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WHERE ARE WATER AND LAND LOCATED?

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World Geography Academy – Session 2
Wednesday, November 7, 2012
University of Oklahoma, Norman

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WHERE ARE WATER AND LAND LOCATED?

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Grade Level: 7th

Purpose/Overview:

To acquaint students with specific locations of landforms and bodies of water in the world.

National Geography Standards from *Geography for Life*

Geographic Elements and Standards:

The World in Spatial Terms --

- 1: How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective

Environment and Society --

- 14: How human actions modify the physical environment

The Uses of Geography --

- 18: How to apply geography to interpret the present and plan for the future

Oklahoma C³ Standards:

Grade 7 World Geography: Eastern Hemisphere

Literacy Skills Standard 1: The student will develop and demonstrate Common Core Social Studies reading literacy skills.

- A.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Content Standard 3: The student will examine the interactions of physical systems that shape the patterns of Earth's surface in the Eastern Hemisphere

1. Integrate visual information to identify on a physical map and describe the major landforms and bodies of water including
 - B. Bodies of water – Danube, Volga, Nile, Congo, Niger, Tigris, Euphrates, Indus, Ganges, and Yangtze Rivers; Mediterranean, Arabian and North Seas; Persian Gulf; Bay of Bengal; Strait of Gibraltar; Atlantic, Arctic, Indian, Pacific, and the Southern Oceans.

Appendix A Literacy Skills Standard 1: The student will develop and demonstrate Common Core Social Studies reading literacy skills.

- C.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Geographic Themes: Location, Region, Place

Lesson Objectives:

Students will learn where major bodies of water are located across the globe.
Students will apply prior knowledge to why the major bodies of water are where human populations settled.

Materials:

Index cards (white or colored); Vis-à-Vis pens or dry erase markers; sticky notes (2" X 2" or 3" X 3"); world atlases; Internet connection; LCD projector, laptop computer and screen; student copies of blank world map to write on; National Geographic Map Maker World Physical wall map (also called The Water Planet) and table top maps; several sets of NASA images from the Earth Observatory website; Geography of a Pencil map

Time Frame: 2 to 3 45-minute class periods

Procedures:**Opening the Lesson –**

Hand out a blank map of the world. Instruct students to label as many bodies of water and landforms as they can. Remind them that, in this exercise, spelling does not count. After a designated period of time have students come to a large map and point out the places they know while the other students either change or add place names to their desk maps. Discuss what enables students to recognize specific places (e.g., shape, length, proximity to other bodies of water or landforms).

Developing the Lesson –

Discuss the necessity of living near water for survival. Ask students if they know what cities are along the rivers they recognized and are located on the class world map. Probe them for reasons why cities/towns are often located along rivers or other bodies of fresh water. Assign each student a body of water to locate and describe (continents/countries it borders or crosses through, length, depth, square miles, how it is used by humans, how it has been altered by human interaction, etc.). Sticky notes are very handy for this so they do not need to keep up with a notebook or larger piece of paper. If they have photos, or a computer printer (images found on the Internet), they may also bring in those to place on the map. Students with the same body of water may work together if they choose, so the map doesn't get overloaded. Once students have the information they need, begin with a specific continent or ocean, and ask for volunteers to share their information as they label the body of water on the map, and place the sticky note near this location. You might want to use different colors of sticky notes for the different continents and one color for the oceans. By doing one continent at a time, students get a regional perspective of what resources are available to the people in those regions. Students should mark on their personal maps where these bodies of water are and label them as their peers present their information.

Concluding the Lesson –

Cover the map each class labeled. Put up a clean map with no labels, either a paper one or show one on the screen, and see if students are able to identify correctly the places used in this lesson. If they have difficulty with any specific areas, go back over them with additional facts to help

students remember.

Closure –

On index cards students will write about at least three specific places they learned and how water is used in different parts of the world. The facts they write must be relevant to the lesson. This index card is each student's exit ticket from your classroom.

Application Assessment:

Students will write journal entries as if they lived the life of a person living and working in or on their specific water location. Things to look for are if the students grasp the importance of water for daily living, what humans have done to adapt or grossly modify the environment to meet their needs, and if they accurately describe where this place is.

Assessment Options:

Groups will be evaluated on the accuracy of their body of water/region placement on the large class map, class discussions, sticky note details, and journal entries.

Resources:

NASA Earth Observatory: Satellite images

<http://earthobservatory.nasa.gov/>

Geography Awareness Week Map Toolbox for uploading/ printing black and white desk and wall maps

<http://education.nationalgeographic.com/education/mapping/>

A global view through satellite imagery of the Earth.

This site enables you to focus on specific locations within a country, continent, etc., very close to the ground level (such as seeing your house or dogs in the yard).

<http://www.flashearth.com>

Geography of a Pencil map (GAW 2012 map)

This is to have a larger map than one printed on 8.5" X 11.0" paper.

http://education.nationalgeographic.com/education/activity/geography-of-a-pencil/?ar_a=1

Pacific Ocean centered blank world map.

A different way of looking at the world.

<http://www.worldatlas.com/aatlas/worldpac.htm>

World map with Antarctica

<http://www.worldatlas.com/aatlas/worldant.htm>

World Map Continents with No Borders

<http://www.worldatlas.com/aatlas/woutline.htm>

Extension and Enrichment/Simplification:

Have students determine the absolute location on sticky notes or cards. They may use the maps which are already labeled to help them narrow down their search area. You can give each student a card with an absolute location on it and have him/her place the card in the appropriate location. For enrichment students may locate, label, and determine the absolute locations of other large bodies of water not listed in the standards.

For simplification go over each continent's land regions first, then label the major bodies of water. You may also want to pair an advanced learner with one who struggles with map skills so everyone is successful.