

## **NEH Hudson River Workshop Lesson Plan 2013**

**Teacher:** Cynthia Lawhon

**Subject:** Interdisciplinary: geography, History, vocabulary, etc.

**Grade Level:** 3<sup>rd</sup> and 4<sup>th</sup> Grade

**Summary:**

This lesson focuses on teaching students how to create, read, and follow maps as well as the inner workings of rivers. This lesson allows students to compare and contrast a major American river with their local river. It incorporates multiple steps/lessons to create an over all unit that will allow students to better understand the geography of rivers.

**3<sup>rd</sup> and 4<sup>th</sup> Grade**  
**Lesson Plan: 9/9/13-9/30/13**  
**Hudson River Workshop: July 14-19, 2013**

**Objectives:**

- 1. TLW describe characteristics and uses of various Maps (e.g., physical, political, topographical, population).**
- 2. TLW use geographic tools to locate major geographic features on a map and compare various areas in Louisiana including landforms.**
- 3. TLW construct a chart or diagram to display geographical information.**
- 4. TLW research the economic value of the Red River including tourism and food**
- 5. TLW study the beginning and end of the Red River and its history**
- 6. TLW compare and contrast the Red River and the Hudson River.**

**United States History:**

- 1. Map of the New England area showing the beginning and end of the Hudson River.**
- 2. Study of the economic value of the Hudson River including tourism and food.**
- 3. Military value of the Hudson River.**

**Materials:**

**Whiteboard, SMARTboard, maps, globes, paper, doc. camera, pencils, crayons, paint, salt dough, individual laminated maps of Louisiana and the United States, large piece of cardboard ( mattress size)**

**Vocabulary:**

**Landforms, origin and mouth of rivers, political map, population map, history map, topography map, physical map, etc.**

**Procedure:**

- 1. Students work in groups of 4 students (Kagan Structure) to collaborate about types of maps hanging in the room. Each group presents one type of map and gives information about what it tells them and why they think it is “such and such” a particular map. Five types of maps are hanging in the room (unlabeled) and the names of the types of maps are listed on the whiteboard. After all groups have presented, the class as a whole confirms which label goes with which map.**
- 2. The next day the class will discuss a compass rose and learn how to draw one. They will use:”Stand Up, Hand-Up, Pair-Up” (Kagan) to position themselves in a certain way (ex.” You are walking into Ms. Lawhon’s class. Which way if East?”)**
- 3. Students will begin researching the Red River on computers and IPods. Origin and ending, states involved cities along the path and size of the river is the focus areas.**
- 4. Each student will sketch out the path of the Red River. The entire class will vote on one drawing to make a salt map model. They will work together in groups on different sections of the model.**
- 5. While a group is working on the map, the other groups will continue researching landforms along the river, economic value, and military value. The groups will rotate in and out working on the salt map and doing research.**
- 6. When the map is completed, the class will research the Hudson River using information gathered from the Hudson River School Workshop during the summer of 2013.**
- 7. They are now ready for a compare and contrast assignment.**

**8. As a culminating activity, a field trip to the Red River Waterway office and the Shreveport Lock area will be visited. Also a ride on the Red River Belle.**

**Evaluation:**

**Teacher observation, participation, oral reviews, and the salt map will evaluate this lesson (3 weeks) on the Red River.**