



Approaches to Teaching Geographical Thinking Introducing Interrelationships



Division: <input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Junior <input checked="" type="checkbox"/> Intermediate	
Focus: Interrelationship	Scope: Grade 3-12, Social Studies people and environments strand, Geography
Description: Students are beginning to use the language related to interrelationships in this lesson. Students will sort through the observations and make inferences from a variety of resources. The skill practiced in this lesson addresses People and Environment strands and Geography subjects.	

 <p>Learning Goal:</p> <ul style="list-style-type: none"> •we are learning to - make observations and inferences -recognize the characteristics of interrelationships -analyze geographic resources using the concept of interrelationships -use the geographic definition to build understanding 	 <p>Success Criteria:</p> <p>I can:</p> <ul style="list-style-type: none"> -make observations and inferences -determine the qualities of interrelationships -analyze geographic resources to find interrelationships -connect the concept of interrelationships to the geographic definition
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Teaching/Learning Strategies:

Minds On:

The lesson may begin with a discussion of the learning goal for the lesson: make observations and inferences using geographic resources and approaches that geographers use. Note that students are using the geographic definition: What is where? Why there? Why Care?

Project an image of an issue, event, or place (see Materials and Resources) in front of the class and ask the students to make observations individually. Allow time for students to talk with a peer to share their ideas of - What is where? As a group record the observations.

Students may be directed to categorize their observations of systems according to: **humans and humans** (i.e. UN soldier engaged abroad or global inequities), **humans and the environment** (i.e. canoer in a river, farming, dams (floods), mining, and tailing ponds), or **environment and the environment** (i.e. lava flowing over the landscape, floods).

With younger students we may consider the following categories: How do we impact the environment? How does the environment impact us?

Action: Part A

Note that the challenge in geography is to respond to the geographic definition in all inquiries: What is where? Why there? Why care?

The teacher may model the use of the Geographic Definition Organizer using all of the observations made during the minds on task.

Part B

In small groups students will explore one/several news/issues resources making observations and inferences. Students should use the Geographic Definition Organizer to document their ideas regarding the connections.

AfL Observe the ability of students to make observations and inferences

Combine several groups exploring similar issues/resources and have the students share their observations and documents. Share the connections found as a large group.

Then, as a large group, note the observations and inferences that relate to the interrelationship categories. Use sticky notes or chart paper to organize the findings.

AfL Observe the ability of students' to connect "interrelationships" with the geographic definition.

Part C

Use the Fryer model with the concept "Interrelationships" and begin by recording characteristics and examples.

Consolidation: 3-2-1 Bridge

Name	
3	Things I found interesting...
2	Lingering questions or wonderings or things that I want to explore more in the future...
1	Characteristic of interrelationships...



Material/Resources Required:

Geographic Definition Organizer <http://tinyurl.com/geo-organize>

Supplementary Resource Package <http://tinyurl.com/supplementary-pkg> (Includes sample images)

What prior knowledge is really required for this activity to be successful?

Students should have:

- some familiarity with a digital aerial photo or analyzing photos
- a basic understanding of what a connection is.
- an ability to identify and discuss systems