

Date of Lesson: Monday, April 7, 2003

Timeframe: 1 hr 15 minutes

of students: 25

Grade level: 12 university prep

Age range: 16-18

Subject: Geography – World Issues

Patterns of Human and Physical Geography

This lesson corresponds to the following portions of the Ontario Curriculum:

- Use geographic terms correctly in written and oral communication;
- Explain the complex nature of the earth's natural and human systems;
- Identify different methods of grouping countries and evaluate the implications of categorizing countries in these ways;
- Analyse instances of international cooperation and conflict and identify factors that contribute to each;
- Evaluate and communicate the perspectives and arguments of various stakeholders involved in a geographic issue.
- Draw conclusions or make judgments or predictions on the basis of reasoned analysis.

PRE-ASSESSMENT

- Students have read pgs 398-412 for homework.
- Students have studied the Iraq conflict during the last week.

OBJECTIVE

At the end of this lesson students will be able to complete a chart, in groups, depicting two perspectives, attacker and defender, of how human and physical geography affect the security of a country by analyzing atlas and statistical data. Students will then draw conclusions by writing a summary paragraph.

MATERIALS

- Must provide more information on the 6 countries (i.e. military information) – photocopy from library book – 1 for each group plus one for teacher.
- Handouts – outline maps on 11x17 (1 for each group) and charts (one for each student)
- Atlases
- Overhead & Projector

Supplied by Students:

- Writing paper and tools
- Textbooks

PROCEDURES

Motivator (25 minutes)

- Overhead note
- Draw large map of Iraq on black board to show different aspects of human and physical geography and how these have affected the war. Show different perspectives for each (attacker, defender)
- Ensure world map is available on blackboard to show other examples from overhead discussion.

Development/Assignment (45 minutes)

One country will be assigned to each group. Using the handout, atlas and Appendixes in the text book each group will analyse their country in terms of the human and physical aspects discussed in class from the perspective of attacker and defender. Each group will be required to draw a rough outline map of their country to graphically display their data. (Alternative: Maps to be copied onto 11 x 17 paper for students)

Closure (5 minutes)

Homework:

- Students to complete summary paragraphs of information covered within their groups.
- Information will be presented to the class if their is enough time.
- Read pages HW – 413-419

LIMITS & INTERVENTIONS

Time – keep groups on-task

Limited amount of classroom resources – I will make copies from different sources for groups.

ALTERNATIVES

Activity #1 - Should activities run more quickly than anticipated, students can present their findings to the class or design the perfect country that would make military attacks difficult or ineffective.

Activity #2 - Should activities run more slowly than anticipated, students will be given additional time in the next class.

ENRICHMENT

Bring in the game “risk” and split class into groups. This could be a unit long project where groups must confer to decide on the next step to conquer countries.

REMEDICATION

Choose one or two countries and complete the activity as a class on an overhead.

FOLLOW-UP:

Next Lesson: Redistribution of Power - Conflict: diff conflicts & role of US within these, summary, power they had, US led coalition - Are they too powerful? Does the US have the right to play “GOD”? abuse of power to impose what they want in the world. History of diff conflicts moves from US defensive, US protection, US imperialism???

EVALUATION:

Formative Assessment:

- how students work within their groups
- which students participate constructively in discussion
- presentation of findings to class (should time allow) or written summary paragraphs

Summative Evaluation:

- unit projects - demonstrate student's understanding of the facts, terms, concepts and analysis of each unit. Throughout the course each student is responsible for completing three of the following four tasks: book report, video documentary, world connections illustrated map, and student-lead seminar. Each task is worth 7-8% of final mark, totaling 30% of the course.
- unit test