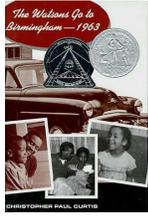
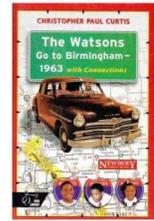


Geography Integrated Lesson Plan



Title: *The Watsons Go To Birmingham-1963 (Chapters 9-11)*
Subjects: Geography, Language Arts
Duration of lesson: One to two 90 minute class periods (possible extension activity which will take additional time)
Teacher: Sarah Jett



PURPOSE/OVERVIEW

The purpose of this lesson is to highlight how geography plays an important role in Chapters 9-11 of *The Watsons Go to Birmingham-1963*. The story is set in the middle of the Civil Rights movement and understanding the geography of this time period is very important to the development of the story. During this lesson, students will have the opportunity to learn more about the physical and human geography of Flint, Michigan and Birmingham, Alabama. Students will also strengthen their knowledge of reference sources by practicing using a road atlas.

ESSENTIAL OR GUIDING QUESTION:

How does the physical and human geography of the United States in 1963 (including Flint, Michigan and Birmingham, Alabama) impact our understanding of *The Watsons Go to Birmingham-1963*?

VOCABULARY:

1. absolute location
2. relative location
3. atlas

WEST VIRGINIA CONTENT STANDARDS

Language Arts Content Standards:

RLA.O.6.1.4- select defining characteristics construct background knowledge and develop reading skills to understand a variety of literary passages and informational texts by West Virginia, national and international authors: myth, fantasies, biographies, autobiographies, tall tales, supernatural tales.

RLA.O. 6.1.6-differentiate and apply comprehension strategies in literary and informational texts to use prior knowledge, draw conclusions, interpret meaning, determine cause and effect, and judge text critically.

RLA.O.6.1.13-identify and understand literary techniques used to interpret literature (e.g., compare/contrast, symbolism).

RLA.O.6.1.14-use graphic organizers to create, develop, interpret, and organize information (e.g., tables, graphs, diagrams, charts).

Social Studies Content Standards:

SS.O.6.4.2- use map tools (e.g., legends, keys, scales) to interpret information (e.g., climate, landforms, resources).

SS.O.6.4.5-evaluate the effects of physical geography and the changing nature of the earth's surface on transportation, culture, economic activities and population density distribution.

GEOGRAPHY STANDARDS

How to Use Maps and Other Geographic Representations, Tools, and Technologies to Acquire, Process, and Report Information From a Spatial Perspective	<u>1</u>	1: The World in Spatial Terms
How to Analyze the Spatial Organization of People, Places, and Environments on Earth's Surface	<u>3</u>	1: The World in Spatial Terms
The Physical and Human Characteristics of Places	<u>4</u>	2: Places and Regions
The Characteristics, Distribution, and Complexity of Earth's Cultural Mosaics	<u>10</u>	4: Human Systems

21ST CENTURY LEARNING SKILLS AND TECHNOLOGY TOOLS

21C.O.5-8.1.LS.2- Student interprets abstract visuals and creates products (e.g. digital storytelling) that reflect a growing understanding of visual language and require the effective use of tools (e.g. cropped photos, original charts and graphs, well-chosen images from databases, video clips).

21C.O.5-8.2.LS.1- Student engages in a critical thinking process that supports synthesis and conducts evaluations by applying comprehensive criteria.

MATERIALS: (include resources)

1. Wall map of the United States
2. Road atlas to show on ELMO and projector (if a road atlas is not available, then a projector and laptop with internet access can be used with the map link <http://www.onlineatlas.us/interstate-highways.htm>)

3. Class set of road atlases either for students to use (depending on how many are available, students will work individually, in pairs, or in groups) OR copy and distribute the road map from <http://www.onlineatlas.us/interstate-highways.htm>
4. "Using a Road Atlas" worksheet
5. *Optional*: "Flint vs. Birmingham Venn Diagram" template
6. *Optional*: Art materials and research materials/computer lab for travel brochure

MAP INTEGRATION:



1. Map of the United States
2. Road atlas map of the United States

PROCEDURE: (include activity sheets)

1. Read Chapters 9-11 in *The Watsons Go to Birmingham-1963* prior to starting this lesson.
2. The teacher will use a wall map of the United States to show students the locations of Flint, Michigan (where the Watsons live) and Birmingham, Alabama (where Mrs. Watson's mother, Grandma Sands, lives). While viewing the map, students will review the definitions of absolute and relative location. Ask students to describe Flint and Birmingham using absolute and relative location.
3. The teacher will ask students the following questions. Time should be given for students to brainstorm, respond, and discuss as a class.
 - A. *What is an atlas?*
 - B. *How many of you have used an atlas? How many of your parents have used an atlas?*
 - C. *If an atlas is a collection of maps then what exactly is a road atlas?*
4. The teacher will use a road atlas, the ELMO, and projector to show students the route the Watsons took from Flint to Birmingham (*see alternate materials if a road atlas is not available*). What states will the Watsons travel through? Point out some of the cities mentioned in the novel that the Watsons travelled through.
5. Students will be given the "Using a Road Atlas" worksheet. Students may complete the activity individually, in pairs, or in groups depending on the number of classroom road atlases that are available. This activity can be: a) turned in for a grade b) discussed as a class as an informal assessment activity.
6. Students should work individually to fill in a Venn Diagram ("*Flint vs. Birmingham*" template available) using prior knowledge and details from the text to compare and contrast Flint and Birmingham. After sufficient time to brainstorm and respond, complete a Venn Diagram on the board and discuss student responses.
7. Students will write a paragraph to contrast the setting of Birmingham with Flint. Students should use details from their Venn Diagrams to complete the expository paragraph. The paragraph and graphic organizer will be turned in for a grade.

CONCLUSION/SUMMARY

*The following extension activity can complete the lesson. The teacher may or may not choose to use the extension activity. The activity will require an additional class period to complete.

The Watsons traveled over 100 miles from Flint to Birmingham. Plan a trip for today following the same route. Make a travel brochure for your trip. Make it sound as exciting as possible. Plan your own itinerary for this trip. What interesting places might you see as you stop along the way? Do some research to discover what sight-seeing you might like to do on this trip.

Adapted from <http://scholar.lib.vt.edu/ejournals/ALAN/winter99/george.html>.

ASSESSMENT (include assessment)

1. *Optional:* "Using a Road Atlas" worksheet
2. Venn Diagram and paragraph comparing and contrasting Flint, Michigan and Birmingham, Alabama.
3. *Optional:* Travel brochure

Created by: Sherri Mitchem and Danielle Spencer 2010

Using a Road Atlas

One of the reference materials you will use repeatedly throughout your life is a road atlas. Whenever you go on a road trip, you can refer to this book of maps to find out how to get where you're going (and back again!).

1. Find a map showing the entire continental U.S. in a road atlas. Using your finger, follow the Watsons' route down I-75 from Flint, Michigan, to Birmingham, Alabama.
2. Cities appear in large bold print on a map. Refer to the road atlas to find the name of five cities that they must have passed through on their way and write them here: _____

3. Name the six states that the Watsons traveled through. Also name the capital of each of these states. Each capital's name will be shown next to a star inside a circle. _____

4. Did the Watsons travel through any of these state capitals? If so, which one(s)? _____

5. Shortly before the border of Alabama, the Watsons stopped following Route 75 and traveled on what route number? _____

6. Turn to the page showing the state of Alabama. Do any cities have their own map insets on this page? What are their names? Why do you think they have map insets? _____

7. Describe a different route (using route numbers and where they change) that the Watsons could have taken on their way back to Flint. _____

Name: _____

Class: _____

Date: _____

Venn Diagram

Flint, Michigan

Birmingham, Alabama

Both

