



## Mapping the Physical & Social Features of Oregon's Counties

**Grade Level:** 4-10

**Essential Skills:** 1, 4, 5, 9

**NGSS:** 5-ESS2-1, 5-ESS3-1

**CCSS:** RI.5.7, W.5.8

**Social Sciences:** 4.8, 4.12, HS.14

**Time:** 3 class periods

**Materials:**

Blank Oregon County Maps and Oregon Maps ([Grown In Oregon Map](#))

Atlases, Oregon reference material  
Colored pencils

**AITC Library Resources:**

Check out these materials online at AITC's [Lending Library](#):

**Books:**

*The Other Side of Oregon*  
*The Oregon Trail - A True Book*  
*The Well-Traveled Casket*  
*Lifting Oregon out of the Mud*

**Video:**

The Oregon Trail Game  
Oregon Experience- Road to Statehood

Land of Contrast: Tales from Oregon's Eastern Frontier

**More Lessons:**

Oregon Geography & State Symbols Trivia Game  
Oregon's Ancient Natural Resources

Be a Food Explorer 1 & 2  
Oregon Rainbow  
My Oregon Plate  
Soil Horizons & Oregon's State Soil

**Description:**

This hands-on lesson teaches students about the physical and social geography of Oregon's 36 counties. Students learn to interpret a variety of maps, glean information to answer worksheet questions and finally create a map that communicates physical and social facts about an Oregon county. As an extension to the lessons, students work cooperatively to create the questions and answers for an Oregon Geography Pursuit game.

**Directions:**

- 1) To introduce the lesson, ask students how many counties they think there are in Oregon, and also what county names they know; record their answers on a board. Introduce students to the a variety of maps about Oregon. They will be creating a detailed county map.
- 2) Give each student an unlabeled outline of an Oregon county. Students should also receive a copy of the worksheet with questions they need to answer about their county and put on their maps.
- 3) Students first task is to identify which county they have been given. Next, they will have to find the answers on the worksheet about their county, and record their answers on the worksheet. A worksheet with mapping questions has been provided, but these questions can easily be modified to match your students level. Answers can be found from atlases and other materials available in libraries and on the Internet.
- 4) Once the questions have been answered, students will transfer the answers on to their blank county map using the language of maps. When completed their map should provide detailed information about the physical and social aspects of the county that they learned from other maps.
- 5) At the end of this project, each student should make a brief presentation to the class about the county they researched and interesting facts they found.

**Part II: Oregon Geography Trivia Pursuit Review Game**

- 1) Post the county maps that students created (as they would be on a map of the state) up on a wall where everyone can see and read them.
- 2) Distribute 3, 3x5 cards to each student. Have students create three "Geographical Pursuit" questions for the county they researched. Write each on a 3X5 card, with the easiest one first. One side of your card should have the name of your country and the question, the other side of the card should have the answer on it. The questions should be about the most important or unique facts of your county.

Example Questions: Which Oregon county has the highest population? Answer: Multnomah County.

Where is the highest point in Oregon? Answer: Mt. Hood, Hood River County.

Which is the northern most county in Oregon? Answer: Clatsop.

5) Divide students into 3 or 4 teams. Using the notecard questions, read a question aloud to students. When a question is asked and they think they know the answer the team spokesperson raises their hand. The teacher moderates and lets the team who is first to raise their hand answer. This method can be modified using a bell per team. Teams may choose their spokesperson sequence, but every player on a team must have an opportunity to play spokesperson before the first player goes again.

6) If the team answers correctly they receive one point. If they answer incorrectly they lose a point (negative scores may happen). The other teams can then raise their hand to answer the question if they think they know it.



# Activity Page

## Mapping Physical & Social Features of Oregon Counties

**Instructions:** You have been given a blank outline of an Oregon county map. Using maps, atlases, and any other materials answer the following questions. Record answers on a separate sheet of paper. Some questions are marked PLOT, this means the information you find out for this question will need to be included in the county map you will be making for this assignment.

**My County is:** \_\_\_\_\_

- 1) Identify the latitude and longitude lines on your county map. Estimate the location of the absolute center of your map and mark it. PLOT
- 2) What town in your county has the highest population? PLOT
- 3) What is the county seat? PLOT
- 4) Name major physical features on your map including major rivers, mountains, lakes, coastline, etc.. Is there any government land (BLM, USFS) in your county? If so, name. PLOT
- 5) What is the area in square miles of your county?
- 6) What is the average high and average low temperature of your county?
- 7) What is the annual precipitation in your county?
- 8) Name two main roadways/highways run through your county? PLOT
- 9) Do you have any Tsunami Flood Zones in your county? PLOT
- 10) What region of the state is your county?

### Social geography questions about county:

- 11) What is the county population? What is its average age?
- 12) Are there any tribal reservations in your county?
- 13) Name two major agricultural crops grown in your county.
- 14) Are there any ghost towns in your county? If so, name. PLOT
- 15) Did the Oregon Trail run through your county? If so, PLOT
- 16) List any major tourist areas in your county? PLOT

Create three "Geographical Pursuit" questions for the county. Write each on a 3X5 card. List the easiest one first. Don't forget to provide the answers on the back of the card.

