

Why Should I Care About Geography?

Created By: Amy Bisenius – Maple Valley/Anthon-Oto Middle School

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| Grade Level (Req.): 7th grade | Content Area (Req.): World Geography, Human Geography | Unit (Opt.): 1st day of school: Why should I care about geography? |
| Connections to Other Disciplines (Opt.): <ul style="list-style-type: none"> • Technology • • | | |
| Time Frame (Req.): 2 class periods | Goal (Req.): Students will become more aware of how geography affects them daily when participating in the “You’re Wearing Geography” lesson. Next, students will familiarize themselves with classroom world atlases to find the countries their clothes came from. Then they will use googleearth to take virtual fieldtrips to those countries. Finally, student will complete a T-chart comparing and contrasting life in small town USA to life in the countries in which their articles of clothing came. | |
| | Objective (Req.): Students will participate in a geography lesson in which they will find the countries on a map in which 3 articles of their clothing came from. Then, students will explore googleearth’s website and type the name of their country (and then the largest city of that country) in and take a virtual fieldtrip to see what that country looks like. Finally, students will choose one of those countries to make a T-Chart comparing and contrasting life there to life in their town in the USA. | |
| Materials Needed (Req.): <ul style="list-style-type: none"> • Teacher-prepared charts for shirts, pants, and shoes. • Classroom set of world atlases • Laptop/Ipad with Internet access for each student • Paper and pencil to make their own t-chart • • • | New Vocabulary (Opt.): <ul style="list-style-type: none"> • • • • • | |
| Anticipatory Set/Introduction [Inquiry Question is required] (Req.): I’ll start by asking students, “Why should you care about world geography?” And, “What are some ways the rest of the world affects you?” Since I’m teaching 7th graders, many of them will claim they have no clue! So, I will say, “How about shoes, you are all wearing shoes today. Where do you think they were made?” Students will not be allowed to look inside their shoes and we’ll put a “preknowledge” chart on the board. | | |
| Instructional Sequence/Procedure (Req.): <ol style="list-style-type: none"> 1. Anticipatory set: How does world geography affect you?/Guess where your shoes are from. 2. Post preknowledge chart on the board. 3. “You’re Wearing Geography” lesson with shirts, pants, and shoes. | | |

4. Post teacher-prepared charts for shirts, pants, and shoes so students can write where their items originated. (Placing tally marks behind repeated countries)
5. Distribute classroom atlases so students can find the location of where their articles of clothing are from.
6. Students use laptops/ipads to access googleearth and take virtual fieldtrips to the various countries in which their clothing articles came.
7. Students compare and contrast life in one of those countries to their small town USA towns, by making a t-chart of similarities and differences-with at least 12 items listed.
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Formative Evaluation (Req.): I will observe students' preknowledge of where their shoes are from and evaluate how well students know how to use atlases on the first day of school. As students explore on googleearth I will also watch to see how familiar/comfortable students are with the website so I know for future lessons.

Assessment (Req.): T-chart comparing and contrasting life in countries their clothes are from to life in their small towns of the USA. Their charts must have atleast 12 items listed.

Iowa Core Curriculum Standards Used (Req.):

- Geography, grade 6-8: Understand the use of geographic tools to locate and analyze information about people, places, and environments.
- Geography, grade 6-8: Understand how geographic and human characteristics create culture and define regions.
- Technology Literacy (21st Century Skills), grade 6-8: Use critical thinking skills to conduct research, solve problems, and make informed decisions using appropriate technological tools and resources.
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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
- The physical and human characteristics of places
- How to apply geography to interpret the present and plan for the future
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Five Themes of Geography Used (Req.):

- Location
- Place
- Human-Environmental Interaction
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School District Standards and Benchmarks (Opt.):

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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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