

<https://arcg.is/0iXH8i>

Please complete this
short educator survey
before the session starts.

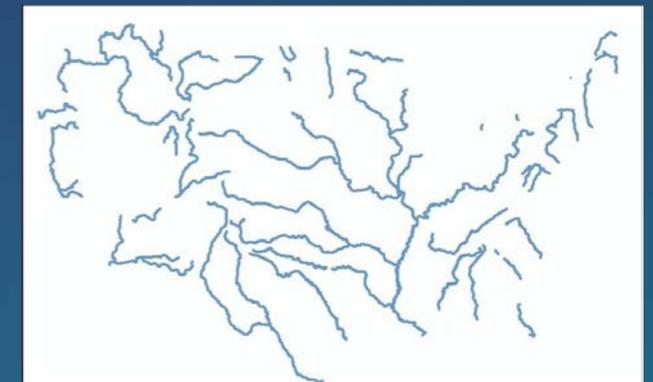
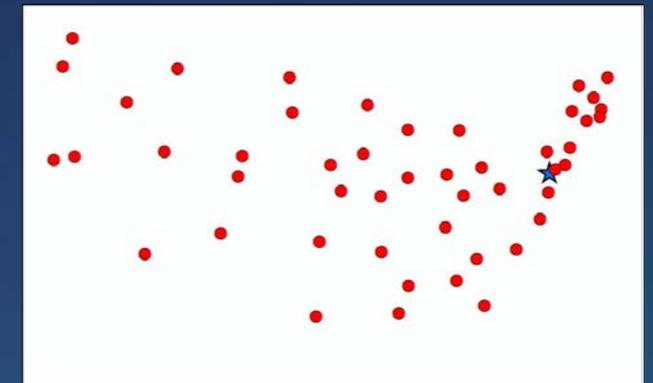


Web mapping in the social studies classroom

Tom Baker, Esri Education
<http://esriurl.com/MOSS19>

What to expect and who is this presenter?

- Free software, data, and instructional materials
- Tech-based enhancement strategies for your (or your teachers') classrooms
- *Presentation note: slides with blue background do **not** require a free school license of (ArcGIS Online) software.*



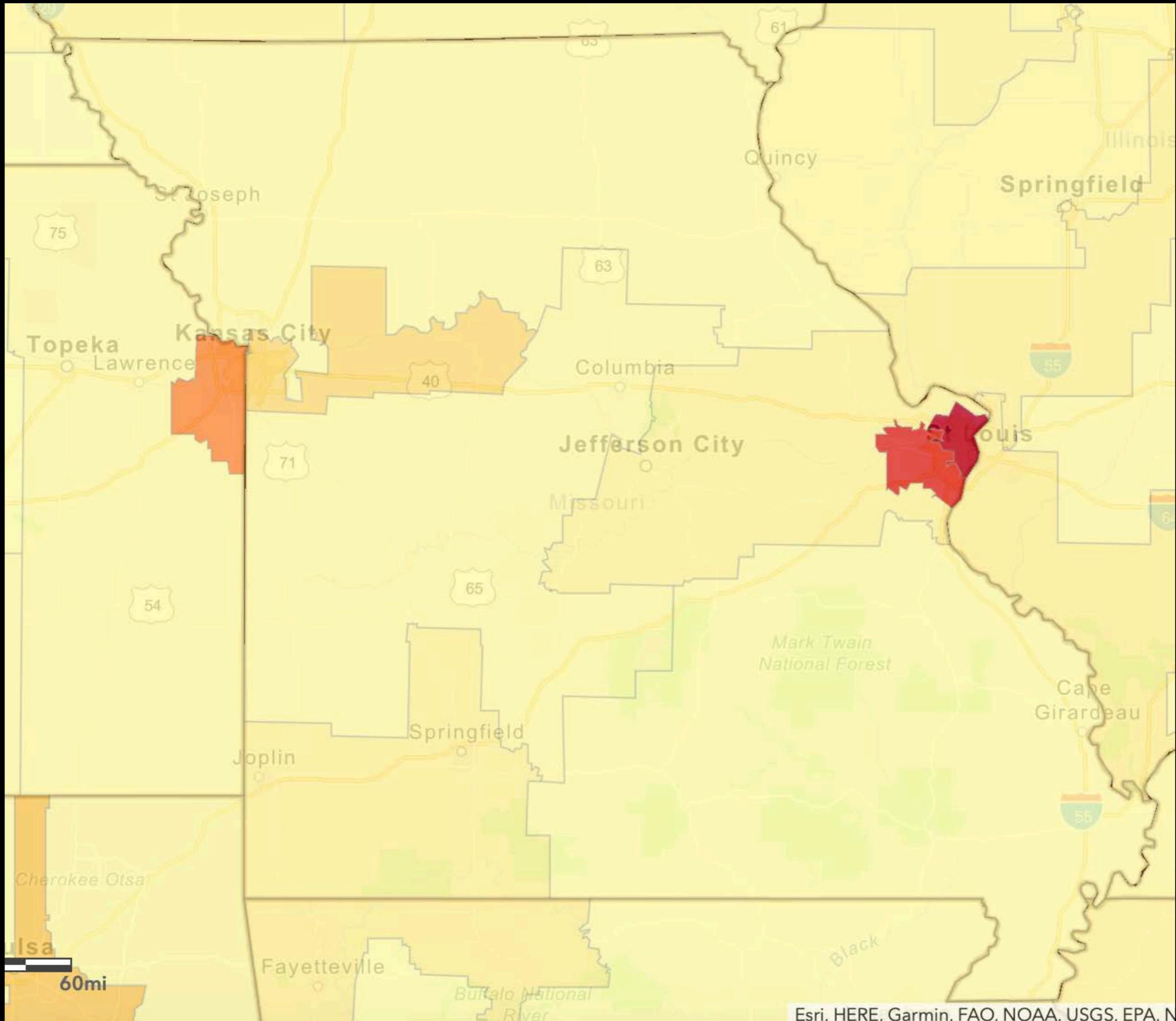
Maps use layers of “like things”

Geographic Information System

GIS =

- Information about the world
- Shown as layers of points, lines, areas, & images
- For a range of scales (close up or far away)
- Viewed and analyzed on a computer (ipads, tablets, phones, etc.)







The Geospatial Revolution

Esri

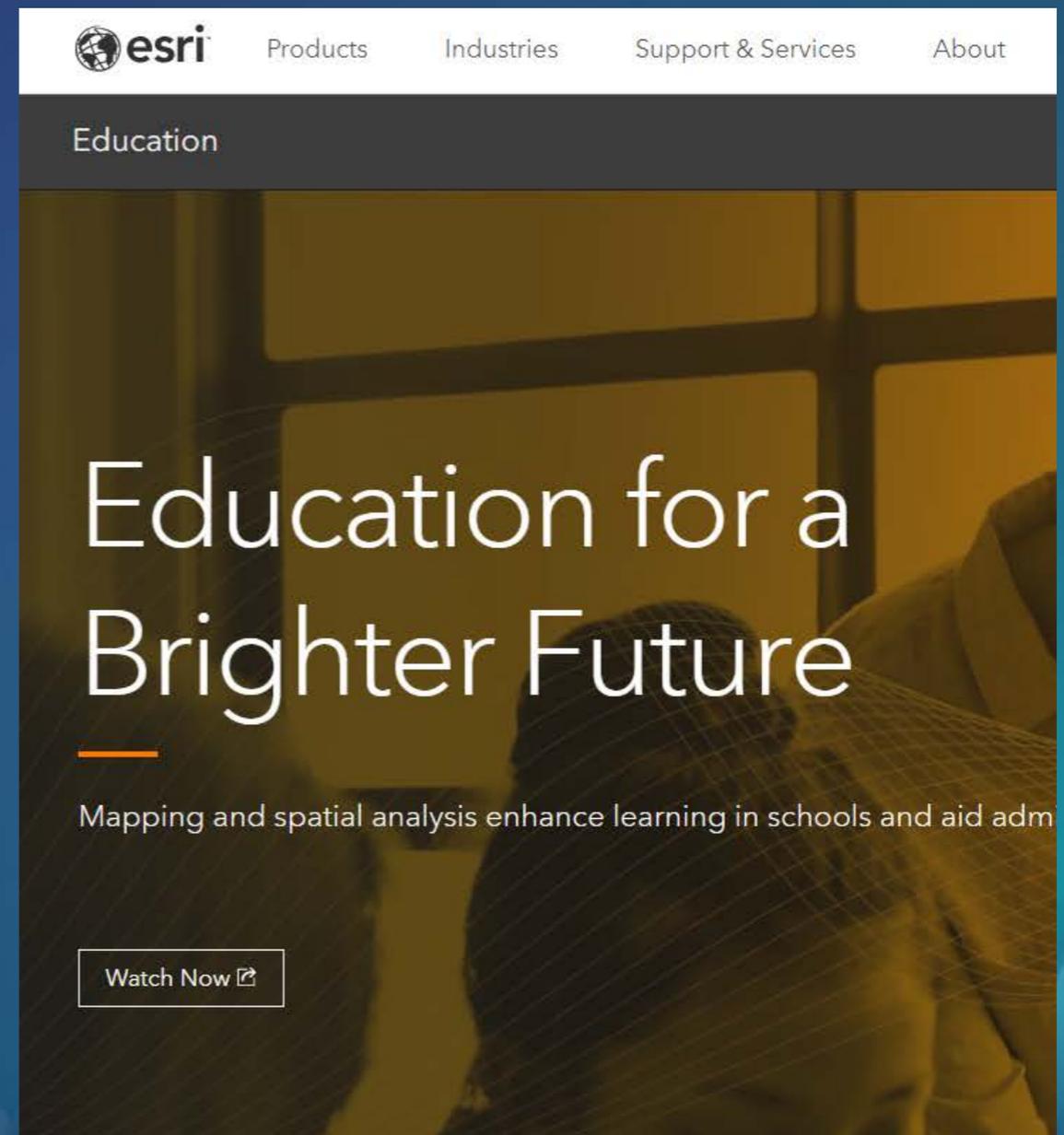
We create mapping and spatial analysis tools for use in every industry around the world.



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Helping people understand the world, make good decisions, and solve problems, with spatial thinking, using maps.

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- Guidelines
- Teaching
- Partnerships
- Consultation
- Research
- Networking

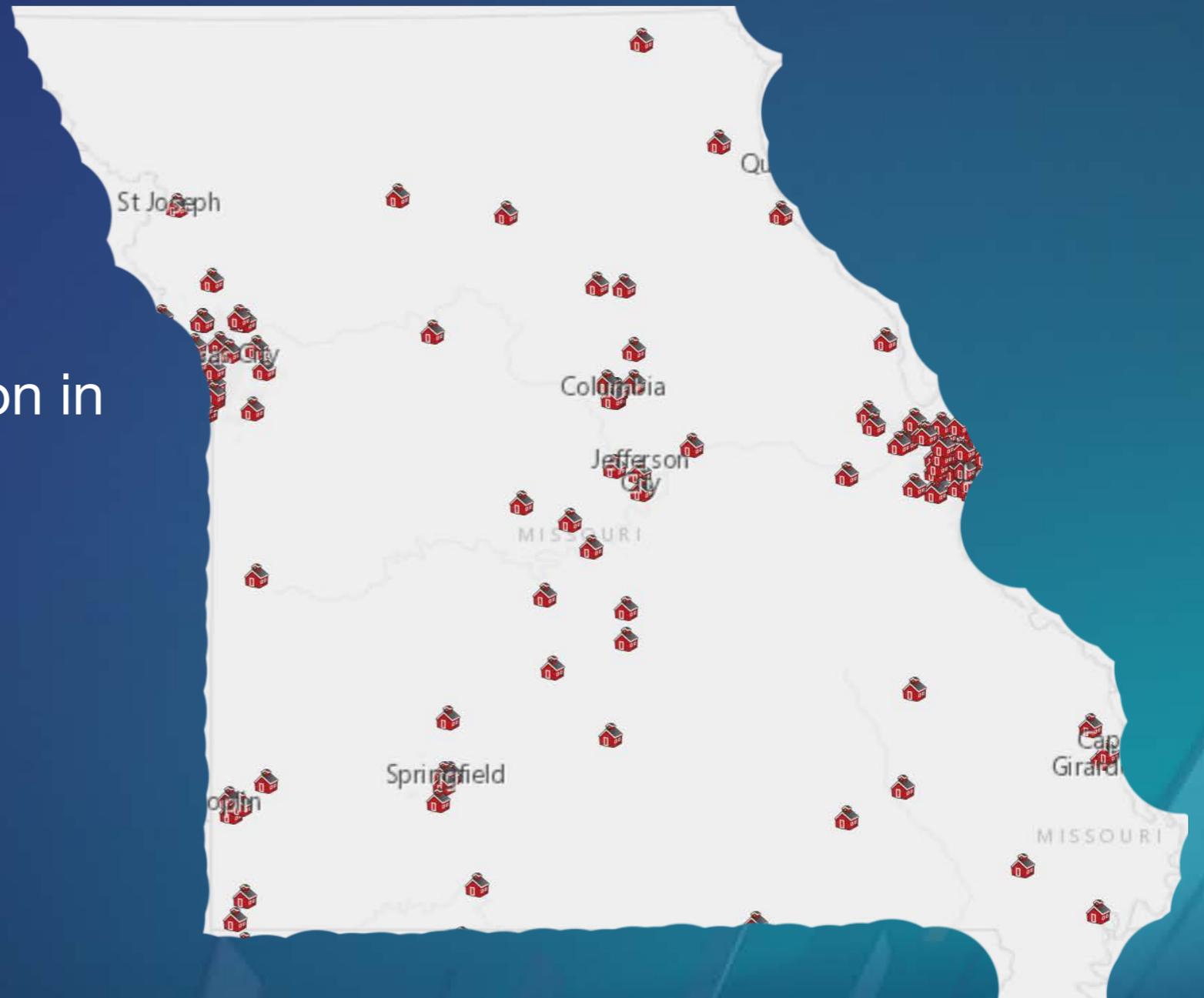


The screenshot shows the Esri Education website. At the top, there is a navigation bar with the Esri logo and links for Products, Industries, Support & Services, and About. Below the navigation bar, the word "Education" is displayed in a dark bar. The main content area features a large, stylized image of a person looking at a screen, overlaid with a grid pattern. The text "Education for a Brighter Future" is prominently displayed in white. Below this, a subtitle reads "Mapping and spatial analysis enhance learning in schools and aid adm". A "Watch Now" button with an external link icon is visible at the bottom of the main content area.

Software and Materials

Free for youth instruction in
schools and clubs

<http://esri.com/schools>



<http://arcg.is/usk12gis>

Why?

Critical thinking
Spatial awareness
Geographic lens
Careers
Understanding



First step: content

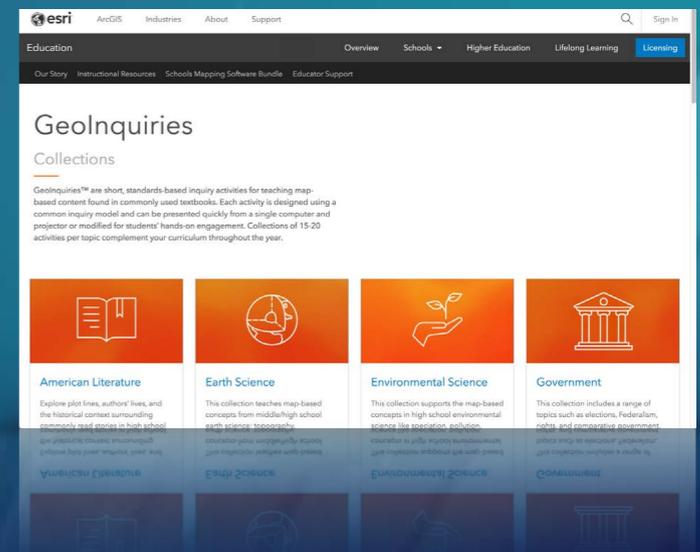
GeoInquiries™

- ❑ 15 minute activities with web maps
- ❑ Standards-based
- ❑ No-login
- ❑ Content-forward
- ❑ Only a computer and projector
- ❑ 10 different subjects

The screenshot displays the Esri GeoInquiries website. At the top, there is a navigation bar with the Esri logo and links for ArcGIS, Industries, About, and Support. A search icon and a 'Sign In' link are also present. Below this is a secondary navigation bar for the 'Education' section, featuring links for Overview, Schools, Higher Education, Lifelong Learning, and a highlighted 'Licensing' button. A third navigation bar lists 'Our Story', 'Instructional Resources', 'Schools Mapping Software Bundle', and 'Educator Support'. The main content area is titled 'GeoInquiries Collections' and includes a descriptive paragraph: 'GeoInquiries™ are short, standards-based inquiry activities for teaching map-based content found in commonly used textbooks. Each activity is designed using a common inquiry model and can be presented quickly from a single computer and projector or modified for students' hands-on engagement. Collections of 15-20 activities per topic complement your curriculum throughout the year.' Below the text are four subject collection cards, each with an icon and a brief description: American Literature (book icon), Earth Science (globe icon), Environmental Science (hand holding a plant icon), and Government (classical building icon).

GeoInquiries™

- ❑ esri.com/geoinquiries
- ❑ Social studies collections
 - ❑ US Government
 - ❑ US History
 - ❑ World History
 - ❑ AP Human Geography
 - ❑ World Geography
 - ❑ Physical Geography (Earth Science)
 - ❑ Upper Elementary



Earth Science: A River Runs Through It

Elaborate

Can you find watersheds through the network of connected rivers?

- Turn on the layer, World Shaded Relief.
- Where do most rivers start? [Many rivers start in highlands or mountains, where rains are encouraged because of uplift of the air containing evaporated moisture.]
- Click the Hudson Bay Watershed bookmark.
- Click the button, Edit.
- Click the map at the upper edge of the Mississippi watershed (between Canada and the states of North Dakota and Montana), and continue drawing around the area of all rivers that drain into the Hudson Bay. You can use multiple smaller lines to create the boundary. Simply choose the Areas tool again for each section of line you want to draw on your current view of the map before panning.
- Continue drawing lines north along the Rocky Mountains to find the edge of where the rivers drain into the Hudson Bay and those that drain north into the Arctic through the Mackenzie River system.
- For a solution to the major North American watershed boundaries, turn on the layer, Watersheds.



A river runs through it

from the Esri Geolnquiries™ collection for Earth Science

Target audience – Earth Science learners

Time required – 15 minutes

Activity Discover how water is gathered and travels to larger and larger watersheds to meet the sea.

Science Standards NGSS-MS-ESS2-4 – Global movements of water and its changes in form are propelled by sunlight and gravity.
NGSS-MS-ESS2-C – Water continually cycles among land, ocean, and atmosphere via transpiration, evaporation, condensation and crystallization, and precipitation, as well as downhill flows on land.

Learning Outcomes

- Students will explore local streams to determine from where their home use water originates.
- Students will follow local streams to see how water returns back to the nearest sea.

Map URL: <http://www.esriurl.com/earthgeoinquiry10>

Engage

Where does your water come from?

- Run water from any tap into a glass. Do you know from where this water comes?
- In the upper-right corner, click the link, Modify Map.
- With the Details button underlined, click the button, Show Contents of Map (Content).
- In the Find Address Or Place box at the top right of the map, search for your school address.
- What is the largest lake or river near your school? [Answers will vary.]
- Looking at the water nearest you on the map, trace how it flows eventually to a sea, ocean, or bay. (Zoom in and out to see where the water body flows.)
- Make a list of the other streams and rivers your local creek flows into before making it to the bay, sea, or ocean. (You may need to turn layers on and off to get all of the names.)

Explore

How removed are you from the ocean?

- As rivers split farther upstream, each side-branching stream or tributary is assigned a higher stream "order" number.
- Using the list created above, count backward from the farthest tributary to determine which stream order a local creek outside your school is considered to be.

Explain

What makes up an entire watershed?

- As part of the global water cycle, water evaporates from oceans, lakes, or rivers (or from plants or soil) and falls across continents. Because water is a fluid, it flows along a downhill path that eventually leads back to the ocean. All the areas draining into a single river system are known as that river's watershed.
- Click the Edit button, and then click Areas to draw around each of the major rivers mentioned below.
- Draw around the Mississippi River, including all rivers draining into it as part of the watershed.
- Draw around the watershed of the Columbia River in Washington.
- Draw around the watershed of the Colorado River in the southwestern United States.
- Draw around the watershed of the Rio Grande River along the border of Texas and Mexico.
- To check your work, zoom in two clicks to see the smaller regional river watersheds.

Watersheds look like?

er system on another continent that is unfamiliar to you.
World Shaded Relief layers to guide where to draw the edges of the watershed.
side the Amazon of South America, the Nile or the Congo of Africa, the Danube or
Northern Russia, the Yangtze of China, or the Ganges of India.]

ACTURES)

BOOKMARK

- Edit button.
 - to draw an area. Release
 - complete.
 - the layer contents.
- At the top of the map, click the Bookmarks button.
 - Choose your bookmark; the map will take you there.

mapping platform freely available to public, private, and home schools. A school subscription
and content features. Learn more about ArcGIS Online and how to get a school subscription at

occur. Choose Perform Analysis > Find Locations > Create Watershed. Have students start the
on or at the nearest stream.
ed, A River Returns at <http://esriurl.com/Geol861A>.

GIS map has been cross-referenced to material in the freshwa-
ctions of chapters from middle-school texts.

- Draw Hill – Chapter 9
- Earth Science by McDougal Littell – Chapter 1
- Earth Science by Prentice Hall – Chapter 12

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Watersheds

US Watershed Boundaries

World Rivers

World Shaded Relief

Light Gray Base

Topographic

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g it - Earth Science Geolnquiries™

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US Government/Civics: Foreign Aid

Analyze

Foreign Aid

from the Esri GeoInquiries™ collection for Government

Target audience – Government learners
Time required – 15 minutes

Activity Students will examine the costs and benefits of foreign aid.

Social Studies Standards
C3:D2.Civ.13.9-12. Evaluate public policies in terms of intended and unintended outcomes, and related consequences.
C3:D2.Civ.9.6-8. Compare deliberative processes used by a wide variety of groups in various settings.
C3:D2.Civ.6.9-12. Critique relationships among governments, civil societies, and economic markets.

Learning Outcomes

- Students will identify major U.S. recipients and the categories of assistance provided by various government agencies.
- Students will be able to explain how foreign aid benefits the U.S.

Map URL: <http://esriurl.com/govgeo inquiry15>

Ask

Who receives the most foreign aid?

- Click the URL above to open the map.
- Less than 1 percent of the U.S. budget is devoted to foreign aid.
- Follow the lines, zooming in and out as needed.
- Which country receives the most aid? Second most aid? [Israel and Egypt, respectively]
- In which world region do the most countries receive between \$310 million and \$639 million in aid? [Africa]
- Which parts of the world do not receive aid? [Western Europe, Canada, Australia, Russia, and Iran]

Acquire

How do the categories of foreign aid differ from country to country?

- Of the 15 executive departments, all but Veterans Affairs and Housing & Urban Development are involved in foreign aid.
- With the Details button underlined, click the button Show Contents of Map.
- Check the box to the left of the layer name, Foreign Aid (2018).
- Turn off the layer, Over 130 Million In Aid.
- Which countries receiving aid surprise you? [China and Saudi Arabia]
- In the Find Address or Place search box, type **Israel**. Click the country.
- What is the major category of aid in Israel? [Peace and security]
- Repeat the previous step for: Jordan, Nigeria, and Guatemala.
- What are the major categories of aid for these countries? [Jordan, development; Nigeria, health; Ecuador, democratic rights]
- Examine Bangladesh's pop-up.
- Which other categories of aid does it receive? [Education and environment]

Explore

Which government agency provides widespread assistance?

- The Foreign Assistance Act of 1961 created USAID (United States Agency for International Development) to administer foreign aid for social and economic development.
- Turn on the layer, USAID.
- Turn the Foreign Aid and USAID layers on and off to see the differences.
- Which countries receive USAID assistance but not foreign aid? [Russia, Cuba, and Bolivia]

How does the Peace Corps operate?

1961, President Kennedy created the Peace Corps by executive order. Turn on the layer, Peace Corps Volunteers. View the legend. (See the legend tip below) Why would a country be suspended from the Peace Corps? [Political unrest, host government request] Click for and examine the pop-ups for Moldova and Zambia. What are the major categories of assistance provided in those countries? [Health, education, environment, community development] What type of aid does China receive? [Education] What type of aid does Morocco receive? [Economic development] How do these categories align with the categories of foreign aid? [They are the same.]

How does the U.S. benefit from foreign aid?

Turn off all layers. Turn on the layer, Quotes. Click the pins to read the map notes in Kazakhstan, El Salvador, Tanzania, and two other countries. How does aid to foreign countries benefit the United States? [It opens markets, sustains economies, and helps the spread of disease.]

DETAILS, LAYERS, AND SYMBOLS

With the Details button underlined, click the button Show Contents of Map. The Contents pane allows you to turn on and off layer visibility. Turn on, Show Legend. The Legend pane allows you to click symbols for more information that will pop-up.

TURN A MAP LAYER ON AND OFF

- With the Details button underlined, click the button Show Contents of Map (Content).
- To show individual map layers, select the check boxes next to the layer names.
- Hint: If a map layer name is light gray, zoom in or out on the map until the layer name is black. The layer can now be turned on.

Steps

1. Open ArcGIS Online in a mapping platform freely available to U.S. public, private, and home schools as a part of the Connected Education Initiative. A school subscription provides additional security, privacy, and content features. Learn more about ArcGIS Online and how to get a school subscription at <http://connected.esri.com>.

2. Log in to your account.

3. In the search bar, type "Foreign Aid" and click the search icon.

4. Click the map to open the map.

5. Turn on the layer, Foreign Aid (2018).

6. Turn on the layer, Over 130 Million In Aid.

7. Turn on the layer, USAID.

8. Turn on the layer, Peace Corps Volunteers.

9. Turn on the layer, Foreign Aid Points.

10. Turn on the layer, Foreign Aid (2018).

11. Turn on the layer, No Foreign Aid.

12. Turn on the layer, Dark Gray Canvas Base.

13. Click the map to open the map.

14. Click the map to open the map.

15. Click the map to open the map.

16. Click the map to open the map.

17. Click the map to open the map.

18. Click the map to open the map.

19. Click the map to open the map.

20. Click the map to open the map.



US History: The Dust Bowl

The Dust Bowl
from the Esri GeoInquiries™ collection for U.S. History

Target audience – U.S. History learners Time required – 15 minutes

Activity Explore the Dust Bowl region using population change, agriculture, and precipitation data.

C3 Standards
 C3: D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
 C3: D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past.
 C3: D2.His.15.9-12. Distinguish between long-term causes and triggering events in developing a historical argument.

Learning Outcomes
 • Students will analyze the effect of climate on population.
 • Students will analyze the change in California's population relative to the change in the Dust Bowl states' population during the 1920s and 1930s.

Map URL: <http://esriurl.com/historyGeoInquiry10>

Ask

Where was the population in 1930?
 • Click the link above to launch the map.
 • The map currently displays population by county for several of the Plains states, as well as the state of California. For this activity, you will explore only those seven states.
 • Where were the largest numbers of people living in the Plains states in 1930? [The larger concentrations of people were generally in the eastern part of Nebraska, Kansas, Oklahoma, and Texas, and also along the front range of Colorado.]

Acquire

What were the attitudes of the day regarding...
 • In 1909, the USDA Bureau of Soils published in its "Soils of the one resource that cannot be exhausted; that cannot be early years of the 20th century."
 • With the Details button underlined, click the button Show...
 • Uncheck the box to the left of the layer name, Population...
 • Turn on the layer, % Of Counties In Farms 1930.
 • Where were the counties with the highest percentage of farms in 1930? [Answers will vary but probably would include people left the parts of Oklahoma and Texas.]

Explore

What were some of the other factors that caused...
 • Turn on the % Of Counties In Farms 1930 layer.
 • Turn on the Precipitation Graphs layer.
 • Click the raincloud symbol in Kansas until it is highlighted.
 • What was the trend for precipitation in the 12-year period the graph had lower than average precipitation?
 • Click the raincloud symbol in Oklahoma and Nebraska.
 • What was the trend for precipitation for those two states [Oklahoma had the same precipitation trend as Kansas (11 below-average precipitation for nine of 12 years).]

Analyze

What were the results of the environmental and human factors between 1930 and 1940?
 • There were tremendous dust storms because of large-scale farming and the long dros the Great Plains states. These dust storms traveled as far as Chicago and New York, e onto ships in the Atlantic Ocean.
 • Turn off the layer, Precipitation Graphs.
 • Turn on the layer, Dust Source.
 • Click in the middle of the gray shape, and click the image to enlarge it. (If the image d pop-up, click the arrow in the top-right corner of the pop-up until the image displays ? Referring to the map layers you have studied so far, do you think people stayed or left result of the dust storms? [Answers will vary but probably would include people left the

Act

What happened to the population of the Plains states as a result of the dust storm?
 • Turn on the layer, % Growth In Number Of Farms From 1930-1940. Click a county in in the pop-up window, scroll down and hover over each column of the graph that is a pop-up window for this layer.
 • For the county you chose, did the population increase or decrease from 1930 to 1940? population decreased, but it depends on the counties that you chose.
 • Click two more counties in the dust area. See if the population increased or decreased.
 • Do the same for three counties in California.
 • Did the population increase or decrease in those California counties? [Many of the co should have increased, especially in the Central Valley—the main growing region of Cali]
 • Turn on the layer, % Population Change 1930 To 1940.
 • Turn on the layer, USA Major Cities.
 • As illustrated in the map and graphs, what were the farmers' options when their land twe and was destroyed by dust? [They most likely moved west to California or another farming or them moved to cities to look for work.]

GRAPH	RUBBER BA
• Click a county.	• On your keyboard, press an
• In the pop-up, scroll down.	• Click and drag a box around
• Hover over any column to see a year and total.	• Release the mouse button

Next Steps

DID YOU KNOW? ArcGIS Online is a mapping platform freely available to public, private, and home se provides additional security, privacy, and content features. Learn more about ArcGIS Online and how to <http://www.esri.com/schools>.

THEN TRY THIS...
 • Using the table sort, choose the largest three counties in Oklahoma and Kansas, and compare their go lies in California.
 • Did people leave farming and move to larger cities, or did they move to California to continue farming?

TEXT REFERENCES This GIS map has been cross-referenced to material in sections chapters from these texts.
 • American History: A Survey by Brinkley – Chapter 25
 • The Americans by McDougall Littell – Chapter 22
 • America: Pathways to the F Chapter 22

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THE SCIENCE OF WHAT

Home ▾ The Dust Bowl - US History GeoInquiries™ Modify Map Sign In

Details | Basemap | Share | Print | Measure Find address or place

About | Content | Legend

Contents

- Dust Source
- Precipitation Graphs
- USA Major Cities
- USA State Boundaries
- Population 1930
- % Population Change 1930 to 1940 (less than 100% is a reduction in population)

Pop1940 divided by Pop1930

- > 208% - 420%
- > 144% - 208%
- > 116% - 144%
- > 100% - 116%
- > 86% - 100%
- 53% - 86%

- % Growth in Number of Farms from 1930 - 1940 (less than 100% is a reduction in farms)
- % of Counties in Farms 1930

Topographic

(2 of 14)
Nebraska Precipitation Graph 1930 - 1940
 Click on graph to view larger image.

Zoom to

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World History: Age of Napoleon

Age of Napoleon
from the Esri GeoInquiries™ collection for World History

Target audience – World history learners Time required – 15 minutes

Activity Learn about the rise and fall of the French empire during the reign of Napoleon.

Standards C3: D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place, as well as broader historical contexts.
C3: D2.His.3.9-12. Use questions generated to assess how the significance of their actions changes over time and is shaped by the historical context.

Learning Outcomes

- Students will compare and contrast France's territory before, during, and after the Age of Napoleon.
- Students will identify and explain some of Napoleon's successes and defeats prior to the Congress of Vienna.

Map URL: <http://esriurl.com/worldHistoryGeoInquiry13>

Ask

What was the geographic extent of Napoleonic France?

- Click the link above to launch the map.
- Read aloud: "The Napoleonic era began in 1799 with Napoleon Bonaparte's coup d'état of the French Directory. In 1804, he was proclaimed emperor."
- With the Details button depressed, click the button Legend. Explore the legend to interpret the map.
- Describe the expansion of France during Napoleon's reign: does anything surprise you? *[France expands in all directions.]*
- Click the button, Bookmarks. Select Napoleonic France.

Acquire

How was Napoleon able to expand and maintain his empire?

- With the Details button depressed, click the button, (Show) Contents.
- Check the box to the left of the layer name, Important Battle Sites.
- Uncheck the layer, Map Notes.
- What does this layer tell you about Napoleon? *[He was a military leader, and he gained territory through military success.]*
- Filter the layer, Napoleonic France. Set Ruler Is Family. See Filter help on page 2.
- What are some of the territories ruled by Napoleon's family? *[Spain, Austria, Confederation of the Rhin]*
- Why do you think he appointed family members to positions of power? *[Loyalty]*
- Remove the filter.

Explore

Why did Napoleon invade Russia?

- Turn on the layer, Map Notes.
- Turn on the layer, Continental System.
- Open and read the map note located off the coast of Great Britain.
- Why was trade important to Britain's economy? *[As an island nation, it needs places to sell goods.]*
- Why was the embargo difficult to maintain? *[Many ports, miles of coastline, hurts trade for countries.]*
- Click the button, Bookmarks. Select Invasion of Russia.
- Open and read the map note over the border of Russia.

Next Steps

DID YOU KNOW? ArcGIS Online provides additional security, privacy <http://www.esri.com/privacy>

THEN TRY THIS...

- Add a layer of present Europe's present-day territories were c
- Have students create a Map Jo
- Search for the island of St. Hel

TEXT REFERENCES

- World History: Human Jo
- World History by Glencoe

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Version Q3 2016. Send feedback: [http://esri.com/feedback](#)

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Home Age of Napoleon

Details | **Basemap**

Contents

- Map Notes
- Important Battle Sites
- Russian Invasion
- Continental System
- Europe 1815
- France, 1804 Border
- Napoleonic France
- World Ocean Base

0 300 600mi

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Modify Map Sign In

Share Print Measure Bookmarks Find address or place

About Content Legend

France, 1804

ESRI

AP Human Geo: Farming and the rural landscape

Farming & the rural landscape
from the Esri GeoInquiries™ collection for Human Geography

Audience – Human geography Time required – 15 minutes

Activity Explore the different types of land use found in rural landscapes.

APHG Benchmarks APHG: 1.B2. Students will analyze landscapes to understand human-environment relationships.
APHG: 5.A1. Students will investigate the connections between agricultural practices and the alteration of the natural environment.

Learning Outcomes

- Students will identify differences in the distribution of arable land on a global scale.
- Students will use imagery to analyze differences in rural land use and the alteration of the natural environment.

Map URL: <http://esriurl.com/humanGeoInquiry10>

Ask

Where are the world's agricultural lands located?

- Click the map URL above to start the map.
- What does arable mean? *[able to be farmed]*
- Click on a country to reveal its pop-up.
- Using the World Agricultural Lands legend, which countries have over 60% arable land? *[Kazakhstan, Mongolia, India, Ukraine, Saudi Arabia]*
- Which country's data are surprising? *[Saudi Arabia]*
- How does Saudi Arabia increase its agricultural land? *[irrigating desert areas]*
- Which large countries have under 15% arable land? *[Russia, Canada, Libya, Egypt etc.]*

Acquire

Where are agricultural lands in the United States?

- What is the percent of agricultural land in the U.S.? *[44.32]*
- How has that percentage changed over time? *[declined]*
- With the Details button underneath, click the button, Show Contents of Map (Content).
- Check the box to the left of layer name, USA Land Cover. Click the layer's name to see the legend.
- Uncheck the layer, World Agricultural Lands.
- Which colors indicate farming? *[brown, cultivated crops; yellow hay/pasture]*
- Click the button, Bookmarks. Select United States.
- Where are large areas of farms located? *[Midwest and California]*

Explore

How do rural landscapes within the United States differ?

- Click the button, Basemap. Select Imagery.
- Turn off the layer, USA Land Cover.
- Click the button, Bookmarks. Select Kansas.
- What patterns do you observe? *[square crop areas; circular irrigation]*
- Toggle between the land cover and image layers.
- Does the landcover map confirm agricultural land use? *[yes]*
- Click the button, Bookmarks. Select Louisiana.
- What do you observe? *[crop lands in long rectangular shapes]*
- What other landcover category is in this area? *[woody wetlands]*

Analyze

How does land use differ between rural and urban areas?

- The Great Dismal Swamp National Wildlife Refuge protects 112,000 acres of forested wetlands.
- Click the button, Bookmarks. Select Dismal Swamp 1.
- What do you observe? *[a lake in the middle; large green areas surrounded by patches of farms]*
- Click the button, Bookmarks. Select Dismal Swamp 2.
- Zoom and pan the map.
- What do you see? *[farmland almost within the park; ditches, highway; strip of houses]*
- Click the button, Bookmarks. Select Chesapeake.
- What do you observe? *[urban settlement bordering rural areas]*

Act

How has human action affected rural areas?

- How has irrigation affected rural areas? *[more land cultivated, pressure on water resources]*
- What are some possible negative effects of the expansion of agriculture? *[soil depletion, deforestation, desertification, loss of wetlands]*
- How are cities changing rural areas? *[reduces farmland due to spread of housing developments, expanding of transportation networks]*

IDENTIFYING DATA

- Zoom in or out until the map displays the data at the correct scale.
- Click a region to view a pop-up with additional info.
- Some pop-ups will have a small triangle in the upper right corner to indicate multiple items were clicked. Click the arrow to cycle through the items.

BOOKMARKS

- Click the button, Bookmarks.
- Choose a bookmark name to zoom to a specified map location and scale.

Next Steps

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THEN TRY THIS...

- Create a Story Map Journal to illustrate how rural and urban landscapes vary throughout the world.
- Conduct a Hot Spot Analysis to identify clusters of rural and urban land throughout the United States.

TEXT REFERENCES

This GIS map has been cross-referenced to material in sections of chapters from these texts:

- The Human Mosaic by W.H. Freeman & Co. – Chapter 8
- An Introduction to Human Geography by Pearson – Chapter 10
- Human Geography: People, Place, and Culture by Wiley Press – Chapter 11

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Home Farming and the Rural Landscape - Human Geography GeoInquiries Modify Map Sign In

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About Content Legend

Contents

- Wisconsin
- Percent Rural
- World Agricultural Lands
- USA Land Cover
- Topographic

December 31, 2000 - December 31, 2001

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Level 1 and Level 2 Activities

- Level 1
 - 15 minutes
 - No login required
- Level 2
 - Analysis = Org. login req'd
 - Publisher

The screenshot shows the Geoinquiries website interface. At the top, there is a navigation bar with links for Education, Overview, Schools, Higher Education, Lifelong Learning, and Licensing. The main heading is "Geoinquiries" with a sub-heading "US History". Below this, the activities are organized into two sections: "Level 1" and "Level 2".

Level 1 Activities:

- 1- 13 Colonies -- 1700s: Explore climate and latitude relative to the settlement of the original 13 colonies.
- 2- The War Before Independence: Discover the first shots of the American Revolution and the battles that occurred before the Declaration of Independence.
- 3- The Second American Revolution (1812): Explore why the War of 1812 became known as the Second American Revolution.
- 4- Westward, Ho!: Explain the reasons for the westward emigration of the American population during the 1800s.
- 5- Underground Railroad: Explore the network of places and routes that made up the Underground Railroad.
- 6- A Nation Divided: The Civil War: Investigate a geographic overview of the American Civil War.
- 7- Native Americans Lands 1819-2015: Explore the spatial patterns of Native American lands in 1819 and the decrease in size of those lands through the current Native American reservations.
- 8- Steel and the Birth of a City: Explore the growth of steel in the United States, using Pittsburgh as a case study.
- 9- World War I: Discover the key fronts of World War I and the impact of the United States' involvement.
- 10- The Dust Bowl: Explore the Dust Bowl region using population change, agriculture, and precipitation data.
- 11- From Compromise to Conflict: As the United States acquired land and new states formed, the balance of power between the free and slave states needed to be addressed.
- 12- A Day that Lived in Infamy (Pearl Harbor): Investigate how the expansion of the Japanese Empire resulted in the United States' involvement in World War II.
- 13- Operation Overlord: Explore the geography and significance of the D-Day invasion.
- 14- Hot Spots in a Cold War: Investigate the progression of communist expansion immediately following World War II.
- 15- The Great Exchange: Explore the movement and exchange of plants, animals, and diseases from the Old World to the New World and the New World to the Old World.

Level 2 Activities:

- 1- Underground Railroad: Enslaved: Explore the Confederate, Union, and border states and the enslaved populations in those states on a deeper level.
- 2- Day of Infamy: Strike Zone: Investigate how the Imperial Japanese Navy fleet made its way to Pearl Harbor in preparation for the attack on December 7, 1941.
- 3- Steel City: Coal Power: Explore the factors that contributed to the emergence of "steel cities" in 1890 through the location of steel smelters and coal mines.
- 4- Dust Bowl: Population Shift: Investigate the farms in dust bowl states by summarizing to the state level.

Extending GeoInquiries

☐ Student worksheets:

<https://esriurl.com/geoInquiryWorkSheets>

☐ Missouri GeoInquiries:

<http://esriurl.com/MOgeoinquiries>

Collecting data

<https://arcg.is/0f5eur>

View our data in Survey123

Collecting data (and more) with a social studies teacher

<http://esriurl.com/TeacherVideoChallenge>

Data collection tools

Free tools from Esri:

☐ Survey123

☐ Collector

☐ QuickCapture

GIS in Schools 20190516

Survey for Directions Magazine webinar about GIS in Schools 20190516.
(All items are required for submitting.)

01. Year you left high school*
Calendar year 1940-2020

Please input a number between 1,940 and 2,020

02. Year you first engaged with GIS in a significant way*
Calendar year 1960-2020

Please input a number between 1,960 and 2,020

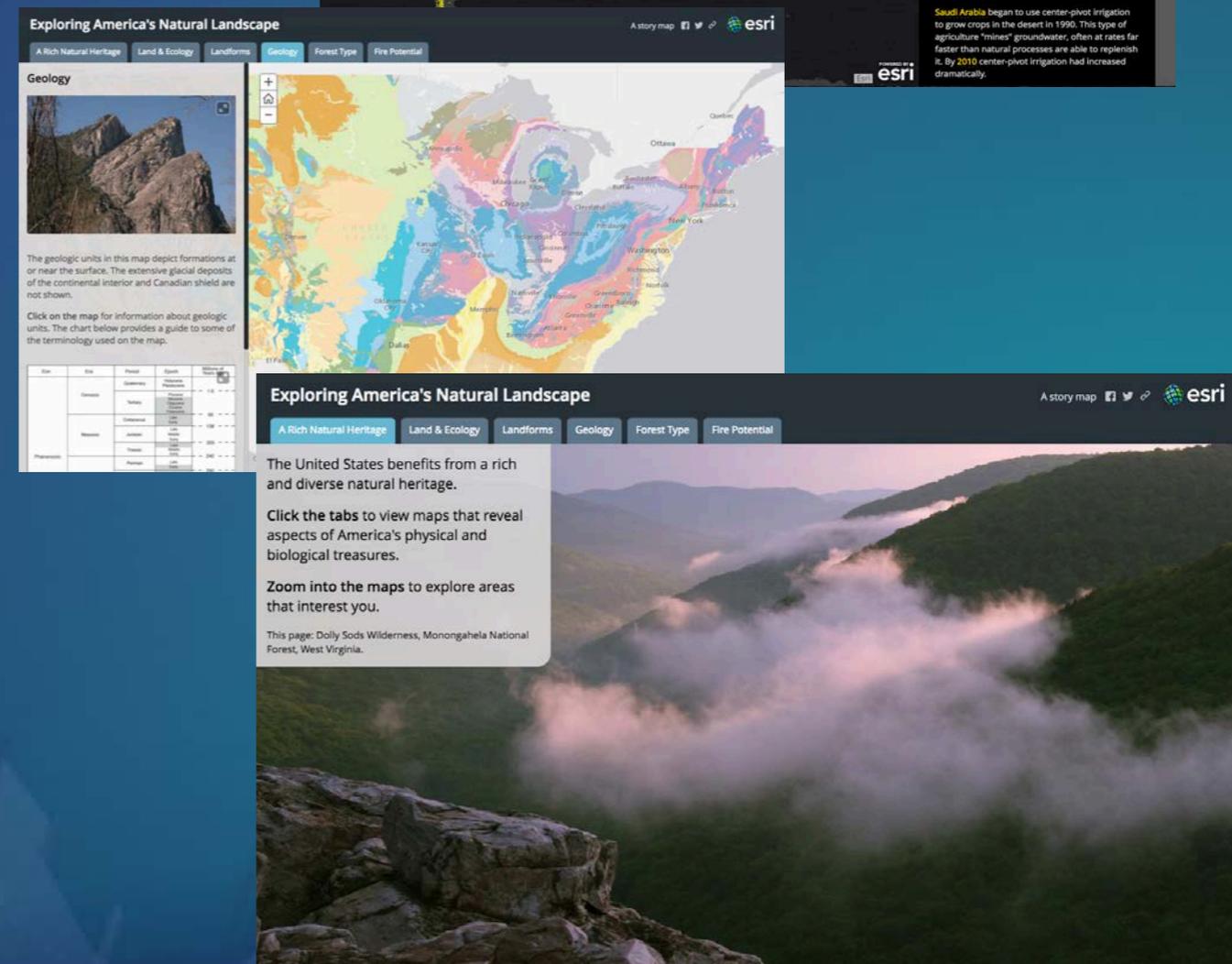
03. Your work role*
What is the best description of your work role?



Storytelling

Storymaps

StoryMaps are simple web apps that combine interactive maps, multimedia content, and user experiences to tell stories about the world.

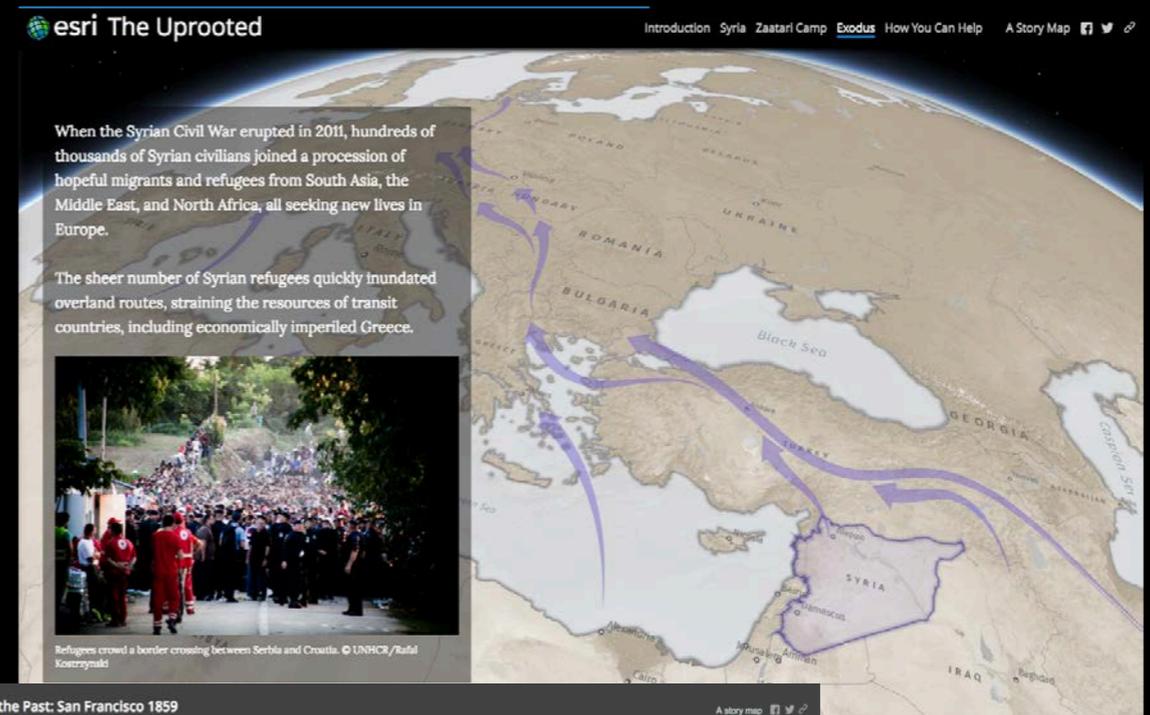


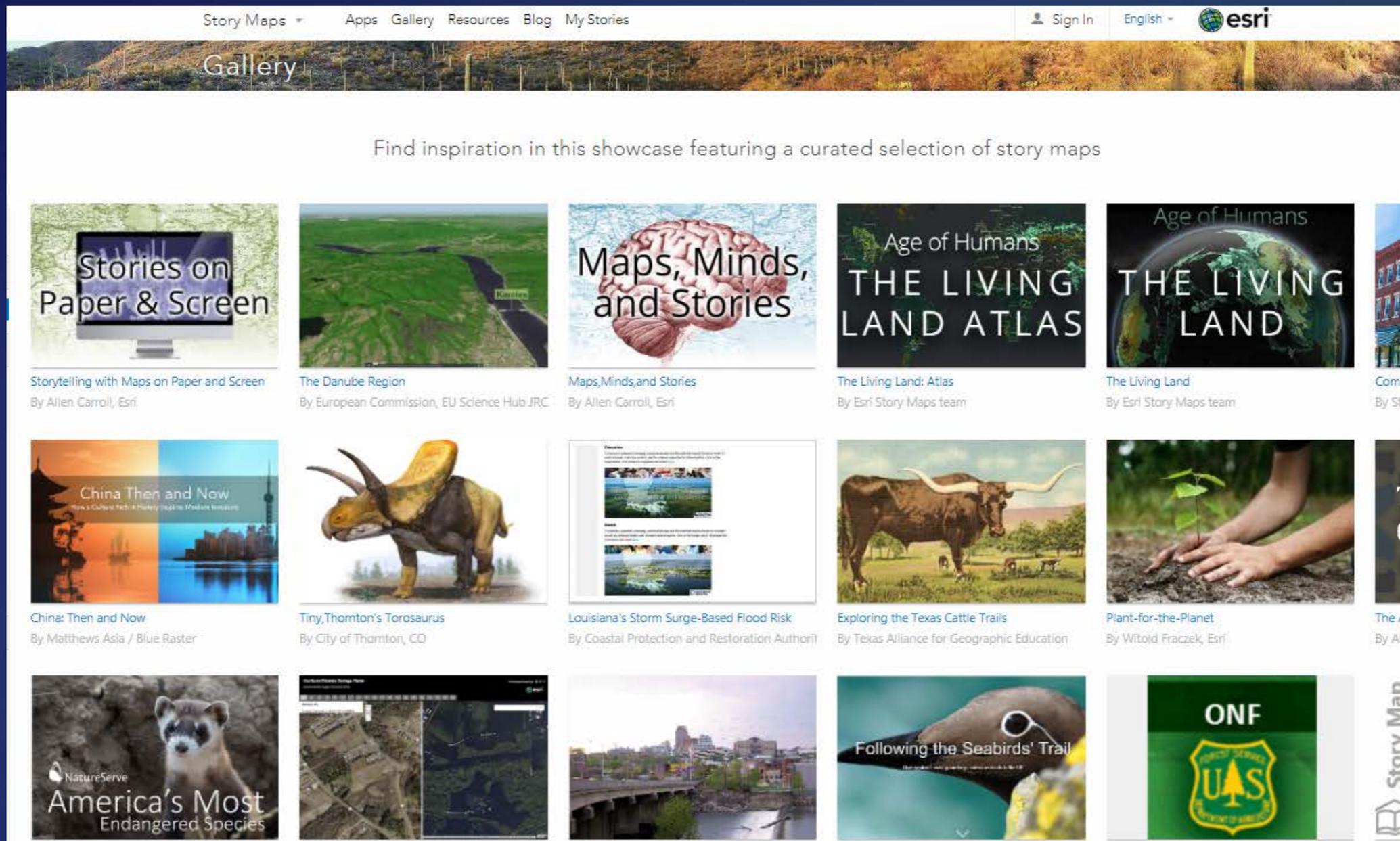
Why use story maps?

- ❑ Ease of creating and using.
- ❑ Fosters skills in web GIS.
- ❑ Fosters communication skills.
- ❑ Fosters critical and spatial thinking.
- ❑ Provides assessment instrument.
- ❑ Teaches larger societal and education issues: Data quality, permissions, sharing.

Teaching with storymaps

- Instructor uses existing story maps to teach content.
- Students create and present the results

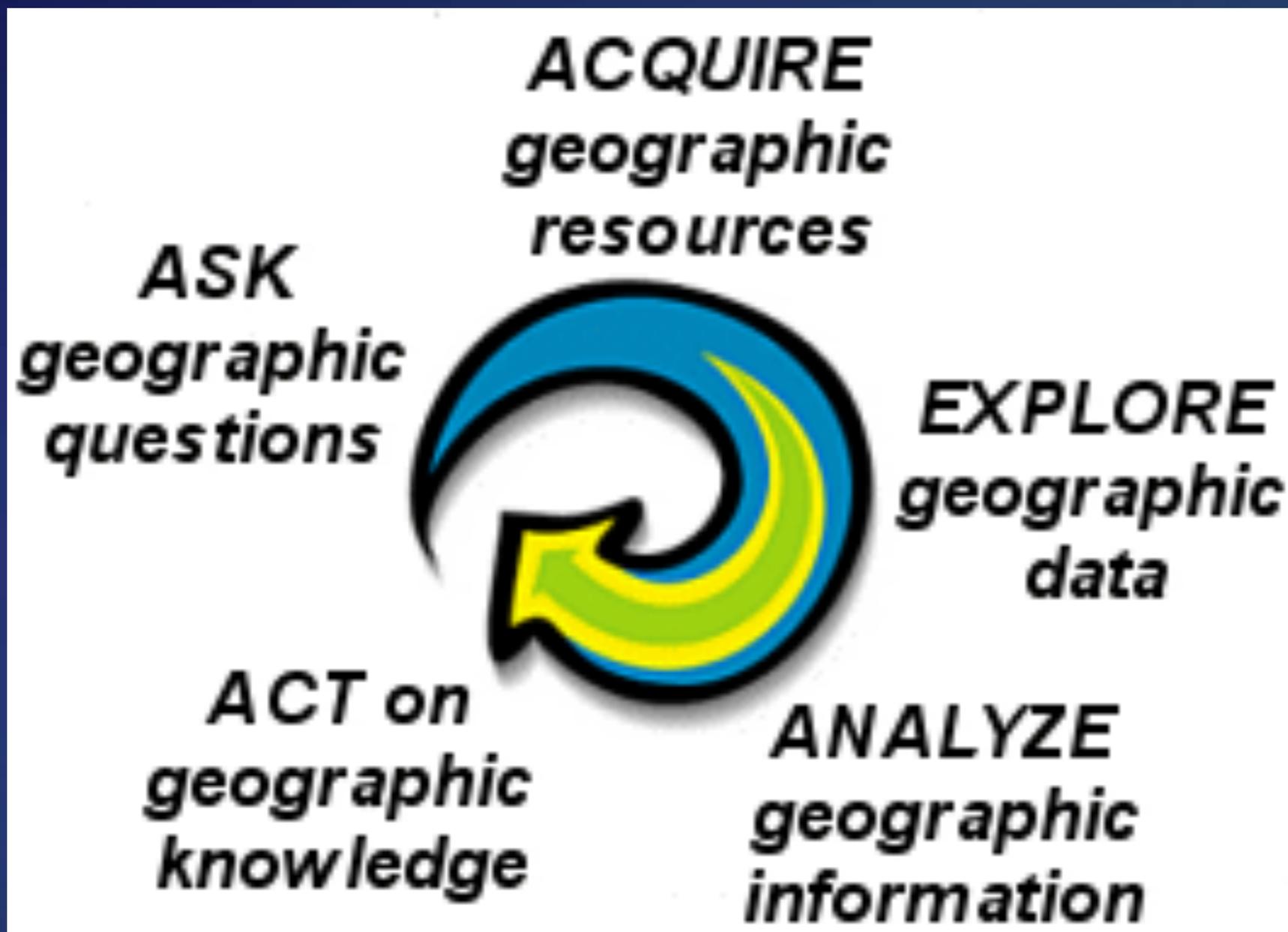




Search the storymaps gallery

<https://storymaps-classic.arcgis.com/en/gallery>

Student Projects



Research projects

Projects from a social studies classroom

<http://esriurl.com/TeacherVideoChallenge>

Research Stages

Gain Background Knowledge

Identify Research Question

Acquire Data

Organize Data

Analyze Data

Summarize/Interpret/Conclude

Act

Technology Tools

Pre-built content: Living Atlas, Community Analyst, AGO data, StoryMaps, GeoInquiries, etc

Field data: Collector, Survey123, QuickCapture; Pre-existing data: Living Atlas, AGO data, etc

Map viewer, Scene viewer

Map Viewer + Analysis tools, Insights, Dashboard

StoryMaps, Dashboard, Apps, Map Viewer Presentation, (present from any Analysis apps)

Geographic Inquiry

Ask Geographic Question

Acquire Geog Resources

Explore Geog Data

Analyze Geog Information

Act



Opportunities

□ Student map competition
(work with teachers or state coordinators):
<http://esriurl.com/schoolcompetition>

□ GIS Day:
<http://www.gisday.org/>

ArcGIS Online School Competition 2019

A Mapping Competition Open to High School and Middle School Students in the United States

Students analyzing, interpreting, and presenting data via ArcGIS Story Maps

- Explore your state**
Esri invites students to explore a situation in their state (using state competition guidelines) and share the results in a Story Map. Explore your world!
- Build your skills**
By studying the details of a situation they choose and constructing their own story, students assemble key background knowledge and build skills for college and serving their community.
- Customize your competition**
States can customize the competition to emphasize local topics of special importance and set dates that work best for their school communities.
- Eligibility**
 - Eligibility is limited to students in grades 4-12 in public or nonpublic schools (including home schools). Students working independently or in clubs submit through their schools.
 - Students may work by themselves or in teams of two, but they may participate in only one entry.
 - Schools may submit up to five entries total to their state.
 - See more competition details
- Resources**
 - Esri offers a free ArcGIS School Bundle to every US K-12 school and club. Students can have their own login to view and analyze data and create and save maps.
 - Learn to use maps made by others, find content, analyze data, create and save maps, and collaborate. k12.maps.arcgis.com
- Prizes**
 - Winners announced Mon June 3 2019
 - Participating states will award \$100 to each of the five best high school and five best middle school projects.
 - From among all the winners across the nation, Esri will award to one high school and one middle school team a travel grant to attend the Education Summit @ Esri UC.

GISday

Wednesday, November 14, 2018

MAIN DISCOVER GIS REGISTRATION RESOURCES REGISTER →

Discovering the World Through GIS

GIS Day provides an international forum for users of geographic information systems (GIS) technology to demonstrate real-world applications that are making a difference in our society.

The first formal GIS Day took place in 1999. Esri president and co-founder Jack Dangermond credits Ralph Nader with being the person who inspired the creation of GIS Day. He considered GIS Day a good initiative for people to learn about geography and the uses of GIS. He wanted GIS Day to be a grassroots effort and open to everyone to participate.

Monthly Highlight

[GIS Day 2017: Celebrating People and Projects that are Making a Positive Difference](#)

GIS Day provides an international forum for users of geographic information systems (GIS) technology to demonstrate real-world applications that are making a difference in our society. The stories are still flowing in from the over 1,200 events that

Next steps

☐ Geoinquiries:

www.esri.com/geoinquiries

☐ Contact:

Tom Baker, tbaker@esri.com

☐ Presentation at:

<http://esriurl.com/MOSS19>

