

Teach21 Instructional Guide

Seventh Grade Social Studies

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Title	Geography: Connections Between World Regions and Cultures		
Suggested Quarter	2nd		
Power Standard	Students analyze and make predictions about current and future connections between the geographic regions and cultures of the world and how the physical and human processes interact to shape the environment.		
Content Standards and Objectives	Objective ID	Objectives	
	SS.O.7.4.1	use correct geographic terminology to explain direction, location, time zones, physical features of the earth.	
	SS.O.7.4.2	draw conclusions about information presented on special purpose maps and be able to differentiate among map types.	
	SS.O.7.4.3	Identify and locate on a variety of maps and give examples of the following: <ul style="list-style-type: none">• seven continents• bodies of water• landforms• countries• cities• climate regions• transportation routes	
	SS.O.7.4.4	describe and explain the advantages and disadvantages of different map projections and show examples of their uses (e.g., aerial photos, globes, charts, graphs, polar projection).	
	SS.O.7.4.8	analyze and give examples of the ways in which these factors influence lifestyles regional interconnections: <ul style="list-style-type: none">• economic• geographic• cultural• religious• political• social	
	SS.O.7.4.9	evaluate the impact of human processes on the world’s physical environment (e.g., pollution, clear-cutting, strip mining).	
	SS.O.7.4.13	examine cooperation and conflict over control of the world’s resources.	
	SS.O.7.5.7	anticipate what occurs when people from different regions interact.	
21st Century Skills	Learning Skills & Technology Tools	Teaching Strategies Culminating Activity	Evidence of Success
Information and Communication Skills:	21C.O.5-8.1.LS3 - Student presents thoughts, ideas, and conceptual understanding efficiently, accurately and in a compelling manner and enhances the oral or written presentation through the use of technology.	Activities #1, 2, 3 and Culminating activity Activities 1, 2, 3 and Culminating activity	Scores on rubrics will indicate that students used functional skills in research and spoken and written language to locate and share information in a variety of settings.

	21C.O.5-8.1.TT8 - Student enters data relevant to class assignments into a database and performs simple queries.	Activities 1, 2, 3, and Culminating activity	
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.LS4 - Student creates thoughtful ideas and solutions and takes risks as he/she works toward goal despite mistakes. Student begins to consistently think of all the possibilities and diverges to become more expansive with his/her thoughts/ideas that lead to the creation of original products.</p> <p>21C.O.5-8.2.TT4 - Student formulates a plan and uses technology tools and multiple media sources to compare and analyze information in order to solve real-world problems.</p>	<p>Activities 1, 2, 3 and Culminating activity</p> <p>Culminating activity</p> <p>Activities 1, 2, 3 and Culminating activity</p>	<p>Students will engage in peer assessment and/or a rubric will be used to evaluate knowledge, presentation of arguments for/against information presented by "specialists" providing information to Presidential Task Force Members and the presentations of the Presidential Task Force members themselves. Students will observe speaking etiquette, Robert's rules of order, write And apply methods used to form alliances as commonly practiced by state, national, and world leaders.</p>
Personal and Workplace Skills:	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>Activity 3 and Culminating activity</p> <p>Activities 2, 3, and Culminating activity</p> <p>Activity 3 and Culminating activity</p>	The score on the rubrics will show that students used functional writing and speaking skills, incorporated technology, used reference skills, and worked both, independently and cooperatively in small groups, and whole group settings

	<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.TT3 - Student analyzes current information technologies and the effect these technologies have on the workplace and society.</p>	
Performance Objectives (Know/Do)	<p>Know: Students will know the following terminology and definitions: geographic regions, renewable resources, nonrenewable resources, global interconnectedness, global competition, global society, alternative resources, environmentalist, conservation, global warming. Students will know the difference between renewable/nonrenewable resources and predict future needs and conflicts that may surface as a result of global competition. Students will know how global competition for resources influences lifestyles and regional interconnectedness in the areas of economic, geographic, cultural, religious, political, and social systems.</p> <p>Do: Students will integrate, analyze and evaluate appropriate technology, maps, charts and graphs to communicate information in the appropriate format. Students will use the writing process to compose functional writing that includes an investigative report. Students will assume the role of a national or world leader to interpret and explain their position on current and future needs for global resources. Students will research and predict how technological advances have helped to create a global society that is becoming more intricately interconnected.</p>	
Big Idea	Competition for renewable and nonrenewable resources has changed because of technological advances encourage regional collaboration and competition.	
Enduring Understandings	<p>Geographic regions and cultures of the world are interconnected more today than ever before</p> <p>Technology, communication and transportation have aided in the creation of a global society</p> <p>The use or abuse of renewable/nonrenewable resources influence how resources are used and future exploration is undertaken</p> <p>The use and abuse of resources influence the way countries view each other</p>	
Essential Questions	<p>How are geographic regions and cultures of the world more interconnected today?</p> <p>To what extent have technology, communication and transportation aided the creation of a global society?</p> <p>Does the use and abuse of resources influence the perception a country toward another (positively or negatively)?</p> <p>What are our alternatives to nonrenewable resources to meet future needs?</p>	
Learning Plan & Notes to Instructor	<p>Learning Plan: The intent of this unit is to teach students that all world regions are interconnected by the need for natural resources. Prior knowledge of map skills, continents, locations of renewable and nonrenewable sources, and reading of charts and graphs will be pre-assessed before the instruction of this unit begins.</p>	

The culminating assessment encourages the students to research, analyze and evaluate data, make recommendations, integrate technology, and prepare an investigative report prior to making a verbal presentation similar to that of a national or world leader to classmates.

Lesson Plan Outline:

Prior to Instruction:

- Select graphic organizers or Thinking Maps that you feel are appropriate for unit
- and your style of teaching
- Determine which reference books, Atlases, scientific magazines/journals, internet sites, local experts you will allow/encourage students to use
- Download internet information/create a PowerPoint of maps, charts and data or sign up for Computer Lab
- Determine which learning model, individual, pair, group collaboration or jigsaw best suits your comfort level/group size/ability ranges for the specific activities
- **Be sure to collect a variety of maps (aerial, polar projection, globes; charts, graphs, and sources of information which cause one to question perceptions and judgments about people and places

Week One:

- Use an Informal Interest Inventory (if not already done) to assign tasks according to student interest
- Introduce vocabulary
- Begin *The Time Traveler* activity. Discuss the differences, draw correlations with historical events/needs/beliefs, etc. Share predictions and reasoning as directed
- Complete Student-Self Assessment and Teacher Holistic Rubric

Week Two:

- Using a map and variety of pictures correlating life in U.S. cities and Central/South America, talk about differences and what would be new to you should you
- be suddenly transplanted into a different culture?
- Introduce *Concerned Guatemalan* activity during which students are to answer: What are examples given by EPA of misuse/over-used natural resources? What do other organizations say? Could include recommendations for current/future use of resources. What changes could Americans make immediately and how? Which ones would require pre-planning before serious conservation could become a reality? Why might this become a challenge? Which countries would be most at-risk if these changes are made?
- Student creates a written report, poster, PowerPoint, spread sheet, map, transparency, oral presentation (whatever students prefer) to share their findings.
- Complete Holistic Rubric (Prompt #2)

Week Three:

- Students read The World is Flat article for homework or over weekend.
- Conduct a jigsaw activity with review questions of the article; then whole-group discussion.
- Students work with an assigned partner to research and create data showing how technological advances have transformed our world over the past 60 years.
- Students prepare a student-determined product to share findings.(Based on interest and learning style.)
- Complete Teacher Holistic Rubric.

Week Four:

- Students will be assigned one of six specific roles, search for information on his/her topic and create a product(s) to share with a member of the Presidential Task Force on Energy member who will then combine the other five "Specialist" reports to create a convincing report/presentation to the Executive Branch who will decide the best direction for the United States to take.
- Be sure to involve "testimonies" in which experts are called forward to make the Culminating Activity as engaging as possible. Videotape proceedings.
- Complete Peer Culminating Assessment and Teacher Culminating Assessment

Notes to Instructor:

Context/Background: map skills, template for brochure, research format

Required Materials: text, maps, internet access, Atlas,
(Optional) "The World is Flat" article

Pre-requisite Skills: keyboarding, referencing skills, functional writing skills, research skills

Suggestions for Differentiation:

- Students will work independently and collaboratively in groups
- Students will be encouraged to incorporate charts, graphs, drawings and other data in products
- Should students not be able to verbally communicate or write out their information, the teacher could pair this student with a peer to serve as his/her "secretary", supply a laptop computer for the student, or arrange for an older student to assist him/her in the completion of these assignments
- Teachers may wish to provide partially completed templates, outlines, research, and/or other types of "essential information" to at-risk or special needs students with problems in reading, writing, attention, research, etc.
- Teachers may wish to provide the entire class or specific students with a list of specific internet sites and/or specific order he/she wants students to use for the assignments

Academic Prompts

Time Traveler

You are a time traveler who has to travel to Earth in the years: 1700, 1800, 1900, and 2000 A.D. You are to report to your commander about your observations of the major resource distribution patterns and what and why these differences in resource distributions were as observed. Tell why, or if, migration affected/s the distribution of cultural patterns; and, the cooperation and conflict over these resources.

Your commander has a reputation of also requiring time travelers to predict the future resource distribution patterns. What might be your prediction for 2100 A.D.? Consider not just the resource distribution pattern and why they may be as predicted; but also, whether migration patterns were affected, or was affected, by the resource distribution patterns. Also tell whether there is anticipated cooperation or conflict over the predicted resource distribution patterns for 2100.

Once you have drawn conclusions as to what the major resource distribution patterns were/are and why for each time period, create a map(s), transparency(ies), spread sheet(s), written report, poster, power point, and/or an oral presentation (*Student will determine the product(s) to create based on learning style and interest*) to share your findings with classmates. What is your prediction for 2100 A.D.? Justify your reasons.

Concerned Guatemalan

You were raised in Guatemala. An American adventurer visited your village and the two of you became friends. Before he returned home, he told you that you and your family could have a "better quality of life" if you returned with him to New York City to work as an interpreter for him. You decide to move your family and work for him. However, after living there for some time you are growing concerned about the abuse of natural resources. You have learned how to use the Internet. One day a magazine is left open on your kitchen table. There is a two-page ad about saving the earth. It suggests that you go to the site listed in big, bold letters - Environmental Protection Agency. Several days later, you access the EPA site. What are some examples given by the EPA of misused or overused natural resources? Do other such organizations agree with EPA? What recommendations do the leading environmental agencies make for people regarding current and future use of natural resources? Which changes could be made immediately? How? Which changes would require pre-planning before a serious conservation of resources effort could become a reality? How do other countries view the use of resources by the United States?

Create a product (map, transparency, spread sheet, written report, poster, chart, PowerPoint, and/or oral presentation) that allows you to share your research with the entire class in an accurate and efficient way.

The World is Flat

Read the article ["It's A Flat World, After All."](#) by Thomas L. Friedman in the New York Times. Has technology affected different cultures and ethnic groups? If so, how? How are the technological advances moving us toward a global society? Work with a friend to research and gather data showing how technological advances have transformed our world over the last 60 years in the following three areas: travel, communication, and world needs.

Work with a friend to create a product (map, transparency, spread sheet, written report, poster, chart, PowerPoint, and/or oral presentation) that allows you to share your research with the entire class in an accurate and efficient way. Be prepared to make a presentation to the entire class.

Culminating Assessment or Product

You are a member of the Presidential Task Force on Energy. Your goal is to investigate traditional and technological means for conserving our renewable and non-renewable resources and to study the impact current technology has on global resources. You are to use this information to create a "final report on findings and recommendations" which also includes the exploration of alternative sources from our oceans, all Arctic regions and air space. This "final report of findings and recommendations" will be presented to members of the

Executive Branch.

In order to complete the task set before you, members of your group will assume **one** of the following 6 specialist roles and research the most accurate, up-to-date information.

- Technological Specialist will study the current and future technological advances aimed at the conservation of resources.
- Environmentalist will report what has actually been witnessed with global warming as a result of resource use/misuse and future predictions.
- Oceanographer will report about exploration and alternative sources of resources in our oceans.
- Arctic Specialist will report current and future renewable and nonrenewable resources in the Arctic regions.
- Airspace Specialist will report which renewable and nonrenewable resources are found in airspace.
- Member of the Presidential Task Force on Energy will interview the “Specialists”, incorporate his/her own research and present the findings to the Executive Branch (the class) whose members are undecided as to the best direction for the United States of America. Through debate and discussion, the groups will reach a consensus as to how cooperation and conflict over control of the world’s resources might be addressed for the good of mankind.

Links and Other Resources

Related Rubric links:

[Prompt 1 – Time Traveler](#)

[Prompt 2 – Concerned Guatemalan](#)

[Prompt 3 – The World is Flat](#)

[Culminating Assessment](#)

Student Materials:

paper, pencil, pen, poster board, floppy disk/CD/memory stick for PowerPoint

Related Websites:

<http://www.nationalgeographic.com>

<http://www.earth.google.com>

<http://wikipedia.com>

<http://about.com/education>

<http://www.marcopoloeducation.org/home.aspx>

<http://www.sasinschool.com>

<http://www.nrcs.usda.gov/TECHNICAL/maps.html>

<http://www.usgs.gov/>

<http://earthtrends.wri.org/>

<http://www.nrdc.org/media>

<http://geography.usgs.gov/>

<http://maps.google.com/maps>

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