

**DRAFT: Lesson Plan**  
**Unit 1: Geographic Thinking**  
**Place and Region Lesson 4**

Please share your feedback on the lessons here: <https://forms.gle/HW7odHA6F82pjkdK6>

<b>Standards and Objectives:</b>	
<b>Grade Level, Course, &amp; Unit</b>	6th Grade, Geography, Geographic Thinking
<b>Enduring Understandings</b>	<b>Place and Region:</b> 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.”
	<b>Unit:</b> Geographers ask questions about movement, place and region, human systems, and human interaction with the environment to interpret the world we live in.
<b>MSDE Standards</b>	<b>3.0: Geography:</b> 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.
	<b>Standard 2.0: Peoples of the Nations and World:</b> Students shall inquire about the people of the United States and the world using a historically grounded, multidisciplinary approach in order to recognize multiple narratives and acknowledge the diversity and commonality of the human experience.
<b>Curriculum Indicators</b>	Analyzing how digital communications have altered the perception of place
<b>Essential Questions</b>	<b>Unit:</b> How would a geographer interpret Earth and the land now called the United States?
	<b>Content Topic:</b> Can a map accurately define a place?
<b>Learning Objectives: Students will be able to</b>	1. Explain why digital communications (e.g., mobile phones, emails, social media, video calls, etc.) have changed how we think about places
	2. Analyze whether digital spaces (e.g., online games, social media, virtual reality, online museum exhibitions, etc.) where people communicate are “places” using our definition of place

**Assessments:**

Objective	Assessment Description
Objective 1	Questions about and discussion after What is Globalization? Reading
Objective 2	Think-Pair-Share during Analysis Digital Spaces as “Places” activity Exit Ticket

Resources & Materials (linked)	<a href="#">Slides</a> <a href="#">What is Globalization? Reading</a>
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Instructional Plan	
Warm-Up (10 minutes)	<ol style="list-style-type: none"> <li><b>Slide 2:</b> Ask students to take out a piece of paper or hand students blank sheets of paper. Reveal each instruction on the Slide one step at a time:             <ol style="list-style-type: none"> <li>Brainstorm a list of people you feel connected with.</li> <li>Now, next to each name, write where those people live.</li> <li>Circle the names that live in the same “place” as you.</li> <li>Put a square around people that live in the same region as you.</li> <li>Compare your list with people near you and discuss:                 <ol style="list-style-type: none"> <li>Do people you feel connected to live nearby?</li> <li>How do you connect with people who live far away?</li> </ol> </li> </ol> </li> <li>Discuss the ways students feel connected to people nearby and those that live far away.</li> <li><b>Slide 3:</b> Remind students about the <b>Unit Essential Question</b> (How would a geographer interpret Earth and the land now called the United States?) and <b>emphasize a big idea:</b> As the world has become more interconnected, people can connect across physical places more easily. Geographers can debate what counts as a “place.”</li> </ol>

<p><b>Main Instructional Activities (30 minutes)</b></p>	<ol style="list-style-type: none"> <li>4. <b>Slide 4:</b> Reading on Digital Communication (15 mins) This text was modified for this curriculum from the <a href="#">BBC Bitesize article, <i>What is globalization?</i></a> <ol style="list-style-type: none"> <li>a. Pass out <a href="#">copies of the modified article</a> or provide copies to read digitally.</li> <li>b. Ask students to read the article independently and answer the questions on the back of the article.</li> <li>c. <b>Slide 5:</b> Discuss the answers to the questions as a class.</li> </ol> </li> <li>5. <b>Analysis Digital Spaces as “Places” (15 mins)</b> <ol style="list-style-type: none"> <li>a. <b>Slide 6:</b> Remind students about the definition of “place” from Lesson 1: A specific location with unique physical and human attributes.</li> <li>b. Explain that some people believe that physical places and regions are less important now because we have so much communication that connects people and places across the world.</li> <li>c. <b>Slide 7:</b> Introduce the instructions. Ask students whether each of the following digital spaces meet the definition of a place that geographers use. For each Slide, ask students to Think-Pair-Share and discuss each Slide as a whole group.               <ol style="list-style-type: none"> <li>i. <b>Slide 8:</b> A social media site like TikTok or YouTube</li> <li>ii. <b>Slide 9:</b> A messaging app where you can talk to friends</li> <li>iii. <b>Slide 10:</b> A virtual museum</li> <li>iv. <b>Slide 11:</b> A virtual classroom (Google Classroom, Canvas, etc)</li> </ol> </li> <li>d. <b>Slide 12:</b> Discuss the following questions with the whole class:               <ol style="list-style-type: none"> <li>i. Why might people want to be in digital spaces over physical spaces?</li> <li>ii. What are the positives and negatives of digital spaces?</li> </ol> </li> <li>e. <b>Emphasize a big idea:</b> As the world has become more interconnected, people can connect across physical places more easily. Geographers can debate what counts as a “place.”</li> </ol> </li> </ol>
<p><b>Closure (5 minutes)</b></p>	<ol style="list-style-type: none"> <li>6. <b>Slide 13:</b> Exit ticket: Choose position A or position B based on which statement you agree with more. Then, explain your reasoning.           <ol style="list-style-type: none"> <li>a. Position A: Digital spaces CANNOT be “places” as geographers define them.</li> <li>b. Position B: Digital spaces CAN be “places” as geographers</li> </ol> </li> </ol>

	define them.
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