



Lights On! Lights Off! Exploring Human Settlement Patterns

Students explore settlement patterns using a map of the United States at nighttime and practice writing informational paragraphs.

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Grade Level	3
Duration	2 class periods

National Geography Standards

ELEMENT ONE: THE WORLD IN SPATIAL TERMS

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.
3. How to analyze the spatial organization of people, places, and environments on Earth's surface.

ELEMENT FOUR: HUMAN SYSTEMS

9. The characteristics, distribution, and migration of human population on Earth's surface.

ELEMENT SIX: THE USES OF GEOGRAPHY

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

Arizona Geography Strand

Concept 1 The World in Spatial Terms

PO 7 Locate physical and human features using maps, illustrations, images or globes.

- a. physical - seven continents, four oceans, river, lake, mountain range, coast, sea, desert, gulf, bay, strait, peninsula
- b. human - Equator, Northern and Southern Hemispheres, North and South Poles, city, state, country, roads, railroads

Concept 2 Places and Regions

PO 1 Locate major physical and human features on maps and globes (e.g., Greece, Canada, Spain, United States).

Concept 6 Geographic Applications

PO 1 Describe how physical and human characteristics of places change from past to present.

Other Arizona Standards

ELA Common Core Standards

Reading Informational Text

Key Ideas and Details

3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

Integration of Knowledge and Ideas

3.RI.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).

3.RI.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

Writing

Text Types and Purposes

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

- a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, and details.
- c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- d. Provide a concluding statement or section.

Language

AZ.3.L.1

Write and organize a paragraph that groups sentences about a topic.

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future.

3.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize appropriate words in titles.
- b. Use commas in addresses.
- c. Use commas and quotation marks in dialogue.
- d. Form and use possessives.
- e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Overview

Our country has an uneven population distribution. Using a nighttime map, students will examine where most of the people in the United States live. They will recognize the geographic features that affect this settlement.

Purpose

The purpose of this lesson is to expose children to the relationship between geographic features and where human beings decide to live.

Objectives

The student will be able to

- create an informational paragraph
- interpret a map

Materials

- Cause and Effect Worksheet Instructions for Informational Paragraph
- Classroom Atlas or class set of U.S. Desk Maps
- Nighttime Map 2000- Population Distribution of the U.S.
- Pencils
- Bright Markers
- Paper

Procedures

SESSION ONE

1. Distribute individual copies of the Nighttime map.
2. Use guided discussion to describe the distribution of the United States population on the map.
3. Using markers, assist the students in locating and labeling their hometown. They should also locate and label large metropolitan areas.
4. Have students circle the areas with the least density.
5. Show students a physical map of the U.S. or have them refer to the physical portion of their desk maps. Discuss and compare how the physical features correlate with areas of densely packed lights. Features: Mountain Ranges, River Valleys, Coastlines, Uninhabitable Deserts, Lakes, etc. (People tend to settle in river and lake areas, along coastlines, and in areas of good farmland. People do not usually settle in great numbers in mountains or deserts.)

SESSION TWO

1. Guide students in folding their nighttime maps into eighths. Divide the class into 8 groups. Each group will be assigned a portion of the map. Pass out Cause and Effect Worksheets. Each student in the group will work cooperatively with the others to fill out their Cause and Effect worksheets. They may use the atlases and/or their desk maps to assist them.

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2. Explain and discuss how to write an informational paragraph. It may be helpful for the teacher to model such a paragraph while following the instructions on the Informational Paragraph Worksheet.

3. Using the worksheet, have the students write a paragraph discussing the reasons for low and high-density population for their section of the map.

Assessment

Use the Six-Trait Writing Rubric to assess for Content/Ideas, Organization and Conventions to assess the paragraphs. Students should receive a 4 or higher.

Extensions

Students could compare the population maps of 2000 to the latest one (2010). Go to www.census.gov/geo/www/maps for the needed maps.

Have one spokesperson from each group read his or her paragraph aloud while his/her classmates locate the portion of the map that he/she is describing.

Sources

www.census.gov "For Teachers"