

Unit 1: Geography Geography Unit Wording

Unit 1: Geography

Common Core State Standards and Social Studies Grade 3 Content Statements Addressed:

- Activity 1.1: CS4; CCSS-ELA: RI.3.4, RI.3.7, SL.3.1, SL.3.4
- Activity 1.2: CS4; CCSS-ELA: RL.3.1, RL.3.4, RI.3.1, RI.3.3
- Activity 1.3: CS2, CS5 and CS6; CCSS-ELA: W.3.2
- Activity 1.4: CS2, CS6 and CS7; CCSS-ELA: RI. 3.3, RI.3.7, W.3.6, W.3.8
- Video: The Geography of Cincinnati: CS5, CS6 and CS7

Essential Question:

- How has Cincinnati changed over time?

I Can Statements:

- I can distinguish between political and physical maps.
- I can use a map key, compass rose and alphanumeric grid to locate places within Cincinnati.
- I can show how Cincinnati has changed over time through primary sources, such as maps and photographs.
- I can identify the changes that have occurred to local communities within Cincinnati as a result of human modification to the environment.

Activities

- Activity 1.1: Where is our Community in the World?
 - Students will learn the purpose of maps, the use of a map title, compass rose, map key and cardinal directions and how to use an alphanumeric grid.
 - Social Studies Grade 3 Content Statements Addressed: CS4
 - Common Core State Standards English Language Arts: RI.3.4, RI.3.7, SL.3.1, SL.3.4
- Activity 1.2: Cincinnati and Geography: Reading a Map
 - Students will be able to distinguish the characteristics of physical and political maps and how to identify locations on a map by using the title, key, alphanumeric grid and cardinal directions.
 - Social Studies Grade 3 Content Statements Addressed: CS4
 - Common Core State Standards English Language Arts: RL.3.1, RL.3.4, RI.3.1, RI.3.3
- Activity 1.3: Cincinnati Grows and Changes
 - Students will be introduced to some of the geographic changes that have occurred in the Cincinnati area over time.
 - Social Studies Grade 3 Content Statements Addressed: CS2, CS5 and CS6
 - Common Core State Standards English Language Arts: RI.3.3, RI.3.7, W.3.6, W.3.8
- Activity 1.4: Cincinnati Then and Now
 - Students will review the key components involved in reading a map. Students will also understand how Cincinnati has changed over time through primary source analysis.
 - Social Studies Grade 3 Content Statements Addressed: CS2, CS6 and CS7
 - Common Core State Standards English Language Arts: RI.3.3, RI.3.7, W.3.6, W.3.8



Video

- The Geography of Cincinnati
 - Students will learn how Cincinnati has changed over time through an interview with Dr. Colleen McTague, a University of Cincinnati professor.
 - Social Studies Grade 3 Content Statements Addressed: CS5, CS6 and CS7

Primary Sources

- 1934 Aerial View of Cincinnati
 - Courtesy of the Library of Congress, LC-USZ62-99971
 - *Student Description:* This Photo was taken in 1934 and shows an aerial view of the city of Cincinnati.
 - *Student Questions:*
 - What similarities and differences do you see between 1934 Cincinnati and Cincinnati today?
 - Do you notice any buildings that have changed or are not in this picture?
 - *Teacher Description:* Cincinnati was settled in 1788 by Robert Patterson who was accompanied by 11 families and 24 men. They called their settlement Losantiville which was later changed in 1790 by Arthur C. Clair, the first governor of the Northwest Territory to Cincinnati. Today, Cincinnati is the third largest city in Ohio and the 65th largest city in the United States. *For additional information about the city of Cincinnati visit:* <http://www.ohiohistorycentral.org/w/Cincinnati>
- City of Cincinnati in 1900
 - Courtesy of the Library of Congress, G4084.C4A3 1900 .T7
 - *Student Description:* This map was published in 1900 and provides a bird's eye view of the city.
 - *Student Questions:*
 - What do you notice about the river? Why is that significant for this time?
 - Look at the outlying area around Cincinnati. What do you notice about it? What are some reasons this might have changed since 1900?
 - *Teacher Description:* This map was published in 1900 by John L. Trout of the Henderson Lithographing Co. of Cincinnati and provides a bird's eye view of the city. By the late 1880's, Cincinnati was the largest city in Ohio, with almost 300,000 people. More than 15 railroads connected Cincinnati to other parts of the U.S. The major industry in Cincinnati was iron production, followed closely by meatpacking, cloth production, and woodworking. Cincinnati's industries employed 103,325 people in 1887, and produced more than 200 million dollars in goods. Roughly 130 newspapers and magazines met the literary needs of the people. The public library consisted of more than eighty thousand books. By 1890, Cincinnati had become an important industrial, political, literary, and educational center in both Ohio and the United States. *For additional information about the city of Cincinnati visit:* <http://www.ohiohistorycentral.org/w/Cincinnati>
- Mt. Adams Incline
 - Courtesy of the Library of Congress, LC-DIG-det-4a22276
 - *Student Description:* This photo was taken between 1900 and 1910.
 - *Student Questions:*
 - Do you know where the incline in the picture was located? How do you know?



- What purpose did this incline serve?
 - Why don't we use inclines today?
 - *Teacher Description:* This photo was taken between 1900 and 1910 and published by the Detroit Publishing Co. It shows the Mt. Adams incline. In 1859, Cincinnati introduced five streetcar lines to the city. By 1872, Cincinnatians were able to travel on the streetcar lines within the city and be transported by rail car to the hillside communities. The Mt. Adams incline was completed in 1872, connecting hilltop residents with the downtown. The incline was 925 feet long. It carried passengers, streetcars and automobiles. It eventually closed down in 1948, making it the longest running of the city's inclines.
- Intersection at Race St. and Vine St.
 - Courtesy of OhioPlix, State Archives Series 1039 AV
 - *Student Description:* Since the 1800's Vine St. has served as the central street of Cincinnati, as well as the east, west city divide. Many of the buildings still seen on Race and Vine St. represent the historic business district of Cincinnati.
 - *Student Questions:*
 - Do you notice any familiar landmarks in the picture? If so, what?
 - Why do you think the sky looks so hazy?
 - *Teacher Description:* This photo provides a view of Race St. and Vine St. going towards Carew Tower. From the top of the Carew Tower visitors can see three states (Ohio, Indiana and Kentucky).
- Elm St.
 - Courtesy of the Library of Congress, LC-DIG-det-4a17314
 - *Student Description:* This photo was taken between 1900 and 1910 and shows a view of Elm St. Today we can still see some of the historic buildings, including the Music Hall which was built in 1878 and Memorial Hall which was completed in 1908 as a memorial to the military of the city and county.
 - *Student Questions:*
 - What clues in this photo tell you about the time period when it was taken?
 - What are the tracks in the street for? Why would they have been important to the citizens of Cincinnati?
 - What types of transportation do you see in this picture?
 - *Teacher Description:* This photo was published by the Detroit Publishing Co.
- View of Downtown Cincinnati from Mt. Adams
 - Courtesy of the Library of Congress, LC-DIG-det-4a19198
 - *Student Description:* This photo shows a view of the City of Cincinnati from Mt. Adams.
 - *Student Questions:*
 - What do you see that is the same/different in Cincinnati today?
 - *Teacher Description:* This photo was taken between 1900 and 1910 and published by the Detroit Publishing Co. In the late 1800s, Cincinnati was commonly referred to as the 'Paris of America' because of its architecture such as, the Cincinnati Hotel, Shillito Department Store and the Music Hall. The Cincinnati Ingalls Building, constructed in 1902, was the first skyscraper built in the U.S.

