

9th-Grade Human Geography of Denton County: Explore Lesson Plan

Lesson Title: How Can We Use Data to Explore Issues Related to the Human Geography of Denton County?

Inquiry Phase: Explore

Grade Level: 9th Grade

Essential Questions:

1. How can we use data and information to describe the human geography of Denton County, pinpoint problems, and suggest solutions?
2. How does where you live affect how you live?
3. In what ways do humans interact with one another?

Lesson Plan Objectives: At the end of this lesson, students will be able to:

1. Use keywords effectively to access information within resources.
2. Skim, scan, and record main ideas or questions.
3. Analyze sources for their strengths and potential to provide targeted information.
4. Keep a brief bibliographic record of resources reviewed.

World History – Human Geography TEKS (for this inquiry unit):

§113.43. World Geography Studies

(11) Economics. The student understands how geography influences economic activities. The student is expected to:

(C) assess how changes in climate, resources, and infrastructure (technology, transportation, and communication) affect the location and patterns of economic activities.

(16) Culture. The student understands how the components of culture affect the way people live and shape the characteristics of regions. The student is expected to:

(B) describe elements of culture, including language, religion, beliefs and customs, institutions, and technologies.

ELA-R TEKS (for this lesson):

§110.31. English Language Arts and Reading, English I
Research/Gathering Sources

(21) Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather.

Standards for the 21st-Century Learner Indicators:

1.1.4 Find, evaluate, and select appropriate sources to answer questions.

Assessment Tools:

Resources Graphic Organizer
Inquiry Phase Exit Ticket

Resources for this Unit of Study: <http://tinyurl.com/di4ll-9-resources>

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Resources for this Lesson:

Graduation Slideshow

Human Geography of Denton County Pathfinder: <http://tinyurl.com/di4ll-9-resources>

Resources Graphic Organizer

Resources Graphic Organizer Teacher Resource

Inquiry Phase Exit Ticket

Estimated Lesson Time: One 50-minute Lesson

Instructional Plan Outline:

Classroom Teacher – School Librarian(s) Collaboration:

- Educators model exploring resources using keywords.
- They model completing the Resources Graphic Organizer (see the Resources Graphic Organizer Teacher Resource).
- They comonitor students' exploration of resources.
- They share responsibility for reviewing students' Resources Graphic Organizers and Inquiry Phase Exit Tickets.

Measurable Outcome or Final Product: Students will interact with resources and record keywords, ideas, questions, and brief bibliographic information on a graphic organizer. They will analyze the relative usefulness of the resource to answer questions related to the keyword(s) or inquiry topic.

Preparation

- Educators make one copy of the Resources Graphic Organizer and Inquiry Phase Exit Ticket for each student (or small group) or provide the graphic organizer electronically.
- Educators review the resources and prepare think-alouds to model completing the graphic organizer.
- Integrate academic vocabulary into think-alouds: inquiry, background knowledge, inference, notemaking, and citing evidence.
- Integrate discipline-specific academic vocabulary into the lesson: human geography, assets, needs, demographic indicators, economic activities and development, human factors, and open-ended questions.

Motivation

1. Educators distribute the Resources Graphic Organizer.
2. Project the photographs from the 2014 graduation ceremony. (6/21/14: There is a slideshow on each DISD high school homepage; obtain a copy to use for this lesson.)
3. Educators lead students in a discussion about the future prospects of the 2014 graduating class. At some point, turn the conversation to students who did not make it to graduation. What are their prospects for the future?
4. Educators post the lesson objectives and let students know their job is to explore multiple resources and identify topics/questions about which they are curious and want to know more.

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Presentation

5. Educators link to the United Way of Denton County “Assets & Needs” Assessment Education .pdf file: <http://tinyurl.com/uwdccna2013-ed-pdf>.
6. Educators take students on a quick review of the information on that page and use think-alouds as they determine keywords, skim, scan, and make brief notes on the Resources Graphic Organizer (see the Resources Graphic Organizer Teacher Resource).
7. Educators model with a second source if warranted. (See the Resources Graphic Organizer Teacher Resource for an additional example.)
8. Educators compose a sample open-ended question, such as “What kinds of job training can young adults get in Denton County without a high school diploma?” and record it on the Resources Graphic Organizer.

Guided Practice

9. Educators monitor as students skim and scan, record brief notes, open-ended questions, and brief bibliographic information on the Resources Graphic Organizer.

Closure

10. Educators pair students with partners or form small groups: students share their initial explorations with one another.
11. Students complete the Inquiry Phase Exit Ticket and turn it in with their Resources Graphic Organizer.

Assessment

12. Educators assess the notes and open-ended questions students recorded on their graphic organizers and exit tickets.