

# **Yale 2012 PIER Summer Institute Global Movement**

*Sponsored by the Yale Programs in International Educational Resources (PIER)*

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**School: Washington Middle School Meriden, CT**

**Subject Area: Social Studies**

**Grade Level(s): Grade 7**

**Time Frame to Allow for Unit:**

This is approximately a 1-week unit (Time extension for project as needed)

## **Introduction: Brief Description of the Unit**

This unit is meant to serve an introduction to the study of World Geography. The lessons found in this unit are designed to teach students how to *think* and *examine* the world as though they are a Geographer. This unit introduces students to the *Five Geographic Themes*, which serve as a method of for the examination Earth. The themes are introduced to students in a separate format initially, but will be utilized throughout the school year as we examine each region/area of study.

## **Geographic Connections: Related to Summer Institute Themes**

My unit relates to the Summer Institute drawing on how the themes of *place* (human geography) and *movement* (*human migration/immigration*) help students examine an area on Earth and enable them to ask important geographic questions like: Why do we live here? How do we (humans) live here? What makes this place different from other places on Earth? The connections this unit will make to the Summer Institute are broad, though I will begin by saying the community in which I teach is diverse. Many of our residents are immigrants or migrants from the island of Puerto Rico. We also have migrants from across the United States and many families who have an immigrant past, several decades ago from Europe and the rest of the globe. In the Summer Institute we were lectured by professors who discussed topics such as refugees and forced migrations, both are major concerns for many of the residents our community. We also discussed topics like heritage and identity, which are also important for all people. My lesson though it is geared to seventh grade audience will encompass some of these important concepts.

## **Vocabulary: Terms, Concepts and Actors**

**Human Geography:** How humans live, work and develop in a place

**Physical Geography:** The way the Earth's landscape appears in specific locations, such as a river

**Theme:** How Geographers think about and examine Earth. The themes are used to develop questions about the Earth

**Place:** How a specific place on Earth looks either human or physical characteristics

**Location:** A specific spot on Earth. Location is determined using two methods, absolute location, which uses coordinates or relative, where you describe a spot on Earth using neighboring locations.

**Movement:** How goods, services, people and ideas are exchanged and travel from place to place

**Region:** The specific human and physical characteristics found in a place.

**Human Environmental Interaction:** How humans live, work and change a place

<b>Stage 1 – Desired Results</b>	
<b>Content Standard(s):</b>  This unit will have connections to CT state social studies standards draft framework, Connecticut Common Core draft framework, National Council for the Social Studies Standards and CT Information and Technology Standards  1.1.4-Geographical space and place  1.1.5 –Interaction of humans and the environment  1.1.6-Patterns of human movement across time and place  2.2.1 – Access and gather information from a variety of primary and secondary sources including electronic media  2.2.4 - Demonstrate an ability to participate in social studies discourse through informed discussion, debate and effective oral presentation.  3.3.2 – Analyze and evaluate human action in historical and/or contemporary contexts from alternative points of view.	
<b>Understanding (s)/Goals:</b> Students will understand that:  The five Geographic themes serve as a basis for Geographers to examine and ask questions about Earth.	<b>Essential Question(s) Related to Theme(s):</b>  -How can we think like a Geographer?  -How do we live? (in our community)
<b>Student Objectives (Outcomes):</b> Students will be able to: SWBAT:	

- *Define Geography*
- *Locate and name the 7 continents*
- *Retell the 5 geographic themes*
- *Describe the tools geographers use to measure earth*
- *Create a Prezi or a Glogster that displays the five themes in our community*

**Stage 2 – Assessment Evidence**

**Performance Task(s):**

- Five Themes identification activity “photo quiz”
- Development of project displaying the five themes in our community

**Other Evidence:**

Classroom discussion  
Homework assignment, *The Five Themes and Me*

**Stage 3 – Learning Plan**

**Learning Activities:**

Students will read and take notes on each of the Five Themes of Geography in class. The student note taking sheet and power point are attached in these plans. The notes are designed to give students an informative and practical approach to understanding how a Geographer thinks as he or she examines Earth. Utilizing notes, students should be able to define each of the themes and apply them to our world. See appendix A and appendix B. Students will also have a homework activity to resonate the five themes and begin to build connections, see appendix C.

Our next student learning activity will measure student learning using a “photo quiz”. Students will be shown a series of images and select which theme they believe the image to be. Answers will be written out and then students will share this information in a small group or in a pair, depending on the class size to check answers and determine accuracy. See appendix D.

For the culminating learning activity students use experiential learning and discover their environment through the eyes of a Geographer. Student will become a “windshield geographer.” This phrase is coined from the action of being a passenger in a car and looking out the window at the world/community around you. Consider this project as a way for my students to introduce their hometown to someone who has never been there, but would like to know what it’s like to live there applying the five themes. Students will plan out an exploratory journey of our hometown from a geographic perspective and then develop a photo Glog or a Prezi using pictures from our community/ hometown. Students may choose to drive, walk, roll or pedal their way around our area. See appendix E.

**Learning Activities (cont.):**

As students observe the material culture: housing types, signs, religious buildings, businesses, restaurants and more they may use these items to create a sense of place for our community. Students should take at least (10+) photos. Photographs should include cultural landscape as well as physical landscape. Each picture must include a well-written "caption". The caption should explain how the picture relates to one of the five themes and how it specifically connects to our community. For example, students will write a paragraph explaining each picture such as population, migration, local and popular culture, identity (family), language and religion and how it connects to our community and how a Geographer could use it to describe the place we live. Once students have a collection of photos, they can upload them to the classroom photo bucket account. The pictures must be school appropriate and will be reviewed by the teacher. The students have a choice to present their project in as either a Glogster or Prezi presentation. Attached to this lesson plan you will find the abstract Power Point with student instructions, the rubric for the assignment and also the rubric for the oral presentation.

***Resource List/Bibliography:***

Please be sure to include full titles, authors, and URL addresses with dates accessed.

<http://www.photobucket.com>

<http://www.worldgeographystolfi.webbly.com>

<http://pearsonsucsess.net> (Student textbook: Foundations in World Geography)

***How Are You Going to Use This Unit?*** Please specify the grade-level, classroom, professional development workshop in- and/or out-of-district, regional or state conference, etc. Please also include the approximate dates and locations.

I plan to use this unit with a seventh grade World Geography class at Washington Middle School in Meriden, CT. This unit will serve as an introduction to our school year and to also to teach my students how to think like a Geographer and be able to examine the world around them. I will use this lesson the first week of September.

## Teacher Notes and Activities for Student Learning (Appendix A-E)

### Appendix A. Teacher notes for student instruction

# The five themes of Geography

How to think like a Geographer?

## “Mr. Help”

### Movement

Explains how, people, goods, ideas move from place to place and change culture and the environment.

Ex. Marco Polo introduced pasta to Europeans, it came from Asia

Ex. The Spaniards introduced horses to Latin America

Ex. In the late 1800s, thousands of Europeans immigrated (moved) to the United States

### Region

Common characteristics about an area.

Ex. What makes Hartford, Connecticut different from New York City?

Ex. Make comparisons to nearest neighbors, what makes the USA different from the Caribbean?

### Human Environmental Interaction

How people, use change and work with a place.

Ex. Why is New York City a great seaport?

Ex. Why is Buddhism a popular religion in Asia?

## **Location**

The importance of one thing in relation to another.

Relative location-location of place in relation to another

Absolute location-expressed in degrees of longitude and latitude

Ex. To identify a location, what continents or oceans are near it? (Relative)

Ex. Use latitude and longitude to identify an exact location (absolute)

## **Place**

How one area is different from another, “Physical” or “Human” characteristics

Physical Characteristics: landforms, water forms, climate, soil, plant and animal life

Human Characteristics: amount people living in a certain place, how close together they live, social traits, cultural traditions and political practices.

Ex. The climate of a rain forest is hot and rainy

Ex. There are 3 million people live in Paris, France

**Appendix B. Student note taking sheet**

Name \_\_\_\_\_ Date \_\_\_\_\_ Group \_\_\_\_\_

**World Geography Foundations**

Chapter1: *Section 1 and 2*

Students will be able to....

- Define geography
  - Identify different types of maps, explain how each is used and the parts that they have
  - Examine how geographers used the five themes to examine earth
- \*Behavior Objective:* Students will raise their hand before speaking

**Directions:** Fill in the missing information

1. \_\_\_\_\_ is the study of the Earth.
2. "Geography" comes from two words \_\_\_\_\_ and \_\_\_\_\_
3. The father of Geography is \_\_\_\_\_
4. Discussion point: How do think you might use geography in your daily life?
5. Geographers use "tools" to study the Earth
  - A. \_\_\_\_\_ is a flat drawn or photo image of the earth.
  - B. \_\_\_\_\_ is a round model of the earth that shows the continents and oceans in true shapes.
  - C. \_\_\_\_\_ is a book of maps.
6. Discussion point: What are the advantages (good) and disadvantages (bad) of using a globe to show the Earth's surface? Explain.
7. How do we *read* a map? Write parts we use to read it.  
\_\_\_\_\_  
\_\_\_\_\_
8. Discussion point: Why are most maps distorted?

9. What are the most common map types?

A. \_\_\_\_\_ Shows the shape of the landforms like mountains or plains or water like rivers or lakes.

B. \_\_\_\_\_ Shows the borders between countries, regions or states.

C. \_\_\_\_\_ Shows a special purpose like natural resources, climate, road/streets or population density.

10. **Mr. Help**

M: \_\_\_\_\_

R: \_\_\_\_\_

H: \_\_\_\_\_

E: \_\_\_\_\_

L: \_\_\_\_\_

P: \_\_\_\_\_

### The Five Themes

11. \_\_\_\_\_ describes how people in one place make contact with people from another place.

12. Name the three types of movement

A. \_\_\_\_\_ B. \_\_\_\_\_

C. \_\_\_\_\_

13. \_\_\_\_\_ An area with certain characteristics that make it different from surrounding areas.

14. Name the *two* examples of region

A. \_\_\_\_\_ B. \_\_\_\_\_

15. \_\_\_\_\_ How people use, change and work with a place.

16. \_\_\_\_\_ the importance of one area to another

17. Define the *two* types of location

A. \_\_\_\_\_ The exact spot, expressed in degrees of latitude and longitude

B. \_\_\_\_\_ The location of place in relation to another

18. \_\_\_\_\_ one particular, unique location.

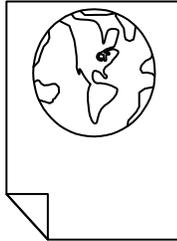
19. Define the *two* types of place

A. \_\_\_\_\_ a place or event created by humans.

B. \_\_\_\_\_ a land area that has a special shape, climate, plant or animal life.

## Appendix C. Student Five Themes homework

Name \_\_\_\_\_ Date \_\_\_\_\_ Section \_\_\_\_\_



Directions: Answer the follow questions and write your answers in complete sentences.

1. The theme of ***movement*** explains how people, goods and ideas move from place to place.

How do people, goods, and ideas get transported in Connecticut (2 examples)

2. The theme of ***region*** describes common traits of an area.

Name another city/town you have visited other than Meriden. Tell how this place is alike and different from Meriden.

How are they alike?

How are they different?

3. The theme of ***Human Environment Interaction*** is the relationship between people and nature. Ex. People build bridges to go over water. Ex People wear sunscreen.

Describe one way you have affected nature

Describe one way nature has affected you

4. The theme of **Location** is measured two ways. The **absolute location** Meriden is 41°N by 70° W. **Relative location** is finding where a place is by describing its spot using landmarks.

Use landmarks and street names to describe the relative location of your neighborhood in Meriden

5. The theme of **Place** is a particular spot on Earth that is created by man or is natural

Describe what your house looks like inside and out

List all of the humans/pets that live with you

## Appendix D. Student Image Quiz

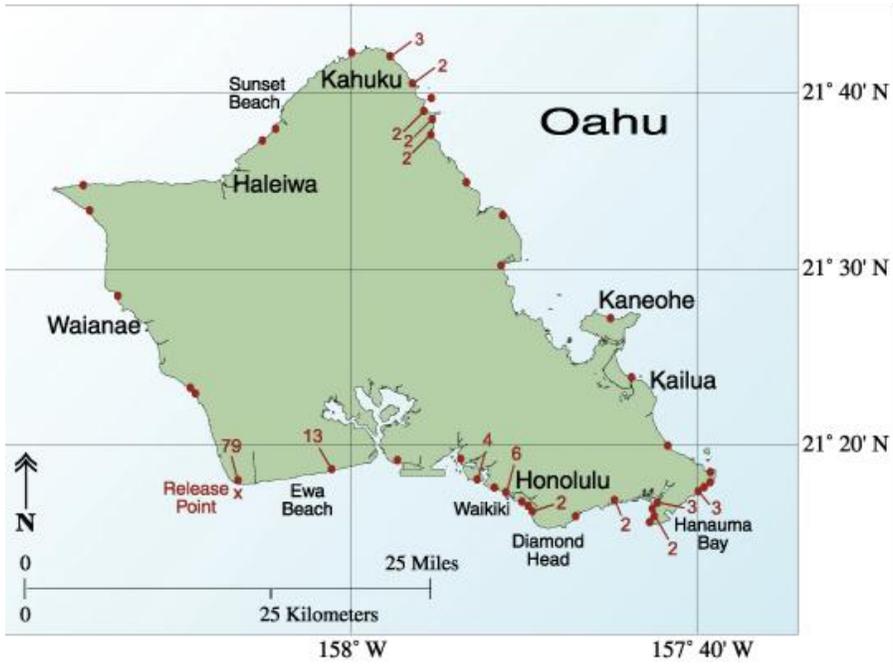
### The 5 Themes of Geography

#### Image Quiz











The END!!!! • Now Lets see how you did....

1. Movement (goods)
2. E-H interaction
3. Relative location
4. Movement (people)
5. Place -specific culture to that location
6. Movement (ideas)
7. Absolute location
8. H-E interaction
9. Region (physical)
10. Region (cultural)

## Appendix E.

# How to be windshield Geographer

## Discovering Earth's Cultural Landscape

Photograph your hometown

- Required Materials a) camera with a USB port/wireless connectivity b) camera phone with wireless access c) Student email address



Procedure

- Plan out an exploratory journey of your hometown from a geographic perspective
- Drive, walk, roll or pedal your way around your area. Observe the material culture: housing types, signs, religious buildings, businesses, restaurants and more. Use these items to create a sense of place for the community.

Procedure Continued

- Photographic evidence of the cultural landscape. Take several (10 +) photos.
- Organize the photos using Prezi • [www.prezi.com](http://www.prezi.com)



## Connections

- Consider this project as a way for you to introduce your hometown to someone who has never been there, but would like to know what its like to live there.
- Photographs should connect to the “Five Geographic Themes”
- *Location, place, movement, region and human environmental interaction*

*Five Themes: Location/Place* • **Location:** What might be the relative location of this landscape?

• **Place:** What are the physical features of this landscape? What makes this place unique?





*Five Themes: Human Environment interaction*

- How do the people who live in this landscape depend on their environment?
- How do they adapt to this environment?
- How do they modify (change) this environment?



*Five Themes: Movement/Region* • **Movement:** How do people share ideas?

- **Region:** What region of the world do you think this landscape represents?
- Are there other world landscapes where this landscape might belong?





Make connections to the Five Themes of Geography

1. Population 2. Migration 3. Local and popular culture 4. Identity (family) 5. Language 6. Religion

Geography is everywhere and everything is Geography

### The Windshield Geographer Project Rubric

Categories	5 (Excellent)	3 (Good)	1 (Needs improvement)
Photos	All photos demonstrate a connection to the five themes. Student has a minimum of five photos.	Some photos do not demonstrate a connection to the five themes. Student did not have at least five photos.	Photos displayed little or no connection to the five themes. Student had fewer than two photos.
Photo captions	Student has outstanding photo captions. The captions clearly explain how it connects to the geographic theme. Caption has at least 3-5 well-written sentences.	Student has photo average captions. Some of the caption information is unclear or unrelated. Captions are not written in complete sentence or there are fewer than three well-written sentences.	Student project is missing photo captions. The information provided is completely unrelated. Complete sentences are not used.
Spelling and Grammar	Student project is well written and has no spelling or grammar mistakes.	Student project is somewhat well written and has several spelling and grammar mistakes.	Student project appears rushed. Student paid little attention to writing or did not include captions at all. Numerous spelling and grammar mistakes.
Timeliness	Project has been turned in on time.	Project is three days late.	Project is five days late.
Creativity	Project is eye catching. It clearly demonstrates a helpful way to use geography inform the audience about our community.	Project is somewhat eye catching. Project demonstrates a somewhat helpful way to inform the audience.	Project appears rushed. Project lacks helpful information.
Max points 25 25x4 =100 points			