

**Time frame of Lesson:** 30 minutes

**# of students:** 15

**Grade level:** 9 Applied

**Statement of how lesson corresponds to New York State (or Ontario) syllabus or standard:**

The Ontario Course Syllabus requires students to have an understanding of physical, human, and economic geography, while exploring the ecozones of Canada. This assignment summarizes units 2 and 3 of the course textbook (physical and economic geography of Canada) and asks students to apply their newly gained knowledge to a creative project that allows students to pursue their own interests.

**Pre-Assessment:**

Students have completed Unit 2 (Physical Diversity) and Unit 3 (Resource Canada). The students have also completed a basic unit on their community and city.

**Objective:**

You have just won a “bazillion” dollars in a lottery and have decided to purchase your own island. You wish to develop your own country.

Upon completion of this lesson, your group will create an island country showing at least 3 topographical landforms and 4 land resources. You will then be asked to share your ideas in a positive and productive manner to the class. You may be as creative as you wish when designing your country. “*WOW*” me!

**Materials**

**Supplied by Teacher:**

Lesson Hand-out detailing assignment.

Graphic Organizer of Landforms and Resources (to be developed via class discussion)

6 pieces of 11 x 17 piece of white paper (1 for each group)

2 pieces of 8½ x 11 piece of white paper folded in half with headings “Landforms” and “Resources” (1 for each group)

Colored Pencils

**Supplied by Students:** Writing Paper, Pens and Pencils

**Procedures**

**Introduction of assignment by teacher (3 minutes)**

**Activity #1** - (5 minutes) - Group will be asked to brainstorm and develop a list of landforms and resources

**Activity #2** (10 minutes) - Individuals will be asked to create their island country

**Activity #4** (8 minutes) - Group Discussion – Students will be asked to share their creations and ideas, including reasons for their choices.

**Activity #5** (3 minute) - Conclusion - I will summarize how this project relates to the units studied, and how further development of the islands will continue after the next unit, Cultural Diversity.

Homework Assignment – Students will be asked to write a one page summary explaining why they chose their landforms and resources, and how the two are connected (i.e. prairies – wheat).

**Limits and Interventions:**

- 1) Limited background knowledge – provide students with handout summarizing units 2 and 3.
- 2) One child with ADHD who does not work well with groups – have that child paired with a group near the front of the class that contains classmates who are diligent workers and are able to keep him on track.
- 3) TIME! – I must keep students on track and within the time limits set out in my lesson plan.

**Alternatives:**

**Activity #1** - Should activities run more quickly than anticipated, students will be asked to write a one page report explaining what affects the landforms will have on their country's weather, and how this would effect the chosen natural resources.

**Activity #2** - Should activities run more slowly than anticipated, students will be asked to write a one page summary of the landforms and resources they have chosen and what their effects will be on the country at home to be handed in the following day.

**Formative Evaluation:**

Checklist of student participation in groups

Country Islands and One Page Summary will be handed in the following morning for marking.

**Summative Evaluation:**

Island Countries to be included in students portfolio for evaluation at the end of the semester.

**Enrichment:**

Students will have the opportunity to become more specific in their design, should they desire to do so. This includes, but is not limited to flag design, population, location of cities, infrastructure, tourist attractions, immigration, currency, government organization, etc. More in depth knowledge may be gained from internet exploration.

**Remediation:**

Should students have difficulty with the island project, we will design an island as a class and discuss our decisions together. The homework summary will also be completed as a class.

**Follow-up:**

Next Lesson: Introduction to Unit 4 – Cultural Diversity

Students will be asked to think about the people who live on their islands. This will lead into a discussion of population challenges.