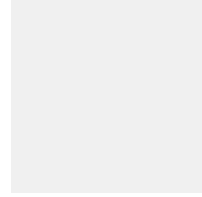
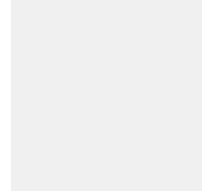


Unit



Looking at the Earth

Local Objective



The student will:

Describe how geographers look at the world.

Discuss what tools geographers use.

Explain how geographers use their knowledge of the earth.

Describe the layers found within the earth.

Discuss the forces that change the earth's surface.

Describe the earth's major landforms.

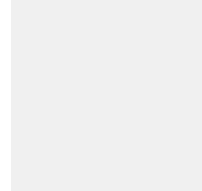
Explain how landforms affect where people live.

Understand what a map is showing, using a map key or legend.

Objective used to evaluate students

Yes

Assessment Activity



Define: geography, landform, environment, Global Positioning System (GPS), geographic information systems (GIS), artifact, fossil.

Place: What two kinds of characteristics of a place do geographers study?

Technology: What are the main tools of geography?

Human/Environment Interaction: What are three uses for geography?

Understanding Cause and Effect: How have the physical characteristics of your region affected the way people live there?

Categorizing Information: Give five examples of regions. Begin with an area near you that shares common characteristics, then think of larger and larger regions.

Organizing Information: Draw a diagram like this one. In the center, write the name of a place you would like to visit. In the outer ovals, identify the types of geographic information you would like to learn about this place.

Analyzing Maps: Find Egypt on the map. Along what physical feature do you think most Egyptians live? Why?

Quiz 1

Define: core, mantle, magma, crust, continent, plate tectonics, earthquake, tsunami, fault, weathering, erosion, glacier

Region: What are the three layers of earth?

Movement: In what three ways can tectonic plates move?

Science: What are the three greatest factors that cause erosion?

Making Comparisons: How does water play a role in the processes of weathering and erosion?

Understanding Cause and Effect: How does erosion hurt some areas yet benefit others?

Organizing Information: Draw a diagram (example), label the inner arrows with inside forces that shape landforms. Label the outer arrows with surface forces that change the earth's landforms.

Analyzing Diagrams: Look at a diagram of plate tectonic boundaries. Why might it be a problem that many of the world's people live along the western edge of the Pacific Ocean?

Quiz 2

Define: elevation, plain, plateau, isthmus, peninsula, island, continental shelf, trench, strait, channel, delta

Place: What is the difference between mountains and hills?

Place: How are straits and channels similar? How are they different?

Culture: What are two reasons people decide to settle in a particular area?

Analyzing Information: What two landforms are created by rivers?

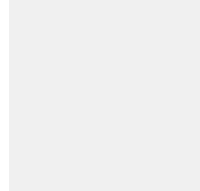
Making Inferences: Why do people often settle on the edges of rivers?

Organizing Information: Make a chart (landforms, landforms under the ocean, types of bodies of water) Give three examples of each of these.

Look at a map of Asia. Find an example of the following: plain, plateau, peninsula, island, strait. List the specific names of each landform.

Quiz 3

Level of Expectation



80%

List of concepts and Evaluation Types

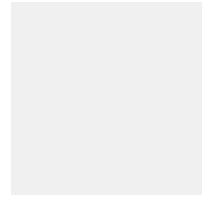
Concept	Evaluation Type
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Learning Activity

The students will:

1. Reading preview. Have you ever given directions to someone?
2. Copy definitions to the following vocabulary terms as they appear in the text. (geography, landform, environment, Global Positioning System (GPS), geographic information system (GIS), artifact, fossil)
3. Study maps to understand they are ways of representing spatial reality.
4. Reading strategy. Preview the text's structure before they begin reading.
5. What do geographers study to determine the human characteristics of a place?
6. Contrast GPS and GIS?
7. Explain why people have to manage resources carefully.
8. Create a concept web for the word geogrpahy.
9. Reading preview. Describe a baseball. How many layes does it have?
10. Copy definitions to the following vocabulary as they appear in the text. (core, mantle, magma, crust, continent, plate tectonics, earthquake, tsunami, fault, weathering, erosion, glacier)
11. Reading strategy. Read the information about plate tectonics. Visualize how plates move in different ways (pull away, collide, move against). Form an image in your minds about the types of movements.
12. Which layer of earth is the thinnest?
13. Study map of plate tectonic boundaries. What pattern do you see among plate boundaries, earthquakes, and volcanoes?
14. Reading Preview. Give examples of landforms that you know, such as Mt. Everest and the Great Plains.
15. Copy definitions of the following vocabulary terms as they appear in the text. (elevation, plain, plateau, isthmus, peninsula, island, continental shelf, trench, strait, channel, delta)
16. Scan photographs to find examples of the different landforms.
17. Explain how valleys and canyons are similar.
18. How are plains and plateaus similar? How are they different.
19. Create a drawing showing six to eight different landforms, identifying each and describing its characteristics.
20. Study a map of Washington D.C.
21. Color the map key to represent different elevations or heights of land, climate areas, or languages.
22. Draw lines representing streets, rivers or boudaries.

Instructional Method



The teacher will:

1. Describe how geographers look at the world.
2. Discuss what tools geographers use.
3. Explain how geographers use their knowledge of the earth.
4. Define and discuss the following vocabulary terms as they appear in the text. (geography, landform, environment, Global Positioning System (GPS), geographic information system (GIS), artifact, fossil)
5. Discuss as students read.
6. Ask the students to describe the physical characteristics of their area.
7. Have students think again about your area in terms of human characteristics.
8. Summarizing: Explain to the students they will be creating a concept web for the word geography. The web should include categories such as: ways of studying places, tools and uses.
9. Describe the layers found within the earth.
10. Discuss the forces that change the earth's surface.
11. Define and discuss the following vocabulary terms as they appear in the text. (core, mantle, magma, crust, continent, plate tectonics, earthquake, tsunami, fault, weathering, erosion, glacier)
12. Discuss as students read.
13. Explain to students that the earth is like a baseball. It has an outer shell, like the ball's stitched covering, and two inner sections that support it.
14. Have students prepare a diagram that explains the structure of the earth, the movement of plates, or the forces shaping the surface on the earth.
15. Describe the earth's major landforms.
16. Explain how landforms affect where people live.
17. Define and discuss the following vocabulary terms as they appear in the text. (elevation, plain, plateau, isthmus, peninsula, island, continental shelf, trench, strait, channel, delta)
18. Discuss as students read.
19. Discuss how landforms are similar and different.
20. Practice map skills.
21. Teacher will supply a map of Washington D.C.
22. Explain and discuss that the students will be studying the map, but also drawing and labeling their own.

Content Standards

SS 5

Process Standards

1.8, 1.6, 4.2, 1.10

Resources

K.F.

GLEs v1.0

GLE Code	Discipline	Strand	Big Idea	Concept	Grade Level/Course	GLE
SS/7/5/I/06/a	Social Studies	Elements of Geographical Study and Analysis	Knowledge of major elements of geographical study and analysis (such as location, place, movement and regions) and their relationship to changes in society and the environment	Uses of geography	Grade 6	Use geography to interpret the past, explain the present and plan for the future
SS/7/5/H/06/a	Social Studies	Elements of Geographical Study and Analysis	Knowledge of major elements of geographical study and analysis (such as location, place, movement and regions) and their relationship to changes in society and the environment	Regions	Grade 6	Compare regions and predict how human life in one region in the world would differ from that in another
SS/7/5/B/06/a	Social Studies	Elements of Geographical Study and Analysis	Knowledge of major elements of geographical study and analysis (such as location, place, movement and regions) and their relationship to changes in society and the environment	Use of the geography of Missouri, the United States, the Americas, and world to make predictions and solve problems: Location	Grade 6	Locate major cities and nations of the world Locate the world's continents, oceans and major topographic features Locate and describe geographic places, using absolute and relative location
SS/7/5/C/06/a	Social Studies	Elements of Geographical Study and Analysis	Knowledge of major elements of geographical study and analysis (such as location, place, movement and regions) and their relationship to changes in society and the environment	Place	Grade 6	Describe physical characteristics, such as climate, topography, relationship to water and ecosystems Describe human characteristics, such as people's education, language, diversity, economies, religions, settlement patterns, ethnic background and political system

SS/7/5/A/06/a	Social Studies	Elements of Geographical Study and Analysis	Knowledge of major elements of geographical study and analysis (such as location, place, movement and regions) and their relationship to changes in society and the environment	Geographic research sources (e.g., maps, satellite images, globes, charts, graphs and databases) and how to evaluate and use them	Grade 6	Use geographic research sources to acquire and process information to answer questions and solve problems Construct maps
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Objective Notes/Essential Questions

Date	Note/Question
4/13/2007 4:36:38 PM	Chapter 1