



## *St. Louis River Map Quest*

**Overview:** Using maps and a legend students will discover the different governing entities that are responsible for certain parts of the river and determine if the land is federal, state, city, or tribal.

### **Objectives:**

- By the end of the lesson students will know how to read a legend and a map.
- By the end of the lesson students will be able to identify land borders and regions of different land ownership.
- By the end of the lesson students will be able to divide the responsibility of the St. Louis River among federal, state, city, and tribal governing groups.
- By the end of the lesson students will be able to state the governments that may be involved if changes are made to the land along the St. Louis River.

**Subject Areas:** Social Studies

**Grade Levels:** Elementary and Middle School

**Topics:** Maps, Land, Government, Bodies of water.

### **Standards:**

- Wisconsin Standards SS.Geog1: *Wisconsin students will use geographical tools and ways of thinking to analyze the world.*
  - Geog1a: *Tools of Geography*
  - Geog1b: *Spatial Thinking (map interpretation)*
  - Geog1c: *Mental Mapping*
- Wisconsin Standards SS.Geog5: *Wisconsin students will evaluate the relationship between humans and the environment.*
- Minnesota Standards Geography Substrand 1: Geospatial Skills
  - Standard 1: *People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.*
  - Standard 2: *Geographic inquiry is a process in which people ask geographic questions and gather, organize and analyze information to solve problems and plan for the future.*
- Minnesota Standards Geography Substrand 3: Human Systems
  - Standard 8: *Processes of cooperation and conflict among people influence the division and control of the earth's surface.*

### **Materials:**

- Complete St. Louis River maps
- Legend
- Highlighters
- Sticky notes
- White boards

- Dry erase markers
- Computers to research (optional)

**Procedure:**

**Preparations:** Prior to the lesson or at the beginning of the lesson be sure to introduce the different governing groups (federal, state, city, and tribal). Make sure students have a good understanding of what each group’s job is when it comes to laws and land. This lesson is best understood if these topics have been discussed prior and are understood by the students.

**Lesson Body:**

1. To begin, students will get in small groups (3-4). They will use white boards to list the different governing groups that could be in charge of the land and the river.
2. After the governing groups are listed, students will begin using the maps to identify where the St. Louis River runs through (state, city, national parks etc.) using the worksheet provided (attached below) as a guide to fill out.
3. They will then take some time to get familiar with the legend and use it to locate different borders and boundaries along the river.
4. Students will then use sticky notes and place them along different parts of the river on the map, labeled with which governing group they think is responsible for that part of the river. This will be based on the land the river runs through and the land that surrounds it. (This could also be done with highlighters)
5. Review the different bodies of government that make decisions on the St. Louis River. Ask: How might all these people work together to care for the River?

**Extending the lesson**

6. After the different governing groups are labeled along the river, students will then begin to write or illustrate a brief land management proposal, formally stating which governing groups is responsible for which part of the river and why. They will be able to answer the “big question” on the worksheet at this time.
7. Each groups will have the opportunity to present their written or illustrated land proposal to the class or to another group.

**Discussion Options:** Ending with presentations either to the whole class or to another group opens the door for discussion among students and as a whole class. As a class or with another group they can discuss their proposals. Students and compare and contrast their proposals. After this is done, as a class, students can develop a whole class land management proposal for the St. Louis River. Students can discuss topics such as complications among different government groups and who has more “rights” than the other.

**Follow-up Options:**

1. Using the whole class land management proposal, students could write a letter or letters to these governing groups presenting their plan and ideas in a formal way. This would help get students actively involved in the community and teach them importance of being actively involved in relevant issues in society.
2. Students could dive deeper in the roles of these governing groups, specifically in what they will be in charge of, dealing with the St. Louis River. These duties can be things such as maintenance, restoration, protection, species control or monitoring, fishing/hunting laws, etc.

**Teacher Reflection:**

*Please find “comments” section on the curriculum page.*

# St. Louis River Map Quest

Using the map legend and the maps provided, find the **highlighted** St. Louis River. Answer the following questions using the legend and the maps.

1. What state(s) does the St. Louis River run through?
2. List the names of four cities or towns that border the St. Louis River.
3. Federal land is owned and managed by the United States government. Is there any federally owned land that the St. Louis River runs through? If yes, what is it called?
4. Is there tribal land that the St. Louis River runs through? If so what tribe(s)?

Big Question: When changes are made to the land along the St. Louis River, what governments might be involved?