

Teach21 Instructional Guide

Eighth Grade Social Studies

[Print/PDF](#) [Back](#)

Title	Five Themes of Geography		
Suggested Quarter	1		
Power Standard	Students will use a variety of resources to analyze how location, place, region, human-environmental interaction, and movement, influences the social, economic, and cultural implications for those living in a geographic area.		
Content Standards and Objectives	Objective ID	Objectives	
	SS.O.8.4.1	provide exact location and relative location to explain West Virginia's position on a variety of maps and globes by using correct geographic vocabulary and graphic displays. (e.g., neighboring states, Tropic of Capricorn, time zones, Equator).	
	SS.O.8.4.2	communicate the four major physical geographic regions, major rivers, landforms, borders and points of interest in West Virginia.	
	SS.O.8.4.4	point out the counties and major cities of West Virginia on a map and correlate the reasons for the development of the major cities within their respective counties.	
	SS.O.8.4.5	explain the reasons for the locations and types of transportation systems developed in West Virginia and recommend future systems.	
	SS.O.8.4.6	distinguish climate, landforms, resources and population density in West Virginia's regions using special purpose maps. (e.g., topographical, climate, Geographic Information Systems) and evaluate the impact of climate, landforms and resources on people's lives and settlement patterns.	
21st Century Skills	Learning Skills & Technology Tools	Teaching Strategies Culminating Activity	Evidence of Success
Information and Communication Skills:	21C.O.5-8.1.LS1 - Student, when presented with a problem, identifies the information needed, uses text, people, online databases and search engines to filter relevant information efficiently, analyzes information for biases, synthesizes information gathered and creates an effective and efficient response to the problem.	Teacher identifyies problems by brainstorming and models how to follow one of the suggestions through to its culmination.	Students produce a finished product based on the effective use of search engines analyzing the information found, and drawing appropriate conclusions.
	21C.O.5-8.1.TT4 - Student uses audio, video, pictures, clip art, moviemaker programs, webpage design software, electronic documents, and other files to create and publish electronic products to communicate with various	Teacher reviews and models using advanced electronic equipment and allows students who are having trouble to take tutorials if offered.	Students produce a product that is integrates a variety of audio- visual components.

	<p>audiences inside and outside the classroom.</p> <p>21C.O.5-8.1.TT5 - Student uses advanced features and utilities of word processing software (e.g., bullets, numbering, tables, find and replace, thesaurus, help menus and toolbars).</p>		
Thinking and Reasoning Skills:	<p>21C.O.5-8.2.LS1 - Student engages in a critical thinking process that supports synthesis and conducts evaluations by applying comprehensive criteria.</p> <p>21C.O.5-8.2.LS2 - Student draws conclusions from a variety of data sources to analyze and interpret systems.</p> <p>21C.O.5-8.2.LS3 - Student engages in a problem solving process that divides complex problems into simple parts in order to devise solutions.</p> <p>21C.O.5-8.2.TT2 - Student collaborates with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom.</p> <p>21C.O.5-8.2.TT4 - Student formulates a plan and uses technology tools and multiple media sources to</p>	<p>Teacher directs students toward critical reasoning processes by asking questions for discussion on a higher level thinking skills basis.</p> <p>Teacher provides materials and atmosphere in which students can collaborate with group members to solve real-world problems.</p>	<p>Student work shows that problem solving occurred by dividing problems into their simpler components to arrive at a solution.</p>

	compare and analyze information in order to solve real-world problems.		
Personal and Workplace Skills:	<p>21C.O.5-8.3.LS1 - Student manages emotions and behaviors, engages in collaborative work assignments requiring compromise, and demonstrates flexibility by assuming different roles and responsibilities within various team structures.</p> <p>21C.O.5-8.3.LS2 - Student is flexible in approach to solving problems and completing tasks, considers alternative methods, solutions and perspectives, abandons strategies that do not work, and reallocates time and resources as priorities change.</p> <p>21C.O.5-8.3.LS3 - Student sets challenging goals and strategically plans to reach those goals, monitors performance and adjusts effort and strategies, seeks assistance when needed, and demonstrates focused commitment to reaching the established goals.</p> <p>21C.O.5-8.3.TT2 - Student conducts online research and evaluates the accuracy, relevance, and appropriateness of electronic information sources.</p> <p>21C.O.5-8.3.TT4 - Student complies with county acceptable use policy. Student discusses legal and ethical behaviors related to</p>	<p>Teacher directs students toward critical reasoning processes by asking questions for discussion on a higher level thinking skills basis.</p> <p>Teacher provides materials and atmosphere in which students can collaborate with group members to solve real-world problems.</p>	Student work shows that problem solving occurred by dividing problems into their simpler components to arrive at a solution.

	acceptable use of information and communication technology (e.g., privacy, security, copyright, file-sharing, plagiarism) and predicts the possible effects of unethical use of technology (e.g., consumer fraud, intrusion, spamming, virus setting, hacking) on the individual and society, as well as identify methods for addressing these risks.		
Performance Objectives (Know/Do)	<p>Know:</p> <p>Geography of West Virginia – Major cities, rivers, neighboring states</p> <p>How to read maps</p> <p>Work collaboratively</p> <p>Use technology</p> <p>Do:</p> <p>Create a geography handbook</p> <p>Locate places using absolute and relative positions</p> <p>Infer which specialty maps should be used to solve different problems</p> <p>Create a travel brochure for one region of West Virginia</p> <p>Use graphic organizers to illustrate WV industries and their impact on the environment</p> <p>Locate interesting current events articles regarding West Virginia</p> <p>Apply the five themes of geography to real life situations</p> <p>Persuade others to accept your positions</p> <p>Defend your positions</p>		
Big Idea	Where we live influences how we live.		
Enduring Understandings	<p>Geographical tools enable us to better understand the physical characteristics of a region.</p> <p>Division of regions is based upon the similarity of physical characteristics.</p> <p>Geography influences the economic, social and cultural aspects of an area.</p>		
Essential Questions	<ol style="list-style-type: none"> 1. How can you use latitude and longitude, tools, and technologies to acquire, process, and report information from a spatial perspective? 2. How can knowing the different elements of Place, such as weather, elevation, and precipitation be important in planning for future events? 3. How can geographical areas be determined? 4. How have industries impacted the environment of WV? 5. How has transportation progressed in WV? 		
Learning Plan & Notes to Instructor	<p>This unit should begin at the start of the year. An understanding of the geography of West Virginia is essential to learning about the people, society, and culture of the state.</p> <p>Allowing for Differentiated Instruction: Recognizing your students' abilities, learning preferences, and interests, these activities lend themselves to easily differentiate the instruction. This can be accomplished through the content, the process, or the product. Grouping may be done by interest, different levels of complexity, or by varying the end product. Thus the content is being differentiated by interest, the process by readiness and the complexity of thinking skills required, and the product by student learning modality preferences. This multiple approach has the added advantage of creating more interesting presentations than if all groups were a repetition of one another.</p>		

Motivator: Ask students why we should study geography? What can we learn? What practical applications does it hold for us? Discuss and record answers.

1. Introduce vocabulary for the unit: spatial, location, absolute location, relative location, place, movement, human and environmental interaction, regions, climate, weather, precipitation, elevation, flora, and fauna. Require students to add any other words from their research with which they may not be familiar.
2. Students will create a geography handbook using the vocabulary words. As the words are introduced in the lessons, students will explain the significance of the word, give an example while using it in a sentence, and either print off or draw a small map or illustration as a representation of the word. An attractive cover should be designed for it.
3. Introduce Essential Question #1. Using the text, refresh students' knowledge of absolute location, latitude, longitude, and relative location.
4. Introduce Academic Prompt #1. When all students have accomplished the mission, ask them to verbally state a relative location for each city. In the geography handbook, locate the state of WV by absolute and relative location, as explained in #2 above.
5. Introduce Essential Question #2. Using text, introduce the theme of Place, with all of its components.
6. Introduce and complete Academic Prompt #2.
7. Introduce Essential Question #3.
8. Using landform maps in the text or online maps, ask students if they can readily locate four distinct regions of WV. Introduce the names of the regions. Students draw or trace a small map of WV into their handbooks, complete with the four regions labeled.
9. Complete Academic Prompt #3.
10. Introduce Essential Question #4 and Academic Prompt #4.
11. Introduce Essential Question #5.
12. Using Chapters # 2 and #9, and online sites, develop with the students a timeline of transportation in the state. Dividing students into groups and assigning a mode of transportation to each, ask them to explore and tell why their mode of transportation has made the largest impact on the formation of WV. They must defend their answers.
13. Culminating Activity.

Academic Prompts

Academic Prompt 1

This prompt is taken directly from the National Geographic Xpeditions site: Crafty robbers broke into the Royal Geographical Society in ST1:CITY>London and stole armfuls of priceless maps. Finding them would be hopeless, except that they dropped a scrap of paper with some odd scribbles on it. You understand that the scribbles might be markings of latitude and longitude. Your goal is to apply the markings to a map, decipher it, and find the location of the priceless maps. See site <http://www.nationalgeographic.com/xpeditions/activities/01/crackcode.html> to accomplish this mission.

Academic Prompt 2

You are going to work with your partner to plan an international festival in your town. The festival will feature food, music, and other performances from around the world. You and your partner will need to use an atlas, National Geographic

Academic Prompt 3

Choose one of the regions of West Virginia. Their Chamber of Commerce has hired you to create and develop a brochure to attract tourists to that region. Be sure to include a map showing the region with major roads, major cities, state parks, natural wonders, museums, unique shopping experiences, tours, etc. Make it colorful, attractive, and easy to locate information. Present it to the Chamber of Commerce. You will not be paid unless you convince the members that you have included all the information that will definitely attract tourists. Suggested sites for research: www.wvstate.com www.state.wv.us/tourism/linkpage.htm www.ca.wva.com

Academic Prompt 4

Choose an industry in WV such as farming, oil and gas, lumber, tourism, coal, etc. Using your text and search engines, give a brief overview of the industry and determine how it has affected the environment of WV. Develop a graphic organizer to show both positive and negative impacts on the environment. Include your predictions for the future of that industry in West Virginia. After sharing with the class, class members should vote on which industry seems to help WV the most while doing the smallest amount of damage. These sites may be useful here:

Culminating Assessment or Product	<p>You are a news analyst who has been approached by National Geographic to be a "Public Relations" person for geography. You have been employed to locate an interesting "current events" news article in state newspapers or magazines and illustrate that the five themes of geography are applicable and can be applied to expand one's knowledge of the article. Choose an article, cut it out, and decide how you will present it to National Geographic. It may be in the form of a booklet, graphic organizer, power point, etc. Use Location to find the site of the article with a map indicating latitude, longitude, and relative location. Apply Place by determining the weather, climate, landforms, flora and fauna. Analyze how humans have interacted with the environment in the news article. How was movement of people involved? How did the regions of WV affect the story? Compile your results and present them to the National Geographic committee. You must be able to defend your analogies with any questions they may have. (See web sites below for news articles from the web in lieu of newspapers. – Related Websites #1)</p>
Links and Other Resources	<p>Related Rubric links:</p> <p>For Academic Prompts:</p> <ol style="list-style-type: none"> 1. http://teach-nology.com/web_tools/rubrics/notebook/ This rubric is for use with the Geography Vocabulary Notebook. It can be personalized. (Scroll Down.) 2. http://teach-nology.com/web_tools/rubrics/teamwork/ This is an excellent rubric for a quick and easy analysis of participation within groups. It is easily personalized with your name and school. (Scroll down.) 3. http://teach-nology.com/web_tools/rubrics/presentation/ This is an excellent rubric for evaluating a presentation. It may be personalized. (Scroll Down.) 4. http://teach-nology.com/web_tools/rubrics/paragraph/ This rubric is for paragraph writing such as in Academic Prompts #2 and #4. (Scroll down.) 5. http://teach-nology.com/web_tools/rubrics/research/ This rubric is to measure any of the research done in the prompts. It can be personalized. (Scroll down.) 6. http://teach-nology.com/web_tools/rubrics/writing/ This rubric is for use when more than a paragraph of writing is required. It may be personalized. (Scroll down.) <p>Student Materials: Text, Computers, Materials for geography handbook – construction paper, cardstock, markers, rulers, stapler, etc.; world map, WV maps</p> <p>Related Websites:</p> <ol style="list-style-type: none"> 1. For the Culminating Activity: www.cnn.com www.reuters.com www.msnbc.com/news www.abcnews.com www.cbsnews.com www.foxnews.com These sites may be used to find news articles in lieu of newspaper articles. 2. http://www.nationalgeographic.com/xpeditions/activities/01/crackcode.html This site is for use in Academic Prompt #1. It is from National Geographic and contains the game of "Crack the Code." 3. http://plasma.nationalgeographic.com/mapmachine/ This site is from National Geographic and allows you to view different types of maps for the same area at the click of a key. 4. www.wvstate.com www.state.wv.us/tourism/linkpage.htm These sites are to help with Academic Prompt #3. They are tourist related. 5. www.usgs.gov www.wvgs.wvnet.edu/www/geology/geoldvog.htm www.wvforestry.com/indassistance.cfm?menucall http://www.wvdo.org/community/iofwv.html These sites are useful for information on WV's industries – Academic Prompt #4. <p>Other:</p> <ol style="list-style-type: none"> 1. http://www.noaa.gov/climate.html This site contains current weather conditions as well as climate trends. 2. http://www.wvdnr.gov/ West Virginia Department of Natural Resources

3. www.wvculture.org/history/agrext/agrindex.html This site contains historical sketches of some of WV's cities and towns.
4. www.usgs.gov The U. S. Geological Survey site contains a wealth of Earth Sciences information.

Contact Authors:

Gerry Kohler – VanDevender JHS, Wood County: gkohler@access.k12.wv.us

Kathy Jones – Ravenswood Middle School, Jackson County: kthjones@access.k12.wv.us

[Print/PDF](#)

[Back](#)

Time Viewed - 1221

Since June 9, 2009