

# The Land Where We Stand



## Activity 1: Where Would You Like to Live?

### Vocabulary

geologists  
glaciers  
glaciated  
unglaciated  
glacial drift  
transformed  
Driftless Area  
topography  
geographers  
thrive  
Lake Superior  
Lowlands  
Northern Highlands  
Central Plain  
Eastern Ridges and  
Lowlands  
western upland  
fertile  
vegetation

### Objectives

- ◆ To have students discover that characteristics of the land help people determine where they choose to live.
- ◆ To have students work cooperatively in small groups using their map skills to choose a place on a map where they would like to live.
- ◆ To have students support their choices in writing.

### Overview

Many different factors determine where people decide to live. One of these factors is the land itself. This activity will help students realize that there are many characteristics of the land that may influence where people live.

### Skills and Strategies

Cooperative learning, brainstorming, writing, reading and interpreting a map, analyzing and evaluating data

### Materials

*Where would you like to live?* worksheets:  
(one worksheet for every group)

- ◆ Rivers of Wisconsin
- ◆ Soil Types of Wisconsin
- ◆ Vegetation of Wisconsin, before 1850
- ◆ Minerals of Wisconsin
- ◆ Growing Seasons of Wisconsin

One transparency made from the Blank Map of Wisconsin

### Procedures

1. Divide class into groups of two or three. Tell students they will be working in these cooperative groups for the entire activity.
2. Hand out the Rivers of Wisconsin worksheet to each group.
3. Tell the students to imagine that they have found the land shown on the map. There are no people living on the land, so there is no one to ask what the land is like. The only information the students have is the map of the area.
4. Discuss with students what they might need from the land if they had no shopping malls, no schools, and no restaurants, there are no cities, no water parks, no Packers.
5. Ask each group to pick a place where they would like to live, marking that place with an "X". Remind students that people coming to the land rarely came by themselves and usually had to make a decision with their family and friends.
6. Discuss how the groups might decide together and how they might reach a compromise.

7. After they have decided on a place, ask the groups to list their reasons for choosing that place, using the space provided.
8. Ask them to think about the type of information that would help them make a better decision.
9. Have students record the information on the worksheet. Expect that students may be guessing blindly at first, but as they get more information from additional maps as explained below, they should be able to refine their guesses.
10. After they made their first choice, give students the Soils of Wisconsin worksheet. Based on the information provided on the new map, ask students if they would change the location and why. Whether or not they change the choice of their original locations, students must support their reasoning.
11. Having heard their reasoning, demonstrate any changes on the transparency of the Blank Map of Wisconsin. Ask students if, and in what ways, the new map influenced their decision. Again, students are not expected to come up with a “right” answer, but to think about which characteristics of the land influenced their decision.
12. Repeat the same procedure with every successive map, allowing students to adjust the place where they want to live and explain their reasoning. Hand out one map at a time, allowing time for groups to discuss and write.

## Closure

Discuss the following questions with students after the groups have shared with the class the place where they would like to live:

- ◆ Did groups choose similar places they would like to live?
- ◆ What reasons did they give for their choices?
- ◆ How did the group members reach a compromise?
- ◆ How did the information provided on the maps influence their choices?
- ◆ Did the maps provide the information needed? What other information would be helpful in decision-making?
- ◆ What factors influence where people live today?

Later in the unit students will have an opportunity to apply what they have learned and to explore how their thinking about land use has changed. Students will use these completed sheets for the next activity, “A Wisconsin Puzzle.” Keep a list of ideas and copies of the maps for use with future chapters, particularly chapter 5.

## Extension

In order to give students an idea about why people live where they do today, have students interview family, school, or community members about the places they live. Students may ask the following kinds of questions and report back to class:

- ◆ Where do you live?
- ◆ Why are you living there?
- ◆ What affected your decision to live there?

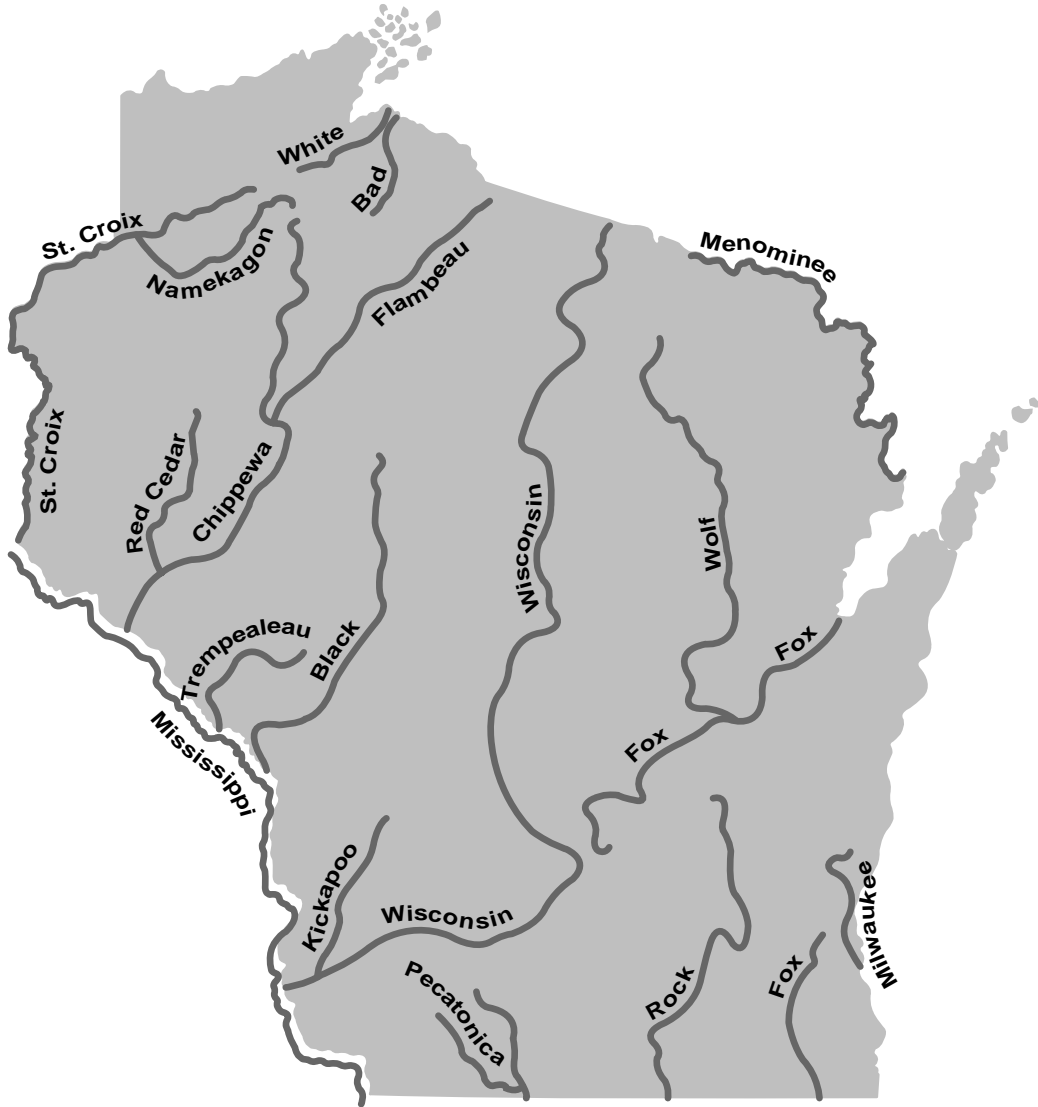
Have students share their interviews with the class, then discuss the similarities and differences between students’ decisions and those of adults in the community.

## Blank Map of Wisconsin



Names \_\_\_\_\_

## Where Would You Like to Live? Rivers of Wisconsin



Where would you like to live? Mark the place with an X. Why?

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What other information do you need to make a better decision?

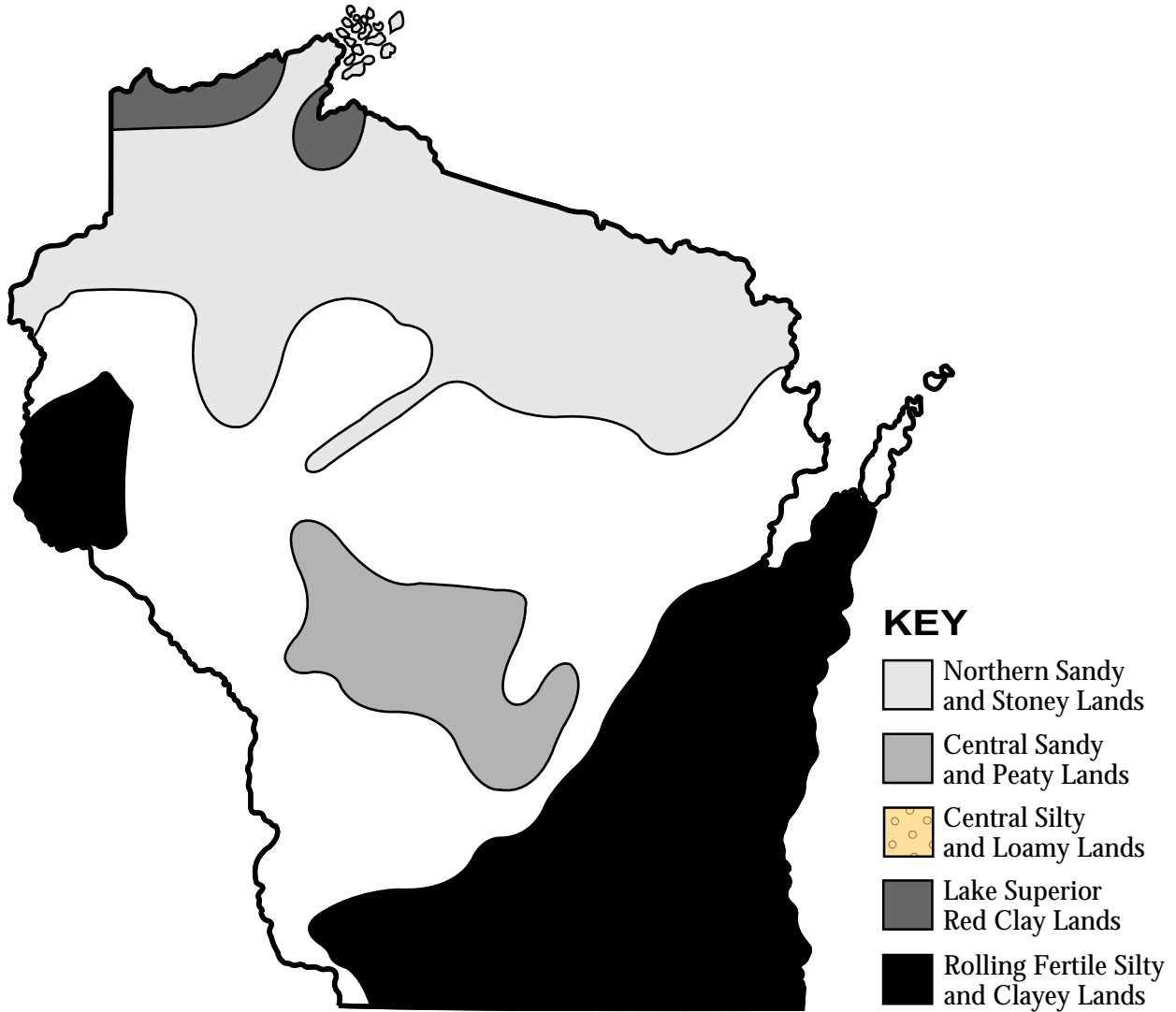
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## Where Would You Like to Live? Soil Types of Wisconsin



Where would you like to live? Mark the place with an X. Why?

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What other information do you need to make a better decision?

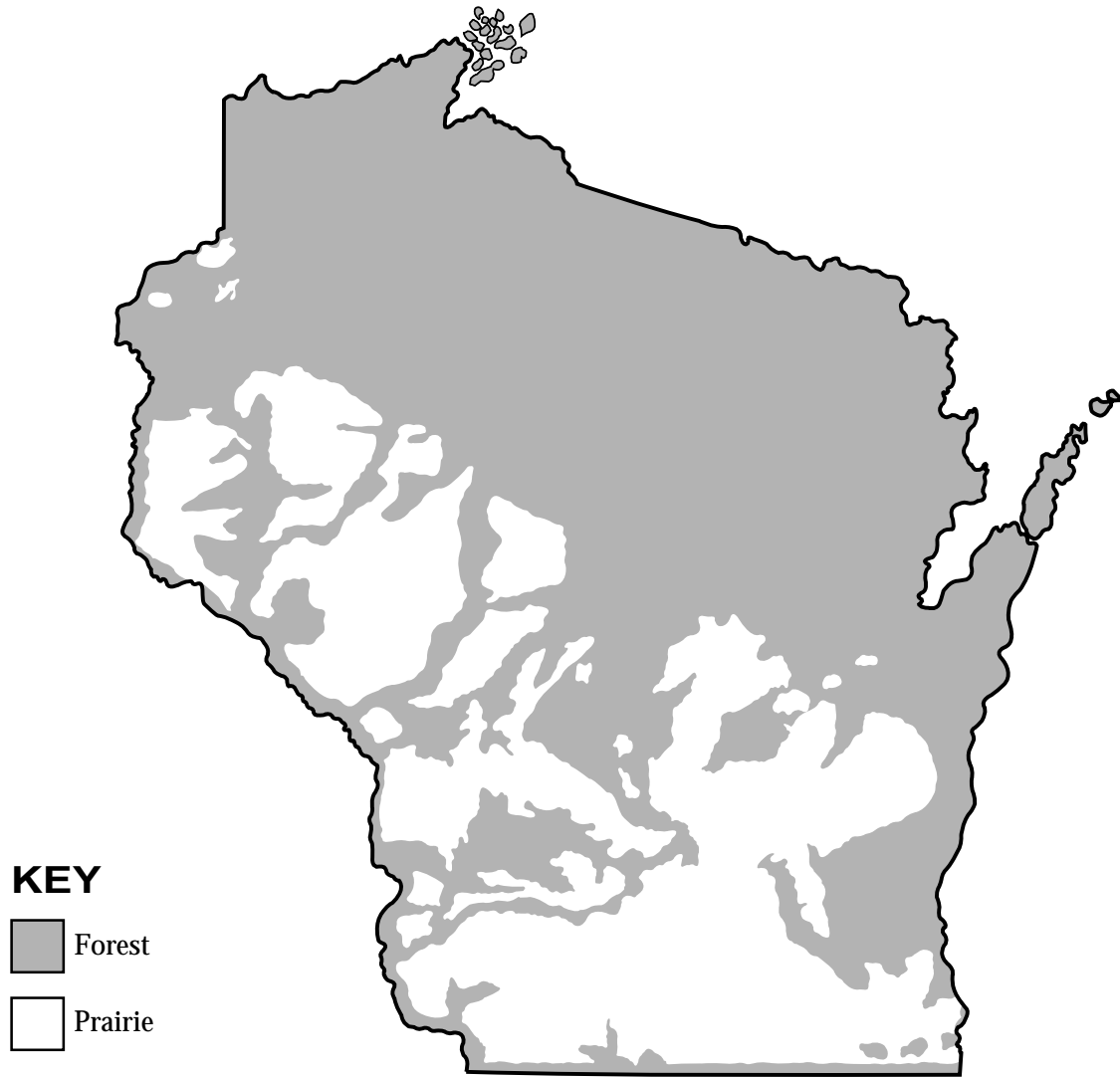
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Names \_\_\_\_\_

## Where Would You Like to Live? Vegetation of Wisconsin, Before 1850



Where would you like to live? Mark the place with an X. Why?

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What other information do you need to make a better decision?

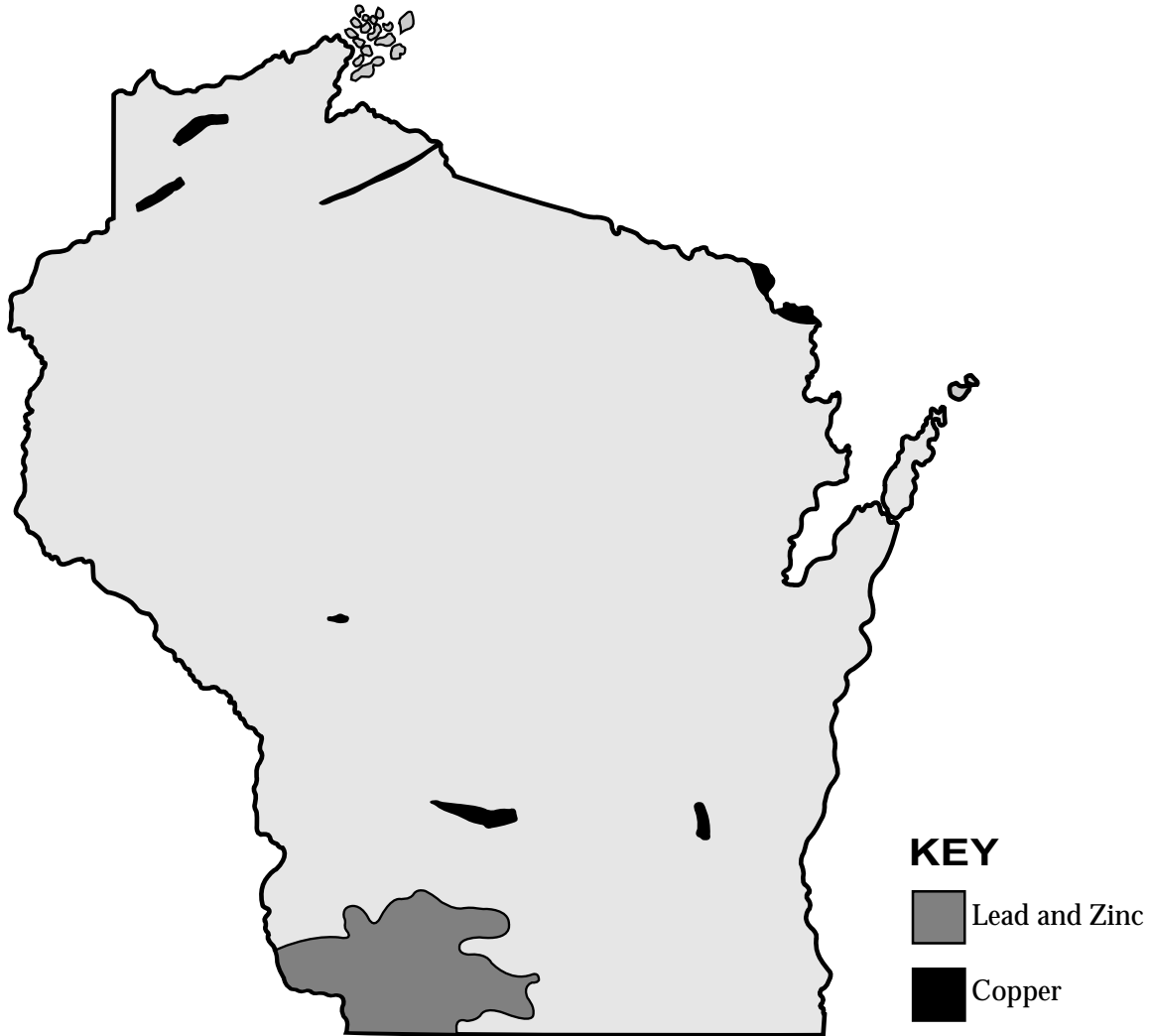
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Names \_\_\_\_\_

## Where Would You Like to Live? Minerals Mined in Wisconsin



Where would you like to live? Mark the place with an X. Why?

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What other information do you need to make a better decision?

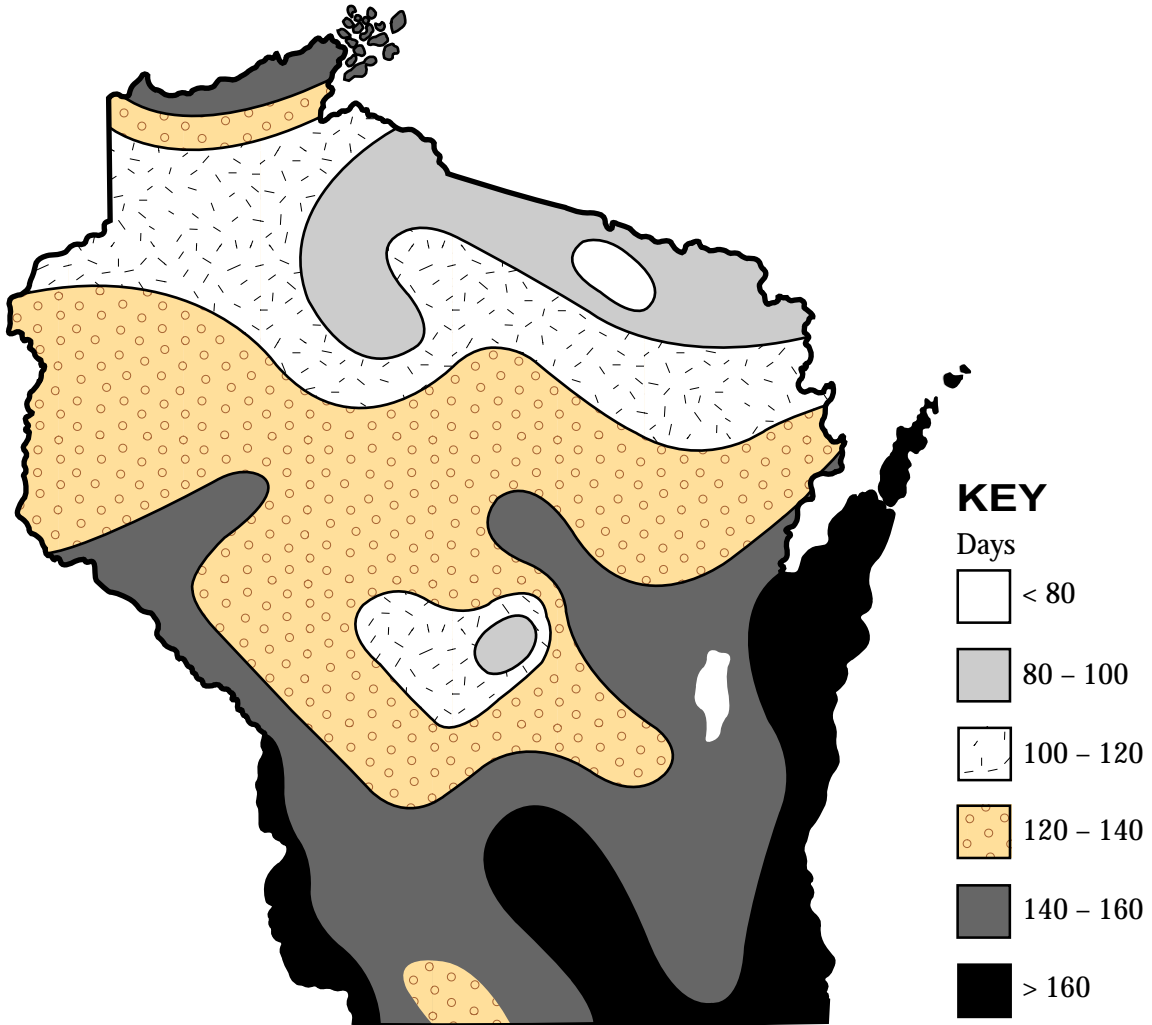
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Names \_\_\_\_\_

## Where Would You Like to Live? Growing Seasons of Wisconsin



Where would you like to live? Mark the place with an X. Why?

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What other information do you need to make a better decision?

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