



## Learning Project 3 Understanding Maps and Pictures

### Inquiry Activity 3-1: Reading Maps to Draw Conclusions

*(Note: Italicized portions should be directed to the students.)*

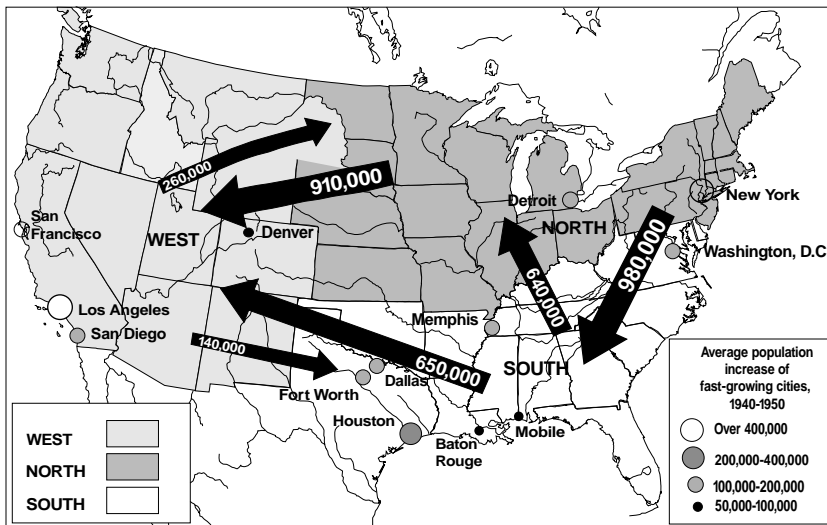
#### 1. Identifying the Problem (Item 16 Social Studies PA)

In this Inquiry Activity, learners will look at the map of the United States and recognize the purpose of the graphical overlays. News articles often show such overlays on standard geographical presentations. These can depict an often-complex story or group of stories, as the map does in this case. Not only is the post-World War II western migration vividly shown, but also the move to the Chicago and Detroit areas by Southern workers, especially African-Americans from the deep South, and early migration from the rust belt to lower-wage southern factories, a complex combination that has had considerable effect on most of us now living in Virginia.

*Study the map below and look at the arrows that overlay the map.*

*What do you think you will have to do in order to be successful in this Activity?*

#### Regional Population Changes in the United States, 1940-1950



Source: United States Department of Labor, Bureau of Labor Statistics.

16. Which conclusion about migration during World War II is confirmed by clear evidence in the map?

- (1) Fewer people migrated during this time than before World War II.
- (2) The majority of migrants were women workers.
- (3) The government encouraged people to move to the North.
- (4) Racial tensions developed in several cities.
- (5) A large number of people moved to the West.



*Where have you seen maps before?*

*What would you say this map is about?*

*What words or symbols might be important to understand in order to answer the question?*

## **2. Becoming Familiar with the Problem**

***Look at the map and ask yourself questions like the following. You should pay attention to which ones are helpful to you, so you can use them again.***

*From reading the title, what do you already know about the topic of this map?*

*What information do the arrows present? In what two ways do they give their information?*

The arrows on the map convey information both with their size and direction.

*What do you already know from your own experience or reading that will help you understand the information given on the map?*

*Are you interested in why people move and where they might be going?*

*Read the question. What are you being asked to find out?*

## **3. Planning, Assigning, and Performing Tasks**

***Planning:*** You may decide to work in pairs or a small group to do this activity.

***Assigning:*** Decide who will read the information and who will lead the discussion of what is on the map.

***Doing the Work:*** As you look at the map, consider this strategy:

***Clarify:*** Find and mark any words you might not know. See if the map gives enough information to clarify the meaning of the words. If not, use other resources to find the meaning.

*What information does the map provide that can answer the questions for each problem?*

*Find your answer to the question.*

The answer to question 16 is (5) A large number of people moved to the West.

*Be able to defend your answers and the ways that you found them.*

The arrows give information about direction and numbers of people moving from one area to another. Some of the information seems contradictory. The graphic overlay does not provide information pertaining to population shifts prior to World War II, the gender of those who moved, the reasons for, or any consequences of, the shifts.

## **4. Sharing with Others**

***Telling people what you know helps you to understand the material better. Take this opportunity not only to share the knowledge, but also to learn it more completely.***

***Whole class:*** Share with the whole class the steps you used to answer the questions. Take notes on any different ways of answering the questions the other groups gave.

## **5. Reflecting, Extending, Evaluating**

**Reflecting:** Think about what you have learned.



*Here are some questions to start your thinking about the experiences you just had. Thinking about what you have learned and experienced is part of the learning process. When the focus is only on the answer, you don't get much time to think about what you learned.*

1. *How helpful are maps to you? Do you follow directions better if you have a written route, or a route on a map?*
2. *What have you learned about how to gather information from maps?*
3. *What did you find interesting about the way the information was placed on the map?*

**Extending: Extend what you learned to new situations.**

*In extending, you are being asked to transfer the information presented in this Inquiry Activity to other information or situations.*

1. *What other topics might you be able to discuss by using information from this graph?*
2. *What other information might be put on the map of the United States that would give regional changes or differences?*
3. *Find another map of the U.S. in a recent newspaper or magazine article. What information is given there?*

If there is no current event that can be discussed, the weather map from *USA Today* will show regional differences, changes, and considerable data about why people choose to live in certain areas over others.

**Evaluating: Assess what you learned and how you learned it.**

*In this last step, you get a chance to review the content of what you learned and the methods used to learn. These questions have no right or wrong answers. This is your chance to look more closely at your learning style and the opportunity to state how you benefited or did not benefit from the content and/or the methods presented here.*

1. *What parts of the activity worked best for you? Why?*
2. *What parts did not work well for you? Explain.*
3. *What ideas presented here will you use when taking the GED test? Why?*
4. *How does following this 5-step format make you feel?*