

Dakota State University

College of Education

LESSON PLAN #4

Name: Parker Christeson

Grade Level: 7th Grade Geography

School: Baltic Middle School

Date: 11-8-2019

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?*): On the previous day, we talked about the cultural geography of Canada. We also talked about how it ties into the physical geography of Canada. It seemed like the students had a pretty good grasp of both concepts and how they were related, however in this lesson, I would like to make sure they understand both physical and cultural geography of Canada, how they are connected, and how they are different.

Lesson Goal(s) / Standards:

- 7.G.1.1 Gather information, analyze data and demonstrate navigation with a map
- 7.G.3.1 Identify and differentiate between the human and/or physical characteristics that create a region
- 7.G.4.2 Explain how and why different cultures interact with earth's physical systems in various ways

Lesson Objectives:

- During the lesson, students will be able to identify and describe the physical and cultural characteristics of Canada by answering quiz questions in a Quizizz format.
- During the lesson, students will be able to identify the different provinces of Canada and what regions they belong to by identifying them on a map on the board.

- After the lesson, students will be able to identify different physical and cultural characteristics of Canada by doing a worksheet.

Materials Needed:

- Quizizz review quiz
- Smartboard to display the map of Canada for the review of regions and provinces.
- Worksheet for the students to do during class.

Contextual Factors/ Learner Characteristics:

A. The Lesson

1. Introduction (5-10 minutes)

- getting attention- To begin, I will ask the student different questions to review what we have learned in the previous two lessons. This will be a good way to bring the students into the lesson, and introduce them to exactly what we will be doing that day.
- relating to past experience and/or knowledge- I will explain to the students that what we are doing today will be a review of what we have been doing for the past few lessons, and we should make sure we are really learning this important information.
- creating a need to know- I will re-explain why this information is important, because Canada is a neighboring country, and therefore we should learn information about it. It would also be important to know if the students ever find themselves in Canada for any reason.
- sharing objective, in general terms- Today, we will be talking more about Canada's physical and cultural geography and how they are connected, as well as practicing identifying some of the provinces of Canada and how they are connected.

2. Content Delivery (35-40 minutes)

- I will do a quick review of the important points we have touched on from Canada's physical and cultural geography with the students.
- Then, I will open up for any questions the students may have. When the students stop asking questions, we will move to our next activity.
- For the next activity, I will prepare a Quizizz quiz that the students will take. The quiz will be over the information we have covered so far in class. After the quiz,

we will review some of the questions and how the students performed on them. On questions that many students missed, we will go back over the answers and talk about why they are right, while clearing up any misconceptions the students may have, that they either came in with or developed during class.

- I will then give the students the worksheet that I would like them to work on. I will tell them that the worksheet will not have a due date at the moment, and I will collect them in about 20 minutes to see how they are doing.
- When we have gone through the worksheet for a while, we will do another type of review but this will just involve identifying the provinces of Canada. I will start by having two students come to the front of the room and turn their backs to the smartboard, which will be displaying a picture of a map of Canada. I will mark one of the provinces, and have the students turn around to see who can tell me the correct name of the province first. The student who is able to name the province first will stay, and the other will sit back down and the next person will come up. We will go through all students twice to see if anyone can make it around the classroom, by identifying provinces quicker than all of their classmates who come to the front of the room.

3. Closure (5 minutes)

- After the province review game, I will remind students that on the test there will be a map of the different provinces of Canada, and that it would be a good idea for them to study before the test. I will also tell them that if they struggled on the Quizizz quiz, they should review their notes and begin preparing for the test that will be next week.

B. Assessments Used

- The first assessment is the Quizizz quiz. This should give me an idea of who has learned some of the material pretty well and who is still struggling. I will look at the results of this assessment and decide what needs to be gone back over.
- Another assessment is the worksheet. This worksheet will be over some of the same material presented in the Quizizz quiz, but will be presented in a different way. I will also go over what students completed on this to determine what should be gone back over.
- The final assessment is the province review game. This simple game should give me an idea of what students know which provinces, or at least have an idea of where they are

located. As we keep going through our Canada lessons, we will play this game again to see if the students are improving or not.

C. Differentiated Instruction

- I will look at the results of the Quizizz quiz and determine if any students may benefit from more one-on-one or small group instruction.
- During the province review game, I will give some of the lower achieving students some of the more obvious, or easier provinces to guess. If there are two high achieving students I will try to choose a province that is less well known.

D. Resources