

GEO STAC Teaching Guide

Lesson Title: At Odds with Salem

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Subject Area: Government

Grade Level: Senior High

Lesson Description: This lesson is a one part of a unit on the different regions of Oregon. Students will have already read articles describing the characteristics, economic activities, demographics, and political preferences of each of Oregon's nine regions and created tables containing the information from these articles. This lesson will focus on the Oregon 2010 Gubernatorial race. Students will look at the population of different areas and compare these with the results of the election to discover why so many Oregonians feel at odds with their government in Salem.

Recommended Time to Teach: (50 minutes)

Education Standards:

Common Core Standard English Language Arts Standards: English language Arts Standards
»History / Social Studies » Grade 12

CCSS.ELA-Literacy.RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Common Core Standard English Language Arts Standards: English Language Arts Standards »
Science & Technical Subjects » Grade 11-12

CCSS.ELA-Literacy.RST.11-12.3: Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

ITSE National Technology:

3. Research and Information Fluency
 - a. Plan strategies to guide inquiry
 - b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
 - c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
 - d. Process data and report results
4. Critical Thinking, Problem Solving, and Decision Making
 - c. Collect and analyze data to identify solutions and/or make informed decisions
5. Digital Citizenship

- b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity
- 6. Technology Operations and Concepts
 - a. Understand and use technology systems
 - b. Select and use applications effectively and productively

National Geography Standards

- 1) How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information
- 2) How to analyze the spatial organization of people, places, and environments on Earth's surface
- 3) How to apply geography to interpret the present and plan for the future

Learning Objectives:

- 1) Students will be able to use and analyze maps
- 2) Students will be able to explain the outcome of the Oregon 2010 gubernatorial race between Democrat John Kitzhaber and Republican Chris Dudley.

Geospatial Concepts:

- 1) Location: students will be able to locate the different regions and Oregon and outline them on a map
- 2) Comparison: students will be able to compare the different regions by looking at economic activities, natural resources, and topography
- 3) Association (correlation) students will be able to use information from different maps to determine the correlation between economic activity, unemployment rates, and political preference as shown in election returns

Other Discipline: Math Percentages, Performing mathematical functions using spreadsheets

Career Connection:

I will talk to students about my experiences working for political campaigns and explain how maps are used to target specific voters who will most likely support your candidate or issue. Students will use the website <http://www.esri.com> to search for possible career connections.

Web-based GIS Tools: Layers, legend, measuring, identifying, attributes

Materials: Computers with internet access, paper and pencil, map of Oregon counties

Prerequisites:

- 1) Students must have read the in-class articles on “The Nine Regions of Oregon” and filled in the Regional Tables.
- 2) Students must be able to work in pairs and navigate computer websites.

Beginning the Lesson

Begin the lesson by having students watch a six-minute video introducing GIS careers (available on YouTube under “GIS Promotional” http://www.youtube.com/watch?v=saGUG7_DP6g)

Developing the Lesson

Personal story – discuss my experience working for political campaigns and explain how maps are used to target specific voters who will most likely support your candidate or issue.

Show short video clips of famous election result called long before all the votes were counted.

YouTube: [NBC News Decision 1980 Reagan Wins](#) [3:39] - This election was called for Reagan even before Oregon polls closed. Discuss the information already learned from reading “The Nine Regions of Oregon”. Pose the question: Why do you think many Oregonians feel alienated from the political process in Oregon?

Students will work through the lesson tutorial in pairs.

Concluding the Lesson:

Debriefing the lesson – what worked, what didn’t. In discussion format, answer the question that started the lesson, “Why do you think many Oregonians feel alienated from the political process in Oregon”? Have students brainstorm ideas of how this could be changed.

Career Connections: Students will use the website <http://www.esri.com> to find out about possible career uses of GIS.

Assessment/Evaluation:

- 1) Completion and accuracy on the student handout.
- 2) Participation in classroom discussion
- 3) Additional evaluation will be an essay question on the end-of-the-unit test.