Lesson Plan
Unit 1: Geographic Thinking
Place and Region Lesson 2

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Standards and Objectives:	
Grade Level, Course, & Unit	6th Grade, Geography, Geographic Thinking
Enduring Understandings	**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 and data to determine the cultural attributes of the United States through population density and land use.
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: Students will be able to	1. Define and apply key geographic terms to describe the physical and cultural features of a region, including physical location, climate, physical landforms, population density, and land use.
	2. Examine maps and data to determine the cultural attributes of the United States through population density and land use.

Assessments:	
Objective	**Assessment Description**
Objective 1	Warm-up Exit Ticket
Objective 2	I Do/We Do/You Do Worksheet

Resources & Materials (linked)	Slides Warm-up manipulatives I Do/We Do/You Do Worksheet

Instructional Plan	

**Warm-Up
(5 minutes)**
	1. **Slide 2:** Review the physical geography terms from Lesson 1.
	   a. Print the cards with the vocabulary terms and their definitions for pairs or groups of students.
	   b. Ask students to work with a pair or small group to match the definitions with the appropriate vocabulary term.
	2. Briefly review each term as a whole group.

**Main Instructional Activities
(30 minutes)**
	3. **Slide 3:** Briefly introduce common regions in the U.S. Highlight that people divide the U.S. into regions differently. Regions can have different names (e.g., the Northeast vs. New England) and can be subdivided into different sizes.
	   a. The U.S. government has divided the U.S. into four major regions since 1950. Since then, this has been the most widely used classification system.
	4. **Cognitive Apprenticeship:** Analyzing maps and data about human features of a place or region
	   a. Pass out the I Do/We Do/You Do worksheet
	   b. **Slide 4:** Explain to students that you are going to first **model** ("I Do") how to analyze the human characteristics of a place or region. Then, you will do some analysis together ("We Do") and finally, the students will do some analysis on their own ("You Do")
	   c. Introduce the **I Do** stage.
	      i. **Slide 5:** Start the modeling by showing students the data about **land use**. Talk out loud about how you think about the information provided. Focus on:
	         1. **Defining the focus of the data:** *I see that this*

chart is focused on land use in the U.S.. That must mean that this data shows me how people in the U.S. use their land. So there are 6 categories: forests, grasslands, cropland, special uses, urban areas, and other uses. Special uses is for land in state/national parks and wilderness areas like wildlife preserves. Miscellaneous other uses are things like marshes, swamps, bare rock, deserts, and some rural areas.

2. **Analyzing trends in the data:** *I can look at the trends in these categories. This data tells me that the U.S. uses most of its land for grasslands and pastures. The least amount of land is used for urban areas, which are cities. Since there are years here at the bottom of the chart, I see that the U.S. used to have more forests than grasslands, but now, there are more grasslands. This shows us that humans can change the landscape. In this case, humans likely cleared the land for things like logging, livestock, or other land development.*

3. **Zoom out on a big idea:** *So what does this data tell me about the U.S. in general? The data shows me that people in the U.S. mostly use land for forests, grasslands, and crops. There has been some change in land use over time, but not very much.*

 ii. Before the next step, ask students to write one important idea about the data in the "I Do" section of their worksheet.

d. **Slide 6:** Introduce the **We Do** stage.

 i. **Slide 7:** Introduce the map about **population density**. Ask students to talk to a partner about what the words "population" and "density" mean. Then, discuss what population density means as a geography term.

 ii. **Slide 8:** Discuss the features of the map together. Ask students:

  1. What regions of the U.S. are the most population dense?

  2. Which regions are the least population dense?

  3. What is one feature of U.S. population density?

 iii. Students can record their answers to these questions

	on their I Do/We Do/You Do worksheets.
	
	   e. **Slide 9:** Introduce the **You Do** stage**.**
	
	       i. **Slide 10:** Show students the data about how many people in the U.S. live in urban, suburban, and rural areas. Review the vocabulary terms if needed.
	
	      ii. Ask students to work in small groups or individually on the "You Do" task. Circulate around the room and support students to analyze the data.

Closure (5 minutes)	5. **Slide 11:** Exit Ticket on the I Do/You Do/We Do Worksheet: Choose one region of the U.S. Describe the region using at least two of the following key terms we've learned:
	   a. Climate
	   b. Physical location
	   c. Landforms
	   d. Population density
	   e. Land use