

United States History/Geography Integrated Lesson Plan
On the Move: The Importance of Naming

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Description of Lesson:		
Class Time Required: 90 Minutes	Names have meaning and create order. The student will compare place names as a means of investigating immigration patterns.	
Grade Level: 6 th Grade and 8 th Grade		
Purpose/Objectives (student outcomes): The student will be able to:		
<ol style="list-style-type: none"> 1. Explain that names (place and personal) were often chosen for a reason 2. Analyze a list of place names to determine the explanation of possible reasons 3. Comprehend that people bring their values with them when they move. Those values include people and places they do not want to forget 4. Apply the knowledge of moving and creating order through naming to their own lives 5. Infer the cultural influences, home countries, other language/cultures, geographic descriptions, personal names, as well as other influences. 		
Best of Both Worlds: Period # 5 Early Republic: 1789 to 1820 (G) Historical origins of American place names. Why were the names selected? What can those names tell us about the landscapes and places that were named?		
TEKS: 6 th Grade Social Studies 2 - History. The student understands the contributions of individuals and groups from various cultures to selected historical and contemporary societies. The student is expected to: (A) Explain the significance of individuals or groups from selected societies, past and present; and (B) Describe the influence of individual and group achievement on selected historical or contemporary societies.		
3 – Geography. The student uses maps, globes, graphs, charts, models, and databases to answer geographic questions. The student is expected to: (A) Create thematic maps, graphs, charts, models, and databases depicting various aspects of world regions and countries such as population, disease, and economic activities; (B) Pose and answer questions about geographic distributions and patterns for selected world regions and countries shown on maps, graphs, charts, models, and databases.		
8 th Grade Social Studies 11- Geography. The student understands the location and characteristics of places and regions of the United States, past and present. The student is expected to: (B) Compare places and regions of the United States in terms of physical and human characteristics		
National Geography Standards: The World in Spatial Terms - Geography studies the relationships between people, places and environments by mapping information about them into a spatial context.		
Fundamental Themes: Place – All places have characteristics that give them meaning and character and distinguish them from other places on Earth. Location – Location refers to determining the specific location (latitude/longitude) and the relative location (proximity) of a place.		

Procedures (how this activity will be carried out in the classroom):	
Focus/Motivation (Gaining student interest):	<p>Names are important. They are often chosen because they have meaning to us as individuals, as families or as cultures.</p> <p>Ask students if they know why they were given their names. How many were named after a father, mother, aunt, uncle, etc? How many have names unique to another language? What is the meaning of their name?</p> <p>NOTE: Teachers could bring a name book and look up a few names. If students have time after the lesson, they could look up the meaning of their names.</p>
Explanation (Including modeling):	<p>Purpose: Students learn that names are usually not given at random but reflect our past and present cultures, family names, geographic names, descriptive names, etc. Names can also relate to a story about the history of the place because they are based on an incident that happened there.</p> <p>When people move, they need to create order. Names can help create order as well as keep us mindful of the history of a place.</p> <ul style="list-style-type: none"> - Handout the (1) United States map and (2) the Place and Region List - NOTE: Teacher may personalize the list by adding up to six places. Remember to add the places to the U.S. map before photocopying - Pair students - Have students locate the list's place names on the U.S. map. Students discuss the possible origin of the names with partner. Students can consider what they know about who settled in the area, for instance the Spanish in Florida influenced names. - NOTE: Students may use educated guesses on many of the names. - Direct students' partners to share with each other and write the information on the chart - NOTE: Teacher should make a transparency of chart to be used as a master - Ask WHY would people choose the names for places they do. Consider especially the idea of moving from/to a country, region, culture, language area, family, friends, special people, geographic area with special features such as mountains, valleys, brooks, cliffs, deserts - Discuss that the reasons for naming places have not changed. For example: Plymouth was the name of the first settlement of the Pilgrims and named after the village in England from which the Pilgrims sailed in 1620. Houston, Texas was named Houston in honor of Sam Houston when the Allen brothers began the town in 1836. <p>Students reflect upon themselves as movers from one place to another</p> <ul style="list-style-type: none"> - Handout the (1) Moving Today chart and keep the (2) world map to show where students have lived - Direct students to use the chart individually to list the places they have lived and the physical features of that place (mountains, hills, valleys, desert, rain forests, rivers, bluffs, lakes, oceans, bays, etc.) - Ask students if local names of any of the physical features were based on the characteristics studied: people's names, geographic feature, a certain group of people, a different language, religion, another culture, a particular region, a story connected to that place - Ask students to think about their experiences and feelings moving from one place to another - Discuss how it felt to leave one place- family, friends, familiar people and places - and travel to another place. Did they know anyone? Was the food different? Were the features of the land different? The language? The climate? Did their expectations of the new place measure up to the reality? On the World Map, place an X or sticky note to show the different places students have lived <p>Restate the purpose of the lesson: Moving is difficult, whether as an immigrant of yesterday or as a family today. Names of places reflect history, geographical features, and our stories.</p>

Assessment (how student achievement will be measured):

Chart reflecting meaning of names connected to the geographic features of a place as well as the history of a place. Moving Today chart connects students' perception of the history of place names and geographic features to themselves as movers.

Extension/Enrichment:

1. Students can investigate the history of the place where they live- town, city, subdivision, area, region, etc.
2. Write a short narrative explaining how it got its name.
3. Are there any bodies of water or particular landforms where the student lives? How did they receive names and when?
4. Draw a map of the town. Name some of the main streets. Think about how the names were chosen for the streets.
5. Make a list of the names you investigated and why the names were chosen.
6. Students can look up their names in a name book.

Materials: US Map

World Map

Place and Region List Moving

Today Chart

Helpful website: <http://www.nationalgeographic.com/>

Place and Region List

Place a check in the box that describes the possible origins of the name. A name can have more than one check such as New England.

Names	Person	Geographic feature such as mountain, river	Reminder of place moved from	Religion	Region	Culture such as Indian, French, Spanish, English, etc. Include language here.
Plymouth, Massachusetts						
Washington D.C.						
Houston, Texas						
Niagara Falls, New York						
New England			X		X	You could put an "X" here too because many people from the British Isles settled here.
New Mexico						
New Orleans, Louisiana						
Cape Cod, Massachusetts						
San Antonio, Texas						
Rio Grande River						
Dripping Springs, Texas						
Cut and Shoot, Texas						
Lake Okeechobee, Florida.						

Moving Today Chart

<u>Place</u> Use each box to name a major move you have made.	<u>Physical features</u> Mountains, desert, rivers, lakes, rocks, grasslands, ocean, etc.	<u>Climate</u> Hot, cold, rainy, dry, long winters, etc.	<u>Region/country</u> Region of the U.S. or another country	<u>Language</u> Was it different? How?	<u>Name of Place</u> Did it have a particular meaning?
1.					
2.					
3.					



