

## Rivers in Europe

Aileen Meyer – School not available

Grade Level (Req.): 7th grade	Content Area (Req.): World Geography, Human Geography	Unit (Opt.):
Connections to Other Disciplines (Opt.): <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>		
Time Frame (Req.): 5-6 days (45 minute periods)	Goal (Req.): Students will be able to identify the rivers of Europe and their effects on the world.	
	Objective (Req.): Students will understand that rivers are a natural feature located on six of the seven continents. Students will understand Europe is fortunate to have many rivers which have helped to shape its history. Students will understand Europe’s rivers influence human settlement as well as provide transportation, energy, and recreational needs for the people of Europe. Students will understand humans have a responsibility to care for their rivers and keep them clean for future generations.	
Materials Needed (Req.): <ul style="list-style-type: none"> <li>• Library and Internet resources</li> <li>• Learn 360 – DVD “Geography of Europe”</li> <li>• Map of Europe and its rivers</li> <li>• Paper and art materials depending on choice of project</li> <li>•</li> <li>•</li> <li>•</li> </ul>	New Vocabulary (Opt.): <ul style="list-style-type: none"> <li>• Brackish, Canals</li> <li>• Channel, Dam, Delta</li> <li>• Estuary, Harbor, Levee</li> <li>• Mouth, Navigable, River Bed</li> <li>• Source, Tributary, Watershed</li> </ul>	
<p>Anticipatory Set/Introduction [Inquiry Question is required] (Req.): Teacher will begin the lesson by having the students write down all the words they can think of that are associated with rivers followed by a discussion and definition of the term “river”. Teacher will then provide background information on rivers and lead a brief discussion to check for understanding (ex: “Rivers are bodies of water located on every continent except Antarctica. Rivers usually begin at a high point on the continent and flow down to a larger body of water. Sources can be a natural spring or melting glaciers. The course of a river is always changing and it often gains more water as it flow to its mouth or larger body of water. At the mouth there is often a delta such as the Mississippi Delta or Nile Delta.”). Students will form groups and brainstorm answers to the question “How can rivers be used (good and bad)?” and share findings with the class. Teacher will once again provide background information discussing the benefits and uses of rivers including drinking water, food, transportation, irrigation, sources of energy, and recreation. Students will then complete the lesson by working in groups to define the vocabulary words (listed above) associated with rivers. Each word should have a short definition and picture. Vocabulary may be place on index cards or in student notebook.</p>		
Instructional Sequence/Procedure (Req.): <ol style="list-style-type: none"> <li>1. Day 1: Anticipatory set.</li> <li>2. Day 2: Teacher will have students share definitions of the vocabulary words and review</li> </ol>		

information from the previous day to check for understanding.

3. Teacher will once again provide background information and continue discussion of importance of rivers in relationship to human settlement.
4. Teacher will then introduce the rivers of Europe by having students view: "Geography of Europe (Learn 360)" or another DVD introducing the geography of Europe.
5. After viewing the DVD, teacher will show students a map of Europe displaying the major rivers along with an explanation of how the rivers influenced settlement and trade. Teacher will also explain to the students that Europe depends on her rivers for transportation and trade and that many industries have developed along the rivers. These industries have often dumped industrial waste into the rivers making it unsafe for humans and animals. Efforts by the EU are currently being made to clean up the rivers.
6. Teacher will announce the assessment. Students will choose a major European river (individually or as a group) to research. Research questions: Name and location of the river; source, mouth, and important tributaries of the river; length of the river; important cities and places to visit located along the river; description of the physical and political geography around the river; economic and recreational use of the river (irrigation, hydroelectric power); problems associated with the river such as pollution from industrial waster or flooding; important facts that are unique to the river such as dams, levees, water shed, and clean-up efforts. (Differentiation: Journal following the river from its source to its mouth (include pictures); travel brochure sharing information about the river (include pictures))
7. Day 3 and 4 (possibly 5): Allow students to work on research and project.
8. Day 5: Share presentations and projects.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.
- 20.

Formative Evaluation (Req.): Teacher will check for understanding during discussions and while students are working on their project.

Assessment (Req.): Students will share their research by creating a PowerPoint following the river from its source to mouth. Final Assessment Rubric will be used for grading.

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.
- Geography, grade 6-8: Understand how human factors and the distribution of resources affect the development of society and the movement of populations.
- Geography, grade 6-8: Understand how physical processes and human actions modify the environment and how the environment affects humans.
- Technology Literacy, grade 6-8: Plan strategies utilizing digital tools to gather, evaluate, and use information.
- 
- 
-

- 
- 

Common Core Curriculum Standards Used (Opt.):

- Speaking and Listening, grade 6-12: Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on specific grade level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- 
- 
- 
- 

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 culture and experience influence people's perceptions of places and regions
- The characteristics, distribution, and migration of human population on Earth's surface
- How human actions modify the physical environment
- How physical systems affect human systems
- 
- 
- 
- 

Five Themes of Geography Used (Req.):

- Place
- Human-Environmental Interaction
- Movement
- Region
- 

School District Standards and Benchmarks (Opt.):

- 
- 
- 

21<sup>st</sup> Century Universal Constructs (Opt.):

Other Disciplinary Standards (Opt.):

- 
- 
- 
- 
- 

Other Essential Information (Opt.):

Other Resources (Opt.):

- 
- 
- 
-

## Final Assessment Rubric

Category	Exemplary (3)	Proficient (2)	Unsatisfactory (1)
<b>Research Questions</b>	Content is based on research questions. Questions are answered with accuracy	Content is based on research questions but there one or two questions that are not answered. Information seems inaccurate	Content is confusing and contains several factual errors. Research questions were not considered.
<b>Effectiveness</b>	Project includes all material needed to give a good understanding of the topic.	Project is lacking one or two key elements and needs more material to give a good understanding of the topic.	Project is lacking more than two of the key elements and does not give a good understanding of the topic.
<b>Organization</b>	Information is presented clearly and concisely with a logical progression of ideas. Easy to follow.	Most of the information is organized in a clear logical way. One or two slides seemed out of place.	There is little planning for organization of information
<b>Graphics</b>	All pictures and graphics are attractive and support the information. Transitions are smooth	There is a proper amount of images but layout is cluttered with some of the images not supporting the information. Most transitions are smooth	There is a definite lack of images or images do not support the information. Transitions were choppy or not appropriate.
<b>Delivery</b>	Maintains eye-contact most of the time. Good volume, rate, and easy to understand	Maintains eye contact most of the time but spoke too quietly or loudly, or a little faster or slower than necessary.	There is little attention to eye contact, rate, or volume. Difficult to understand.