reading, and Writing

Standard 6 By the end of each language proficiency level, an English learner can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

B-1: participate in discussions about familiar topics and texts.

B-2: participate in written exchanges about familiar topics and texts.

B-5: contribute information and evidence to collaborative oral and written discussions.

Standard 7 By the end of each language proficiency level, an English learner can conduct research and evaluate and communicate findings to answer questions or solve problems.

B-1: gather information from multiple provided resources to answer questions.

B-2: sort evidence into categories.

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 a better understanding of the people who lived/live there.

Purpose

In this lesson, students will observe how different cultures and their languages have contributed to America's place names by looking for spatial patterns in the migration and settlement of the United States.

Key Vocabulary

migration - traveling together as a group

atlas - a book of maps

settlement - place where people live

culture - the behaviors and beliefs that you learn from the people you live with

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origin - beginning

Materials

- Place Name Worksheet and Answer Key
- Name That Place Summary Writing Prompt
- U.S. Map (without place names)
<https://geoalliance.asu.edu/sites/default/files/maps/US.pdf>
- U.S. Map with U.S. cities and states (in an atlas/paper/electronic format)
- Colored pencils (4 different colors)
- Name That Place—Sentence Completion
- Name That Place—Summary Writing Prompt
- 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 the findings.

Procedures

Prerequisites: Students should have studied exploration and settlement of the New World by the French, Spanish, English and Native Americans. Students should also know how to use an atlas.

Note: You could have students review the names of the states by having them label the blank U.S. map prior to beginning this lesson.

SESSION ONE

1. Review reasons why and where each group (*French, Spanish, English and Native Americans*) settled on the North American continent.

(Preparation: Linking to past learning)

2. Divide class into groups of 4 or 5 students.

(Grouping: Small groups)

3. Distribute 4 colors of markers, a Place Name Worksheet, a blank U.S. map, and an atlas, a detailed paper map, or an internet connected device per group. Instruct students to use a different color of colored pencil for each group. (For example, Spanish could be blue, French could be red, Native American could be green, and English could be orange.) **(Application: Hands on)**

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. **(Scaffolding: Guided Practice, Modeling)**

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.

(Application: Hands on) Students only need to find one example of each word.

SESSION TWO

Prior to the Session: There are two versions of the assessment. Select the one that is most appropriate for your students.

6. Have students share their answers to questions 1-4 on their worksheet. Discuss the spatial patterns of migration and settlement so students are prepared for the following assessment. **(Grouping: Small groups)**

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

Students who need extra help can use the Name That Place--Sentence Completion assessment.

(Assessment: Individual)

Assessment

ELA and Social Science

The Place Name Worksheet and U.S. map can be graded for completeness. Mastery will be considered a score of 80% or higher.

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

The Sentence Completion assessment can be graded for accuracy. Assign points to the sentences. Master will be considered a score of 75% or higher.

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*.

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