**Patterns of Settlement**

**Using GPS for Navigation**

**Summary**

In grade six social studies students study how geographic and natural features affect where ancient people choose to settle and build societies. In this activity students will explore a variety of locations and decide themselves which location would be best to settle and establish a community. Students will choose their location based upon geographic, economic and environmental considerations. Students will then describe and explain why they choose one particular location in contrast to their other choices.

The Big Questions are: Where should you settle and survive? What is needed to survive and become a great Civilization?

**Standards**

**Common Core State Curriculum for Math and E/LA**

**Standards for Mathematical Practice**

1. Make sense of problems and persevere in solving them
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others
4. Use appropriate tools strategically

**College and Career Readiness Anchor Standards for Reading**

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.\*

**Reading Standards for Informational Text 6–12**

7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue

**College and Career Readiness Anchor Standards for Writing**

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12**

1. Write arguments focused on discipline-specific content.

b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

**Social Studies State Curriculum**

• Identify and describe physical characteristics that influenced human settlement. (6B1a)

**NGSS: Disciplinary Core Ideas:**

ESS3. A Humans depend on Earth’s land, ocean, atmosphere and biosphere for many different resources. Minerals, fresh weather and biosphere resources are limited and many are not renewable or replaceable over human lifetimes. These resources are distributed unevenly around the planet as a result of past geologic processes.

**Science and Engineering Practice**

MS-ESS3-2 Analyze and interpret data to determine similarities and differences in findings.

**Crosscutting Concepts**

MS-ESS3-2 Graphs, charts, and images can be used to identify patterns in data.

**Enduring Understandings**

Throughout history, factors such as geographic characteristics and economic opportunity have influenced the patterns of human settlement.

Today, geographic characteristics and economic opportunities continue to shape patterns of settlement.

**Essential Questions**

Why do people settle in certain locations?

How does geography affect human settlement?

How do civilizations adapt to their environment?

**Vocabulary**

Global Positioning System (GPS), approximate location, absolute location, physical characteristics on a map, map elements, civilization, capital resources, human resources, natural resources, settlement, nomadic, survival, scarcity, migration

**Mastery Objectives**

By the end of class students will be able to

1. Analyze factors in the ecosystem that could positively or negatively affect human needs for survival.
2. Explain how geographic and environmental factors affect choice on where to settle.
3. Use GPS technology, or a map and compass, to find destinations and to return home.

**Engage** (20-40 minutes depending upon use of map and compass or GPS devices)

**Option A:**

* This is your land to establish your civilization. You are living approximately 4-5,000 years ago
* In class the teacher will present the challenge to the students. “Imagine you are living and 5,000+ years ago. Your goal is to locate and determine the best place to SURVIVE and PROSPER as a group.”
* Students will learn how to use a map and a GPS device or compass to find the locations where they may settle. Use the GPS instructions to teach GPS purpose and mechanics.
* Show and discuss the map to give students an idea of where they will be going.
* In groups, students will discuss key considerations in order to choose the best place to start a civilization.

**Option B:**

* Use the Engage worksheet entitled, “What Do You Need To Survive?”, and/or the Prezi, <https://prezi.com/oksjok39y8jm/survival-is-paramount-can-you-find-a-place-to-survive/>
	+ This prezi asks the same questions as the handout, with a focus on what natural resources and features to look for while visiting the designated locations, which could assist your group to survive and maybe prosper.

**Explore** (40-80 minutes depending on class time limit and locations visited)

* Students will travel together to various pre-determined places to decide which location is the best place to settle and establish a civilization. *(Assign the locations they are to visit.)*
	+ See choices of locations the students could visit.
* Students will use **GPS technology** and/or **map reading skills** to find the potential settlement locations.
* Make sure a set time is established for students to return. Include time for sharing of discoveries and decisions of where and how students plan to survive and prosper at their new (ancient) home.
* Give each group at least one graphic organizer on which they should record what they observe during their field research. Digital cameras or drawings may be included.
* Once at a location students will observe, gather, record and prioritize data pertaining to each location and its viability as a location to settle.
* See other forms including, the settlement location options, sample outlines, and teacher directions.

**Explain** (20-30 minutes depending on the size of the group and the number of sites visited)

* Students will decide within their travel group which location offers the best chance of survival. Students will then organize and prepare information to be presented to the class, which will explain why they picked a certain location to settle.
* Students will share with the group which location they would settle at and give at least 5 reasons why this location is the BEST!

**Evaluate**

The Teacher will evaluate student learning by asking these or similar questions:

1. Why did ancient nomadic groups settle in certain locations?

2. How did geographic and environmental factors affect your choice of the best place to live?

3. How did your group choose to adapt to the environment and how would you adapt the

 environment to better suit your lives?

4. How would your group use natural, capital and human resources such as water, tools and

 labor to produce needed goods?

**Extend**

1. Create a Photo of video journal to be shared back at school while at outdoor ed. The photo journal could tell the story of your exploration or it could show which place you choose to settle and some of the reasons, through pictures, why you choose this location.

# Complete the same activity at school, around the school grounds. You may borrow compasses or GPS devices from the Smith Center for this purpose.

# Have students create a map, with proper map parts, that shows a preferred location to start a civilization.

1. Use a map of one of the areas where ancient civilizations did start for students to analyze available resources etc.
2. Create your own exploration map for your school grounds or a nearby park.