

Regional Economics in the United States

Standard C: Spatial Organization

Sub-strand: The student will use regions and the interactions among them to analyze the present patterns of economic activity in the United States and around the world at various scales.

Benchmark 1: Students will describe and provide examples of the primary factors behind the regional pattern of economic activity in the United States

Grade Level: 9-12

Overview: In this lesson students will create maps showing regional economics patterns in the US and examine those patterns in comparison to regional resources and infrastructure.

Time: 5 50-minute periods

Subjects: Geography

Required Materials:

United States outline maps at <http://www.50states.com/maps/usamap.htm>

Atlases

Internet access for research

[Mapping US Economics Research Assignment](#)

Colored pencils

Optional Technologies:

Objectives:

Suggested Procedure (Pedagogy):

Day 1: Economics and Employment brainstorm

In small groups of 2-4 have students brainstorm employment changes in the US.

See this site for possible graphic organizers <http://eduscapes.com/tap/topic73.htm>

Some questions to help guide their thinking include:

What kinds of goods do we produce in the US?

What kinds of jobs do we do?

Where do the resources used originate?

How have our jobs changed over the past 50 years?

As a class discuss and expand on small group brainstorms. Do this on overhead transparency or chart paper so that it can be revisited at the end of the lesson.

Ask students how we might find out whether our brainstorm is accurate. Hand out and explain research assignment, [Mapping US Economics Research Assignment](#).

Day 2, 3 and 4: Research Economy

1) In computer lab find information needed for research assignment. Students should work in small groups of 3 to 5 on the research assignment. There are nine categories of economic activity in the Economic Census and up to 300 subcategories in each of those groupings. You will want to visit the website <http://www.census.gov/epcd/ec97sic/> to familiarize yourself with the layout and location of information. I have divided my students into one group for each of the nine categories. You might want to have students bring atlases and other materials to the lab so that they can work on maps etc.

Day 5: Presentations/Assessment

- 1) Student presentations of information. Follow up discussion based on findings. In the class discussion revisit brainstorm and ask students what they would add or subtract given results of research.
- 2) The research assignments should be assessed for completion and level of analysis in answers.

RESOURCES

Definitions

TODALSS – title, orientation, date, author, legend, scale and source. Basic information to be included on every map made.

Supplemental Web Links for Teachers and Students

Economic Census data: <http://www.census.gov/epcd/ec97sic/> this is the comparative economic data site.

Various online atlases:

<http://www-atlas.usgs.gov/>

<http://geography.about.com/library/maps/bluxx.htm>

<http://nationalatlas.gov/natlas/NatlasStart.asp>

<http://www.factmonster.com/atlas/usa.html>

http://130.166.124.2/US_1.html

<http://www.nass.usda.gov/census/census97/atlas97/>

Extension Activities

This activity could be modified to examine world regional economics.

Credits

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