



Name of Lesson Plan	Geography as Destiny
Grade	6th
Subject/Courses	Social Studies, Science, ELA

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REQUIREMENTS | [View an example lesson plan](#)

- Must be appropriate for grades 3-8
- Merges two disciplines in a meaningful way
- Addresses at least 2 real learning standards
- Must include at least 1 Kids Discover resource
- Fits into a single lesson period or is broken down into realistic and appropriate lesson/work periods

****** [For detailed instructions, requirements and judging criteria click here](#) ******



Big Idea

The one high-level concept that is driving this lesson within the unit:

Geography and natural resources affect the development of societies.

"I'm a great believer in geography being destiny. "Abraham Verghese

Where does your lesson fit into the Big Idea?

Students will explore how government, economy and social structures developed differently across cultures according to their environment. Student will compare and contrast several ancient civilizations to find these differences and understand the cause and effect relationships between geography, natural resources and the development of civilization.

Acquisition of Knowledge and/or Skills

Students will know... (facts):

How geography and natural resources shape societies.
The similarities and differences in geography, government, economy and social structures of early civilizations.

Students will be skilled at... (actions):

Reading for information
Compare and Contrast
Reading a Map
ISTE skills:
Communication and Collaboration with G Suite for Education (or equivalent).
Graphic Presentations through creation of Infographic

Learning Standards Addressed

Must contain/include/be based upon at least 2 different disciplines:

CCSS.ELA-LITERACY.WHST.6-8.9

Draw evidence from informational texts to support analysis reflection, and research.

6P.A.2. Identify, effectively select, and analyze different forms of evidence used to make meaning in social studies (including primary and secondary sources, such as art and photographs, artifacts,



oral histories, maps, and graphs).

6P.C.3. Describe and compare multiple events in the history of the Eastern Hemisphere in societies in similar chronological contexts and in various geographical contexts.

6P.D.4. Recognize and explain how characteristics (cultural, economic, and physical-environmental) of regions affect the history of societies in the Eastern Hemisphere.

6P.B.4. Identify and classify the relationship between multiple causes and multiple effects

CCR 5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Evidence of Learning/Means of Giving Meaningful Feedback

*What will students **do** to afford meaningful learning and the construction of understanding?*

Students will create and present an infographic that reflects their understanding of the essential idea that geography and natural resources influence society development.

Resources Needed

Must include one Kids Discover Resource:

Kids Discover Mesopotamia
Kids Discover Ancient Persia
Kids Discover Roman Empire
Kids Discover Ancient China
Kids Discover Ancient India
Kids Discover Ancient Greece
Kids Discover Ancient Egypt

Atlases

Copies of

https://docs.google.com/document/d/1_6Y_xTdMnI4ZIOju1IM_LyLdiYmVS6_rrqG9sAcq9BI/edit?usp=s_haring

Website for Infographic creation:

<https://piktochart.com/> (or similar online Infographic creation tools)

Suggested websites:



http://www.mesopotamia.co.uk/geography/home_set.html
<http://www.ancientchina.co.uk/geography/index.html>
<http://www.ancientindia.co.uk/geography/index.html>
<http://www.ancientegypt.co.uk/geography/index.html>
http://www.ancientgreece.co.uk/geography/home_set.html

Learning Plan

The breakdown of the specifics for what you'll do in class. Creativity counts!

Day 1-3

Students will be arranged in groups of 3-4 to a group. Each group should have a different set of the Kids Discover magazines, or access the digital version of the magazine. Each group should also have access to atlases, textbooks and online resources.

Teacher will introduce the project using the documents and instruction supplied. Students will work over a period of 2-3 days researching and completing the collaborative table set up in the Google Doc.

Day 4-6

The teacher will introduce Infographics to the students. Show examples and use eBook instruction manuals and online tutorials:

<https://piktochart.com/wp-content/uploads/2016/05/Piktochart-e-book-2-Create-Your-First-Infographic-In-15-Minutes.pdf>

<http://support.piktochart.com/hc/en-us/articles/226497508-Do-you-have-Piktochart-E-books-guides-or-self-help-books-to-get-started->

<http://themidlifewife.com/wp-content/uploads/2012/02/Infographic1.jpg>

<http://www.dailyinfographic.com/ancient-rome-a-city-of-firsts>

Students will use Piktochart.com or other online infographic tools to graphically represent their research.

The teacher should use this time to help students learn to categorize data and graphically represent data appropriately and effectively.



Day 7

Students will present their infographics to the class. Those observing the presentations should complete the [Presentation Evaluation](#) sheet as they listen and/or after each presentation.

Assessments/Checks for Understanding

What will you assess - formally and/or informally- to check for learning throughout and/or after your lesson:

- The group's Google Doc Table can be evaluated as well as the student's ability to work collaboratively.
- The Infographic will be evaluated for accuracy, quality and quantity of information, and visual presentation as well as the group's ability to orally present their project to the class.

****[For the submission form click here](#)****