

Learn about Physical Environments

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Grade Level (Req.): 1st grade but can be adapted to higher grades	Content Area (Req.): Physical Geography	Unit (Opt.):
Connections to Other Disciplines (Opt.):		
<ul style="list-style-type: none"> • • • 		
Time Frame (Req.): One 30-55 minute class period	Goal (Req.): Students will learn how the physical environment affects aspects of life.	
	Objective (Req.): The students will understand that the physical environment affects home construction in different regions. ***The students will recognize the countries where the target language is spoken. ***Students will recognize and/or present information in English on a given cultural topic. (***) Denotes additional high school objectives.)	
Materials Needed (Req.):	New Vocabulary (Opt.):	
<ul style="list-style-type: none"> • Landscape photographs of various regions (i.e., desert, mountains, prairie, rainforest, coastal areas) • Photos of homes from the selected regions • Graphic Organizer (see example) • Assessment Tool • (High School) – Photos of homes from Spanish speaking countries • (High School) – Physical World Map • (High School) – World Climate Map 	<ul style="list-style-type: none"> • • • • • 	
<p>Anticipatory Set/Introduction [Inquiry Question is required] (Req.): Begin by displaying the landscape photographs in the classroom. Next, have the students compare/contrast the various landscapes in small groups before sharing with the entire class. Ask students to ponder the answer to the following question: “What would it be like to live there?” Encourage students to discuss the climate, possible natural disasters, as well as how they might protect and enjoy themselves in the environment.</p>		
<p>Instructional Sequence/Procedure (Req.):</p> <ol style="list-style-type: none"> 1. Display the graphic organizer with the interactive white board. 2. Display a photo of one of the landscapes. 3. In a teacher-guided discussion, students identify the region, describe the landscape, hypothesize about the climate, and predict what building materials and types of housing/architecture might be common in the area. 4. Record responses on the graphic organizer. 5. Repeat process for each photograph. 6. 7. 8. 		

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Formative Evaluation (Req.): 1) Tell students that they will receive photos of homes that need to be matched to the landscape photograph where the home would most likely be found. 2) Distribute the photos of homes from the selected regions to small groups. 3) In small groups, students will work collaboratively to pair the homes and landscapes. Students should be ready to explain their answers. 4) In large group, discuss student responses. Discussion will include conversations about natural disasters, architectural variances, building materials, reasons for color choice, and other ways (socio-economic, cultural traditions) that home choice is impacted.

High School Extension Activity: 1) The teacher will choose a Spanish speaking country and engage students in a discussion of the climate and topography using a physical and world climate map on the interactive white board. 2) The teacher will then display a photograph of a home specific to the selected Spanish speaking country and discusses the prominent architectural features. 3) The teacher will repeat this process for five homes.

Assessment (Req.): Elementary School – Students will be given a matching exercise that contains four landscapes on the left to be paired with an appropriate house on the right. High School – The teacher will ask students to choose a landscape photograph. The students will write a description of a home that would be functional in that region. They must include their rationale.

Iowa Core Curriculum Standards Used (Req.):

- Geography, grade K-2: Understand the use of geographic tools to locate and analyze information about people, places, and environments. (Photos)
- Geography, grade K-2: Understand how geographic and human characteristics create culture and define regions. (Physical characteristics of space and formal regions)
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Common Core Curriculum Standards Used (Opt.):

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NGS Standards Used (Req.):

- How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective
- How culture and experience influence people’s perceptions of places and regions
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Five Themes of Geography Used (Req.):

- Place
- Region
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School District Standards and Benchmarks (Opt.):

- Cedar Rapids Community School District World Language I Content Standards: Cultural Awareness: Students will demonstrate knowledge and understanding of a variety of cultural components.
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21st Century Universal Constructs (Opt.):

Other Disciplinary Standards (Opt.):

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Other Essential Information (Opt.):

Other Resources (Opt.):

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Graphic Organizer

	Region	Landscape	Climate	Building materials	Types of architecture
Landscape 1					
Landscape 2					
Landscape 3					
Landscape 4					
Landscape 5					