

# From Sea to Shining Sea: Solving the Puzzle

<b>Author</b>	Diane Godfrey
<b>Grade Level</b>	5
<b>Duration</b>	4 class periods

## National Standards

### GEOGRAPHY

#### Element 1: The World in Spatial Terms

1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information

#### Element 2: Places and Regions

5. That people create regions to interpret Earth's complexity.

#### Element 3:

#### Human Systems

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

#### Element 5: Uses of Geography

17. How to apply geography to interpret the past.

## AZ Standards

### ELA

#### Writing

#### Text Types and Purposes

**5.W.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- 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.
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Provide a concluding statement or section related to the information or explanation presented.

#### Production and Distribution of Writing

**5.W.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

#### Research to Build and Present Knowledge

**5.W.7** Conduct short research projects that use several sources to build knowledge through

## 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.

**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.

**Global interconnections and spatial patterns are a necessary part of geographic reasoning.**

5.G4.1 Describe how economic activities, natural phenomena, and human-made events in one place or region are impacted by interactions with nearby and distant places or regions.

### HISTORY

**Cycles of conflict and cooperation have shaped relations among people, places, and environments.**

5.H2.1 Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.

investigation of different aspects of a topic.

## Overview

In 1783 The Treaty of Paris established the boundaries of the United States. During the next 100 years the United States acquired more than two million square miles of territory through land purchases, treaties, and war. It is important for students to understand that the borders of countries are not permanent.

## Purpose

In this lesson, students will learn to create maps for teaching and learning geographical aspects of American history. They will also gain awareness of how the borders of the United States have changed over time and conduct simple research into the reasons for the changing borders.

## Materials

- Historical Atlas of American History
- Poster board, cardstock, or empty cereal boxes (8.5 x 11) for puzzle paper
- Jigsaw Puzzle Pattern(s)
- Outline Map of the United States
- Access to Internet (or reference materials containing information on U.S. expansion)
- 48 States animated gif
- Carbon Paper (for tracing outline map)
- Colored Pencils, crayons, and/or markers
- Envelopes 5"x 8" or baggies
- Thinking Geographically
- From Sea to Shining Sea Employee Directions
- Potential Customer Survey
- Jigsaw Puzzle Scoring Guide

## Objectives

The student will be able to:

1. Create a map showing the United States borders at a particular point in history.
2. Research an acquisition of new land which expanded the United States borders.
3. Generate three questions to be answered by examining the map.
4. Express information in correct paragraph form explaining who, what, when, where, how/why a particular piece of land was acquired by the United States.

## Procedures

### SESSION ONE and TWO

1. Begin the lesson by reminding the students of the difference between primary and secondary sources. Explain that in this lesson, we will be using secondary sources to show geographical representations of historical information.
2. Ask students to tell you the current boundaries for the United States. Their response should include the Atlantic and Pacific Oceans, Canada, Mexico, and Alaska and Hawaii.
3. Use the animated map "48 States gif" <https://geoalliance.asu.edu/sites/default/files/LessonFiles/Godfrey/345/studentmaterials/48states.gif> to show the changes to the United States boundaries over time and get students asking why the boundaries have changed (but don't tell them). Project and explain the Thinking Geographically document.
4. After this discussion, explain to students that the United States has not always had these boundaries and in this assignment their goal will be to learn how the United States has grown to the country we now call the United States of America.
5. Distribute the Employee Directions and the Jigsaw Puzzle Scoring Guide. Explain the project to students and how it will be graded.
6. Distribute blank outline maps of the United States [https://geoalliance.asu.edu/sites/default/files/LessonFiles/Godfrey/345/studentmaterials/Blank\\_Map.pdf](https://geoalliance.asu.edu/sites/default/files/LessonFiles/Godfrey/345/studentmaterials/Blank_Map.pdf) and carbon paper for tracing the current outline of the United States on to the poster board, cereal box, or cardstock.
7. Allow students time to look at research materials (atlases, textbooks, Internet) and select a map. *Note: Some maps may include several land acquisitions, so direct students to select only one of the acquisitions to focus on for their map and paragraph.*
8. Student then continue working on drawing their maps, writing their questions, researching the acquisition and preparing the paragraph. This may involve some homework.

### SESSIONS THREE and FOUR

9. Once they have completed all parts of the assignment, including their self-assessment on the Jigsaw Puzzle Scoring Guide, have students bring the puzzle and scoring guide to the teacher for assessment.
10. Once the puzzle has been scored, it can then be cut into the jigsaw puzzle pieces using one of the puzzle patterns.
11. After the puzzles are completed and “packaged” in an envelope or baggie, they are ready for consumer testing.
12. Distribute the puzzles and Potential Customer Survey to different students, a different class, parents, etc. The potential customer should rate the puzzle.
13. Return the survey to the producer of the puzzle to review the feedback.
14. As closure, return to the Thinking Geographically document. Now that students have any idea of where the borders are for the United States and why they are there, it is time for the students to think about what difference all the changes have made. Ask students to make a list of everything they can think of which has been affected by the changing borders.

## Assessment

## Geography and ELA

The Jigsaw Puzzle Scoring Guide can be used to assess the puzzles and the written work. Mastery will be 80 points or more (80%).

Potential Customer Survey can be used to assess ELA and geography. Mastery will be considered the puzzle producer receiving at least 3 out of 5 on the scale ratings. Mastery will be considered one good comment by the potential customer.

## Extensions

See GeoHistory lesson called The Middle Ages: A Time of Movement - People, Goods, and Ideas for using this concept of making a puzzle for world history. <http://geoalliance.asu.edu/azga/>

## Sources

A series of maps are available from the Arizona Geographic Alliance that depict the growth of the United States. See Maps with Historical Themes: <http://geoalliance.asu.edu/azga/>