

Jefferson Middle School
Mt. Lebanon School District
Pittsburgh, PA 15228

Teacher Ashlee Beckett

Grade Level(s) 6 Subject/Course Social Studies, Global Geography

1. Standards and essential questions covered in this lesson:

PA State Standards following the Five Fundamental Themes of Geography are applied to our study of "Black Gold" in Southwest Asia:

Location The absolute and relative position of a place on Earth's surface

Place How physical and human characteristics define and distinguish a place

Human-Environment Interactions How humans modify and adapt to natural settings

Movement How people, ideas and materials move between and among locations

Regions How an area displays unity in terms of physical and human characteristics

PA State Standards:

Geography

7.3 The Human Characteristics of Places and Regions

7.3.6. GRADE 6

A, B, C, D, E

7.4 The Interactions Between People and Places

7.4.6. GRADE 6

A, B

Essential Question: How might having a valuable natural resource (oil) affect a region?

2. Why is this lesson appropriate for these students at this time?

This lesson is appropriate for students at this time, because we have spent the past several weeks exploring Southwest Asia and the unique demographics that are part of this area. Students have a strong background on where these countries are located and what their economy is based on. Because of this, and our past exploration in our last Russia Unit with GDP students are prepared to merge both their past knowledge of GDP, and the culture and geography of Southwest Asia to create a new understanding of "Black Gold" in Southwest Asia and how this valuable natural resource affects this region.

3. Assessment of student achievement of these standards, "big ideas," and/or essential questions?

- Formative (on-going): How will you know that students have achieved the learning goals of this *lesson*?

Students will be informally assessed throughout the lesson through their participation and questioning during our "Black Gold" presentations and initial and concluding discussions. I will know that students understand our essential question when they are able to take both their area of expertise and new knowledge from their peer presentations to better understand and analyze the

data tables in the final assessment. I will also informally check both their notes and questions throughout all four presentations to check for understanding.

- Summative: How will you know that students have achieved the learning goals of this *unit*? Students will complete two main summative assessments for this unit. The first will be the completion of Assessment 24: Applying Geography Skills: Applying Data Tables and the second is the independent completion of our Chapter 24 Mastering the Content Multiple Choice Exam.

(Please attach your assessment instruments, e.g., performance assessment and corresponding rubric or other.)

4. Plan for instructional delivery by listing instructional strategies (student learning tasks) and providing a rationale for each of your choices.

What instructional strategies/student learning tasks will you use?	Why have you selected these strategies?
1. Introduction Press Conference: Lecture/Questioning	Classroom lecture allows the teacher a great opportunity to conduct informal assessment through questioning to monitor student understanding. It also provides my students a fabulous opportunity to take ownership of their learning and to form their own opinions regarding our topics of discussion. It also allows students a chance to clarify any questions or confusions they may have.
2. Student Presentation	Student presentations allow students an opportunity to learn from their peers while also taking personal responsibility for their own learning through their presentation.
3. PowerPoint/Visual Learning	The PowerPoint in the back of student presentations allows for extra reinforcement of key concepts that students need to remember for each section. This is also a great visual learning opportunity for students who are more visual rather than auditory.
4. "Black Gold" Note Taking	This activity allows students to write down key facts and also to organize any questions that they have throughout the presentations.
5. Group Assessment	Students will work with their peers to complete and analyze the data charts for their final assessment.

5. How one of the above learning tasks selected will engage the student and provide the appropriate rigor.

I believe that student presentations are an excellent and engaging activity for students to participate in. The preparation for this presentation requires students to work with their group members to create a presentation that both builds upon prior knowledge while also exposing them to new information. It also allows students to take personal ownership of their learning in an exciting and new way.

6. List and attach the instructional materials used in the lesson. *(e.g., handouts, worksheets, list of questions to be answered, etc.)*

Materials used:

- LCD Projector
- Computer
- Geography Alive! Text pages 358-365: TCI Curriculum
- Essential Question: Southwest Asia PowerPoint handout
- Newscast Project Handout (Groups are divided into countries for easy assigning of tasks.)
- Newscast Guide 101
- Black Gold Notes Sheet
- Assessment Sheet: Applying Geography Skills: Analyzing Data Tables

(Please see attached supplements for all handouts.)

Questions:

Initial Review Questions during Press Conference:

- How would you describe the area of Southwest Asia? What kind of climate and cultures have we already learned about?
- How do they make most of their money?
- Who remembers the names of the data tables that we have worked with in our past units and in the last week?
- How knows what GDP, per capita GDP, and HDI stand for?
- Why are they important to what we are learning about today? How would oil impact the GDP, per capita GDP, and the HDI?

During Student Presentations:

- Teacher questions will take place if student presentation allows.

Completion of Student Presentations/ Introduction to Assessment:

- What tools can you use to help you and your group members to analyze the data tables and answer the questions?

Teacher Rotation from Group to Group:

- Teacher questions will be reflective of student discussion and questions that were created on their "Black Gold" Note Sheet.

7. How this lesson was designed to accommodate different levels of learners and different approaches to learning:

This lesson has been designed to accommodate unique learners in many diverse ways. For example, students with hearing and visual impairment will be placed in the front of the classroom so that they are able to best understand the examples modeled both prior to and during independent work. Students with attention difficulties will be actively engaged in this activity, minimizing distractions. Our Newscast and Press Conference activity provides students with a relatable and engaging way to connect to Southwest Asia and their oil. Students with other learning disabilities and ESL students will benefit from consistent modeling by the teacher, group conversation, group presentations, and visual connections with our illustrations and PowerPoint backdrops.

8. Special circumstances in the classroom: *(e.g., interruptions, new students, students with special needs, special events, other adults in the classroom).*