

Making Geography Unit

Unit Topic: Geography

Grade Level: 7th Grade

Class/Discipline: Global Studies or Geography class

Time Required: About 2 to 3 weeks

Main Purpose of this Unit: To have students learn why certain countries have specific industries and how their geography impacts what happens in their country. They will be able to see how different economies work together and how geography impacts that. Then, they will be able to apply that to today and see how these countries impact us as Americans and our policy making, while creating a greater awareness of the world in general. Also, this unit will allow for students to develop social skills and work together to create a product that they will have ownership of.

Standards Covered:

7.5.4 “Explain how and why maps and regions change”

7.6.5 “Explain how rivalry and tension between cultures contribute to world conflict”

7.6.2 “Explain how individuals and institutions influence one another”

7.6.3 “Compare how cultures throughout the world meet human needs and concern”

7.2.1 “Identify major historical events and issues”

7.2.2 “Describe events and issues (e.g., natural resources, energy resources, wars/conflicts, religion) affecting the world today”

7.1.6 “Use maps to find location, calculate scale, and distinguish other geographic relationships”

7.1.3 “Interpret world maps, charts, graphs, and diagrams to acquire information about people, places, and environments”

7.1.4 “Construct world maps (e.g., topographical, political, thematic, physical), charts, graphs, and diagrams to illustrate understanding of people, places, and environment”

Performance Goals:

The learner will be able to:

1. Use technology effectively to communicate ideas
2. See how issues in the past effect a country’s current diplomatic policies
3. Understand the how different countries trade routes and
4. Analyze the impact one country’s actions can have on another
5. Work effectively in a social group to accomplish a goal
6. Utilize maps and other resources to apply that information to their project
7. Effectively communicate information to the class

Student Objectives:

The learner will be able to:

1. Construct a map displaying a specific country and its features
2. Compare their created culture and political structure to the United States’ culture and political structure/formation
3. Know the major geographical features within a country and how they impact the country’s political and economic structures.

4. Distinguish the differences between specific cultures and how their industries influence that.
5. Summarize how their country's geography influence its' industries
6. Develop and present a presentation with a group of students about their country.
7. Synthesize the information about the countries that were formed to the real-world map of today's world

Project Outline

1. Lessons about map skills and how to read/apply the content on them
 - a. Within those, lessons about industries and what they need to make the economy successful.
2. Introduce the project in which they will apply this information.
 - a. Formation of groups
3. Students meet and decide what they want to include in their formed country, filling out the student survey online, and picking which specific role they will have in the group. Each role within the group provides each student with a different area to be in charge of, hopefully meeting their learning preference
4. Students plan how they are going to make their country and where they are going to put different things in their map, creating a rough draft of their country.
5. Students design their country and create a presentation to explain their reasoning behind different aspects.
6. Students present their country to the class
7. Students form a world with their created countries and discuss what the relationships between their countries could look like.
8. Students apply the project back to today and the real-world with its' countries (i.e. current events).

Assessment

An assessment will be done based on presentation skills, depth of thought/application, collaboration, completeness, accuracy, creativity, reflection. To make sure the students have the bases knowledge of industries and map skills, formative assessment would be used throughout lecture, along with a quiz of the student's base-level knowledge before the deeper project begins. To assess the higher order thinking done during the project portion, a rubric for both the development of their project's product (the map of their made-up country) and the group's presentation to class will be given to the students. The rubric will be based on the student's actions and adapted to their learning preferences. An example rubric is below:

	Exemplary	Proficient	Partially Proficient	Unsatisfactory
Collaboration	Was perfect in all forms of communication. Worked well with others as everyone formed ideas. Allowed for others to present their ideas in a constructive way. Did everything required of your specific role	Communicated well with group members. Formed ideas for the group and discussed them, comparing them to other's ideas. Did everything within your specific role.	Communicated with group members. Discussed with group members about different ideas. Did most of the things within your specific role.	Did not communicate with any of their groups members. Did not bring forth any ideas or discuss ideas within the group. Did some of the jobs within your specific role.
Creativity	Every aspect of the map is unique in nature and is not a copy of a place that already exists in the world.	Most of the map's aspects are unique in nature and do not copy a place that already exists in the world.	Some of the map's aspects are unique in nature and some do copy a place that already exists in the world.	None of the map's aspects are unique in nature and do copy a place that already exists in the world.
Completeness	ALL of the required industries, geographical features, climate markers, infrastructure and THEN SOME are present	ALL of the required industries, geographical features, climate markers, and infrastructure are present	MOST of the required industries, geographical features, climate markers, and infrastructure are present	SOME of the required industries, geographical features, climate markers, and infrastructure are present
Accuracy	ALL of the required industries, geographical features, climate markers, infrastructure and THEN SOME are represented correctly	ALL of the required industries, geographical features, climate markers, infrastructure are represented correctly	MOST of the required industries, geographical features, climate markers, infrastructure are represented correctly	SOME of the required industries, geographical features, climate markers, infrastructure are represented correctly

Depth of Thought	All of the industries are placed in correct relation to each other with the future, outside industries in mind	All of the industries are placed in correct relation to each other	Most of the industries are placed in correct relation to each other	Some of the industries are placed in correct relation to each other
Comments:				