

## The Five Fundamentals Themes of Geography- Grade 8

Stage 1 Desired Results	
<p>Established Goals:</p> <p>Standard 6.7: All students will acquire geographical understanding by studying the world in spatial terms.</p> <p>Standard 6.8: All students will acquire geographical understanding by studying human systems in geography.</p> <p>Standard 6.9: All students will acquire geographical understanding by studying the environment and society</p>	
<p>Understandings:</p> <p><i>Students will develop an understanding of:</i></p> <p><i>-differences of how thoughts, experiences, and culture reflect different environments.</i></p> <p><i>-the political, economic, social, cultural, and environmental characteristics and how they define the geography of a location</i></p> <p><i>-ways human interact and have adapted their lives and environment to improve their own quality of life.</i></p> <p><i>-absolute and relative location.</i></p>	<p>Essential Questions:</p> <p><i>-How does my location affect my understanding and ideas of the world?</i></p> <p><i>How does the where influence the who?</i></p> <p><i>-Why is the “where” important?</i></p> <p><i>-How does the movement of goods, people, and ideas connect places?</i></p> <p><i>-How do we identify the location of places?</i></p> <p><i>-In what ways do humans interact with the environment to meet their needs?</i></p> <p><i>-Are humans the heroes or villains of the environment?</i></p> <p><i>-How factors contribute to a region’s identity?</i></p>
<p><i>Students will know...</i></p> <p><i>-how humans interact with their environment in order to meet their needs.</i></p>	<p><i>Students will be able to...</i></p> <p><i>-exemplify how people adapt to, change and protect their environment to meet their</i></p>

<p><i>-factors that can contribute to a region's identity.</i></p> <p><i>-how places are connected with one another through movement of goods, people, and ideas.</i></p> <p><i>-how places form and change as a result of human and physical characteristics.</i></p> <p><i>-that places are often located by absolute and relative positions.</i></p>	<p><i>needs.</i></p> <p><i>-explain how the movement of goods, people and ideas impact the community.</i></p> <p><i>-find the absolute and relative locations of places with the local community and region.</i></p> <p><i>-analyze the human and physical characteristics of places</i></p>
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### Stage 2- Assessments Evidence

#### Performance Task:

In Construction Company's Investment groups of (3) students will be designing a building project (park, recreational facility, sports complex, college, etc.) that the city of Orange needs or wants. The students must decide where it will be located and explain why it is the choice they made and how it will be built. Using the 5 Themes of Geography, students will justify and analyze the project and its effects on the City of Orange Township. The City Council will listen and peruse all proposals and decide who will be given a permit to build.

Each Company will write and submit a proposal explaining their project. Students will also create a visual proposal to address the 5 Themes of Geography. The visual can be created as a poster, Glogster, Pamphlet, or any other computer program or Web 2.0 Tool, detailing the following information:

- ❖ location- where is the location? Be sure to include a map with the absolute location and directions providing a relative location. (Google Maps ie)
- ❖ Place- what is the area like? Why did you choose the are for the project?
- ❖ Region- How will your project affect the region Orange is located in? Why is the project appropriate for the region Orange is located in? Did you choose a specific region within Orange? Why? (needs assessment- Google Forms Survey)
- ❖ Movement- How will people get there? Is is easily accessible? How does the building project reflect the movement of ideas, cultures, and people into Orange? How might the building project change the culture of Orange?
- ❖ Human Environment Interaction- How would the project affect the relationship

humans have with the environment. Will your project be environmentally conscious? Will the priority be making a profit?

Other Evidence:

Writing, group participation and discussion via Google Classroom and in-class discussion, needs assessments, Google Earth and Google Maps activities

Stage 3- Learning Plan

Learning Activities:

**Day 1: Human-Environment Interaction**

Students write about a trip they took or would like to take in the near future. Their writing piece should include what they packed on the trip, what activities they did while they were there, and differences they noticed between their destination and Orange.

Students will share their stories with the class (via Google Classroom for peer feedback) and include a visual that organizes the destinations with what was needed on the trip and the activities they participated in (share via Google Slide for peer feedback) and prepare for classroom oral presentation.

SAMR modification A : **Original Assignment:** A hand written paper

FROM:	TO:
<b>Substitution:</b> A Word Processor replaces a Pen/Pencil in a Writing Assignment.	<b>Modification:</b> The document created using the Word Processor and text-to-speech function is shared on a blog where feedback can be received and incorporated to help improve the quality of writing.

Introduction of the essential question: “Why is the where important?” Continue the

discussion by asking them how life in New York City, Los Angeles, and Paris might be different than life in Orange. (Students should make references to differences in culture, language, geography, etc.)

Show a few examples of Human-Environment Interactions. As a class, look at pictures that show humans interacting with their environment (deforestation, dams, farming, etc.). Discuss what has happened in each of the images. The images should display both positive and negative interactions.

Students create a T-chart in their notebook (using Google Docs) to analyze what some of the pros and cons of human activity are in different regions of the world. Highlight that this is the first theme of five themes of geography that they will be looking at studying throughout the course.

**SAMR model modification: See modification A**

Using their interactive notebook students divide the page into five sections labeling one section “Human-Environment Interaction” and use the other 1 section to sketch a scene that displays this theme. (note leave the other 3 blank)

**Assessment:** T-Chart, Human-Environment Interaction Theme Scene

**Day 2: Location and Place Warm-Up:** Distribute an image to students and have them glue it into their interactive notebook. Have them identify what is happening in the picture, take a picture of it and post it to the Classroom Padlet.

**SAMR model modification:** Original Assignment: classroom discussion, coming up to the board for presentation-See Modification A

Discuss with students what they notice about the human impact on the environment. Introduce the essential question “Are humans the heroes or villains of the environment?” Under the image in their interactive notebook have students identify what parts of the image are natural features of the city/location and what features are the products of human-environment interaction.

Have students create a visual summary of possible advantages and disadvantages of the human-environment interactions in these different areas (perspective/viewpoint characters). (Google Presentation)

Continue with the same image(s) and ask students where in the world they think the city/location is. As students begin to guess, ask them why they guessed those specific areas of the world. What hints does the image provide? What would make the image more helpful in determining where it is in the world? Based on what you see in the image, what do you think the place is like? Provide different images of the location to give students a bigger picture of the city/location.

Introduce the themes of Location and Place. In describing the details of the image, they answered the question “what is it like?” which refers to place. With a partner on a computer, have students research different locations on the Earth. **SAMR Model modification: Redefinition:** Using Google Earth students can see satellite images of specific locations.

Have them identify the absolute location (including the longitude and latitude coordinates) and describe its relative location, describe human interactions they can see from the satellite pictures, and list the pros and cons of humans in the area.

By answering the question “where is it?” students are identifying the location. Once students have located the selected areas have them identify two locations of their choice. They must complete the same information as they did for the teacher selected locations. They must choose one that has been impacted by humans and one that has not been impacted by humans at all.

Have students open to the page in their interactive notebook where they created their scene describing Human Environment interaction. Next to that scene, have them title one scene “Location” and one scene “Place” and draw a scene that represents these two themes.

Homework: Have students research their favorite out of school activity (to watch or participate in— sport, type of music, type of art, meal to cook, etc.) and find out where it originated from and from what time period.

Assessment: Warm-Up Natural Features vs. Man-made features, Google Earth Activity, Location and Place Theme Scenes **SAMR Model modification: Redefinition:** Using Google Earth students can see satellite images of specific locations.

Day 3: Region and Movement

Warm Up: Have students refer to their homework and write about how the activity they researched changed since the time it originated and from the place it originated. Why did it change? Does it take on different forms in other cities/states/countries? Why do they think it has different formats?

Provide students with a movement chart or handout in which they will record the linear, time, and psychological distance of their activity and a few other activities.

Students should begin to see that their chosen activities have developed and changed over time and distance from their origins. They also are influenced by the resources, culture, economies, and other factors of the location they are being practiced.

This discussion should begin to introduce the understanding of “Differences among perspective, experience, and culture reflect different environments.” During the discussion refer back to images the class viewed in previous days and look for signs of movement.

Once the class as a whole has looked at these images together, distribute objects or images to each group for them to analyze and fill out the rest of their movement chart where they explain the linear, time, and psychological distance of each of the objects or images.

(Objects and or images should be something that is in the city of the school, but did not originate in the city—Basketball, Fishing, Music, Dance, Language, etc.)

Once students complete their chart, have them refer to their Scenes of the Five Themes of Geography and draw and title the next scene of “Movement”. Students will now begin to look at the idea of region.

Begin by having them list differences and similarities of different parts of the school (Math department vs. English department; Freshmen class vs. senior class, middle school vs. high school). [physical differences, differences in beliefs/values, interests, etc.]

Have students share with a partner how they organized the school, making a reference to how they have just divided the school into different regions. The regions are perceptual regions because they are defined by their beliefs, not by specific lines or boundaries.

Show students maps that have different types of regions (formal, functional, and perceptual regions) drawn and ask students to identify the type of region and explain why.

The discussion of regions introduces the essential question “How does my location affect my understanding and ideas of the world?”

Have students enter their scene of “Region” and include what type of region their drawing represents.

Assessment: Movement & Region Theme Scenes, Movement Chart, School Regions Division, Discussion throughout class period

Day 4: Introduction of Performance Task-

Students will begin to work on their project Building Orange. Before they begin working on the actual project, they need to develop a plan of action for their group. Students, in groups of three, must first submit a “bid” to the teacher which provides details as to who will be responsible for what in the project. They must also include a brief (3-5 sentences) explanation of what they are going to design and why. Once the bid is approved students may begin working on the project in class.

SAMR Model Ruben Puentedura

