

## **Ancestry and Identity in the United States**

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**Subject Area:** Geography – Introduction to Human Geography

**Designer:** Lynn Songer, Ph.D.

**Lesson Description:** Students describe spatial data patterns representing ethnicity and ancestry. The data for this exercise is from the 2005 U.S. Census self identified Ancestry. Students describe the spatial distribution as dispersed, clustered, or random. Students explore the different minimums and maximums of data ranges and discuss how a lack of awareness of these differences can mislead a map reader. Students learn about normalizing data, develop Boolean logic queries to explore correlations.

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### **ITSE National Technology Standards**

- 1) Develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.
- 2) Use technology tools to enhance learning, increase productivity, and promote creativity.

### **Geography Standards - Geography for Life 9-12<sup>th</sup>**

- 1) Understand the distribution and complexity of earth's cultural mosaics
- 2) Understand how to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective
- 3) Understand how to analyze the spatial organization of cultural features on earth's surface

**Objectives:** The students will be able to:

- 1) Describe the spatial patterns of ethnic and ancestry identity in the United States.
- 2) Evaluate data ranges of spatial data.
- 3) Design Boolean Logic queries.
- 4) Evaluate correlations as positive, negative or non existent.

### **Prerequisites:**

- 1) Students should have completed the MAPS-GIS Tutorial activity and be familiar with geospatial skill such as viewing data layers, performing a Boolean logic queries and analyzing spatial patterns.
- 2) Students should be familiar with basic concepts of immigration and migration as discussed in an introduction human geography course.
- 3) Ethnic diversity <http://www.pc.maricopa.edu/departments/library/guides/DiversityEthnic.html>

**Materials:** Computer access with high-speed internet, student activity sheet.

**Lesson Estimated Time:** Approximately 60 minutes

**Lesson Procedure:** After discussing migration and immigration, students will be given this activity as a homework assignment. In class, following the completion of the assignment the class will discuss the overall patterns and correlations

**Assessment/Evaluation:** Will vary

**References and Citations:** None