

**Dakota State University**

**College of Education**

**LESSON PLAN FORMAT**

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Grade Level: 7th Geography

School: Baltic Middle School

Date: 2-11-2020

Time: 11:15-12:00

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?*): We will be talking about the physical geography of Europe. In yesterday's lesson, we talked about some of the physical features, climate, and resources of the western-central part of Europe. In today's lesson, we will talk about the physical geography of northern Europe, including the countries of Scandinavia, Ireland, and the United Kingdom. The physical features and resources of this region of

Lesson Goal(s) / Standards:

- 7.G.3.1 Identify and differentiate between the human and/or physical characteristics that create a region
- 7.G.3.3 Explain how the physical and human characteristics of places and regions are connected to human identities and cultures
- 7.G.4.1 Demonstrate understanding of the processes that result in the natural landscape

Lesson Objectives:

- Students will be able to identify different types of physical features found in Northern Europe, including islands, peninsulas, mountains, and glaciers.
- Students will be able to explain how different landforms and resources have affected life in the Northern region of Europe.

Materials Needed:

- Smartboard to project my document with notes on it.

- Notebook to answer questions to a short quiz over the material we covered today and yesterday.
- Geography textbooks.
- Map to fill out as homework.

Contextual Factors/ Learner Characteristics: Many of these students have never been to Europe, so it will be important to try to relate certain factors to things that they do know. For example, the climate of northern Europe is similar to the climate around our area, as well as the climate in Canada, which we covered earlier in the year.

## A. The Lesson

### 1. Introduction (5 minutes)

- getting attention- We will do a quick “where am I” game to get the students thinking about geography and remembering where in the world we are talking about.
- relating to past experience and/or knowledge- I will quickly review what we talked about yesterday, and show how it relates to where we are talking about today.
- creating a need to know- It is important to have an understanding of life outside of the United States, and have an idea of what else is out there in the world. In this lesson I hope to spark some interest in learning about the world.
- sharing objective, in general terms- Today, we will learn about the physical geography of northern Europe, including landforms, climate, and resources.

### 2. Content Delivery (20-25 minutes)

- Physical features- we will start by talking about the shape of the land in Scandinavia, Iceland, and the British Isles. I will be sure to make it clear that the terrain is more rocky in these areas. I will also touch on some major mountain ranges, and higher elevation areas. I will also talk about how the land in Scandinavian areas is harder to farm, because of the overall rockiness. We will relate this to some of the places we have learned about recently, like the uplands of central Europe and Greece. I will also talk about how some areas, like Ireland and the rest of the British Isles, have more land that is suitable for farming. To wrap up physical features, I will also talk about glaciers, and how they have shaped the landscape.
- Resources- In natural resources, I will explain that many of the natural resources in northern Europe are oil, natural gas, and different sources of energy. We will

discuss what hydroelectric energy is, and what geothermal energy is. We will also discuss forests, and resources that come from those. As well as some of the main crops and livestock raised in these areas. The resources that can be grown are very similar to the resources we talked about in Canada and the Northern United States, so we will also talk about some reasons why that is.

- Climate- Much of this region is near the Arctic Circle. We will refresh ourselves on what the Arctic Circle is. We will then talk about what the climate is like around there. I will explain that in the farthest north part, it is very cold, like the rest of the arctic circle, but as you go further south, the climate gets much milder and is very similar to the climate of southern Canada. I will display a picture of a climate map for the students to see.

### 3. Closure (5 minutes)

- I will end the lesson with a short 5 question practice quiz that I will look over, but not grade, to see what the student understood from the lesson.
- I will then pass out the map for them to work on as homework.

### B. Assessments Used

- I will use the short practice quiz to see how students did and how much information they understood. I will then see what I need to go back through again.

### C. Differentiated Instruction

- I have printed off the notes for some students to follow along.

### D. Resources

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