

A TIME OF PEACE: WHERE SHOULD THE X-MEN LIVE?

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Grade Level: Middle School

Purpose: To introduce students to the use of **GIS** via census data.

National Geography Standard(s):

Standard 1: How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.

Standard 2: How to use mental maps to organize information about people, places, and environments in spatial context.

Standard 3: How to analyze the spatial organization of people, places, and environments on Earth's surface.

Standard 4: The physical and human characteristics of places.

Standard 6: How culture and experience influence people's perceptions of places and regions.

Standard 8: The characteristics and spatial distribution of ecosystems on Earth's surface.

Standard 10: The characteristics, distribution, and complexity of Earth's cultural mosaic.

Standard 12: The processes, patterns, and functions of human settlement.

Indiana Social Studies Academic Standards(s): GEOGRAPHY

6.3.1 – The World In Spatial Terms

- A. Explain the components of most maps (title, scale, legend, grid, and projection).

6.3.2 - The World In Spatial Terms

- A. Use latitude & longitude to locate places on Earth and describe that uses of locational technology, such as Global Positioning Systems (GPS) & Geographic Information Systems (GIS).

6.3.9 - Human Systems

- A. Identify patterns of population distribution and growth in Europe & the Americas and explain changes in these patterns, which have occurred over time.

7.3.3 - The World In Spatial Terms

- A. Use four spatial map elements (point, line, area, and volume) to interpret information on map, globes, and Geographic Information Systems (GIS).

8.3.1 - The World In Spatial Terms

- A. Determine landforms and human features that represent physical and cultural characteristics of areas of the United States.

8.3.3 – Places and Regions

- A. Locate and map all states of the United States, major cities, mountain ranges, and river systems of the United States.

8.3.6 – Human Systems

- A. Map changes in national boundaries, distribution of population, and economic activities at critical stages of development in the 18th & 19th centuries in the United States.

Materials Required:

1. Atlas of the United States or any U.S. Map
2. Computer
3. Encyclopedias
4. Color pencils
5. Lesson Worksheets
6. Composition Paper
7. Blank United States Maps
8. Current AAA Tourbooks
9. Internet access or census data CD's
10. US History and World Cultures textbooks or other reference resource

Objective:

Upon completion of the activities, the student will:

1. Be familiar with the use of GIS for research
2. Be familiar with the recent United States population patterns of the following racial groups:
 - a. African Americans/Blacks
 - b. American Indians/Eskimos/Aleuts
 - c. Asian Americans/Pacific Islanders
 - d. European Americans/Whites
 - e. Hispanic Americans/Latinos

3. Be familiar with historical events that influenced the population patterns of 5 racial groups (as identified by the 1990 U.S. Census) in the United States

Pre-activity:

1. Discuss the Marvel Comic Book characters called: **THE X-MEN**. You may distribute copies of the comic books; show videos of the animated television version of the show; or arrange to view the recently released video of: X-Men-The Movie (released in movie theaters in July 2000).

Procedure:

1. Briefly review the information gleaned in the pre-activity.
2. Divide the students into small groups of 2-5 people.
3. Have the groups, among themselves, read the introduction to the lesson plan.
4. Students will need to use the computers and the Internet.
 - A. Go to the following website: <http://www.census.gov/>
Students will need to use the computers and the Internet.
 - B. Go to the following website: <http://www.census.gov/>
 - C. Click on: **Access Tool**
 - D. Click on: **American Fact Finder**
 - E. Click on: **People**
 - G. Scroll down to **Race and Ethnicity**
 - H. Click on **People who are (a specific race), map by state** Click on one of the five racial groups (White; Black; American Indian; Asian; Hispanic Origin). Continue the process until you have printed out a map for each of the five racial groups

For Native American "**gaming casino sites**" go to the following website:
<http://www.hanksville.org/NAresources/indices/NAgaming.html>

1. Use the information from the GIS census maps and the clues given in the lesson to decide where the **X-MEN** should live.
2. Have students use the color pencils to color code the blank maps. They should color the states they chose for the X-MEN, according to the color selected to represent the racial group they will live among.
3. On a separate sheet of paper have them list the X-MEN along with the state the superheroes will live in. Students should type their final paper. Use postal abbreviations for the states.
4. Have the students give a full explanation of their reasoning for the choices they made. This should also be typed.

Adaptations:

1. Another website that can be used is the following:
<http://www.esri.com>
 - A. Click on "arc data online"
 - B. Click on "site map"
 - C. Under "Geographic Data", click on "US Census Demographic Data"

- D. Click on "Population Characteristics"
- E. Scroll down to one of the four racial/ethnic groups and click on it
- F. Then click "make a map".
- G. Continue until the process until you have a map for each of the four racial groups.
[This site does not have statistics for **American Indian/Eskimo/Aleut**]

NOTE: Some of the map information from the two websites slightly differ.

Extensions:

One:

1. Have the students assign each of the X-Men to a specific city within their chosen state.
2. Then have students use a U.S. Road map to calculate the distances between cities where each of the X-Men live.
3. Have students use a U.S. Road map to calculate the distances from the students' home city & state to where each of the X-men live.

Two:

1. Split the class into 5 separate groups (or four). Have each group take one of the racial groups to research, using a US History text and other resource(s).
2. Students should research "historical" events that perhaps lead to the settlement of the racial group in the current geographic areas/regions of which the percentage of their population(s) is the highest.
3. Students should also use current event sources in gathering information.

Three:

1. There are several other X-MEN who are not included in this lesson. Have the students research some of the others (and their mutant powers) who are not among the ten used in this lesson.
2. Then have the students decide what racial group(s) those X-men should live among (according to their powers) and in what geographic region of the **World** they should live. (Do not include the United States in this activity).

Four:

1. Have students create a story about the X-Men and how they use their mutant powers to help human beings. The story must include apparent geographical items, references, activities, etc.

Five:

1. Have students create their own X-Men characters, including pictures, posters, or clay figures. Then have students write a poem about the exploits of their created character(s).

Evaluation:

1. Use the completed maps and written explanations from the base activity for evaluation.
2. Have each group present their decisions to the class.
3. Upon completion, have students compare and contrast their decisions.
4. Have students develop a bulletin board or hallway display using the completed maps and typed text.

The focus of the evaluation can be:

- A. Group cooperation.
- B. Correct map information and neatness.
- C. Group presentation (public speaking, etc.)
- D. Neatness and correctness of the typed text.
- E. Creativity in the bulletin board or hallway display.
- F. Clarity and logic surrounding the explanation for the decisions made.

NOTE: Even though the work is being done in small groups, each individual student should complete a map and text explanation for evaluation purposes. You may develop your own rubric.

Evaluation of the Extensions:

1. Develop your own rubric for evaluation of the historical events.
2. Develop your own rubric or other type of evaluation for the additional **X-MEN**; their powers and their world locations; the short stories or compositions; and any drawings or sculptures.

NOTE: These lessons can be used in a team teaching situation (Geography, History, Social Studies, Earth Science, Computer Science, Language Arts, Reading, Art).

References:

1. Internet websites:
 - A. <http://www.census.gov/>
 - B. <http://www.esri.com>
 - C. <http://www.kstrom.net/isk/maps/mapmenu.html>
 - D. <http://hanksville.org/Naresources/indices/Nagaming.html>
 - E. United States History textbooks.
 - F. Other history resources, including the internet.
 - G.
2. Under: <http://www.census.gov/>
 - A. Go to: "For Teachers".
 - B. Then click on "US Teaching Materials"
 - C. Then click on "5-8".
 - D. Then click on the area called: "Maps" - "American Indian Reservation" This will bring up a map for the Native American Populations of the United States.
3. Under: <http://www.kstrom.net/isk/map/mapmenu.html>
 - A. Scan down to "U.S. Tribes By Region & States (Big GIS effort) Click on "U.S. State Native American Populations **Grade Level:** Middle School

Extension Lessons Directions:

Extension I:

1. Complete research on the racial group assigned to you by your teacher. Look for historical reasons for finding the population patterns that you have found in the 1990 census. You should also use current events in your research.
4. Type a text of your findings.
5. Present your findings to the class.

Extension II:

1. Find out the names and characteristics (mutant powers) of some of the X-Men not used in this lesson.
2. Decided where in the world and among what cultures of the **world** those X-Men should live. Do not include the United States in this extended activity.
3. Develop a written and typed text explaining your reasoning for your decision(s).

Extension III:

1. Create a story about the X-MEN and how they use their mutant powers to help humans. You must include geographical references, features, activities, etc. Be sure to type your final copy.

Extension IV:

1. Create your own X-MEN characters. Include pictures, posters, or clay figures.
2. Write a poem about the adventures of your created characters. Be sure to type your final copy.

Extension V:

1. Have half of the class use 1990 census data to complete this activity and have the other half use 2000 census data to complete the activity.
2. Have students compare and contrast their findings as part of the final presentation.
3. Have the students analyze both sets of data and hypothesize as to the reasons they see or do not see any changes.



And Now It Begins

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By: Karen Grimes Cooper

Based on: Marvel Comic Book Characters (Marvel Enterprises & Entertainment, Inc.)

Directions:

1. Use one of the internet websites (<http://www.census.gov>. or <http://www.esri.com>) to get 1990 census maps that display information on the population distribution of the following racial groups:
 - A. African Americans/Blacks
 - B. American Indians/Eskimos/Aleuts
 - C. Asian Americans/Pacific Islanders
 - D. European Americans/Whites
 - E. Hispanic Americans/Latinos
2. Read the information and geographic clues on each of the X-Men in this lesson and make a group decision as to "Where the X-Men" should live within the United States of America. Try not to place any two X-Men in the same state.
3. Use color pencils to make a map key and color code the map for the states where you have assigned the X-Men and according to the racial group with whom they will reside.
4. In written text, list the X-Men and use the postal abbreviation for their states of residence. Also give a written explanation of your decisions.
5. Prepare a group presentation for the class.



Lesson Sheets

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Since 1963, it has been known that a group of mutant beings called the X-MEN lived among humans. Because the mutants were "different" from the human beings, many humans sought war against them or to exterminate them because of their special gifts/powers. Many humans were afraid of what they did not understand. However, after years of struggle, the mutant leaders, Professor Xavier (known as Professor X) and Magneto plus human world leaders have signed peace accords agreeing to live together as one. With peace brings the X-MEN's desire to live among the humans and to share their "mutant gifts". In the interest of eliminating racism, the mutants want to live among different racial groups according to where their gifts may be most useful or appreciated. Because the United States has one of the most pluralistic societies, the decision was made to experiment with this concept of X-MEN and humans living together in the United States. It was thought that if they could live in peace within the United States of America, then they could live in peace most anywhere in the world. Now comes the big decision **WHERE SHOULD THE X-MEN LIVE?**



The X-Men Profiles

1. **PROFESSOR X** - Professor X has strong and well-developed telepathic powers. He is capable of reading people's minds and controlling their actions. Some of the Native American Gaming Casinos have been experiencing "thief-type" clientele who are not visiting the casinos for the sport. Rather, they are visiting in an attempt to steal enough money to bankrupt these Native American enterprises. The Native Americans revere the Professor for his leadership abilities. They also welcome the use of his powers to detect the unsavory characters that are trying to bankrupt them.
2. **CYCLOPS** - Cyclops has the power to emit controlled laser blasts from his eyes. His power would be most useful in industry and especially around naval yards. In order to control his power, Cyclops must wear special glasses that mimic an elliptical fold of the eye. As a result, Cyclops may feel very comfortable in the company of people of any Asian descent.
4. **STORM** - Storm has the power to control the weather. Lightning and wind are her specialties. She would best aid human beings in an area where violent storms, such as tornadoes or hurricanes, occur. Curbing the destruction of those types of storms would be a "piece of cake" for her. Storm is the only Black superhero among the X-Men. She would like to work within an area that has a large African American community.
5. **ROGUE** - Rogue has the ability to absorb the life force of human beings and to also absorb the memories and powers of both humans and other mutants. Because of the type of power she has, Rogue would like to be in an environment where she can easily reach out to all types of people in the fields of finance, theater, fashion, and world trade. She also likes the idea of living on an island. While growing up in the south, she learned to speak Spanish and might enjoy living near a large Hispanic/Latino population in the eastern part of the United States.
5. **WOLVERINE** - The United States military experimented on Wolverine. He was given a metal endoskeleton made from a substance called adamantium. This gives him great strength. He also has a keen sense of smell, retractable claws and the ability to heal quickly. The animal for which he was named is found in habitats that range from forested valleys to arctic and alpine tundra. Therefore, Wolverine might be happiest living in a area that lies north of 45 degrees north latitude that also has lots of forests. However, he does not want to live in Canada. He would like to live among people of European decent because he is fond of the "Robin Hood" tale that took place in a European forest called "Sherwood Forest".

6. **JEAN GREY** - Jean has the powers of mental telepathy and telekinesis. When she was a young girl, people often teased her by calling her "Voodoo Girl" because of her ability to move objects with her mind. Jean researched the topic of Voodoo and became comforted in the knowledge that this was an ancient African religion that is often just as misunderstood as she is/was. Jean's powers may best be appreciated by people who are familiar with the voodoo religion and who are very comfortable around it. She would like to live in a U.S. region of the south where this religion is still practiced.
7. **MAGNETO** - Magneto has the ability to control electromagnetic fields. In recent years, activity in the "Bermuda Triangle" has picked-up. More and more, scientists are convinced that the "disappearances" in this area are caused by electromagnetism. The United States government has authorized its Navy and the Coast Guard to begin experiments in this area. Magneto's powers can help control and harness this energy. Magneto's family was destroyed in a concentration camp during the Holocaust in Europe in the early 1940's. Therefore, he thinks that he can also be of help to people whom feel exiled or persecuted because of a political situation(s). In recent years, many people of Hispanic/Latino decent have sought political asylum in the United States. Therefore, he would probably like to live among a Hispanic/Latino group of people like Cuban Americans.
8. **MYSTIQUE** - Mystique has the power to shape shift. She can change herself into a variety of people, animals, and other forms. Some Native American nations, especially those located in the Great Plains region of the United States, believe in shape shifters. They believe that some of their own people have shape-shifting abilities. Mystique would like to live with people who believe that her power is a special one that is shared by humans and mutants alike.
9. **SABERTOOTH** - Sabertooth has the power of enhanced senses and rapid healing ability. He carries his name from the saber tooth tiger of earth's Oligocene to the Pleistocene periods. Though he has the word tiger in his name, he is not really a tiger. However, he is very partial to that part of his name. Sabertooth would like to live near a large Asian population because tigers are indigenous to Asia. He would also like to live in the Mid-western region of the United States, where the bones of two different types of saber tooth tigers have been found.
10. **TOAD** - Toad has extraordinary climbing and leaping abilities. He also uses a stickymucous that might be useful in homemade medical remedies and charms. Toad often likes to be alone and in an area where he can be free to leap and to scale things. Toad is partial to the eastern part of the United States and may be best suited to an environment where hills and mountains are present. Because he is such a private individual, he would probably be most comfortable among people from a fairly closed society or people who are often isolated by geographic features like mountains. Toad likes to listen to fairytales - especially the European one about the "frog prince". So he might like to live among people of European descent.

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YOU DECIDE



Revised & Updated: October 2004