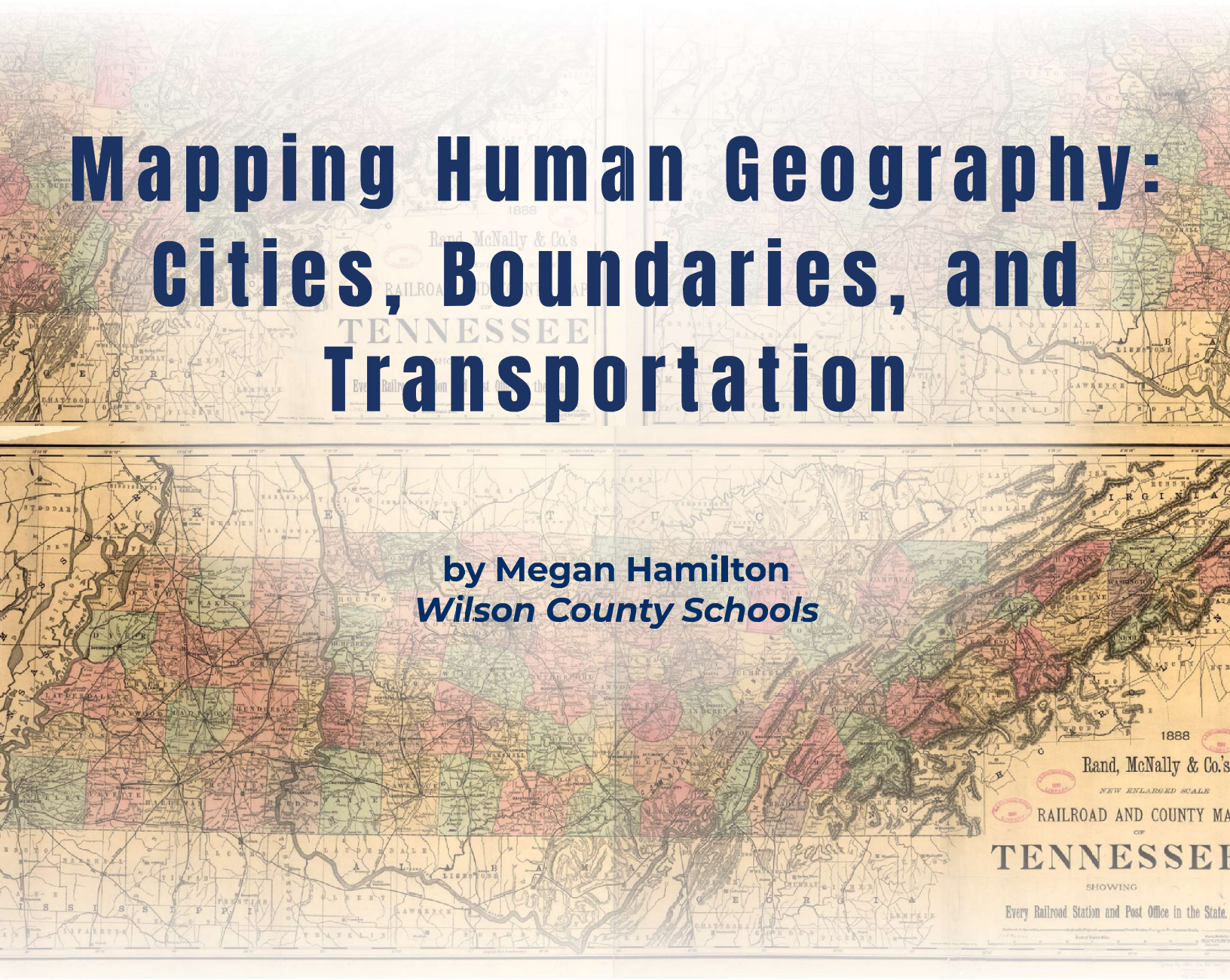
TN Standard 5 36 Social Studies

Mapping Student Possibilities: Navigating Primary Resources

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Mapping Human Geography: Cities, Boundaries, and Transportation



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TGA

This is an Open Educational Resource (OER) designed to provide inquiry-based lessons aligned with Tennessee 5th grade Social Studies Standards. This project bridges the gap between the new state standards and actual classroom implementation. Each lesson will help students transition from passive readers to active geographers, fostering the critical thinking and civic literacy essential for the next generation of Tennesseans. The Tennessee Geographic Alliance, Tennessee Council for the Social Studies, and Wilson County Schools Social Studies Department were instrumental to the process.

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Lesson Title	*Mapping Human Geography: Cities, Boundaries, and Transportation*
Grade Level:	5th
Duration Time:	45 minutes

Brief Lesson Overview
This lesson teaches students to examine major human features on maps, specifically focusing on transportation systems, political boundaries, and cities. The lesson emphasizes how railroads connected cities for transporting goods and people, how political boundaries create different jurisdictions with varying rules, and how cities developed near key resources like rivers for water, food, and transportation access

Standard:List the full standard including standard number
5.36 Examine major human features on globes and maps, including transportation, political boundaries, and cities.
Success Criteria: I will know I am successful when I can…
I can explain how maps show boundaries, where people live, and how they travel from city to city.

Assessment : Formative and Summative
Cognitive Writing Prompt: Imagine you lived in the 1880's and are choosing the location for a brand-new city in the state of Tennessee. Using the map *Railroad and County map of Tennessee,1888 as a reference,* where would you place your city? Why? Use 3-5 sentences to explain your thinking.

Resource Materials:(Include links sources-at least one source MUST be from the Library of Congress)
Hook snippet: https://tile.loc.gov/image-services/iiif/service:gmd:gmd396:g3961:g3961p:rr003030/7256,1419,1800,1215/1024,/0/default.jpg If you would like to use a snip of the location you live in, here are the directions: Click on the link below for the Railroad and County map of Tennessee, 1888, and then click "View Enlarged Image." In the right hand corner of the image, click on the scissors icon. Draw a box around the area you want to snip and click "clip image." Primary Source Analysis Tool Slide Show: Presentation: Cities, Political Lines, and Railroad Tracks *Railroad and County map of Tennessee,1888* *https://www.loc.gov/resource/g3961p.rr003030/?r=0.001,0.01,0.966,0.354,0* *1888 Challenge* *1888 Challenge* *Article, "The Transcontinental Railroad"*
Other Materials: (anything else a student would need to complete this lesson)
Highlighter

Notebook paper
Pencil
computer

Cognitive Interest Cue: directly related to the standard and learning outcomes

Show the snippet of the *Railroad and County map of Tennessee* from the Library of Congress Website: https://tile.loc.gov/image-services/iiif/service:gmd:gmd396:g3961:g3961p:rr003030/7256,1419,1800,1215/1024,/0/default.jpg

Ask the following questions one at a time and have the students record their answers on the Primary Source Analysis Tool.

1. What do you see/notice? (observe)
2. Why do you think this map was made? (reflect)
3. What do you wonder? (question)

Instruction: Step by step procedures for lesson

The teacher will pull up the slide show to go over important information for the lesson.
Presentation: Cities, Political Lines, and Railroad Tracks

The teacher will pull up the the *Railroad and County map of Tennessee,1888* *https://www.loc.gov/resource/g3961p.rr003030/?r=0.001,0.01,0.966,0.354,0* and show students how to zoom in and move around to find different things on the map.

In groups of 4, have students open the *Railroad and County map of Tennessee,1888* *https://www.loc.gov/resource/g3961p.rr003030/?r=0.001,0.01,0.966,0.354,0* on their computers and pass out one copy of the 1888 Challenge worksheet. Go over the directions with them. Give students 15-20 minutes to complete the 1888 Challenge.

Bring the class back together and let each group give their pitch.
Key concepts to make sure students hit on during their discussion: Factories should be built near key resources like rivers so that they have access to water for drinking and transport. Railways were built to move goods and people across cities.

Independent Task - Have students respond to the cognitive writing prompt on a piece of notebook paper.

Imagine you lived in the 1880's and are choosing the location for a brand-new city in the state of Tennessee. Using the map *Railroad and County map of Tennessee,1888 as a reference,* where would you place your city? Why? Use 3-5 sentences to explain your thinking.

Suggested Scaffolds

Glossary of Vocabulary for the lesson. Glossary: Mapping Human Geography Vocabulary

Sentence Starters for Independent Task:

Sentence 1: "One major city I found is _____, and one political boundary near it is _____."

Sentence 2: "This city is located near _____ (river/coast/border) because _____."

Sentence 3: "Transportation like _____ helps connect this city by _____."

Extension or Cross-Curricular Opportunities

Extension questions:
"Why did railroads follow certain paths? What natural features influenced their routes?"
"How did railroads cause cities to grow in certain locations?"

Cross Curricular:
Math - Word Problems

1. An Amtrak train travels at a steady speed of 60 miles per hour. Let d represent the total distance in miles the train travels, and let t represent the time in hours.

- **Part A:** Write an equation using d and t to show the relationship between distance and time.
- **Part B:** If the train travels for 4 hours, what is the total distance traveled?

2. A family is buying tickets for a scenic mountain train ride. Each child ticket costs $12, and there is a one-time booking fee of $5 for the entire online order.

- **Part A:** Write an expression to represent the total cost for buying c child tickets.
- **Part B:** If a family buys 4 child tickets, what is the total cost of the order?

3. A freight train is carrying two types of cargo cars: green cars and blue cars. The train has a total of 25 cars.

- **Part A:** If g represents the number of green cars, write an expression using g to represent the number of blue cars.
- **Part B:** If there are 11 green cars on the train, how many blue cars are there?

ELA - Article

The Transcontinental Railroad

Vocabulary Glossary

boundary

A line that separates one place from another, like where one state ends and another begins.

natural resources

Things found in nature that people need and use, like water, trees, and land.

political boundary

A line made by people (not nature) that shows where one government's area ends and another begins.

railroad

A track made of metal rails where trains travel to carry people and goods from place to place.

route

The path or road that people or vehicles follow to get from one place to another.

transportation

The ways people and goods move from one place to another, like by train, car, boat, or walking.