

Yale 2012 PIER Summer Institute Global Movement
Sponsored by the Yale Programs in International Educational Resources (PIER)

The Site and Situation of Hartford, Connecticut

Author(s): Kurt Alletzhauser

School: Cromwell Middle School, Cromwell, CT

Subject Area: Social Studies

Grade Level(s): 7

Time Frame to Allow for Unit: 6 classes of 40 minutes each

Introduction: This lesson focuses on site and situation-- two factors that help describe a settlement's location and growth potential. Students will use Hartford, Connecticut (USA) as a case study. Besides examining physical geography, students will investigate human geography, such as the impact of migration on a settlement's growth. The Students will work in small groups to collect, analyze, and organize main ideas and supporting details. At the end of the lesson, each student will write an expository essay on the site and situation of Hartford.

TEACHER'S NOTE: This is a stand-alone lesson, but it augments Chapter 8, "Migration to the United States: The Impact on People and Places" and Chapter 25, "Istanbul: A Primate City Throughout History", Geography Alive! by the Teachers' Curriculum Institute. The performance task essay will be added to each student's cross-curriculum writing portfolio.

Geographic Connections:

1. Related to Summer Institute Theme: "**Movement**"
2. Other Geography Themes: "**Location**" and "**Place**"

Vocabulary:

1. Capital city a city that is the governmental center of a country or region. (*Geography Alive!*, p. 371)
2. Primate city the largest and most important city in a country, having at least twice the population of the next largest city. It is the center of economic power and national culture. (*Geography Alive!*, p. 371)
3. Hierarchy a system of ranking people or things above one another.
4. Urban hierarchy the ranking of urban places by size and importance. A primate city is at the top of the hierarchy and villages are at the bottom. (*Geography Alive!*, p. 372)
5. Urban city living or related to a city environment.
6. Rural the countryside-- an area that is not heavily developed and not close to a city.
7. Site the specific place where something is located, including its physical setting. (Geoterms; *Geography Alive!*, p. 371)
8. Situation the way a place is positioned in relation to its wider surroundings. (Geoterms; *Geography Alive!*, p. 371)
9. Function the purpose of the settlement: trade, military, education, administrative
10. Hub a place or thing that forms the effective center of an activity, region, or network. (Google definition)
11. Network an association of people drawn together by family, work or hobby. (www.answers.com)
12. Migrate to move from one region or country to another (Glossary; *Geography Alive!*, p. 606)
13. Step-migration A series of shorter, less extreme migrations from a person's place of origin to final destination—such as moving from a farm, to a village, to a town, and finally to a city. (National Geographic)
14. “Push” factor something that encourages people to leave a place behind (Geoterms; *Geography Alive!*, p. 121)
15. “Pull” factor something that encourages people to move to a new place (Geoterms; *Geography Alive!*, p. 121)

Stage 1 – Desired Results

Content Standard(s): U.S. National Geography Standards

Standard 3 / Element 1: The World in Spatial Terms	How to Analyze the Spatial Organization of People, Places, and Environments on Earth’s Surface
Standard 4 / Element 2: Places & Regions	The Physical and Human Characteristics of Places
Standard 9 / Element 4: Human Systems	The Characteristics, Distribution, and Migration of Human Population on Earth’s Surface
Standard 12 / Element 4: Human Systems	The Processes, Patterns, and Functions of Human Settlement

Source: <http://www.nationalgeographic.com/xpeditions/standards/matrix.html>

NOTE: The Common Core State Standards for Writing and Literacy in Social Studies (Grade 7) are located in the Appendix.

Understanding (s)/Goals:

Students will understand that:

- Site and situation are two ways to describe the location and growth of a settlement.
- Location factors can be economic, social, political and environmental.
- People migrate because of “Push” or “Pull” factors.
- A capital city is often the largest and wealthiest city in the state or country.
- The human geography of a settlement may change over time.

Essential Question(s) Related to Theme(s):

- Where are capital cities located, and how did their original locations encourage growth?
- How does migration affect the lives of people and the character of places?

Student Objectives (Outcomes):

Students will be able to:

- Investigate the role of geography in the growth of a settlement that is now a capital city.
- Identify key ways in which migration impacts a region.
- Work cooperatively in small groups to collect, analyze, and organize data on Hartford, Connecticut.
- Individually write an expository essay to answer the essential questions—using Hartford, Connecticut (USA) as the case study.

Stage 2 – Assessment Evidence

Performance Task(s):

- Students will write an expository essay describing the physical and human geography of Hartford, Connecticut, providing historical and contemporary evidence.

Other Evidence:

- KWL Charts
- Graphic Organizer: Site
- Graphic Organizer: Situation & Function
- Graphic Organizer: Migration

Stage 3 – Learning Plan

Learning Activities:

NOTE: This lesson is primarily computer-based, with the teacher using an interactive white board and the students using computers to research material for their essays. The teacher will need to book the computer lab or laptops for at least a week. The teacher must photocopy graphic organizers for the students.

Day 1

Topic of Lesson: Overview

- Introduction of essential questions, objectives, vocabulary, and performance task
- Preview—KWL Charts

Materials Needed:

- Markers
- Poster/chart paper (one for each group)
- Tape
- Handout 1- Vocabulary

1. Seating-- Arrange the classroom desks for mixed-ability groups of three. Project the seating plan on the screen (interactive white board) so the students can take their seats immediately, or, tell them where to sit once they are all in the classroom.

TEACHER'S NOTE: Students will be working in mixed ability groups of three for one week as they collaboratively collect data for their research papers. Each student in the group will be assigned a specific task. Graphic organizers will be collected daily and used to assess group and individual performance.

2. Introduction-- Introduce the essential questions, objectives, vocabulary (Handout 1), and performance task. If possible, write the essential questions on the board along with the objectives, so they can be referred to during the lesson. Inform students that they will write an expository

essay as the performance task. Take time to answer questions regarding the objectives and task.

TEACHER'S NOTE: This activity occurs after the students studied Chapter 25, Geography Alive! dealing with the site and situation of Istanbul, Turkey. The students are now in the processing and application phases of learning. If used as a stand-alone lesson, more time will be needed to introduce the vocabulary and model site and situation in the context of describing a location. Give the students Handout 1 (Vocabulary), or project it on the screen (interactive white board). Let them know that these handouts, along with their graphic organizers, will be used as resources for writing an expository essay (Performance Task) on the site and situation of their capital city.

3. Processing Activity-- KWL Charts

- Purpose: The purpose of this activity is to connect and assess student knowledge of the local area with the ways geographers describe location. This activity promotes student engagement through collaboration and movement—benefitting kinesthetic and visual learners.
- Posters-- The teacher will need tape one poster to the wall for every 3 students. Assuming a class of 24 students, the teacher will post 8 charts on the wall. Three of the charts will have the topic of site written at the top. Three more charts will have situation as the topic. The last three charts will have migration at the top of the poster.
- Roles-- Ask each group to assign a recorder, explainer, and a presenter. The recorder will write on the chart the information that the group knows about the topic. The explainer will clarify the directions to other group members, as needed. The presenter will stand before his/her original poster and summarize what is on the poster to the class.
- Starting-- To start the activity, assign one poster to each group. Students go to their poster and brainstorm a list of ways site, situation, and migration influenced the settlement of their capital city- - in this case, Hartford, CT.
- Rotate-- After a few minutes, have the students rotate to another chart with a different topic. Each group should review what the previous group wrote on the chart and place a check mark next each item that they also have. The group should add any new information to the list. Remind students that this is a brainstorming activity and that they should not criticize or try to correct information that is listed.
- Repeat-- Rotate again until all of the groups have visited the three different topics. Have the students return to their seats. Ask each group to choose a reporter. Since there are more groups than topics, the teacher will choose three reporters—one for each topic. Have the reporter give a brief summary of the chart.

4. Conclusion--After each group reports, have each group generate a list of questions (on note paper) that they have about the each of the topics. One at a time, have the recorder of each group write one of the group's questions on the board in front of the room. At their own desks, the students should copy down the list of questions from the board.

5. Organize--The students should keep their notes in their binders. At the end of the week in their groups, they will discuss and write down the things that they learned.

Day 2

Topic of Lesson: A Settlement's Siting Factors

- Case Studies: Paris & Glasgow
- Research begins on the Siting Factors of Hartford, Connecticut

Materials Needed

- Computer Lab or Portable Lap Tops
- Internet Connection
- Handout 1- Vocabulary
- Handout 2: Student Resources
- Handout 3: Site Graphic Organizer
- *Geography Alive!* text book (optional)

1. Classroom Management--Nobody should be on the computer at this time. All hands should be off of the keyboards in order to focus on the instructions.
2. Seating--Start the lesson by ensuring all members of each group are sitting next to each other in the computer lab or in their classroom groups if laptops are being used.
3. Introduction—Introduce the lesson topic of the day (Site) and the essential question:
 - *Where are capital cities located, and how did their original locations encourage growth?*
4. Relevance--Explain that they will research evidence related to Site in order to help answer this essential question. Let them know that at least one paragraph of their essay will be devoted to the evidence of this topic.
5. Preview Activity: State Map
 - Project a map of the state (or use atlases) to show the state's physical and human geography. Explain that their capital city will be used as an example of how a settlement became a capital due to its favorable site.

TEACHER NOTE: A map resource for Connecticut teachers is from the University of Connecticut's Map and Geographic Information Center (MAGIC), offering spatial data, historical maps, and aerial photographs. A basic map of Connecticut with zoom features can be found at MAGIC in the Connecticut GIS Data section; in "Boundaries" or click on the link below:

http://maps.google.com/maps?q=http://magic.lib.uconn.edu/magic_2/vector/37800/statect_37800_0000_2010_s100_census_1_kml.kmz

- Questions--Have students examine the map of your state and ask,
- Where is our town/city located in relation to the capital city?
- Where's the capital city located?
- From yesterday's KWL, what were some of the characteristics of the capital city's location that helped it to become the capital city?

6. Segway--Have students share their answers and come up to the screen to clarify. Some of the answers will be the siting factors that they will research in greater detail during the lesson.
7. Transition--After the preview activity, give each student Handout 2 (Student Resources) and Handout 3 (Site Graphic Organizer). Let the students know that they should use the resources to help guide their research. Tell them that you will collect the Site Graphic Organizer at the end of the period to assess their progress.
8. Research Roles—Before they start their research, ask that each group assign each member two research squares in the graphic organizer. Have each student place a check in the small square in each of the boxes that he/she is responsible to research. The checked boxes will add a level of accountability to the collaborative research effort.
9. Case Studies--Every student should take the time to view the following case studies to understand the context of site and situation.
 - Paris, France (Urban)
Source: The Amesbury School UK
https://docs.google.com/viewer?a=v&q=cache:gzzQou2s7SoJ:geography.amesburyschool.co.uk/revision/ce4settlement.pdf+urban+site+ands+situation&hl=en&gl=us&pid=bl&srcid=ADGEESHfsTKh7C2Kan4rlRuKT1taV00iJjYTVUuo2J69eardkAcBEjOD1mb5b1VvBFYuso3F6IC5qQ6v_o90PxHABSwpUeYUlxXcXcVeMS12Yr93N4HYoBh4mXOR6IsBRXaNi8aRIFl&sig=AHIEtbT22IliWhBBXzZb9GGPyb6ww9Fc5A
 - The Site and Situation of Glasgow (Urban)
<http://highergeog.wordpress.com/2007/04/21/site-and-situation-of-glasgow>
10. Conclusion--Ten minutes before the end of the period, have the students shut down their computers. Next each member should share his/her finding with the other group members, who will copy down the notes.
11. Accountability--Collect the graphic organizers at the end of the period. Check for quality, accuracy, and completeness. The teacher will use this information to make adjustments to the next day's lesson. Extending the research time, adding to the guided the research, or extending the note sharing time at the end of the class might be necessary.

Day 3

Topic of Lesson: A Settlement's Situation & Function

Materials Needed

- Computer Lab or Portable Lap Tops
 - Internet Connection
 - Handout 1- Vocabulary
 - Handout 2: Student Resources
 - Handout 3: Site Graphic Organizer
 - Handout 4: Situation & Function Graphic Organizer
 - *Geography Alive!* text book (optional)
1. Classroom Management--Nobody should be on the computer at this time. All hands should be off of the keyboards in order to focus on the instructions.

2. Seating--Start the lesson by ensuring all members of each group are sitting next to each other in the computer lab or in their classroom groups if laptops are being used.
3. Return Organizers--Have a few students return the previous day's Site Graphic Organizers. Students should safeguard the notes for their essay.
 - Adjustments--If the students need more time to finish researching or sharing the siting factors, there will be time on Day 5 of the lesson to do more research and to share.
4. Introduction-- Introduce the lesson topic of the day (Situation and Function) and the essential question:
 - *Where are capital cities located, and how did their original locations encourage growth?*
 - Explain that they will look for evidence related to Situation & Function to answer the essential question. At least one paragraph of their essay will be devoted to the evidence of this topic in an effort to answer this essential question.
 - Refer the students to Handout 2 (Student Resources) and indicate the appropriate websites for investigating migration.
5. Graphic Organizer--Give each student Handout 4 (Situation & Function).
6. Research Roles—Before students turn on the computers, ask that each group assign each member two research squares in the graphic organizer. Have each student place a check in the corner of the boxes that he/she must research. The checked boxes will add a level of accountability to the collaborative research effort.
7. Computers—Students should turn on the computers / log on and get to the Internet.
8. Facilitating—The teacher will address content and computer questions.
9. Conclusion--About 10 minutes before the end of the class, the students will log-off and share their information with each other. They should copy the information into their graphic organizers.
10. Accountability--Collect the graphic organizers at the end of the period. Check for quality, accuracy, and completeness. The teacher will use this information to make adjustments to the next day's lesson. Extending the research time, adding to the guided the research, or extending the note sharing time at the end of the class might be necessary.

Day 4

Topic of Lesson: The Impact of Migration on the Hartford settlement

Materials Needed

- Computer Lab or Portable Lap Tops
- Internet Connection
- Handout 1- Vocabulary
- Handout 2: Student Resources
- Handout 3: Site Graphic Organizer
- Handout 4: Situation & Function Graphic Organizer
- Handout 5: Migration Graphic Organizer
- *Geography Alive!* text book (optional)

1. Classroom Management--Once again, nobody should be on the computer at this time and all hands should be off of the keyboards in order to focus on the instructions.
2. Seating--Ensure all members of each group are sitting next to each other in the computer lab or in their classroom groups if laptops are being used.
3. Return Organizers-- Have a few students return the previous day's Situation & Function Graphic Organizers. Students will have the opportunity to conduct more research and to copy notes the next day that the class meets.
4. Introduction—The lesson topic of the day is “Migration” and the essential question is:
 - *How does migration affect the lives of people and the character of places?*
5. Vocabulary--Ask students what they know about migration and push/pull factors. Go over the definitions. If students are using the *Geography Alive!* text book, Chapter 8 deals with migration and they can refer to that chapter. Alternatively, *National Geographic Expeditions* has a migration lesson plan for grades 6-8.
6. Graphic Organizer--Give each student the Migration Handout and go over the directions and check for questions.
7. Resources--Refer the students to their Student Resource Handout and indicate the appropriate websites for reviewing the basic types of migration.
8. Research Roles—Before students turn on the computers, ask that each group decide on which questions the group members will individually complete. Have each student place a check in the small square in each of the boxes that he/she is responsible to research. The checked boxes will add a level of accountability to the collaborative research effort.
9. Computers—Have the students log on and begin their research.
10. Facilitating—The teacher will address content and computer issues.

11. Conclusion--About 10 minutes before the end of the class, have the students close out of the computers and share their information with each other. They should copy the information into their graphic organizers.
12. Accountability-- Collect the graphic organizers at the end of the period. Check for quality, accuracy, and completeness. The next class session will be devoted to continued research of any of the topics and for sharing notes.

Day 5

Topic of Lesson: Continued Research

Materials Needed

- Computer Lab or Portable Lap Tops
- Internet Connection
- Handout 1- Vocabulary
- Handout 2: Student Resources
- Handout 3: Site Graphic Organizer
- Handout 4: Situation & Function Graphic Organizer
- Handout 5: Migration Graphic Organizer
- *Geography Alive!* text book (optional)

1. Classroom Management--Once again, nobody should be on the computer at this time and all hands should be off of the keyboards in order to focus on the instructions.
2. Return Organizers-- Have a few students return the previous day's Migration Graphic Organizers.
3. Introduction—Let the students know that they can research all period to fill gaps in their notes. They should also use the period to copy notes-- only from within their group.
4. Computers—Have the students log on and begin their research.
5. Facilitating—The teacher will address content and computer questions.
6. Conclusion--About 10 minutes before the end of the class, have the students close out of the computers. Ask students share with the entire class their responses to the essential questions.
7. Accountability-- Remind students that the next class session will be for writing the essay. They can use their graphic organizers for information. The students should ensure that they have their three graphic organizers and that they are legible.

Day 6

Topic of Lesson: Performance Task—Writing an Expository Essay

Materials Needed

- Lined paper or Blue Exam Books
- Handout 3: Site Graphic Organizer
- Handout 4: Situation & Function Graphic Organizer
- Handout 5: Migration Graphic Organizer
- Handout 6: Performance Task
- Handout 7: Rubric

1. Classroom Management— Students will be in the classroom, sitting in rows (assigned seats) for the performance task. Students should have pens and pencils ready.
2. Organizers-- Students may use only their own, handwritten organizer for the essay. Have the students take them out of their binders and place the organizers under the desk until the essay begins.
3. Directions for Performance Task--Students will write an expository essay during the class period.
 - Have students clear their desks of everything, except for a pen/pencil.
 - Give each student a copy of the Task (Handout 6) and go over the instructions and respond to any questions.
 - Give each student a copy of the Rubric (Handout 7) and respond to questions.
 - Give each student a blue book or lined paper.
 - Have students place their graphic organizers on their desks.
4. Start Task—Students may start writing.
5. Facilitating—The teacher should walk around the room monitoring students progress.
6. Warning Signal— Announce to the class that there are 10 minutes remaining. Students who are finished should proof read their essays and make any revisions.
7. End Task-- About 2 minutes before the end of the class, end the writing task.
 - Collect Essays

Extension/Modifications

The mixed ability groups, along with the graphic organizers, should promote successful research and note taking for most students. However, the teacher should coordinate with individual students and the appropriate support staff for the students who require “extra time” or writing modifications, such as using

a computer to generate essays. Also, students may wish to spend more time outside of the classroom to complete their work. Encourage them to work at home—remember to return their graphic organizers. If students are taking notes on the computer, they should have a USB drive to save their work and print. Enrichment activities: Students wishing to explore topics such as the fur or wampum trade may write a paper for additional credit.

TEACHER'S NOTE: This concludes the lesson—aside from grading the essays.

Resource List/Bibliography:

Definitions

Hart, Diane. *Geography Alive! Regions and People*. Palo Alto: Teachers' Curriculum Institute (TCI), 2011. Print.

<http://www.nationalgeographic.com/xpeditions/>

Standards

<http://www.nationalgeographic.com/xpeditions/standards/matrix.html>

<http://www.corestandards.org>

<http://www.corestandards.org/the-standards/english-language-arts-standards/history-social-studies/grades-6-8/>

KWL

Hollis, Betty. *Differentiating Instruction in the Whole-Group Setting: Taking the Easy First Steps into Differentiation*, New Hampshire: Crystal Springs Books, 2005. Print.

Site & Situation

Hart, Diane. "Istanbul: A Primate City Throughout History." *Geography Alive! Regions and People*. Palo Alto, CA: Teachers' Curriculum Institute (TCI), 2011. 119-129. Print.

Barcelona Field Studies Centre, <http://geographyfieldwork.com/SiteSituation.htm>

Case Study: Paris, France (Urban)

Source: The Amesbury School, UK

https://docs.google.com/viewer?a=v&q=cache:gzzQou2s7SoJ:geography.amesburyschool.co.uk/revison/ce4settlement.pdf+urban+site+ands+situation&hl=en&gl=us&pid=bl&srcid=ADGEEShfsTKh7C2Kan4rIRuKT1taV00iJjYTVUuo2J69eardkAcBjOD1mb5b1VvBFYuso3F6IC5qQ6v_o90PxHABSwpUeYU1zxCxcVeMS12Yr93N4HYoBh4mXOR6IsBRXaNi8aRIFl&sjg=AHIEtbT22IliWhBBXzZb9GGPyb6ww9Fc5A

Case Study: Glasgow, Scotland (Urban)

<http://highergeog.wordpress.com/2007/04/21/site-and-situation-of-glasgow>

Migration

Hart, Diane. "Migration to the United States: The Impact on People and Places." *Geography Alive! Regions and People*. Palo Alto, CA: Teachers' Curriculum Institute (TCI), 2011. 369-377. Print.

<http://www.nationalgeographic.com/xpeditions/>, Migration Lesson (6-8).

Maps

The University of Connecticut's Map and Geographic Information Center (MAGIC)

http://maps.google.com/maps?q=http://magic.lib.uconn.edu/magic_2/vector/37800/stalect_37800_000_0_2010_s100_census_1_kml.kmz

Rubric

http://www.scholastic.com/teachers/sites/default/files/asset/file/expositoryessayrubric_pr_0.pdf

How Are You Going to Use This Unit?

The lesson is for 7th Grade Social Studies at Cromwell Middle School, Cromwell, Connecticut. This is the concluding lesson of the 3rd Quarter Unit on Southwest Asia.

APPENDIX

1. Writing Standards
2. Handout 1: Vocabulary
3. Handout 2: Student Resources
4. Handout 3: Graphic Organizer- Site
5. Handout 4: Graphic Organizer- Situation & Function
6. Handout 5: Graphic Organizer- Migration
7. Handout 6: Performance Task- Essay
8. Handout 7: Rubric

APPENDIX
Writing Standards

Grade 7 / Common Core Standards: Language Standards/History/Social Studies

Key Ideas & Details	
RH-6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
Craft and Structure	
RH 6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
Integration of Knowledge & Ideas	
RH 6-8.7	Integrate visual information with other information in print and digital texts.

Source: <http://www.corestandards.org/the-standards/english-language-arts-standards/history-social-studies/grades-6-8/>

Grade 7 / Common Core Language Standards / Writing

Text Type and Purpose	
W.7.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
Production & Distribution of Writing	
W.7.3	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
W.7.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Research to Build and Present Knowledge	
W.7.8	Gather relevant information from multiple print and digital sources, access the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

Source: <http://www.corestandards.org>

APPENDIX
Handout 1- Vocabulary

1. Capital city a city that is the governmental center of a country or region. (*Geography Alive!*, p. 371)
2. Primate city the largest and most important city in a country, having at least twice the population of the next largest city. It is the center of economic power and national culture. (*Geography Alive!*, p. 371)
3. Hierarchy a system of ranking people or things above one another.
4. Urban hierarchy the ranking of urban places by size and importance. A primate city is at the top of the hierarchy and villages are at the bottom. (*Geography Alive!*, p. 372)
5. Urban city living or related to a city environment.
6. Rural the countryside-- an area that is not heavily developed and not close to a city.
7. Site the specific place where something is located, including its physical setting. (Geoterm; *Geography Alive!*, p. 371)
8. Situation the way a place is positioned in relation to its wider surroundings. (Geoterm; *Geography Alive!*, p. 371)
9. Function the purpose of the settlement: trade, military, education, administrative
10. Hub a place or thing that forms the effective center of an activity, region, or network. (Google definition)
11. Network an association of people drawn together by family, work or hobby. (www.answers.com)
12. Migrate to move from one region or country to another (Glossary; *Geography Alive!*, p. 606)
13. Step-migration A series of shorter, less extreme migrations from a person's place of origin to final destination—such as moving from a farm, to a village, to a town, and finally to a city. (National Geographic)
14. “Push” factor something that encourages people to leave a place behind (Geoterm; *Geography Alive!*, p. 121)
15. “Pull” factor something that encourages people to move to a new place (Geoterm; *Geography Alive!*, p. 121)

APPENDIX
Handout 2- Student Resources

Definitions

Geography Alive! Regions and People, textbook published by Teachers' Curriculum Institute (TCI); Chapters 8 and 25

<http://www.nationalgeographic.com/xpeditions/>

Site & Situation

Hart, Diane. "Istanbul: A Primate City Throughout History." *Geography Alive! Regions and People*. Palo Alto, CA: Teachers' Curriculum Institute (TCI), 2011. 119-129. Print.

Barcelona Field Studies Centre <http://geographyfieldwork.com/SiteSituation.htm>

Case Study: Paris, France (Urban)

Source: The Amesbury School UK

https://docs.google.com/viewer?a=v&q=cache:gzzQou2s7SoJ:geography.amesburyschool.co.uk/revisi on/ce4settlement.pdf+urban+site+ands+situation&hl=en&gl=us&pid=bl&srcid=ADGEEShfsTKh7C2 Kan4rIRuKT1taV00iJjYTVUuo2J69eardkAcBEjOD1mb5b1VvBFYuso3F6IC5qQ6v_o90PxHABSwp UeYUlxXCxcVeMS12Yr93N4HYoBh4mXOR6IsBRXaNi8aRIFl&sig=AHIEtbT22IliWhBBXzZb9GG Pyb6ww9Fc5A

Case Study: Glasgow, Scotland (Urban)

<http://highergeog.wordpress.com/2007/04/21/site-and-situation-of-glasgow>

Hartford, Connecticut

Hartford Founders (primary sources)

<http://www.living-in-the-past.com/Icrannogwebpage6.html>

Fundamental Orders

http://avalon.law.yale.edu/17th_century/order.asp

Hartford History (primary sources)

<http://www.living-in-the-past.com/Icrannogwebpage5.html>

Hartford History (1636)

<http://www.colonialwarsct.org/hartford.htm>

The Connecticut River

<http://www.portlandct.org/river2.htm>

The Connecticut River Valley

http://www.americancenturies.mass.edu/people_places/view.jsp?itemtype=2&id=245

The Founding of Hartford

http://www.hartfordhistory.net/founding_of_hartford.html

Migration

Hart, Diane. "Migration to the United States: The Impact on People and Places." *Geography Alive! Regions and People*. Palo Alto, CA: Teachers' Curriculum Institute (TCI), 2011. 369-377. Print.

<http://www.nationalgeographic.com/xpeditions/>, Migration Lesson (6-8).

Connecticut Immigration

<http://immigration-online.org/446-connecticut.html>

Immigration and natural resource questions

<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/introduction2.html>

2010 data Migration Hartford

<http://www.forbes.com/special-report/2011/migration.html>

Migration to America Time Line

https://docs.google.com/viewer?a=v&q=cache:O73Zar26N60J:www.rootsweb.ancestry.com/~wiiibig/Ammann_handout.pdf+new+england+migration+routes+1600s&hl=en&gl=us&pid=bl&srcid=ADGEESi51-YR0kt3nwizHQIDdYhxXCPiF3tIEtZMZS-26ef3c2Cv0nj2-etS0LICowYM1g_QKVI3-2pdocq_M8ZlsXJIhuWEA5IktA-CtJvyNyy4d4ga8mxv4_w5qk2wT3l6N0CwB2Hf&sig=AHIEtbSwR9fdpTju-FSWoLoyHLkFrUqDxA

Quinnipiac Migrations

<http://acqtc.org/Maweomi/Legacy08>

Dutch

Adraien Block

<http://www.bio.umass.edu/biology/conn.river/block.html>

Adraien Block and the Dutch

<http://www.colonialwarsct.org/1614.htm>

House of Hope, Hartford (Dutch)

http://www.nnp.org/vtour/regions/Connecticut_River/houseofhope.html

English

History of the British Empire (Scroll Down until "Pilgrim Fathers")

<http://www.historyworld.net/wrldhis/PlainTextHistories.asp?gtrack=pthc&ParagraphID=iij#iij>

Native Americans

<http://puttingzone.com/indians.html#Contact>"

Indian Trails

https://docs.google.com/viewer?a=v&q=cache:LBgkxkiTRA4J:library.bridgew.edu/exbts/BMAS/pdf/MAS-v17n03.pdf+new+england+indian+trail+map&hl=en&gl=us&pid=bl&srcid=ADGEESgi-2nc5T2DG1SbAGrvEyWJk7g-1IoJY6wTAbkE344FdsFvccf3mvg2lya_On3edFQNeZiJ9_uX1-WEUQuMpCqcxJC9ADRZWW2IzuvvgS7rbGvtSZfy78j7RUdBUAycwmmQ8yVF9&sig=AHIEtbQtoeBvIXAToZBB0CH8ynCmZ-OHcQ

Maps, Chats, Timelines

The University of Connecticut's Map and Geographic Information Center (MAGIC)

http://maps.google.com/maps?q=http://magic.lib.uconn.edu/magic_2/vector/37800/statect_37800_000_0_2010_s100_census_1_kml.kmz

Time Line

<http://www.cslib.org/earlysettlers.htm>

Primary Source Maps (Dutch & English)

http://www.nnp.org/nni/Research%20&%20Education/Maps_files/descriptions.htm

Map: Dutch & Neighboring Settlements

<http://etc.usf.edu/maps/pages/6600/6638/6638.htm>

Interactive Map: Triangular Trade Routes, 1600s-1700s

http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g5s_u3/index.html

Chart: European Migration, 1600,s-1700s

<http://www.google.com/imgres?q=colonial+era+migration+map&hl=en&client=safari&sa=X&rls=en&biw=1228&bih=630&tbm=isch&prmd=imvns&tbnid=Toa3Ru9f-MrvVM:&imgrefurl=http://parsonsid3.wordpress.com/2011/06/12/hospitality-in-nyc-trinitychurch1698/&docid=ItVmcEBZEE0VsM&imgurl=http://parsonsid3.files.wordpress.com/2011/06/project1part2a.jpg%253Fw%253D300%2526h%253D231&w=300&h=231&ei=T0ALUOjMcGA6QGHraGUAQ&zoom=1&iact=hc&vpx=794&vpy=277&dur=442&hovh=142&hovw=192&tx=104&ty=72&sig=102203220172266560939&page=2&tbnh=138&tbnw=187&start=20&ndsp=24&ved=1t:429.r:16,s:20,i:190>

Maps, Charts, & Graphs: Contact & Colonization

www.trinityhistory.org/AmH/u2maps.htm

Anglo-American Mapping, 1664-1750

<http://www.dyasites.com/maps/nysbook/Chapter4b.htm>

Trade & Exploration / Other

Dutch and English Exploration

<http://www.infoplease.com/ce6/us/A0857534.html>

Fur Trade (Value of Beaver Pelts)

https://docs.google.com/viewer?a=v&q=cache:1NYx-XaGYPAJ:missromanowroom302.wikispaces.com/file/view/Fur%2BTrade%2BRAD.doc+value+of+beaver+pelt+in+1600s&hl=en&gl=us&pid=bl&srcid=ADGEESh1tpnYmKU-gHkpGkoegklDiNj2qWLGBCFvasPDbXG1izaeymiv_8hr_Ia-wXLkpZU2CaIxLPMx8cj731R4VGq6CYigf0o8OiM9QvcOSMpoO7wkw5yIQQL4cjVgg8D-15FvJgET&sig=AHIEtbR_n67ur2gr0SfIudzC2KbYhpLdqQ

Wampum: A Money Substitute

<http://www.coins.nd.edu/ColCoin/ColCoinIntros/NNWampum.html>

Wampum Trade Routes

<http://www.people.fas.harvard.edu/~lbrooks/map2.html>

Money Substitutes in New Netherland and Early New York: Charts Illustrating Wampum Value Depreciation

<http://www.coins.nd.edu/ColCoin/ColCoinIntros/NNWampumCharts.html>

Measuring Worth (Comparing the value of old money with current money values)

<http://www.measuringworth.com/ukcompare/relativevalue.php>

APPENDIX

Handout 3- Graphic Organizer: Siting Factors

SITING FACTORS

Task: Research the favorable siting factors that encouraged people to settle the location that is now Hartford, Connecticut.

Fill in the boxes with notes that you will use to form a paragraph in your research essay. List evidence, especially from primary sources—such as quotes from the original settlers. Below are some of the siting factors worth considering.

Reliable Water Supply <input type="checkbox"/>	Flat Land (easy to build on) <input type="checkbox"/>	Fertile Land <input type="checkbox"/>
Fuel / Building Supply (Wood) <input type="checkbox"/>	Defense <input type="checkbox"/>	Aspect (South-Facing Slopes) <input type="checkbox"/>

Source of Siting Factors: Barcelona Field Studies Centre / <http://geographyfieldwork.com/SiteSituation.htm>

APPENDIX

Handout 4- Graphic Organizer: Situation & Function

SITUATION & FUNCTION

The situation of a settlement is its position in relation to the surrounding physical and human geography, which will influence the settlement's function-- its purpose for being located in that spot. It may be a center for tourism, business, administration, or education.

Task: Fill in the boxes with notes that you will use to form a paragraph in your research essay. List evidence, especially from primary sources—such as documents or quotes from the original settlers.

Situation Neighbors (countries, tribes, settlements, etc.)	Situation (Bridging Point)	Situation Route Center/Hub / Port (roads, trails, rivers, trade, military)
Function Trade	Function Agriculture	Function Political/Military

Source: http://www.bbc.co.uk/schools/gcsebitesize/geography/urban_environments/settlement_characteristics_rev2.shtml

APPENDIX

Handout 5- Graphic Organizer: Migration

Essential Question

How does migration affect the lives of people and the character of places?

Task: Each student in your group is responsible for one box of questions. Place an “X” in the box that you picked. Write your responses on the back of this handout using complete sentences and at least two pieces of evidence.

Think of the essential question as you answer the questions.

Remember, the teacher will collect your work at the end of the period. Your written responses will form the body of the “migration” paragraph in your essay.

<input type="checkbox"/> DUTCH <ol style="list-style-type: none">1. What “push” or “pull” factors in the 1600s influenced the Dutch to migrate the location of modern day Hartford, Connecticut?2. What were their migration routes?3. How did Dutch migration affect the lives of people and the character of the region?
<input type="checkbox"/> ENGLISH <ol style="list-style-type: none">1. What “push” or “pull” factors in the 1600s influenced the English to migrate to the location that is now known as Hartford, Connecticut?2. What were their migration routes?3. How did English migration affect the lives of people and the character of the region?
<input type="checkbox"/> NATIVE AMERICANS <ol style="list-style-type: none">1. What “push” or “pull” factors in the 1600s influenced Native Americans to migrate?2. What were their migration routes?3. How did Native American migration affect the lives of people and the character of the region?

Source of Essential Question: Chapter 8, “Migration to the United States: The Impact on People and Places”, *Geography Alive!*. Teachers’ Curriculum Institute.

APPENDIX

Handout 6- Performance Task: Expository Essay

Performance Task (Essay)

Essential Questions:

- Where are capital cities located, and how did their original locations encourage growth?
- How does migration affect the lives of people and the character of places?

Guided by the essential questions, you examined how physical and human geography influenced the settlement of Hartford, Connecticut (USA).

Use the information on your graphic organizers to help you complete a multi-paragraph essay. In addition to writing an introduction and conclusion, your essay must contain *at least* one paragraph for each of the following topics: site, situation, and migration. Provide supporting details (evidence) about Hartford to:

- Describe the city's site, situation, and function.
- Tell how these factors influenced the city's growth.
- Describe the impact of migration on the founding and growth of Hartford.

Use the lined paper that is provided to write your essay. Please write your name and class period on each piece of paper. You have this period only to complete this task.

APPENDIX

Handout 7-Rubric: Expository Essay

http://www.scholastic.com/teachers/sites/default/files/asset/file/expositoryessayrubric_pr_0.pdf