



Approaches to Teaching Geographical Thinking Introducing: Geographic Perspective



Division: <input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Junior <input checked="" type="checkbox"/> Intermediate <input checked="" type="checkbox"/> Senior	
Focus: Teaching Geographic Perspective	Scope: Grades 3-12, Social Studies People and Environment Strands, Geography
Description: Students will make observations from a variety of resources in this lesson. Then they will sort through the observations and make inferences. The class will categorize the observations and students will be introduced to the concept of geographic perspective. The goal is to “do geography” by applying geographic perspective.	

 <p>Learning Goal: We are learning to: -make observations and inferences</p> <p>-recognize the characteristics of geographic perspective</p> <p>-analyze geographic resources using geographic perspective</p>	 <p>Success Criteria: I can make observations I can inferences supported with evidence</p> <p>I can determine the qualities/characteristics of geographic perspective</p> <p>I can analyze geographic resources using geographic perspective</p>
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Teaching/Learning Strategies:

Minds On:

Indicate that the learning goal for the lesson is to make observations and inferences using geographic thinking (Doing Geography). Note that we are using the geographic definition: What is where? Why there? Why Care?

Project an image of an issue (see Materials and Resources) in front of the class and ask the students to make observations individually regarding the “points of view” stakeholders or groups different stakeholders (those individuals and groups connected to the issue) involved. Then they talk with a peer to share their ideas. As a group record the observations using the Geographic Definition Organizer.

Ask the group to discuss some inferences that we can make from our observations. Model the process of making inferences. What interpretations can we make based on the information? Is this information sufficient to make a decision about the issue? What other kinds of geographic resources could we use?

AfL observe the observations that students make and offer feedback

Action

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

Part A

In small groups students will explore a variety of news/issues resources making observations and inferences that can help us to respond to the geographic definition. Use the Geographic Definition Organizer to record the ideas. Present the students with a variety of news/issues resources related to one issue. This task can be modified to investigate several issues.

AfL observe the observations and inferences that students make and offer feedback

Part B

Identify different “points of view” stakeholders or groups or organizations. Then ask students to make inferences identifying the values and beliefs of the stakeholders. Record the information in the Geographic Definition Organizer.

Join groups together that have the same issue and ask students to share their observations and inferences. Continue completing the Geographic Definition organizer and identify “Why Care” that includes the concerns of different “stakeholders”

As a group discuss the issues and consider some of the proposed solutions. Ask the students to determine which stakeholders benefit from the proposed solution. Is it easy decide on solutions?

Consolidation

On an exit card ask students: How do “different stake holders” affect an issue? Why is it important to include different perspectives?

AfL observe the responses regarding the qualities of “perspective” and offer feedback

Extension:

Introduce the Frayer Model to the class and focus on the concept “Geographic Perspective” Begin filling in the quadrants. Create an anchor chart for Geographic Perspective/

During future investigation use the Geographic Thinking Templates to explore “Geographic Perspective”.



Material/Resources Required:

[Geographic Definition Organizer](http://tinyurl.com/geo-organize) <http://tinyurl.com/geo-organize>

[Supplementary Resource Package](http://tinyurl.com/supplementary-pkg) <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;
- a basic understanding of the concept “issue”
- an ability to identify and use the basic elements of simple maps (e.g. legend, compass, grid)
- familiar with terms like land use, location, characteristics, patterns, point of view