

## FOCUS LESSON TEMPLATE

**SUBJECT AREA: GEOGRAPHY**

**GRADE LEVEL: 7TH**

**STRAND: B**

**BENCHMARK: SS.B.1.3.3, 134, 137, 231**

**BENCHMARK CLARIFICATION STATEMENT: STUDENT WILL UNDERSTAND HOW JUDGEMENTS ABOUT CULTURE CHARACTERISTICS CAN INFLUENCE PERCEPTION ABOUT PLACES AND REGIONS OF THE US. THEY WILL ANALYZE MIGRATION AND DIFFUSION PATTERNS**

**INSTRUCTION DATE: 9/29-10/3**

**ASSESSMENT DATE: 10/3**

**TIME FRAME: x (10 – 15 MIN. Mini Lesson)**

**x (50 – 90 MIN. Focus Lesson)**

**ITEM TYPE: MC (multiple-choice) x SR (short response) x ER (extended response)**

**GR (gridded response)**

**EXPLICIT DIRECT INSTRUCTION: (TEACHER SAYS): MON-FRI: STUDENTS COPY CURRENT EVENT—TO BE TURNED IN FRI. MON-THURS: STUDENTS TAKE NOTES AS POWER POINT PRESENTATIONS ARE SHOWN EACH DAY FOR APPROX 35 MINS ABOUT THE US—A TWO WEEK UNIT. SLIDE PRESENTATIONS WILL INTRODUCE THE 6 MAJOR REGIONS OF THE US AND DISCUSS MAJOR AMERICAN LAND FORMS AND BODIES OF WATER, AS WELL THE CULTURAL DIVERSITY AND DEMOGRAPHICS OF AMERICAN REGIONS. WILL BE GIVEN A REGIONAL BLANK MAP OF THE US AND ASKED TO LABEL EACH STATE WITH ITS NAME AND ITS CAPITAL. WED AND THURS: MAP PRACTICE. FRI: ASSESSMENT AND REGIONAL MAP TEST**

**ATTACHED GRAPHICS (What type of graphics is appropriate if applicable: tables, graphs, etc.)**

**Powerpoint presentations available.**

**STUDENT ENGAGEMENT ACTIVITY / PRACTICE:** **Recommended: real life application based practice**

**MAP DRILLS: STUDENTS FORM TEAMS AND LABEL ONE LINE ON A BLANK MAP, PASSING IT TO THEIR TEAMMATE WHEN FINISHED. PLAY CONTINUES UNTIL ONE TEAM COMPLETES A MAP COMPLETELY AND RINGS A BELL. THE FIRST TEAM WITH A COMPLETE AND CORRECT MAP WINS THE ROUND.**

**ALIGNED INSTRUCTIONAL MATERIALS & RESOURCES NEEDED: INDEX CARDS, ENVELOPES, BELLS, LCD AND PC, WRITING MATERIALS.**

**THINGS TO REMEMBER WHEN DELIVERING THE LESSON: Use regional maps to practice instead of national maps.**