**Title: *Sizing it Up!***

**Creators:**

* *Kim Morris*
* Third Grade Teacher
* Kilby Laboratory School
* The University of North Alabama
* kwmorris@una.edu
* *Megan Smith-Keenum*, National Geographic Certified Educator
* First Grade Teacher
* Forest Hills Elementary School
* Florence, Alabama
* mskeenum@florencek12.org

**Recommended Grade:**

* 1-4

**Time Needed:**

* 45-60 minutes

**Objectives:**

* Students will be able to identify and locate the ten of the most-populated cities on the Alabama Giant Traveling Map

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

* *There’s a Map on My Lap!* by Tish Rabe
* Sizing it Up! cards
* Sizing it Up! Teacher Clues sheet
* Compass rose

**Preparation:**

* Read over the book *There’s a Map on My Lap!* by Tish Rabe
* Read over the Sizing It Up! Teacher Clues that accompany Alabama’s largest cities.

**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:**

* Read *There’s a Map on My Lap!* by Tish Rabe
* Allow time for students to discuss the book.
* Divide the class into four evenly numbered groups: red, yellow, green, and blue.

**Review:**

* Tell students that when cities are labeled on a map, the city’s population determines what size the font of the city on the map will be. If the city has a high population, it will have larger font than those with a lower population.

\*Note: Students will want to keep this information in mind when moving to the Alabama Giant Traveling Map for the lesson.

* Review cardinal directions (north, south, east, and west) and ordinal directions (northeast, northwest, southeast, southwest).
* Discuss the concept of a map projection. Be sure that students understand directions as a constant. For instance, north is always north and does not change because a person changed the direction he/she is facing.
* With student guidance, place a compass rose on the map.

**Activity:**

* Give students lanyards corresponding to the color of their teams and send them to their base camps (the colored circles at each corner).
* Tell students that the goal of the game is to listen for clues (Sizing it Up! cards) to determine for which city they are looking.
* Once the teacher has read the clue (see Resources), the team will have one minute to determine the location of the city.
* One student from each team will stand on the correct location.
* Team members will take turns finding the cities on the map.
* Teacher will check and confirm locations.
* Repeat until all Sizing it Up! cards have been read.

**Tips:**

* Math Extensions:
	+ Place population numbers in sequential order (least to greatest / greatest to least)
	+ Place numbers in expanded form, word form, and standard form
* Continue the learning in the following ways:
	+ Research cities to plan a trip, design a brochure, or gain economic information
	+ Create your own map (examples: community, classroom, ball field, shopping center)

**Standards:**

ALCOS Social Studies 2010

* 1.8- Identify land masses, bodies of water, and other physical features on maps and globes.
	+ Explaining the use of cardinal directions and the compass rose
	+ Measuring distance using nonstandard units
	+ Example: measuring with pencils, strings, hands, feet
	+ Using vocabulary associated with geographical features, including river, lake, ocean, and mountain
* 2.5- Differentiate between a physical map and a political map.
	+ Examples: physical—illustrating rivers and mountains
	+ political—illustrating symbols for states and capitals
	+ Using vocabulary associated with geographical features, including latitude, longitude, and border
* 3.1-Locate the prime meridian, equator, Tropic of Capricorn, Tropic of Cancer, International Date Line, and lines of latitude and longitude on maps and globes.
	+ Using cardinal and intermediate directions to locate on a map or globe an area in Alabama or the world (Alabama)
	+ Determining distance between places on a map using a scale
	+ Locating physical and cultural regions using labels, symbols, and legends on an Alabama or world map (Alabama)
	+ Interpreting information on thematic maps (Examples: population, vegetation, climate, growing season, irrigation)
	+ Using vocabulary associated with maps and globes, including *megalopolis,* *landlocked, border*, and *elevation*
* 3.4- Relate population dispersion to geographic, economic, and historic changes in Alabama and the world. (Examples: geographic---flood, hurricane, tsunami; economic---crop failure)
* 4.1- Compare historical and current economic, political, and geographic information about Alabama on thematic maps, including weather and climate, physical-relief, waterway, transportation, political, economic development, land-use, and population maps.

**Resources:**

* This city’s population, now approximately 212,000, grew very quickly in the late 1800s to early 1900s giving the city its nickname, the Magic City. It is the only place in the world where all three raw ingredients in steel (coal, iron ore, and limestone) occur naturally within a 10 mile radius. It is one of the largest centrally located cities in Alabama. **(Birmingham)**
* This city has a population of approximately 205,000. It is home to the state archives and the capital building. This city has been Alabama’s state capital since 1846. **(Montgomery)**
* This city has a population of approximately 195,000. It has the ninth largest port in the country and is only 32 miles from the Gulf of Mexico. **(Mobile)**
* This city has a population of approximately 180,000. It is home to the U.S Space and Rocket Center as well as numerous high-tech and bio-science companies. **(Huntsville)**
* This city has a population of approximately 90,000 and was Alabama’s capital from 1826-1846. It is home to Bryant-Denny Stadium, one of the largest football stadiums in the country. **(Tuscaloosa)**
* This city, named for William H. Hoover, has population of approximately 81,000. It was the original location of the Birmingham Barons Minor League Baseball team. **(Hoover)**
* This city has a population of approximately 65,000. It is known as the “Peanut Capital of the World” because it grows more than half the peanuts produced in the United States. It is located between the Chattahoochee and Choctawhatchee Rivers. **(Dothan)**
* This city has a population of approximately 55,000. It is part of the metropolitan area of Huntsville and home of the Alabama Jubilee Hot Air Balloon Festival. **(Decatur)**
* This city’s population is approximately 53,000. It is a college town, just thirty miles from the Georgia border in Lee County. It’s local university is one of the few in the United States designated as a land-grant, space-grant, and sea-grant research center. **(Auburn)**
* Nestled in between the Cumberland Plateau and the Appalachian Mountains, this city is located on the Coosa River and has a population of approximately 35,000. **(Gadsden)**
* Home of the country’s largest chair, this city’s population is 23,106. It is the southernmost point of the Blue Ridge, part of the Appalachian Mountains, and can be found just west of the Georgia/Alabama border. **(Anniston)**
* Located on the Chattahoochee River, this city’s population is approximately 32,000. As the easternmost city in Alabama, this city chooses to follow the eastern time zone like Georgia rather than the central time zone like Alabama. **(Phenix City)**