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Intro to Geography Concepts and Skills

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Unit 1: Intro to Geography

Stage 1 – Desired Results		
<p>Established Goals (e.g., standards)</p> <p><i>AP Human Geography Scope and Sequence Unit 1B & 1C(select portions);</i></p> <p><i>TEKs</i></p> <p><i>5AGeo: analyze how the character of a place is related to its political, economic, social, and cultural elements.</i></p> <p><i>6AGeo: locate and describe human and physical features that influence the size and distribution of settlements.</i></p> <p><i>9BGeo: describe different types of regions, including formal, functional, and perceptual regions.</i></p> <p><i>21A SS Skills: analyze and evaluate the validity and utility of multiple sources of geographic information such as primary and secondary sources, aerial photographs, and maps.</i></p> <p><i>21C Skills: create and interpret different types of maps to answer geographic questions, infer relationships, and analyze change.</i></p>	Transfer	
	<p><i>Students will independently use their learning to...</i></p> <p><i>Determine the areas that will meet the needs of themselves or someone else using maps, regional information, and landscape analysis.</i></p>	
	Meaning	
	<p>Understandings</p> <p><i>Students will understand that....</i></p> <ol style="list-style-type: none"> <i>1. Geography offers a set of concepts, skills, and tools that facilitate critical thinking and problem solving.</i> <i>2. Geographical skills provide a foundation for analyzing world patterns and processes.</i> 	<p>Essential Questions</p> <ol style="list-style-type: none"> <i>1. What is the best way to organize information? Why?</i> <i>2. Why do geographers create and use regions?</i> <i>3. How do you decide what type of map to use to display information?</i> <i>4. What types of maps are most useful for different types of information?</i> <i>5. In what ways are images good for providing information?</i> <i>6. What are the limitations of using images as a source of information?</i> <i>7. If “a picture is worth a thousand words,” how can we know about an area by looking at images?</i>

Acquisition		
	Knowledge <i>Students will know...</i> <ol style="list-style-type: none"> 1. Concepts of location, place, space, scale, regionalization 2. Landscape analysis provides a context for understanding the location of people, places, and regions. 3. Maps are used to represent and identify spatial patterns and processes at different scales. 	Skills <i>Students will be able to...</i> <ol style="list-style-type: none"> 1. Explain major geographical concepts underlying the geographic perspective. 2. Use landscape analysis to examine human organization of space 3. Use and interpret maps
Stage 2 – Evidence		
CODE (M or T)	Evaluative Criteria (for rubric)	
T	Analyze data Use variety of maps Research Present information clearly Know vocab Understand content Explain types of cultural landscape Analyze reasons for cultural landscape changes	Performance Task(s) <i>Students will demonstrate meaning-making and transfer by...</i> Performance Task: Houston is a fast growing city. Many people are moving to the area with limited knowledge. Your job is to help an individual or family decide on the best place to live in the Houston area. Your decision should be based on information provided to you about the individual or family and their particular circumstances. You MUST use information about regions of Houston, maps of relevant information, and images that help support your decision. Each individual or family has their own set of circumstances. There is not necessarily ONE right answer. Your final product will be a presentation to the “newcomer” that highlights your decision making process. <hr/> Other Evidence (e.g., formative) <i>Vocab Quiz</i> <i>Chapter 1 Quiz</i> 2003 AP Human FRQ #2 Exit Tickets MapType Exercise by Kotlin/Gray

Stage 3 – Learning Plan

CODE (A, M, T)	Pre-Assessment <i>How will you check students' prior knowledge, skill levels, and potential misconceptions?</i>	
<p>A, M</p> <p>A</p> <p>A, M, T</p> <p>T</p> <p>A</p> <p>M, T</p>	<p>Learning Activities</p> <p><u>Lesson 1: Basic concepts of geography –maps, distortion, types of maps.</u></p> <p>Opening Activity: Draw a world map on an orange or round balloon. When done drawing peel orange and talk about problems with talking a round map and making it flat. If using balloon, gently deflate (small cut near base usually works) and have students stretch balloon into oval or rectangle to see distortion of shapes and sizes.</p> <p>Teaching: Powerpoint with videos listed below that covers basic concepts</p> <p>Videos –</p> <p>Distortion https://www.youtube.com/watch?v=LN_tCKdl9cE&list=PLkTrcwjStGmP_RdeMUEHhV9EZkEuaK4n_&index=1</p> <p>Map Projections: https://www.youtube.com/watch?v=KUF_Ckv8HbE&index=3&list=PLkTrcwjStGmP_RdeMUEHhV9EZkEuaK4n_</p> <p>Handout- lesson created by S. Kotkin – modified by P. Gray <u>Map Types Exercise</u></p> <p>Article “When Maps Lie” by Andrew Wiseman reinforces need to know date, author, POV, and purpose of maps. https://www.citylab.com/design/2015/06/when-maps-lie/396761/</p> <p><u>Lesson 2: Types of Region</u></p> <p>Opener – On a blank US map, have students draw different regions. Working independently, students will shade the following regions of the USA – South, Midwest, New England, Southwest, and West. If students feel that a region is “missing,” for example North or Northwest they may add it or substitute. Have students compare their regions with that of at least one student near them. How are their regions similar/different to other students? What was involved in their decision making process?</p> <p>Direct Teach - Formal, functional, and perceptual (vernacular) regions. Include examples of the three kinds. Help students distinguish between formal and perceptual regions of the world based on AP course description (located in articulation). Include different types of regional maps such as climate, food production, and vegetation.</p> <p>Activity – Region Sort: Groups of students will be given a set of cards with different types of regions (both words and maps). Students will sort the cards into categories of formal, functional, or perceptual and be able to defend their answers.</p>	<p>Progress Monitoring (e.g., formative data)</p> <p>Lesson 1: Exit Ticket: Explain the ways that maps are distorted and how that impacts our understanding of the world.</p> <p>Lesson 2: Region Sort Activity</p> <p>Exit Ticket using Ken Keller Bell Ringer via NCGE August 29, 2016</p>

T

Exit Ticket (Remove answer in parentheses before giving students)

Question #1: Which of the following columns represent a set of terms that relate to a formal, functional or vernacular/perceptual region? (From left to right; formal, perceptual, functional)

Amish	Bible Belt	National Public Radio (NPR)
Masai	Rust Belt	Federal capital, Abuja, Nigeria
Quebecois	Big TEN Conference	Turner Broadcasting (TBS/TNT)

M, T

Lesson 3: Landscape Analysis, Toponyms, Placesnessness

Opener: Show students a series of images and have them write their write down their observations. After they write down what they see, ask them to write down what they think that means – Questions on which to speculate: Where do they think the place is located? What do they think is the main culture portrayed in the image?

A

Direct Teach – Cover vocab related to placelessness, toponyms, sequent occupance.

A

Optional Activity on Toponyms through NatGeo
<https://www.nationalgeographic.org/maps/new-york-toponyms/>

A, T

Article: How 50 Texas cities got Their Name
<http://mentalfloss.com/article/63471/how-50-texas-cities-got-their-names>
Further discussion with ideas about sequent occupance, ideas of culture using Spanish and religious place name to reinforce.

T

Exit Ticket: Think of a place they visited over the summer (or a place they wish they had visited) and describe it using the ideas of landscape analysis, toponyms (can guess), and sense of place or placelessness.

Lesson 4 (2 days): Introduce Newcomer Task, workday, and presentations

Discuss project. Show possible resources. Explain method of citing sources (more than just a URL). Workday and day for presentations.

Lesson 3:
Discussions
and exit
ticket.