**Title: *Find that Industry***

**Creator:** Matt Bonds, National Geographic Certified Educator

Eighth Grade Teacher

Florence Middle School

Florence, Alabama

mjbonds@florencek12.org

**Recommended Grades:**

* 5-12

**Time Needed:**

* 20+ minutes

**Objectives:**

* Students will become familiar with important agriculture and industry in Alabama while learning the Alabama counties and using map coordinates.

**Materials (all included in the trunk):**

* Alabama cities/counties maps (4)
* Recording Log
* Teacher key
* Industry Cards
* Industry Lists
* Lanyards
* Clipboards or hard writing surfaces (provided by teacher)
* Pencils\* only used off the map (provided by the teacher)

 \*Reminder: Students may not bring writing utensils onto the map

**Preparation:**

* Read over the activity and make adaptations for student grade level. Place Industry Cards in menu holders.
* Refer to Evergreen Lesson 2: *Grids* for background information on map grids.

**Rules:**

* Shoes are not allowed on the map. Please have students remove shoes before walking on the map.
* No writing utensils on the map.

**Setup:**

* Divide the class into four evenly numbered groups: red, yellow, green, and blue.
* Distribute the following supplies to each team
	+ Colored lanyards
	+ 1 recording log
	+ Industry cards
	+ County maps
* The first person in line will be the **runner**. This person will choose an Industry Card and find the industry’s location on the map and communicate the coordinates to the reporter.
* The second person in line will be the **reporter.** This person will listen for the coordinates from the runner and record them on the answer sheet.
* The remaining team members should remain at their team base and help the runner find the industry location by giving cardinal and ordinal directions.

**Activity:**

* When the teacher says “go”, the runner on each team will choose an Industry Card and will determine where that industry is located by studying the county map. (the answer sheet tells what county each industry is located in)
* The runner will then walk on the map to the location of their industry and set the Industry Card down. (the whole team can help player 1 find the location by giving cardinal and ordinal directions to the player on the map)
* They will then determine the coordinates of their industry and communicate them to the reporter.
* When the runner returns back to the team base, the recorder will hand the answer sheet to the next player and will choose an Industry Card for themselves and become the runner.
* The 2nd runner will then determine the location of their industry and will repeat the process

**Tips:**

* Adapt list (add to or take away) to fit the needs of your community.
* Blank Industry Cards are provided in the kit.
* Please either tape information or write on the Industry Cards with a dry erase marker.
* Any used cards should be cleaned before returning to the kit.
* Teacher may want to familiarize students with the names and locations of counties

**Standards:**

ALCOS Social Studies 2010

* **5.2**- Identify causes and effects of early migration and settlement of North America.
* **6.10**- Analyze changing economic priorities and cycles of economic expansion and contraction for their impact on society since World War II.
* **Geography 7.6**- Illustrate how primary, secondary, and tertiary economic activities have specific functions and spatial patterns (Examples: primary- forestry, agriculture, mining; secondary- manufacturing, furniture, grinding coffee beans, assembling automobiles; tertiary- selling furniture, selling cafe latte, selling automobiles).
* **Geography 7.7**- Classify spatial patterns of settlement in different regions of the world, including types and sizes of settlement patterns (explaining human activities that resulted in the development of settlements at particular locations due to trade, political importance, or natural resources).
* **Civics 7.7**- Determine how people organize economic systems to address basic economic questions regarding which goods and services will be produced, how they will be distributed, and who will consume them.
* **8.6**- Trace the expansion of the Roman Republic and its transformation into an empire, including key geographic, political, and economic elements (Example: interpreting spatial distributions and patterns of the Roman Republic using geographic tools and technologies).
* **9.10**- Describe the influence of urbanization on the Western World during the nineteenth century (Example: interaction with the environment).
* **10.2**- Compare regional differences among early New England, Middle, and Southern colonies regarding economics, geography, culture, government, and American Indian relations.
* **11.7**- Explain the strengths and weaknesses of the New deal in managing problems of the Great Depression through relief, recovery, and reform programs, including the Tennessee Valley Authority (TVA), the Works Progress Administration (WPA), the Civilian Conservation Corps (CCC), and the Social Security Act.
* **Economics 12.1**- Explain why productive resources are limited and why individuals, businesses, and governments have to make choices in order to meet needs and wants, explaining land (an example of a natural resource), labor (an example of a human resource), capital (an example of a physical or human resource), and entrepreneurship to be the factors of production.

**Resources:**

Industry Cards

* **Cotton**- Cotton has been the driving force in Alabama’s economy for centuries. Alabama’s abundance of cotton caused the textile industry to develop in the late 1800s. These mills have helped keep jobs and money in Alabama.
	+ Limestone (D1-D2)
	+ Madison (D1-D2)
	+ Lawrence (C2-D2)
	+ Monroe(C7-C8)
	+ Colbert (C2)
	+ Escambia (C8)
	+ Lauderdale (C1-C2)
	+ Cherokee (F3)
	+ Baldwin(C9)
	+ Geneva (F8)
* **Corn**- Corn was an important crop to Alabama even before it was a state. It was a staple food for the native americans that residing in this area.
	+ Lawrence (C2-D2)
	+ Madison (D1-D2)
	+ Limestone (D1-D2)
	+ Jackson (E1-E2)
	+ Lauderdale (C1-C2)
	+ Colbert (C2)
* **Poultry-** The poultry industry is responsible for 10% of Alabama’s economy, exceeding $9 billion annually and employing 80,000 Alabamians.
	+ Cullman (D3)
	+ DeKalb (E2-F2)
	+ Marshall (E2)
	+ Coffee (F7-F8)
* **Beef/Cattle**- Cattle were originally introduced to North America by the Europeans in the late 1600s. Alabama has since grown to become one of our nation’s biggest suppliers of beef cattle.
	+ Cullman (D3)
	+ DeKalb (E2-E3)
	+ Montgomery ( E6)
	+ Marshall (E2)
	+ Lowndes ( D6-E6)
	+ Blount (E3)
	+ Morgan (D2)
	+ Jackson (E1-E2)
	+ Lauderdale (C1-C2)
	+ Geneva (F8)
* **Forestry/Lumber**- Forests have always been one of Alabama’s most important resources. As one of the most heavily forested states in the nation, the forestry products industry has played a large role in the state's economy.
	+ Cleburne (F3)
	+ Coosa (E5)
	+ Bibb (D5)
	+ Choctaw (B7)
	+ Washington (B8)
	+ Clay (E5)
	+ Winston (C3)
	+ Clarke (C7)
* **Coal-** Experiencing both boom and bust, the coal-mining industry has affected the lives of thousands of people in northern and central Alabama. The industry changed the face of the state—geographically, economically, socially, politically, culturally.
	+ Tuscaloosa (C4-C5)
	+ Jefferson (D4)
	+ Walker (C3)
	+ Shelby (D4)
* **Red Iron Ore-** Red ore (hematite) is so abundant that three different mountains are called Red Mountain. Because of its importance in the building of Alabama, hematite is the official state mineral.
	+ Jefferson (D4)
	+ Blount (E3)
	+ St. Claire (E4)
	+ Etowah (E3)
	+ DeKalb (E2-F2)
	+ Cherokee (F2)