

Teacher: Ms. W	Class: SS - World Geo	Period: all	Date: 9.5-9.6.2024
Unit Title: Five Themes of Geography Lesson Title: Where in the World? Country Profiles		Standards: <u>CCSS</u> ELA-LITERACY.RH.9-10.4 ELA-LITERACY.RH.9-10.10 ELA-LITERACY.WHST.9-10.2.A ELA-LITERACY.WHST.9-10.2.D ELA-LITERACY.WHST.9-10.6 <u>PA Academic Standards for Geography</u> 7.1.9.B. 7.2.9.A. 7.3.9.A. 7.4	
Objectives: Analyze a country to determine its Five Themes of Geography			
Learning Target(s): I can... -define and identify the Five Themes of Geography of a country -use my understanding of the Five Themes of Geography to apply it to a specific country -create a country profile that provides specific examples for each theme using Ideamapper for my visual			
Vocabulary: place, location, relative location, absolute location, region, movement, migration, human-environmental interaction			
Bell Ringer: Take a worksheet, glue stick, and scissors to prepare your interactive notebook. Follow the directions of the worksheet.			
Reference: https://docs.google.com/document/d/1rEzsixl2isc436DjGIEA0qcdP-fzmfwrJzyN6dB-VQQ/edit			
Learning Activities			
	Support Needs	Proficient	
Activity #1 Goal(s): Define each of the Five Themes of Geography			
Mini-Lesson	Teacher will present a short lecture on the “Five Themes of Geography” as students take notes. Students should be actively completing their interactive notebook.		

	Reference: http://presentations.phillipmartin.info/social_studies/five_themes_geography.php	
Activity	Make sure students are seated in an area where they can focus on the board. Sit any student that struggles with note taking next to a "buddy" to help them. Allow all students to try and take notes, but have copies made of the teacher notes for any students who couldn't keep pace with note taking. They can add them later or keep the copy.	Take notes from the teacher's lecture/board.
Check for Understanding	* Rotate using the following CFUs after the definition of each theme CFU 1 - When a student gives an exemplar definition in their own words, ask them to repeat what the student just said CFU 2 - After defining a theme, ask for students to give examples of the theme. All other students should agree/disagree using thumbs up/down.	* Rotate using the following CFUs after the definition of each theme CFU 1 - After defining a theme, ask a student to repeat the definition in their own words. CFU 2 - After defining a theme, ask for students to give examples of the theme. All other students should agree/disagree using thumbs up/down.
Activity #2 Goal(s): Apply their understanding of the Five Themes of Geography by coming up with examples for each.		
Mini-Lesson	The class will read more about the Five Themes, then apply what they have learned by completing a worksheet in pairs. Reference: https://www.washoeschools.net/cms/lib/NV01912265/Centricity/Domain/1141/Five%20Themes%20of%20Geo%20packet%202017.pdf	
Activity	Reading: popcorn read or read aloud to the class as a group.	Reading: whole class read aloud Worksheet: paired with a shoulder partner

	Worksheet: pair students appropriately and circulate to help them	
Check for Understanding	CFU - a completed worksheet	CFU - a completed worksheet
Activity #3 Goal(s): Create a country “country profile” using the Five Themes of Geography.		
Mini-Lesson	Teacher will review the directions for the Country Profile assignment. Students will pick from a hat or use Random Country Generator to choose a country they will create a profile for. Reference: https://docs.google.com/document/d/1IXZix10X1BY1f1KVtN-xmbSAjTOJiHYxOBcpxAR4uHQ/edit https://random.country/	
Activity	Use the internet to research/answer the questions for their country profile. Use the teacher created “Support” on Ideamapper, which gives students an outline or the questions for the country profile. —The students can answer the questions directly into Ideamapper —They can use the outline in the exact format, but add their own images, maps, photos, etc to make it more visually appealing Provide: -access to https://ttsmaker.com/ for read aloud, if needed	Use the internet to research/answer the questions for their country profile. Students may use the links provided. Create a mind map on Ideamapper.
Exit Slip:	Mind map	

