



Approaches to Teaching Geographical Thinking Introducing Patterns and Trends



Division: <input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Junior <input type="checkbox"/> Intermediate	
Focus: Introducing Geographical Thinking: Patterns and Trends	Scope: Grades 3-12
Description: Students are beginning to use the spatial language related to patterns and trends in this lesson. The skill practiced in this lesson addresses People and Environment inquiries (Social Studies) and Geography (7-12). Students will make observations from a variety of geographic resources. 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 patterns and trends. The goal is to begin the construction of anchor charts or concept recognition charts related to disciplinary thinking.	

	Learning Goal: We are learning to : -make observations and inferences -recognize the characteristics of patterns and trends - analyze geographic resources using patterns and trends		Success Criteria: -I can make observations and inferences -I can determine the qualities of patterns and trends -I can analyze geographic resources using patterns and trends
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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 resources applying approaches that geographers use. Note that we are using the geographic definition: What is where?

Project an image (see Materials/Resources) in front of the class and ask the students to make observations individually. Then students may talk with a peer to share their ideas. As a group record the observations.

Ask the group to discuss some inferences that we can make from our observations. What interpretations can we make based on the information? What commonalities did you notice?

Action

In small groups students will explore a variety of geographic resources making observations and inferences that can help us to respond to the geographic definition. Students may use the Geographic Definition Organizer to document their work.

Draft created by TDSB SWSH

AfL Observe students' ability to determine the qualities of patterns and trends, provide feedback

Join a few groups together so students may share their observations and inferences. Then share the observations and inferences as a large group.

The teacher will then select all of the observations that relate to Patterns and Trends and place several together. The teacher will ask the students to determine the commonalities of these observations. The teacher may ask the class to select another observation that relates to the pattern. During this stage we are constructing the concept Patterns and Trends. In addition we are using language that relates to geography i.e. location, graph, pattern, symbols, maps.

Part 2

Introduce the Frayer Model to the class and begin filling in the quadrants starting with examples the class has selected. Then begin to construct the terms that could relate to characteristics. Continue the task in small groups or as a large group completing aspects of the model. The teacher may introduce the title of the concept and students may use other resources to begin constructing a definition.

AfL Observe students' ability to make observations and inferences and provide feedback

Also consider non- examples . This section is significant because students need to build clarity.

Consolidation

Create an exit card and ask the students to use the concept in a sentence relating to one set of observations that they made.

Extension

Note that the development of concepts is not meant to be a one lesson event. Rather, we will revisit the concept recognition chart (Frayer Model) again and add to it as we learn more. Students may draw also images or construct posters to represent the concept.



Material/Resources Recommended and Required:

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

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

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

Students should have:

- some familiarity with the Frayer Model
- familiarity with maps, graphs, charts, images