

Lesson Title: A Line Around Minnesota

Grade Levels: 5th or 6th

Lesson Description: As part of this lesson, students will compare and contrast different regions of the world as they listen to the book, *Follow the Line Around the World*. Students will then use Google Earth to explore and create a tour of suburban, urban, and rural locations in Minnesota.

Literature Connection

Follow the Line Around the World
By Laura Ljungkvist

With one continuous line, the author of this book introduces readers to different cities, countries, continents, and even, outer space. Readers will discover a bit about what is found in each location and what the people who live there do. The book includes some of the most diverse places found on our planet.

Concepts and skills

- location, place

Standards (NCSS or National Geography)

- Analyze the human characteristics of places
- Analyze and explain patterns of land use in urban, suburban, and rural areas using terms such as distance, accessibility, and connections

Objectives: Upon completion of this lesson, students will be able to:

1. Explain that our state is made up of urban, suburban, and rural locations
2. Compare and contrast urban, rural, and suburban cities
3. Create a Google Earth tour

Google Earth Skills Needed:

- Fly to a city
- Zoom in and out of locations
- Use layers (borders and labels, 3D buildings, transportation, parks and recreation, place categories etc.)
- Create placemarks, paths, tours

Teaching Procedures

1. Explain that during this lesson, students will learn how a simple line can be drawn to connect locations around the world and that while each of the points on the line is unique, similarities can also be observed. Introduce the book *Follow the Line around the World*. Explain the author's use of line and that as you read, they should consider the similarities and differences between the points that make up that line.
2. Begin reading the book to the class, pausing after each page to point out on a map where these places are located. It might even be helpful to place a sticky note on the map of these places so

students can visualize the route traveled by the line. Ask questions that allow students to compare and contrast the various locations. After finishing the book remind students that the line in the book helps us to remember that places and people are all connected. Talk to the students about how we might explore this idea further within our own state.

3. Tell students that they are going to explore different locations within our state using Google Earth. Explain that sometimes we use maps to tell us about places in the world, like we did in our story, but there are other tools that can help us get a more in-depth look at locations. Google Earth is one of these tools.
4. Show students how to use Google earth. Point out the layers they will have to use. (i.e., borders and labels, 3D buildings, transportation, parks and recreation etc.) Make sure to model how to use these layers. As a reminder, have the different layers the students may find useful displayed in the room.
5. Tell students that they will learn about some of the diversity in our state by researching three cities, including one urban, one rural, and one suburban. As a class, construct preliminary definitions of urban, rural, and suburban. Tell students that after completing their research, you will return to the definitions and modify them based on what they learned.
6. Give students a chance to select three cities from a list of rural, suburban and urban cities. While all students will research either Saint Paul or Minneapolis, encourage them to choose different rural and suburban cities.
7. Pass out and explain the *Exploring My State* graphic organizer that students will complete while using Google Earth to begin exploring what their cities have to offer.
8. After the students have completed their research, they will create a Google Earth tour of their three cities. The tour will include a placemark for each city that describes its location in Minnesota, what's there and what kind of place is it (urban, rural, suburban).
9. Once students have created all three placemarks, they are going to create a tour of their three locations. To do this they will need to put all three placemarks in a folder titled; Tour of Minnesota-Name. Then they will right click the folder and select Add—Tour. Next, they will record going to the three locations using the record button and clicking on their placemarks. Have the students start zoomed out, so they can see all three placemarks. To zoom in on a location click one placemark, the description will come up and it will take you to your location. Tell the students to wait a little bit at each location so viewers can see what is there. Then have them zoom out and go to their next location. Repeat this for all three locations. Make sure the students save their tours when they are finished.
10. The final task is to have students use the Add Path tool to draw a line connecting all three of their locations (like in the book). Have the students print (Note: Color printer will work best) or e-mail these to you.
11. Pass out copies of the Venn diagram and explain that as they watch one another's tours they should note similarities and differences that they notice about life in rural, urban, and suburban cities in Minnesota.
12. Have the students share their tours with the class.

13. Discuss how Minnesota's urban, rural, and suburban districts are similar and different. Revisit the definitions of urban, suburban, and rural created at the beginning of the lesson and ask students if modifications can be made to make the definitions more accurate and informative.
14. Close by asking students to reflect on the appropriateness of using a line to show the relationship between places.

Assessment:

Students' fulfillment of the lesson's objectives will be assessed during class discussion and when reviewing their Google Earth tours and completed graphic organizers.