

Title: Geography Is Everywhere – 6th Grade & 7th Grade
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Elaborated Lesson Focus

This lesson is designed to allow students to locate on a world and regional political-physical map the countries in Latin America, Australia, Africa and Asia. Activities will focus on using every day items, food, clothing, cars, where they are grown and how climate contributes to the production of the items and natural resources used in the manufacturing of clothing and cars. Using the internet for research, students will analyze why products produced in other countries are used in the United States, and develop an understanding of concept of interdependence.

Standards

SS6G1: The student will locate selected features of Latin America and the Caribbean.

- a. Locate on a world and regional political-physical map: Amazon River, Sea, Gulf of Mexico, Pacific Ocean, Panama Canal, Andes Mountains, Sierra Madre Mountains, and Atacama Desert.
- b. Locate on a world map and regional political-physical map the countries of Bolivia, Brazil, Colombia, Cuba, Haiti, Mexico, Panama, Venezuela.

SS7G1: The student will locate selected features of Africa.

- a. Locate on a world and regional political-physical map: the Sahara, Sahel, Savanna, tropical rain forest, Congo River, Niger River, Nile River, Lake Tanganyika, Lake Victoria, Atlas Mountains, and Kalahari Desert.
- b. Locate on a world and regional political-physical map the countries of Democratic Republic of the Congo (Zaire), Egypt, Kenya, Nigeria, South Africa, and Sudan.

Enduring Understanding/Essential Questions

Students are global citizens and geography is a part of their every day lives. Geography is essential to understand today's interconnected world. Using food, clothing and cars as a vehicle to identify countries and physical and manmade features, provides the students the ability to increase their geographic knowledge.

- What countries in Latin America, Africa, Australia, Asia and the North America produce food, clothing and cars sold in the USA?
- What climate conditions are required for the production of food?
- What natural resources are present to produce food, clothing and cars?
- What reasons are present in the USA for the importation of food, clothing and cars?
- How do location, climate and natural resources contribute to the economy of a country?

Balanced Assessment Plan

Description of Assessment

Students will go food shopping with a parent. Students will make a list of fruits and vegetables they see in the market and the countries of origin.

Type of Assessment

Dialogue and Discussion and Selected Responses.

Each student will receive six post-it notes.

Students will choose three fruits and three vegetables to write on the post-it notes.

Students will locate the countries on a world map and stick their post-it notes on the country. When all post-it notes have been stuck to the world map, ask students if they can see any patterns and if they do see patterns, ask the students what they think are the cause(s) of the patterns.

Description of Assessment

Instruct students to make a list of ten items of clothing and record the item and its country of origin. Add to this, a list of the make of the family cars.

Type of Assessment

Dialogue and Discussion and Selected Responses. Self-Assessment.

Each student will receive seven post-it notes.

Students will choose five items of clothing each from a different country and write the type of clothing and the country of its origin.

Students will write the names of the two family cars and their country of origin.

Student will locate the countries on a world map and stick the post-it note on the country.

Clothing will be done first and family cars second.

When all the post-it notes have been stuck to the world map, as students if they can see any patterns, and if they do see patterns, ask the students what they think are the cause(s) of the patterns. Do the clothing first and the family cars second.

Description of Assessment

Divide the class into groups of three or four. Assign each group one of the following BMW, Honda, Toyota, Kia, Mercedes, fruits, such as, kiwi, black plums, limes, cantaloupe, papaya, mangos, vegetables, such as, lettuce, pepper cubanelle, peppers habanero, red cherry peppers, pepper jalapeno, avocado, coffee, cocoa, vanilla, tea and clothing. Each group will research what is the item, where (country, region, latitude) is it produced, how (natural resources, human resources, climate, season) impact the products production, when (season, rainy season or dry season, elevation, latitude, mountain, city, farm) is it produced, who (farmer, laborer, corporation) produces it, and why is it produced.

Type of Assessment

Dialogue and Discuss. Graphic organizer. Each groups will create a graphic organizer based on the who, what, when, where, why and how.

Performance Task

Create a brochure on items made in countries other than the United States but purchased by United States citizens. Students will work in groups of three.

Type of Assessment

Rubric

Rubric: Geography Is Everywhere

26 – 33 Exceptional Achievement

- Students participate enthusiastically in the creation of the brochure.
- Responsibility for task is shared all of the time.
- Five different examples of clothing, five different examples of food and three different examples of cars and a drawing of the country of its origin and the continent on which the country is located, two facts on climate, latitude, elevation, natural resources and human resources.

15 – 25 Superior Achievement

- Students show adeptness in interacting in the creation of the brochure.
- Students participate actively for three-fourths of the time.
- Three different examples of clothing, three different examples of food and two different examples of cars and would include a drawing of the country of origin and the continent on which the country is located, one fact on climate, latitude, elevation, natural resources and human resources.

1 – 14 Commendable Achievement

- Students show some ability to interact in the creation of the brochure.
- Students participate actively for one-half of the time.
- One or two different examples of clothing, one or two different examples of food and one example of a car and would include a drawing of the country of origin and the continent on which the country is located, one fact on three of the five listed here: climate, latitude, elevation, natural resources and human resources.

