

Dakota State University

College of Education

LESSON PLAN FORMAT

Name: Parker Christeson

Grade Level: 7th Grade Geography

School: Baltic Middle School

Date: October 9, 2019

Time: 11:15-12:00, 12:30-1:15

Reflection from prior lesson (*if you did not teach the previous lesson, what did you observe that will help you prepare and teach this lesson?*): In the previous lesson, we learned about the physical geography of the United States, like landforms, climate, and natural resources. In this lesson we will focus on the cultural geography of the United States, which includes language, religion, and recreation. This concept is a little bit harder to wrap your mind around so I will take a more hands on approach than the previous lesson.

Lesson Goal(s) / Standards:

7.G.3.2 DESCRIBE HOW CULTURAL PATTERNS, INCLUDING BUT NOT LIMITED TO ECONOMIC AND POLITICAL DECISIONS, INFLUENCE ENVIRONMENTS AND THE DAILY LIVES OF PEOPLE IN BOTH NEARBY AND DISTANT PLACES

7.G.3.3 EXPLAIN HOW THE PHYSICAL AND HUMAN CHARACTERISTICS OF PLACES AND REGIONS ARE CONNECTED TO HUMAN IDENTITIES AND CULTURES

Lesson Objectives: Students will be able to describe what cultural geography is and identify different aspects of culture such as language, religion, food, and music.

Students will be able to identify parts of American culture and explain where they came from and why they are important.

Materials Needed:

- Textbook or online textbook
- Paper and something to write with
- Promethean board
- Kahoot quiz

Contextual Factors/ Learner Characteristics: All students are from a small town area and may not have an idea of culture in a country-wide sense. It will be important to emphasize what culture means throughout all of the United States, in larger cities and rural areas, so the students get a good picture of what culture is in the United States.

A. The Lesson

1. Introduction (5-10 minutes)

- getting attention
 - I will begin the lesson by talking about aspects of culture that the students use in their everyday life and explain why it is important.
- relating to past experience and/or knowledge
 - I will first explain the difference between the physical geography and cultural geography. The main point I will try to make is that cultural geography is more about the people than the land.
- creating a need to know
 - I will explain that culture is an important aspect of everyday life and can be looked at as the reason that we do a lot of the things we do every day.
- sharing objective, in general terms
 - Today, we will learn about different aspects of culture in the United States, where they came from, and why they are important.

2. Content Delivery (20-25 minutes)

- a. I will have each student get out their book and open it to page 205. We will begin reading underneath the heading People and Culture. I will ask the students to read one paragraph at a time until we reach the end of the section.
- b. As we read, I will have notes for the students to write down about language, religion, food and music. As they write them down I will talk about them further for the class.
- c. After we get done reading, I will split the students into groups of 3 and have them do a “Cultural Activity.” For this activity, I will have students choose an aspect of culture, and research about where it originated (whether it started in the United States or came from somewhere else), and why it is important to United States culture today.
- d. When every group has their three I will ask each group to share one thing they talked about. When every group has shared theirs, I will lead a discussion about American culture being a “melting pot,” and try to give the students an understanding of why.
- e. If time allows, I will have a review quiz prepared for the first two sections we have gone over in the chapter.
 - i. During the review quiz, we will participate as a whole class and discuss missed answers as needed.

3. Closure (5-10 minutes)

- a. I will ask students to pass forward the sheet of paper they and their partner worked on so I can review it and see how well each group grasped what we were talking about.

B. Assessments Used

- The class discussion will give me an idea of what students are confident in the idea of cultural geography.
- The Cultural Activity will show what students understand the topic we are talking about and can tell the difference between cultural and physical geography.

- If time allows and we get to the review quiz, I will be able to see how well the information from the first two sections has sunk in.

C. Differentiated Instruction

- If a group is struggling with the cultural activity, I will allow them to only find 2 aspects of American culture.

D. Resources