
GRADE 7: GEOGRAPHY: PHYSICAL PATTERNS IN A CHANGING WORLD

ABSTRACT:

Teachers will use the images to introduce an investigation into the impact of humans on the physical environment. Two effective posters published by Pearson offer an anchor for discussion around the topics human impact, climate change and bias. The images also allow for emergent bilingual students to engage in the thinking. The first image is of a man washing his car on top of the ocean with the text: “When you’re washing your car in the driveway, remember you’re not just washing your car in the driveway.” The second image is of the Canadian flag with the maple leaf falling off with the text: “Every time a piece of nature disappears, a part of us goes with it.”

Language Literacy Focus: Media Literacy, Reading and Oral Communication

Sources:

Gregory, Kathleen, Jean Bowman. *Action Magazine: EcoZone*. Toronto: Pearson, 2008, Print.* ISBN: 9780132059060

Gregory, Kathleen, Sharon Jeroski. *Action Magazine: Water Wise*. Toronto: Pearson, 2009, Print.* ISBN: 9780136033639

* The images are from the magazine component of the Literacy in Action 7-8 resource published by Pearson and widely available in Ontario schools. For ordering details, click:

<http://www.pearsoncanadaschool.com/index.cfm?locator=PS1zPe&PMDBSUBCATEGORYID=26074&PMDBSITEID=2621&PMDBSUBSOLUTIONID=&PMDBSOLUTIONID=25862&PMDBSUBJECTAREAID=&PMDBCATEGORYID=25875&PMDBProgramId=52581&elementType=programComponents>

SOCIAL STUDIES STRAND / RELEVANT GUIDING QUESTION(S):

- Why do different people have different responses to the environment?
- Why do we need to consider various perspectives when determining the impact of human resources?

LEARNING GOALS

In Geography, Students will:

LG1 analyze the importance of the distribution of people, plants, animals, resources
(Significance)

LG2 identify characteristics that are similar and repeat within and between places

or regions **(Cause and Consequence)**

LG3 consider the impact of development on the natural characteristics and processes **(Interrelationships)**

LG4 determine potential stakeholders and their points of view in the analysis of a development **(Geographic Perspective)**

In Language, students will:

LG5 use speaking skills and strategies to communicate to an audience for a purpose **(Oral)**

LG6 recognize a variety of text forms, features and stylistic elements, and demonstrate understanding of how they communicate meaning **(Reading)**

LG7 gather and organize ideas and information for writing **(Writing)**

LG8 understand a variety of media texts **(Media Literacy)**

Prior Knowledge and Concepts

- Students should understand the concept of a *land use* (how humans use land), and *perspective* (the ways in which different individuals and/or groups view an issue, event, development, person, place, process or interaction)
- Students should also have practice with formulating inquiry questions

A. Instructional Strategies:

Ask students about what daily activities they do that might impact another person.

Ask them what makes the activity impactful (e.g. consider hardships, how to measure impact).

Tell them the learning goals when reading this advertisement are to consider *purpose*, *impact on audience* and *bias*. Consider preteaching this vocabulary if students require this support.

Students to look for: What is the purpose of the message? Who is the audience? What lifestyles, values and points of views are represented and omitted? Consider preteaching vocabulary with which students are not familiar.



B. Student Activities:

1. As a whole class or in small groups, students use the media triangle (e.g., text, audience and production) to understand one of the two posters provided. Students share their ideas orally with an elbow or seat partner. Students to be prepared to answer these two questions in a whole class situation:

What is the editorial position of the creators of these posters? How do you know?
What perspective is missing (e.g., consider perspectives like aboriginal peoples, land owners, resource-extraction companies, local towns, unemployed)? **(Interpret and Analyze)**

Assessment suggestions: Have a learning conversation with students using the media triangle to assess their understanding of text, audience and purpose. (LG5,6,8)

2. Tiered Activity: Have students work in partners, each pair will select an activity from the choices below:

Option A – say and record the best five descriptive words that relate to your poster, be prepared to explain your word choices

Option B – say and write five descriptive sentences

Option C – create a descriptive paragraph **(Interpret and Analyze; Evaluate and Draw Conclusions)**

Assessment suggestions: Use the students' written information to assess their ability to gather pertinent information about the topic. Provide descriptive feedback to encourage the student to extend the information while ensuring it is relevant. (LG1,2,3,7)

3. Getting Started with Inquiry: Students to rethink questions from the above activities or formulate new questions about the impact of human activities that change physical environments. (e.g., How did this activity affect the people, their homes, schools and businesses? Students to research some activities they are interested in learning more about (e.g., Ring of Fire in Northern Ontario, Local Golf Courses, Local Gravel Mines, Highway Extensions, etc). Students to begin defining their inquiry question. They may work in pairs on a common inquiry question. **(Interpret and Analyze; Evaluate and Draw Conclusions)**

Assessment suggestions: Develop success criteria regarding the inquiry and conference with students, providing descriptive feedback on the draft inquiry question they share. (LG 4, LG5)

4. Students can now work with their partner to gather, read and organize information about the various impacts on natural areas ensuring more than one perspective is reflected in the research. **(Gather and Organize)**

Students analyze data with a focus on spatial boundaries of impact. Students should use relevant concepts of disciplinary thinking (Perspective, Cause and Consequence, Patterns and Trends etc.) in their analysis. **(Interpret and Analyze)**

Assessment suggestions: Conference with students to determine if they have what they need to make an informed, balanced representation of the facts, perspectives and issues. **(LG 1,2,3,4)**

5. Class Debate: In pairs, students jointly prepare both sides of an argument around a human activity that might impact the environment. Then teacher decides who is to argue what perspective. Student audience evaluates evidence and draw conclusions. **(Formulate Questions; Interpret and Analyze; Evaluate and Draw Conclusions)**

Assessment suggestions: Use self and peer assessments of co-constructed success criteria about the communication of relevant data to support one perspective of the argument. Observe student's ability to listen and effectively respond to their peer in a debate. **(LG 4,5)**

EXTENSIONS

Provide choice for students to communicate results of inquiries (e.g., Drama Presentation, Interview, Power Point, Persuasive Essay, Posters for Different Audiences, Prezi, etc.).

A note about assessment: The achievement chart on pages 32 and 33 of the Ontario Curriculum Social Studies document and the achievement chart on pages 20 and 21 of the Ontario Language curriculum will prove helpful when assessing the various components of these activities.

OVERALL EXPECTATIONS

Social Studies:

Inquiry: A2

Language:

Oral Communication: 1, 2

Reading: 1,2

Writing: 1

Media Literacy: 1



SPECIFIC EXPECTATIONS

Social Studies:

Application: A1.2, A1.3
Inquiry: A2.1, A2.2, A2.3, A2.4,
A2.5, A2.6
Understanding Context: A3.3

Language:

Oral Communication 1.2, 1.5, 1.8,
1.9, 2.1 to 2.6
Reading 1.5, 1.9, 2.1
Writing 1.3, 1.5
Media Literacy 1.3, 1.5

OTHER RESOURCES

Media Triangle from Guide to Effective Literacy Instruction:

http://www.eworkshop.on.ca/edu/resources/guides/Guide_Lit_456_Vol_7_Media_Literacy.pdf

Debate Format and Ideas on Structure: <http://www.learnnc.org/lp/pages/636>

If considering larger debate teams, see ideas on mini-debates;

http://www.proquestk12.com/productinfo/pdfs/MiniDebate_Teachers.pdf