

## **Geography and Human Settlement (Lesson 1 - Water)**

**Tracy Butterick; William J. Johnston Middle School, Colchester, CT; Social and Global Studies; Grade Level 5-8, Time Frame to Allow for Lesson = 2 days**

**Introduction:** Students will gain an understanding for why people settle in certain locations and what geographical features lead to the development of civilizations. This two-day lesson focuses on water (fresh water in particular) as an essential resource.

### **Geographic Connections:**

D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.

D2.Geo.8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources.

D2.Geo.8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources.

D2.Geo.1.6-8. Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics.

**Vocabulary:** Physical, Political, and Thematic Maps; Civilization; Mesopotamia; Fertile Crescent

### **Content Standards:**

CCSS - RH #1 Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS - RH #7 Integrate visual information with other information in print and digital texts.

CCSS – WHST #1.b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

### **Essential (Compelling) Question:**

Why do people settle in certain geographic regions?

### **Literacy through the Content Area:**

1. Reading of Maps (the visual as well as legend/key). At the beginning of the year, we completed a unit on this topic.
2. Reading a nonfiction text and annotating it for specific points (evidence to support their answer to a question)
3. Reading a nonfiction article to answer a question using evidence from the text to back their claim. This will be scored on a 0,1,2 scale.

### **Placement of Lesson within Broader Curriculum/Context:**

Students have reviewed basic geography and map reading skills. We have completed an introductory unit on early man (hunters and gatherers to agriculture) . Students are aware of how and why the change over happened and how communities began. We participated in an activity which helped students to understand how working together in communities benefited people as opposed to working in isolation. In this activity, we touched upon access to water and its placement in the room. My intention is that this observation they made in the prior activity will come to surface as they take part in this lesson.

This lesson is the first of a series of lessons to be used as a bridge between the nomadic lifestyle of early man and the civilizations of today . This lesson will introduce the reason why Mesopotamia was chosen for settlement and lead us into a more in depth look at the intricacies and struggles of the settlement process. In the future, we will learn about the impact of climate, soil, terrain, etc., in the development of the modern world.

### **Learner Background:**

1. At the beginning of the year, we completed a review on mapping. Students learned how to read a map including the legend/key and what the different types of maps were (as well as when to use each type). This lesson will allow them practice their map reading skills and put them to practical use.
2. Students understand how and why civilizations began during the Neolithic Age. They understand how humankind moved away from hunting and gathering and into farming.
3. Students have taken part in a two-day activity which helped students to understand how working together in communities benefited people as opposed to working in isolation. In this activity, we touched upon access to water and its placement in the

room. This prior information should come up as they explore the maps in today's activity.

4. Students have worked on annotating nonfiction articles for specific focus areas. They are familiar with this technique as it is used in most of their classes.
5. Students have worked on close reading of nonfiction articles and annotating for notes.
6. Students have worked on writing a solid claim and using specific/relevant evidence as support.
7. Students have been using an answer grading scale of 0-2 and are very familiar with teacher expectations.

### **Objectives for Lesson:**

The students will be able to:

1. Examine physical and political maps of the United States to identify the correlation between physical map features and where people create cities.
2. Theorize upon the discovered correlation to deduce what it means in relation to why settlements develop where they do.
3. Decide on a map of the Mesopotamian region where the settlements would most likely be found and justify the choice based on their deductions.

### **Integration of 21st century skills**

In this lesson, students will need to work collaboratively as they analyze nonfiction data. They will need to think critically to arrive at a claim about why people settle in certain geographic reasons and use the evidence to support their claims. Additionally, students will need to effectively write their claims and evidence in an argument paragraph. This lesson is an introduction into understanding that water is a basic need for life and human settlement. This concept will be a major theme for the rest of the year as we focus on current water issues in the world.

### **Assessment:**

#### **Formative Assessment**

Students will be assessed on an ongoing basis as the activity is being completed. The teacher will walk around the groups listening to the discovery/discussion which is taking place and recording what students are saying. As the teacher is walking around, if students seem to be missing details (are headed in the wrong direction) or need to be prodded into deeper

thought, she will redirect/question. In between activities, the teacher will share a little of what was heard and offer feedback/suggestions.

As students leave the room, they will submit handout (Geography and Human Settlement - #1) to the teacher. This will be given back to students the following day to review and improve if necessary.

The last question on handout "Geography and Human Settlement #1" is "Using your evidence on the chart above, why do you believe people settle where they do? Be sure to explain your answer fully with specific evidence to support your claim." This will be used as an exit card and allow the teacher to assess student understanding at the end of the first day's lesson. It will enable the teacher to adjust the following day's lesson accordingly.

### **Summative Assessment**

Students will be assessed on both the responses and completeness of all four handouts. (Did they fully follow the given directions?) Written answers will be scored on a 0,1,2 scale

### **Materials/Resources:**

For Activities A and B

- History Alive! The Ancient World Textbook (pages 388 and 389)
- Geography Alive! Regions and People Textbook (pages 558 and 562)
- Science Explorer: Earth's Changing Surface Textbook (pages 168 and 169)
- Hammond New Headline World Atlas (pages 32 – 35)
- Uncle Josh's Outline Map of United States
- Handout: "[Geography and Human Settlement - #1](#)"

For Activity C

- Handout: "[Mapping Mesopotamia](#)"

For Activity D

- Handout: "Mesopotamia and the Fertile Crescent" (Leveled Texts for Social Studies: World Cultures through Time by Shell Education)

For Closure/Assessment

- "[Mesopotamian Settlement](#)"

### **Lesson Development/Instructional Strategies**

- Identify the instructional grouping/s (whole class, small groups, pairs, individuals) you will use in each lesson segment and approximate time frames for each.

Day One -

1. Anticipatory Set – whole class – 5 minutes (students will be returning from various parts of the building, so this time is flexible)
2. Introduction to Lesson – whole class – 10 minutes
3. Activities A (Exploring Maps) and B (Theorizing Based on Gathered Evidence) – small groups of 20-25 minutes
4. Day One Closure - whole class to individual- 10 - 15 minutes

Day Two -

5. Introduction - whole class - 5-10 minutes
6. Activity C (Deciding Where to Settle) – small groups of 10-15 minutes
7. Activity D (Reading/Annotating and article) - individual 10-15 minutes
8. Closure – whole class – 5 minutes

- Describe what instructional strategies you will use, and the learning activities in which students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s). This may also include a description of how you will initiate (set expectations for learning and purpose) and close (understanding the purpose) the lesson.

Day One:

#### Anticipatory Set:

As students enter the room, they will be greeted at the door, reminded to take a seat, and write the night's homework into their agendas. On the board, "Why is WHERE important to where people settle?" will be written.

#### Introduction:

Teacher will introduce the question, "Why is WHERE important?" After a brief discussion, the teacher will let students know that they will be examining maps of the United States to see where most major cities are located and that they will need to theorize upon what their observations mean in the bigger picture. The class will briefly review the types of maps and remind about map reading skills.

#### Activities:

##### A. Exploring Maps

- a. Students will be told that they are working in groups of four and teacher will distribute maps, books, and handout “Geography and Human Settlement - #1”.
  - b. Students will work together to brainstorm observations about the maps and identify correlations between population and geographical land features.
  - c. Students will individually record findings on handout “Geography and Human Settlement - #1”.
- B. Theorizing Based on Gathered Evidence
- a. Student groups will use their observations to deduce where people usually seem to settle.
  - b. Student groups will discuss their findings and be able to theorize on the meaning behind their deductions.
  - c. Students will individually record findings on handout “Geography and Human Settlement - #1”.

Closure:

As a class, students will share their findings and thoughts. Then, each student will individually write a paragraph on the backside of the handout to state their claim and support it with evidence.

Day Two:

Introduction:

Class will briefly review the previous day’s activity and findings. The teacher will distribute handout “Mapping Mesopotamia” to students and explain that this first activity will should be done within their groups.

- C. Deciding Where to Settle
- a. On this handout “Mapping Mesopotamia” will be a map of Mesopotamia with only the geographic features visible. The teacher will inform students that a decision needs to be made as to where they would choose to settle and why.
  - b. Student groups will discuss the best place to create a settlement and label it on their maps. Students will need to justify their settlement decisions, thus should list out relevant details gleaned from their discussion.
- D. Reading/Annotating
- a. The teacher will distribute the article “Mesopotamia and the Fertile Crescent” to the students as they are finishing up the “Mapping Mesopotamia” activity. The article is written on four different reading

ability levels. By passing out the articles to students individually while are otherwise engaged, the differences in articles, although visually slight, have less chance of being discovered.

- b. Students are to individually read and annotate their “Mesopotamia and the Fertile Crescent” article for evidence to why people settled in the region.

### Closure:

The class will briefly review their findings (settlement decisions and reasons).

Students will be able to answer the question, “Why is WHERE important to where people settle?”

The teacher will inform students that for homework, they are to fully answer the question: “Why did people in ancient Mesopotamia chose to settle where they did?” Students must make a clear claim and support it with evidence from the first day’s discovery session (the returned handout “Geography and Human Settlement - #1), the “Mapping Mesopotamia” activity handout from today and/or the annotated “Mesopotamia and the Fertile Crescent” article.

### **Students Needing Differentiated Instruction:**

Within the classes on my team, my students range from “labeled gifted and talented” to Special Ed./severely academically impaired. Thus, by offering leveled texts, I am better able to meet their individualized reading needs.

Students were placed into groups based on their STAR reading percentile, so as to get a bit of a range per group. Additionally, when dividing students into groups, I placed a mix of those students who have “take charge” personalities with students who tend not to be as verbal. My goal here is that the student “leaders” (with possible prompting from the teacher) will be able to draw out responses from those students who are more passive.