

Lesson Plan
Unit 1: Geographic Thinking
Place and Region Lesson 1

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Standards and Objectives:	
Grade Level, Course, & Unit	6th Grade, Geography, Geographic Thinking
Enduring Understandings	Course: Place and Region: The physical and human attributes that make a specific location, or place, unique. The shared attributes that link places into coherent and distinct areas, or regions.
	Unit: Geographers ask questions about movement, place and region, human systems, and human interaction with the environment to interpret the world we live in.
MSDE Standards	3.0: Geography: Students shall inquire about the role of culture, technology, and the environment in the location, distribution, and impact of human activities using geographic tools and spatial thinking in order to demonstrate a significance of place.
	6.0: Skills and Processes: Students will inquire about civics, geography, economics, history, and people and nations of the world using disciplinary literacy skills and processes to critically evaluate content through a variety of source materials across disciplines and use reading, writing, and other forms of communication to develop, defend, and critique arguments in order to take informed action.
Curriculum Indicators	Examining maps to determine the physical attributes of the United States through physical location, climate, and landforms.
Essential Questions	Unit: How would a geographer interpret Earth and the land now called the United States?
	Content Topic: Can a map accurately define a place?
Learning Objectives: <i>Students will be able to</i>	1. Define “place” and “region” as geographic concepts.
	2. Examine physical maps to determine the physical attributes of the United States through physical location, climate, and landforms.

Assessments:

Objective	Assessment Description
Objective 1	Exit Ticket
Objective 2	a. Note catcher from gallery walk b. Discussion comparing maps

Resources & Materials (linked)	Slides Notecatcher
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Instructional Plan	
Warm-Up (5 minutes)	<ol style="list-style-type: none"> Slide 2: Ask students how they would describe the place they live and their region. Students can define the place they live and their “region” however they would like (e.g., a neighborhood, a city, the DMV, Montgomery County, the Mid-Atlantic) Think-Pair-Share: Ask students to turn and talk to their peers about what characteristics define their place and region. (2 mins) Ask students to share their ideas to the full class. Slide 3: Emphasize a big idea: Highlight that students shared different ideas about what defines their region and geographers disagree about the regions of the world too, but we divide the world into regions to help describe land and/or people that have some similarities.
Main Instructional Activities (28-35 minutes)	<ol style="list-style-type: none"> Mini-Lecture: Defining place and region (5-7 mins) <ol style="list-style-type: none"> Pass out the note catcher. Slide 4: Define two key geographic terms and ask students to complete the definitions on their note catcher. <ol style="list-style-type: none"> Place - A specific location with unique physical and human attributes Region - An area with shared physical and cultural attributes that link places Slide 5: Make connections between the definitions of place and region with the definitions of “place” and “region” that the students described in the warm-up. Slide 6: Emphasize that people may define places and regions differently. For example, ask students if they consider Maryland to be part of “The “South” in the U.S. Explain that people disagree about whether Maryland is part of this region. Slide 7: Explain that places and regions are described by their physical and human characteristics. Define the words

	<p>“physical” and “human” and ask students to write the definitions on their notecatcher.</p> <ul style="list-style-type: none"> i. Discuss 1-2 examples with students and ask them to write examples on their note catchers. <p>6. Slide 8: Working in small groups, ask students to match the definitions with the geographic terms on their notecatchers. (3 mins)</p> <ul style="list-style-type: none"> a. Review the answers briefly. They can be displayed on Slide 8 before transitioning to Slide 9. <p>7. Slide 9: Gallery walk with physical maps (10-15 mins)</p> <ul style="list-style-type: none"> a. Physical maps are included on Slides 10-14. These maps could be printed and displayed in the room, or provided to students digitally for their gallery walk. b. Ask students to walk around the room and analyze each map. For each map, ask students to record their answers on their notecatchers: <ul style="list-style-type: none"> i. Write a title for the map. ii. What features of a place/region does this map show? iii. What physical features characterize <i>your</i> region in the U.S.? c. Details on each map for teachers: <ul style="list-style-type: none"> i. Map #1: A physical map of the U.S. showing the major landforms and physical features of the country. ii. Map #2: A temperature map of the U.S. iii. Map #3: A precipitation map of the U.S. iv. Map #4: A map of agriculture zones in the U.S. The USDA refers to these zones as “plant hardiness” zones, or the quality of the land for agricultural use. More information about agricultural zones and how they are changing can be found from the USDA and from PBS News. v. Map #5: A map that shows longitude and latitude to provide absolute locations <p>8. Slide 10-14: Review students’ answers for each map as a full group (10 mins)</p>
Closure (5 minutes)	<p>9. Slide 15: Exit ticket</p> <ul style="list-style-type: none"> a. Either written or as a turn and talk, ask students to answer the question, “Describe the difference between a place and a region in your own words.”