

Week 2

Date/ Time Frame	August 18-21, 2020
Type:	Geography
Lesson in a Series	<ul style="list-style-type: none"> • Basic Geography • Interactive World Map Project
Technology Integration	Students need to know how to use Google Slides and be able to hyperlink items; option to share work via Google Classroom posts
Standard:	<p>6-8.CST.3 Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.</p> <p>6-8.WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>6.P2.1 Understanding text structure: Apply basic understanding of how different text types are organized to express ideas...to comprehending texts and writing basic texts.</p>
Learning Intention	<ol style="list-style-type: none"> 1. Students can understand and can explain how geography and climate impact human civilization. 2. Students understand and can explain the role and importance of geography in modern issues and throughout history.
Success Criteria	<p>Learning Intention 1:</p> <ul style="list-style-type: none"> • Students can write a summary of the ideal geographic area in which to live. <p>Learning Intention 2:</p> <ul style="list-style-type: none"> • Students can engage in research and find accurate information. • Students can summarize information in their own words. • Students can create a working interactive map with accuracy. • Students can share and acquire knowledge with/from classmates. • I can write a summary with a topic sentence, at least three supporting details, and a concluding sentence which directly answers a question.
Materials:	<ul style="list-style-type: none"> • Basics of Geography • Color My World • Self and Peer Assessment Group Work Guide • Interactive Map Project • Interactive Map Example
SEL Connections	This week builds on the first week with how historians work and why studying history and the social sciences is important to us in modern times. Students focus on geography and how it has affected humans over time and today. Teachers can make connections to how a person's environment contributes to their behavior. Students can further develop the competencies of social awareness and self-management by recognizing that in life there are things we can

	control and things we cannot control.
Questions	<ul style="list-style-type: none">• Why are rivers important to civilizations?• What geographical features can you identify in the picture?• Explain the difference between a continent and a country.• What is the purpose of longitude and latitude?• What are the five basic climate types?• What climate do we live in?• What climate do you think would be the most difficult to live in and why?• What do climate zones have to do with lines of longitude?• Based on the information from the map, what do the first civilizations have in common?• What geographical feature was the key to the expansion of the Roman Empire?• What geographical features appear to have blocked further expansion of the Roman Empire?• Compare the physical and population density maps of Africa. Does there appear to be a correlation between geographical features and where the majority of people live?• If you lived 6000 years ago prior to modern forms of travel (including horseback riding) where would you want to live? Consider geographical features and climate and explain your reasons.• While there are many factors that played into the success of these countries not being invaded, could geography have played a part for the success of any of them?• How many of today's global issues are either caused or exacerbated by geography?• How does geography impact ____ issue?• Why is geography important to understanding current events and history?
Task - What do you want the students to do?	<p><i>Timeframes on pacing are suggestions. Every class is different.</i></p> <p><i>Teachers should still be integrating routines and procedures practice along with Getting to Know You Activities and daily warm up routine.</i></p> <p>Anchor Chart: review the knowledge gained from the prior week with the anchor chart, and pose the questions for this week: What are some of the issues and problems we have today? What is the importance of geography to those issues and of historical issues? Take answers from students prior to engaging in the lessons and continue to add to the anchor chart each day to build student knowledge.</p> <p>Basics of Geography Lecture (two days):</p> <ul style="list-style-type: none">• Title Slide: Week 2, lecture 1: Basics of geography. As you (students) begin to examine history and social studies in more detail, you'll find that the role of geography is very important. We are going to review some of the basic tenets of geography in this lecture.• Slide 2: Learning intention and success criteria• Slide 3: Definition and etymology of geography. Geography is the spatial study of the earth's surface. It is from the Greek <i>geo+graph</i> (the earth+to write).• Slide 4: Review geographical terms with students. Have them state and define (in their own words) the terms they know. Ask if there are any others that may be important to know that have to do with studying history and the movement of people.• Slides 5-8: Model in slide five and have students work with each other to identify the geographical features that can be identified in each picture (answers in slide notes).• Slide 9: State that geography has a great impact on human civilization. One geographical feature that is especially important to the first civilizations is rivers. Watch the video and then have students answer the question: Why are rivers important to civilizations?

- **Slide 10:** Link to Color My World Activity. Having students work on this activity would be a good ending point for day one.
- **Slide 11:** Review latitude and longitude: how they are used and the direction of each. Relate to graphing on a coordinate plane in math: the equator would be similar to the x axis while the prime meridian is similar to the y axis. One difference is that there aren't negative numbers: only positive, and they are labeled the direction of the hemisphere they are in.
- **Slide 12:** Ask students to look for a pattern in the student coloring; explain that climate zones are related to lines of longitude because of the rotation combined with the tilt of the planet, and the amount of sunlight received throughout the year. For more information on the tilt of the earth's axis: <https://spaceplace.nasa.gov/seasons/en/>
- **Slide 13:** Explain the five main types of climates. Ask students what climate best describes Bakersfield. Ask students to share with a partner which they believe would be the most difficult to live in and why.
- **Slides 14-17:** Feature different maps and asks students to draw inferences about the topic and the geography of the area. Potential answers located in the slides.
- **Slide 18:** Students are asked to imagine they were living 6000 years ago and are provided a choice to either research or make up the perfect place to live. They should take both climate and geography into account.

Interactive Map Project Directions (two days)

- **Title Slide:** Introduce the Learning Intention and Success Criteria. Share with students that we will continue to build understanding of how geography impacts history/social studies.
- **Slide 2:** Review the work of a historian and the theme of geography as an important way to look at HSS.
- **Slide 3:** introduce the concept of human geography. Inform students there are classes in college and some high schools where you study the interactions of humans and their geography. The photo shown in the slide is a picture of the front cover of a textbook.
- **Slide 4:** Explain to students that the remainder of the week will be spent studying human geography and learning about current events in the world. Review the [current world issues according to the UN](#), and inform students they will ultimately be answering the question 'Why is geography important to understanding current events and history?'.
- **Slide 5:** Is the directions page. Students will choose from the topics in boxes (climate change, water access, food security, conflict/war, and disease). Each box acts as a button that is hyperlinked to a slide that has a video and resources pre-vetted to get students started with their research. Give students 5-10 minutes to explore and choose which topic they would like to work on and approximately 20-30 minutes to engage in research finding three countries that are experiencing the issue they chose. This would be an ideal place to end day one.
- **Slide 6:** Is the second part of the directions page. Students will create an interactive world map which includes information from three countries that all share the same issue. Review the [Interactive Map Example](#) of the project to give students a more concrete example of what is expected of them. In addition, review the rubric prior to students beginning, so they are aware of what is expected. If needed, there is a video for students/teacher on how to hyperlink items within a google slides presentation. When the students are finished with creating the interactive map, they should be able to explain why geography is important to the topic they chose and should be prepared to share that with a partner.

	<ul style="list-style-type: none">● Slide 7: Rubric.● Slides 8-12: pre-vetted materials for students to begin research● Slide 13: Group work directions with link to Self and Peer Assessment Group Work Guide. If group work isn't a possibility, consider having students post their project in Google Classroom. After viewing several students' work, they should be able to make some generalizations and be able to answer the question: Why is geography important to understanding current events and history?● Please note that there are three levels of writing support on the Interactive Map Example along with group sentence starters and a work template for note taking.
CFU / Rubric	Interactive Map Project Self and Peer Assessment Group Work Guide