

9th-Grade Denton Human Geography: Gather Lesson Plan

Lesson Title: Notemaking to Answer Our Questions about the Human Geography of Denton County

Inquiry Phase: Gather

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. Make notes and interpret data.
2. Record bibliographic information

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

(b) Knowledge and skills.

(9) Geography. The student understands the concept of region as an area of Earth's surface with related geographic characteristics. The student is expected to:

(A) identify physical and/or human factors such as climate, vegetation, language, trade networks, political units, river systems, and religion that constitute a region.

(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):

§110.32.b

(21) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:

(A) follow the research plan to compile data from authoritative sources in a manner that identifies the major issues and debates within the field of inquiry;

(B) organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs); and

(C) paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number).

Standards for the 21st-Century Learner Indicators:

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

1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.

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9th-Grade Denton Human Geography: Gather Lesson Plan

1.3.3 Follow ethical and legal guidelines in gathering and using information.

Assessment Tool: Cornell Notemaking Graphic Organizers (with or without summary)

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

Resources for this Lesson:

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

Cornell Notemaking Graphic Organizer (with and without summary)

Cornell Notemaking Graphic Organizer Teacher Resource

Estimated Lesson Time: One 50-minute Lesson (plus additional lessons for gathering)

Instructional Plan Outline:

Classroom Teacher – School Librarian(s) Collaboration:

- The classroom teacher and school librarian use think-alouds to demonstrate how to complete the Cornell Notemaking Graphic Organizer.
- Depending on students' needs, educators offer mini-lessons on notemaking, citing sources, and determining validity of print and electronic resources.
- Educators co-monitor the students' guided practice as they work as individuals, with partners, or in small groups to make notes and record bibliographic information on a graphic organizer.

Measurable Outcome or Final Product: Individual students, partners, or small groups record information in notemaking format and keep a log of the resources they accessed related to the human geography of Denton County.

Preparation

- The educators make one copy of the Cornell Notemaking Graphic Organizer for each student or provide the graphic organizer electronically. (If distributing in hard copy, make a two-sided handout.)
- The educators prepare to provide one example. (See the Cornell Notemaking Graphic Organizer Teacher Resource.)
- Integrate academic vocabulary into think-alouds: notemaking, quotes, interpret, summarize, cite, and bibliographic information.
- Integrate discipline-specific vocabulary into the lesson: human geography, assets, needs, demographic indicators, economic activities and development, and human factors.

Motivation

1. Educators project the Cornell Notemaking Graphic Organizer Teacher Resource. Discuss the sample question and use think alouds to consider possible resources to review.
2. Project the Denton County Human Geography Pathfinder (Explore Phase). Skim and scan for possible resources to answer the question under consideration. Demonstrate selecting an inappropriate and an appropriate resource.

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3. Educators post the lesson objectives and let students know they are to identify resources to answer their question(s), record notes and quotes, interpret the information in a brief summary (Cornell Notemaking Graphic Organizer with summary), and record bibliographic information on their Cornell Notemaking Graphic Organizer.

Presentation

4. Educators project the Cornell Notemaking Graphic Organizer.
5. 5. With the appropriate resource, read several passages, use think-alouds to demonstrate notemaking in one's own words or quoting, and completing the information on the graphic organizer, including a brief summary of the information found in that text.

Student Participation

6. Invite students to suggest notes for the graphic organizer.

Guided Practice

7. Educators monitor as students identify resources, make notes, and complete their graphic organizers, one per source.

Closure

8. Students turn to a neighbor and share the most surprising information they learned today.
9. Students can be assigned the task of continuing this process for homework.

Reflection

10. How do notemaking and/or quoting and citing sources help prevent plagiarism?
11. What are some strategies for interpreting the information you find?

Assessment

12. Educators review students' Cornell Notemaking Graphic Organizers for both the quantity and quality of the notes, summaries, and other information students recorded.

Follow-up

13. Provide students with sufficient time to interact with resources and/or assign additional notemaking for homework.