

### Mapping the Nation in the Classroom: Educator Resources Overview

<p><b>Summary</b></p>	<p>These activities ask secondary students to use the Mapping the Nation (<a href="http://mappingthenation.net">mappingthenation.net</a>) to examine the current demographics in their state, international trade opportunities, and to think about their own education and future. There are four activities, which can be all taught together to constitute a unit of work, or you can chose individual activities if you do not want to do all four.</p> <p>Activity 1: Introducing Maps            Activity 2: Demographics in Our Community            Activity 3: Who Do We Trade With and Why?            Activity 4: Creating an Info Graphic            Activity 5: Organizing a Trade Mission (optional)</p>
<p><b>Grades</b></p>	<p>Grades 6-8 or 9-12</p>
<p><b>Objectives:</b></p>	<p>Through these activities, students will:</p> <ul style="list-style-type: none"> <li>- use local ancestry and immigration data to understand and explain the distribution of languages spoken in their local community and throughout the state.</li> <li>- make connections between human resources and international trade in their state.</li> <li>- use comparisons and analogies for a clearer understanding of the real world in which they live.</li> </ul>
<p><b>Links to the Common Core:</b></p>	<p>Through these activities, students will:</p> <ul style="list-style-type: none"> <li>- meet the economic benchmarks for the Common Core State Standards</li> <li>- visualize relative sizes of areas and populations.</li> <li>- identify major languages spoken in their state/region and around the world.</li> <li>- practice practical math skills of estimation and proportion, and use analytical skills for comparison.</li> </ul>
<p><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>- What are some different types of maps?</li> <li>- How could a heat map inform government policy?</li> <li>- How does my county compare to a county nearby?</li> <li>- How does my state compare to a nearby state?</li> </ul>
<p><b>Materials:</b></p>	<ul style="list-style-type: none"> <li>- Internet Access (one computer per team).           <ul style="list-style-type: none"> <li>- If you don't have access to a computer, you will need to print out the relevant materials indicated in the activities.</li> <li>- Students can be grouped in either pairs or teams depending on the amount of computers available.</li> </ul> </li> <li>- Blank world map – 1 per team. Can be downloaded for free at: <a href="http://education.nationalgeographic.com/education/mapping/outline-map/?ar_a=1">http://education.nationalgeographic.com/education/mapping/outline-map/?ar_a=1</a></li> <li>- Worksheets for each team for recording notes (at end of document)</li> <li>- Glossary (at end of this document – to come soon)</li> </ul>

	<ul style="list-style-type: none"><li>- Business Roundtable trade report for your state: <a href="http://businessroundtable.org/resources/state-data#map=Benefits_of_International_Trade">http://businessroundtable.org/resources/state-data#map=Benefits_of_International_Trade</a></li><li>- Colored markers</li></ul>
<b>Suggested Length</b>	<ul style="list-style-type: none"><li>- Lengths vary for each activity. Suggested timeframes are listed on each lesson plan.</li></ul>