

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

Lesson Title: What Questions Emerge When We Immerse Ourselves in the Human Geography of Denton County?

Inquiry Phase: Immerse

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 Objective: At the end of this lesson, students will be able to:

1. Develop one or two open-ended questions based on information in an infographic.

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

(20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:

(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic.

Standards for the 21st-Century Learner Indicators:

1.1.2 Use prior and background knowledge as context for new learning.

1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

Assessment Tool(s): Anticipation Guide/Exit Ticket

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

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Resources for this Lesson:

Anticipation Guide/Exit Ticket

“Don’t Put YOUR Future @ Risk” Infographic: <http://tinyurl.com/di4ll-9-infog>

Estimated Lesson Time: One 50-minute Lesson

Instructional Plan Outline:

Classroom Teacher – School Librarian(s) Collaboration:

- The classroom teacher and school librarian review all of the resources and prepare for think-alouds as they share the Anticipation Guide summary and analyze the infographic on DISD dropouts.
- Educators model completing the Exit Ticket (at the bottom of the Anticipation Guide).
- Educators comonitor students’ guided practice and jointly review the students’ graphic organizers.

Measurable Outcome or Final Product: With educator guidance, students will interpret DISD and other school dropout data available through the United Way of Denton. They will record one or two open-ended questions on an exit ticket.

Preparation

- The educators make one copy of the Anticipation Guide/Exit Ticket for each student.
- The educators review the resources and prepare think-alouds to respond to the anticipation guide summary and sample infographic.
- Integrate general academic vocabulary into think-alouds: skim, scan, data, information, inquiry, and open-ended questions.
- 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 Anticipation Guide/Exit Ticket Graphic Organizer.
2. Project the “Don’t Put YOUR Future @ Risk!” infographic.
3. Educators define “data” and “information” and use think-alouds to respond to the infographic data and information.
4. Educators invite students to respond as well. (Note the class will return to the infographic at the end of the lesson.)
5. Educators post the lesson objectives and let students know the class will begin an investigation into the human geography of Denton County through interacting with data and information provided by the United Way of Denton County. They will use this introduction to develop questions of their own before conducting an inquiry study.

Presentation

6. Educators link to the United Way of Denton County “Assets & Needs” Assessment Web site: <http://tinyurl.com/uwdccna2013>

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7. Educators take a quick poll of students regarding which of the four main areas (education, income, health, and mental health) they are most interested in skimming.
8. Take students on a mini-tour of the data and information linked to that page and use think-alouds as they skim, scan, and make remarks during the tour.
9. Educators and students read the Anticipation Guide summary “Community Assets and Needs as Determined by the United Way of Denton County.”
10. Educators use think-alouds to ponder the brief data and information in the summary.
11. Project “Don’t Put YOUR Future @ Risk!” infographic again and demonstrate how partners can use think-alouds to brainstorm possible open-ended questions.
12. Educators compose a sample open-ended question, such as “What kinds of strategies do our school counselors use to try to keep students in school?” and record it on the Exit Ticket at the end of the Anticipation Guide.

Guided Practice

13. Educators monitor as student partners discuss the infographic and record open-ended questions on the Anticipation Guide/Exit Ticket.

Closure

14. Students sit in small groups and share their questions.
15. Educators review: “What is human geography? What are human factors? How can we use data and information to ask questions? What is an open-ended question?”
16. Students turn in their Anticipation Guide/Exit Tickets.

Assessment

17. Educators assess the open-ended questions students recorded on their Exit Tickets.