

DRAFT Lesson Plan
Unit 1: Geographic Thinking
Place and Region Lesson 3

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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	Analyzing how physical and human attributes define various form, functional, and perceptual regions of the United States.
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. Describe three ways that geographers define regions: physical attributes, cultural attributes, and historical attributes.
	2. Analyze whether physical, cultural, or historical attributes are most important to describing a region.

Assessments:	
Objective	Assessment Description
Objective 1	Note catcher
Objective 2	Note catcher Four Corners discussion

Resources & Materials (linked)	Slides Note catcher
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Instructional Plan	
Warm-Up:	<ol style="list-style-type: none"> Slide 2: Ask students to name the regions in the U.S. discussed in the previous lesson. Support them to review the four U.S. regions defined by the U.S. Census and encourage them to recall additional regions in the U.S. Slide 3: Share the essential question: Can a map accurately define a place? Ask students and discuss: <ol style="list-style-type: none"> Could a map ever capture all of the physical and human characteristics of a place or region? What's most important to show on a map to get a sense of what a place or region is like?
Main Instructional Activities: (30 minutes)	<ol style="list-style-type: none"> Mini-lecture: How do we define regions? (10 mins) <ol style="list-style-type: none"> Pass out the notecatcher Slide 4: Ask students to label regions of the U.S based on the human features on their note catchers. <ol style="list-style-type: none"> Ask students, why do you think we define U.S. regions this way? Slide 5: Explain that we can define regions based on shared physical characteristics. <ol style="list-style-type: none"> Show a physical map and ask students to generate an example for the shared physical features of a region in the U.S. Ask students to label the four U.S.-Census regions (Northeast, South, Midwest, West) based on physical features on their note catchers. Slide 6: Explain that we can define regions based on shared human characteristics.

	<ul style="list-style-type: none"> i. Slide 7-9: Show maps and ask students which human features might help define regions. Consider what trends students notice in each region. <ul style="list-style-type: none"> 1. Slide 7: Land use for urban areas <ul style="list-style-type: none"> a. Use the link to map to zoom in on the map as needed. 2. Slide 8: Shared history <ul style="list-style-type: none"> a. This is an animated map to show the historical change over time. 3. Slide 9: Life Expectancy <p>4. Take a Stand Activity (20 mins)</p> <ul style="list-style-type: none"> a. Prepare for the Take a Stand activity by labeling one side of the room with “Human Characteristics” and one side of the room “Physical Characteristics” b. Slide 10: Explain the Take a Stand activity. Ask students to prepare for the Take a Stand Activity on their notecatcher by completing the sentence starters. (10 mins) <ul style="list-style-type: none"> i. _____ characteristics are the most important way to define a region. ii. I believe _____ characteristics are most important because_____. iii. Another reason why _____ characteristics are the most important way to define a region is _____. c. Slide 11: After students have prepared their claim and reasons, ask students to move to the side of the room that represents their choice for the best way to define regions. (1 min) d. Discuss the different ways students believe we should define regions. (10 mins) e. Slide 12: Emphasize a big idea: As a closure, emphasize to students that geographers disagree about how best to define regions, especially as the world changes. We can group together places as a “region” but there will always be diversity within any group of places.
Closure:	<p>5. Slide 13: Poll: Using a show of hands or technology to create a poll, ask students to decide which is the most important kind of map for understanding a region:</p> <ul style="list-style-type: none"> a. A map with physical features b. A map with human features c. A map with both physical and human features

	6. Discuss when one might be more useful based on the user's goals.
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