Introduction

People’s perspectives of the world are greatly shaped by the local community in which they live or are raised. This is the central theme of our unit plan, and we emphasise the importance of this idea throughout our lesson. Students are challenged to connect their developing understandings of their own backyard and apply these thoughts to the larger map. From this, we hope to educate a student that will become a well rounded citizen inside of the classroom and outside into their community.

The table of contents follows with our rational for the importance of this unit plan, followed by the main template for our unit. The table of contents is connected to the main bullet points, with our created worksheets, assessment forms, rubrics, and other additional materials compiled in the appendix at the end of our unit plan. We have done this to keep the flow of the days in a simple order in the case of a substitute teacher needing to navigate through the unit on any given day.

The rationale for our unit has been written to inform other educators the importance of the fundamentals of geography. We would like to stress the fact that the foundation of geography is important for students to connect with history and other social sciences that do not immediately affect their personal lives. We establish the higher level learning skills of empathy, visualization, and integrate technological literacy.

The Understanding by Design Template has been placed at the beginning of our lesson for a quick overview of the information to follow. It is important to us to know that our unit has clear established goals and that they reflect the core standards for Geography. We invite you into our unit plan and hope that the importance of this geography foundation resonates throughout.

"As a young man, my fondest dream was to become a geographer. However, while working in the customs office I thought deeply about the matter and concluded it was too difficult a subject. With some reluctance I then turned to physics as a substitute."

-Albert Einstein
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Unit Plan Rationale

Our unit plan focuses on the introduction of United States geography for a 7th grade social studies classroom. The goal of this unit is to provide students with the basic mapping skills in United States geography. Students will need this foundation for the remainder of the school year as we will move on to later units such as Ancient Civilizations, Mythology, World Geography, American History, and World History.

This introductory unit is titled “Exploring the World Around You.” In order for students to improve their understanding of the national and the global world around them, they must start at the local level. In this unit, each student will have the opportunity to learn about their local community. We will start by introducing mapping skills including the keys, legend, and symbols used to make a map. Then we will have students apply their mapping skills to demonstrate their comprehension by having them recreate their own maps of their local community.

Next we will move on into the state, regional, and national geography of the United States. At the state level, we will guide students through the geographic significance on the state of Wisconsin and its role as a part of the republic. At the regional level, students will learn about grouping different states into regional areas that have common features in the United States. We feel that it is important to address the regional level equally as much as the state and national level because of the opportunity to learn about cultural and traditional differences. Students will have the opportunity to bring misconceptions to the learning process and address them through formal research in order to refute or confirm their prior knowledge.

Lastly, at the national level, we can show students how the United States is formed geographically. Students will have the chance to note the similarities and differences in state, regional, and national geography through various discussions in class. These notable similarities
and differences will help students to understand and explain the influences people, culture, and society have on each state, region, and national geography in the United States.

For this unit our core performance task is to have students complete a project on a particular state that they have chosen. This project will show the student(s)' comprehension of the materials they learn in class including mapping skills, individual research, and the relationships between states and regions of the United States. We are also using this project as an assessment tool of presentation performance and a way to introduce larger segments of United States geography in a limited span of time. Students will become experts and a representative of their chosen state. The challenge is for students to research information that will help their fellow classmates understand what each state can provide to the citizens of this nation.

In conclusion, our unit will allow students to benefit from the basic knowledge of mapping skills and United States geography to build on into future units. By having our students become well-informed citizens, they will have more of a global perspective when we cover other topics such as the history of Europe or the first civilizations. If our students do not have a good understanding of the community, state, region, and nation in which they live, what are the chances that they will grasp the understanding on a global scale?
# Understanding by Design Unit Plan Template

**Topic:** Exploring the World Around You  
**Subject Areas included:** Social Studies - US Geography  
**Grade:** 7th  
**Designer(s):** Duachee Yang & Christine Malkiewicz

## Stage 1 – Desired Results

### STANDARDS (Wisconsin Model Academic Standards / District benchmarks)
- A8.1 Use a variety of geographic representations, such as political, physical, and topographic maps, a globe, aerial photographs, and satellite images, to gather and compare information about a place.
- A8.2 Construct mental maps of selected locales, regions, states, and countries and draw maps from memory, representing relative location, direction, size, and shape.
- A8.4 Conduct a historical study to analyze the use of the local environment in a Wisconsin community and to explain the effect of this use on the environment.

### Enduring Understandings:

*Students will understand that…*
- The U.S. is made up of a variety of geographic regions that are defined by population, culture, and borders.
- Geography influences a person’s needs, culture, opportunities, choices, interests, and skills.
- People’s perspectives of the world are greatly shaped by the local community in which they live or are raised.

### Essential Questions:

- What are some connections and differences found between regions in the United States?
- What importance can be found by reading a map?
- How does geography play a role in the development of state, regional, and national boundaries?
- What is the spatial difference between local, regional, & national geography?

### Knowledge:

*Students will be able to/can…*
- Describe different kinds of geographic regions.
- Explain the cultural traditions exchanged between regions and states.
- Differentiate the various types of maps (physical, topographic, & political).

### Skills:

*Students will be able to/can…*
- Recognize and geographically locate different areas of the United States (local & regional).
- Illustrate maps of the United States from memory while representing true scale, location, direction, & shape.

### Dispositions (Value/Appreciate):

*Students will be able to/can…*
- Value the importance of the world around them and its connection to their local community.
Core Performance Task: Summary in GRASPS form

Goal: The goal is to convince people from other states to be interested in visiting your state.
Role: Your job is to explore the information, become the representative by sharing your knowledge about your state, and providing tourist information to potential visitors.
Audience: Your audience includes tourists from other states and countries. (aka. Classmates)
Situation: The challenge involves dealing with individual research, presentation skills, and content writing.
Product, Performance, and Purpose: You will create a project presentation in order to show your representation, your knowledge, and to attract tourism to your state.
Standards and Criteria for Success: Your work will be assessed with a rubric along with peer review evaluating the success of your convincing argument of why they should visit your state.

Relationship to Enduring Understandings:
- Students will understand that each state represents a unique part of what makes up the United States.
- Students will be able to explain the interconnected nature of the local geography at a state level to the national interest.
- Students will identify the importance geography has on an individual’s lifestyle and opportunity.

Other Assessment Evidence:

Students will be informally and formally assessed throughout the unit.

Formal assessment comes in the form of the Core Performance Task which will be graded with a clear rubric and peer assessment. Also, formal assessment will be necessary when checking on the student’s progress of content comprehension through quizzes and mini projects completed in class.

Informal assessment will be utilized throughout the unit to ensure that students are keeping on track of the content presented to them. If this informal assessment proves that some are not engaged enough in the classwork, another approach will be utilized that better meets that student’s needs to learn the material. These informal assessments include the participation level of group work and activities, and the non-point assigned study guides and work sheets with the ✓+ - for effort.
# Stage 3 - Learning Activities

<table>
<thead>
<tr>
<th>Learning Activities/Lesson Plans:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson/Activity 1:</strong> Introducing Vocabulary Guide: This is the welcoming lesson to our unit. It uses the interactive vocabulary guide to include strategic learning activities and organize the new content. For this lesson, the traditional classroom setting is used to promote discussion and establish the new classroom environment.</td>
</tr>
<tr>
<td><strong>Lesson/Activity 2:</strong> Local Mapping Skills and Directional Instructions: This lesson is primarily used to activate prior knowledge that will be used for the rest of this unit. An introduction to the integration of lesson, work and technology will be established early on in this lesson.</td>
</tr>
<tr>
<td><strong>Lesson/Activity 3:</strong> Local Community and Simulation for Local Funding: The simulation makes for a very interactive classroom lesson. The students will begin putting their new foundational geography skills to work for a better integration of the content for long term use. Students have the chance to get creative with their proposals and test themselves at the formal assessment of a rubric.</td>
</tr>
<tr>
<td><strong>Lesson/Activity 4:</strong> Wisconsin State Geography: Drawing on a safe class environment and learning about the state in which we live, students will work with their peers and dive deeper into the understanding on our state in a physical geography and historical standpoint. Posters will be created to display in class as a reminder to always connect geography back to the local level.</td>
</tr>
<tr>
<td><strong>Lesson/Activity 5:</strong> “Around the World” Review Day: The SMART board technologies will be used for this class activity. Students get a chance to review materials that have been taught up to this point. This is a good mid-unit check for the students to discuss and review.</td>
</tr>
<tr>
<td><strong>Lesson/Activity 6:</strong> Quiz &amp; Regional Geography on Google Maps: Technology will be taught a step deeper in this lesson. Students will go beyond the use of technology as a displaying classroom tool and used as a resource and learning tool. Google maps will be used for real time interpretation of satellite maps to peek into the settings of different regional landscapes and rural v. urban lifestyle.</td>
</tr>
<tr>
<td><strong>Lesson/Activity 7:</strong> Quiz Review and Informal Writing Assignment on National Geography: Learning does not end with assessment, and we use the quiz review day to return to any material that was not properly understood through the original classroom lesson. Building off of the knowledge gained from the first half of the unit, students will follow a webquest created for them to learn about exploring resources online. This will then turn into an informal introduction to the Unit Project that will be explained in an upcoming lesson.</td>
</tr>
<tr>
<td><strong>Lesson/Activity 8:</strong> Library Resource Day – Unit Project Introduction: Primary and secondary sources will be introduced for this library resource day. This is done so students can learn more than the skills available in our content area. These skills will be used for the unit project that is being introduced to them and also as foundational skills for other research classes.</td>
</tr>
<tr>
<td><strong>Lesson/Activity 9:</strong> Library/Computer Resource Work Day: These days are essential for the students to be involved in their unit projects at school. Class time is the best way to make sure that students have the resources they need to do their best on a project and have the right environment to focus and do well for their Core Performance Task.</td>
</tr>
<tr>
<td><strong>Lesson/Activity 10:</strong> Unit Project Presentations: Students will present their persuasive unit projects to the rest of the class for peer evaluation and formal assessment. This day is when students are showing the completion of their Core Performance Task.</td>
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</tbody>
</table>
### Outline of Content

**UBD: Exploring the World Around You**  
**Unit Lesson Plan**  
**Daily Layout**

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
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</thead>
</table>

**Lesson 1**

<table>
<thead>
<tr>
<th>Day 6</th>
<th>Day 7</th>
<th>Day 8</th>
<th>Day 9</th>
<th>Day 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>State (WI) Geography</td>
<td>Review Day Play “Around the World”</td>
<td>Quiz Day Introduction to Regional Geography</td>
<td>Finish up Regional &amp; Geography Quiz Feedback</td>
<td>National Geography</td>
</tr>
</tbody>
</table>

**Lesson 4**

<table>
<thead>
<tr>
<th>Day 11</th>
<th>Day 12</th>
<th>Day 13</th>
<th>Day 14</th>
<th>Day 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Unit Project Library/Resource Work Day</td>
<td>Library/Resource Work Day</td>
<td>Final Work Day on Unit Project</td>
<td>Presentation Day</td>
<td>Presentation Day</td>
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</tbody>
</table>

**Lesson 8**

<table>
<thead>
<tr>
<th>Day 14</th>
<th>Day 15</th>
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<tbody>
<tr>
<td>Presentation Day</td>
<td>Presentation Day</td>
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**Lesson 8 & 9**

<table>
<thead>
<tr>
<th>Day 15</th>
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<tbody>
<tr>
<td>Presentation Day</td>
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**Lesson 9**

<table>
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<tr>
<th>Day 10</th>
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<td>Lesson 10</td>
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</tbody>
</table>
# Lesson #1: Introducing Vocabulary Guide

<table>
<thead>
<tr>
<th>Teachers:</th>
<th>Ms. Duachee A. Yang &amp; Ms. Christine Malkiewicz</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title:</td>
<td>Social Studies - US Geography</td>
</tr>
<tr>
<td>Grade Level:</td>
<td>7th Grade</td>
</tr>
<tr>
<td>Unit Subject:</td>
<td>Exploring the World Around You</td>
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</table>

**Overview:** This lesson will activate prior knowledge and introduce the students to a new unit of US Geography. We will draw from old and new vocabulary and expand the familiarity of students’ geographic knowledge. This lesson will draw on lecture and direct instruction for the use of a vocabulary guide.

**Standards:**
- A.8.1 Use a variety of geographic representations, such as political, physical, and topographic maps, a globe, aerial photographs, and satellite images, to gather and compare information about a place.
- A.8.2 Construct mental maps of selected locales, regions, states, and countries and draw maps from memory, representing relative location, direction, size, and shape.

**Learning Outcomes:** Students will be able to ...
- Identify and define geographic terms used with mapping skills.
- Recognize, comprehend, and be familiar with new vocabulary in the context of the reading.
- Use a vocabulary guide to aid their understanding of the reading and in new context.

**Materials Needed:**
- Vocabulary Guide Handout
- White board
- Index cards
- Introduction
- Pencil
- Notebooks

**Activity/Instructions:**

I. **Opening:** “Welcome Class! Today we will be starting our first unit on Geography with vocabulary and mapping skills.”

II. **Activating Prior Knowledge** (5 mins)
   a. T: “Can someone tell me what the purpose of a map is?”
   b. Allow students to give several answers.
   c. T: “What are some components of a map?”
   d. Allow students time to come up with ideas.
   e. T: Write given ideas on the white board.
   f. T: “These are some really great ideas!” Then pull out specific examples.

III. **Unit Introduction** (15 mins)
a. T: “I need two volunteers to pass out our unit introduction sheet.”
b. Pick two students. Make sure every student has a unit introduction sheet.
c. Read the introduction and then have students volunteer to read the rest.

IV. Vocabulary Guide (25 mins)
   a. Ask for two more volunteers to pass out Vocabulary Worksheet.
   b. Have students fill in the top of the sheets with first and last name.
   c. Go through the first example that has already been completed.
   d. Next, use a key vocabulary work such as “Longitude” and work through the second example along with the class.
   e. Lastly, set up instructions for the rest of the assignment.
   f. Students will be placed in small groups of mixed ability. They will then skim through the first chapter of the new textbook. They will then pick out vocabulary words they are unfamiliar with and use them to fill out their vocabulary guides.

Closure (5 mins): Exit Slip. Teacher will pass out index cards for the students to answer the following question before leaving class. “What is one thing that you look forward to in this new unit? Why?” Index cards will be collected as the students leave the classroom.

Assignment: Students that have not completed the vocabulary Guide need to take it home and have it completed before the next day’s lesson.

Assessment: Give ✔️+- for graded participation and ability to stay on task while in groups for the Vocabulary Guides.

References: Textbook
            Vocabulary Guide (Buehl Strategy).

Differentiation: Students will be offered a dynamic classroom seating arrangement that will be made to meet the needs of the individual student. High contrasting colors will be used on the white board to ensure visual clarity. Laptops or computer access will be available for any students with writing difficulties that cannot or prefer not to write on index cards.
# Lesson #2: Local Mapping Skills and Directional Instructions

<table>
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</tr>
<tr>
<td>Unit Subject:</td>
<td>Exploring the World Around You</td>
</tr>
<tr>
<td>Overview:</td>
<td>This lesson will address local mapping skills within the community that the students live in. Students will use mapping skills to detail directions for getting from one place to another.</td>
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<tr>
<td>Standards:</td>
<td></td>
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<tr>
<td></td>
<td>- A.8.1 Use a variety of geographic representations, such as political, physical, and topographic maps, a globe, aerial photographs, and satellite images, to gather and compare information about a place.</td>
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<tr>
<td></td>
<td>- A.8.2 Construct mental maps of selected locales, regions, states, and countries and draw maps from memory, representing relative location, direction, size, and shape.</td>
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<tr>
<td>Learning Outcomes:</td>
<td>Students will be able to ...</td>
</tr>
<tr>
<td></td>
<td>- Identify and define geographic terms used with mapping skills.</td>
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<td></td>
<td>- Demonstrate understanding of giving directions to get from point “A” to point “B” by using mapping skills and writing out detailed directions.</td>
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<tr>
<td></td>
<td>- Recognize and identify the local and surrounding community in which the students live in.</td>
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<tr>
<td>Materials Needed:</td>
<td></td>
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<tr>
<td></td>
<td>- Vocabulary Guide Handout</td>
</tr>
<tr>
<td></td>
<td>- White board</td>
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<tr>
<td></td>
<td>- Pencils/writing utensils</td>
</tr>
<tr>
<td></td>
<td>- Notebooks</td>
</tr>
<tr>
<td></td>
<td>- Maps (Local Map, Wisconsin State Map, and United States National Map)</td>
</tr>
<tr>
<td></td>
<td>- Mapping Skills Study Guide and Answer Key</td>
</tr>
<tr>
<td></td>
<td>- SMART board (Interactive White Board – See Appendix for Lesson)</td>
</tr>
<tr>
<td>Activity/Instructions:</td>
<td>Day 1:</td>
</tr>
<tr>
<td></td>
<td>I. Opening: “Welcome Class! Today, we will start by reviewing your vocabulary guide that you should have done from yesterday. Then we will move on to mapping skills.”</td>
</tr>
<tr>
<td></td>
<td>II. Activating Prior Knowledge (5 mins)</td>
</tr>
<tr>
<td></td>
<td>a. Go through the vocabulary guide with students.</td>
</tr>
<tr>
<td></td>
<td>b. Once you are done with the vocabulary guide move on to the mapping skills.</td>
</tr>
<tr>
<td></td>
<td>c. T: “Raise your hands if you can give me the directions to your house from school?”</td>
</tr>
<tr>
<td></td>
<td>d. Allow students to raise their hands.</td>
</tr>
<tr>
<td></td>
<td>e. T: “Raise your hands if you can give me the directions that your bus takes to get you home?”</td>
</tr>
</tbody>
</table>
f. Allow students to raise their hands.
g. T: “For many of you this might be difficult if you were going to give directions to someone over the phone or to your friends.”

III. Mapping Skills Activity (40 mins)
   a. T: “Now, I will two students to pass out the mapping skills study guide. Today, we will go through how to read a map”
   b. First, go through cardinal directions, the keys and legends on the map, and how to find various locations on the local map.
   c. Then have the students work in pairs to go through the study guide.
   d. The study guide will have four sections. The four sections are as follows:
      i. Local Map (city map with municipalities)
      ii. Wisconsin State Map
      iii. United States National Map (with all 50 states)
      iv. Directional Instructions

IV. Closure (5 mins)
   a. Students will not get through all of the maps in class, but we will continue to complete the study guide in tomorrow’s class. Assign the local map and state map to be completed before tomorrow’s class.

Day 2:

I. Opener: “Okay students. Yesterday, we started working on the map study guide. All of you should have completed the local map and state portion of the map study guide. Today, we will finish the state map and national map. Get together with your partner and finish up the study guide.”

II. Mapping Skills Activity (20 mins)
   a. At this time, give the students 10 minutes to complete the national map part of the study guide.
   b. Take the next ten minutes to go through the answers with the answer key.

III. Activating Prior Knowledge (5 mins)
   a. T: “Raise your hands if you can give me the directions to your house from school?”
   b. Allow students to raise their hands.
   c. T: “Raise your hands if you can give me the directions that your bus takes to get you home?”
   d. Allow students to raise their hands.
   e. T: “For many of you this might be difficult if you were going to give directions to someone over the phone or to your friends.”

IV. Directional Instruction Activity (20 mins)
   a. Now we are going to use your cardinal directions to write and give directions to someone like your parents, relatives, friends, or anyone who might ask you to help give directions.”
   b. Go through the first example on the study guide in part four:
i. Q: How do you get from the school to Kennedy Park?
   ii. A: Go west two blocks from the school and take a right on 1st street. Then
go north one block to get to Kennedy Park.
   c. Answers must be given with correct directional instructions that include cardinal
directions and street names.
   d. After going through the first example, allow students to work on the remainder of
the study guide.

V. Closure (5 mins)
   a. Remind students that if they are not done with the study guide, they must finish it
at home.
   b. All of the information that they need is on a classroom wiki page if they need to
refer back to what was done in class.
   c. The map skill study guide will need to be done for the next few lessons and will
serve as the study guide for the up-coming quiz next week.

Assignment: The only homework assigned will be the map study guide if students don’t
finish it in class. Maps will not be allowed to be taken out of the classroom.
However, the same maps will be posted on a classroom wiki page for students
to have access to the maps from home.

Assessment: Give ✔️+ - for graded participation and ability to stay on task while in pairs
for the Mapping Skills Study Guides.

References: Maps and Classroom Wiki Page

Differentiation: Large printed maps will be available for students on request. Have open hours
after school for students who need a structured place to study and finish their
study guides.
### Lesson #3: Local Community and Simulation for Local Funding

<table>
<thead>
<tr>
<th>Teachers:</th>
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<tbody>
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<tr>
<td>Grade Level:</td>
<td>7th Grade</td>
</tr>
<tr>
<td>Unit Subject:</td>
<td>Exploring the World Around You</td>
</tr>
</tbody>
</table>

**Overview:** This lesson will draw from student's own interest in their local community and then apply a new skill of debate. With this debate the students will argue on behalf of their interests by grouping into 7 of the local municipalities. Each group will be preparing for a town hall meeting in order to debate which municipality will receive a state funding which will support the local interests of the citizens.

**Standards:**
- A.8.2 Construct mental maps of selected locales, regions, states, and countries and draw maps from memory, representing relative location, direction, size, and shape.
- A.8.4 Conduct a historical study to analyze the use of the local environment in a Wisconsin community and to explain the effect of this use on the environment.
- C.8.7 Locate, organize, and use relevant information to understand an issue of public concern, take a position, and advocate the position in a debate.

**Learning Outcomes:**
- Identify and define local geographic interests and connect this to a state level.
- Describe the importance of the local community through class discussion and a simulation.

**Materials Needed:**
- SMART board
- Local Maps
- Mapping Skills Study Guide
- Blank Municipality Sheet
- Coloring Utensils (colored pencils, markers, crayons, etc.)

**Activity/Instructions:**

**Day 1:**

I. Opening: “Welcome back! Today are going to be looking at the community around you. Remember on the first day of class, we said that in order to learn about the world around us, we need to start right here at home.”

II. Activating Prior Knowledge (5 mins)
   a. T: “We are going to start with some questions. Who can tell me the cardinal direction of the City of Wausau in relation to the City of Mosinee?”
   b. Have students raise their hands for answers.
   c. T: “Next, if I have to go to the hospital in Weston and I am located at the Cedar Creek Mall, which highway do I need to take to get there the quickest?”
   d. Have students raise their hands for answers.
   e. T: “If an old man needs you to give him directions from Wausau to the Central Wisconsin Airport, in which direction should he take?”
f. Have students raise their hands for answers.

III. Activity (20 mins)
   a. Pass out the blank maps. Have two student volunteers pass them out.
   b. On the blank maps, students will attempt to fill out the map according to each municipality without looking at the reference map.
   c. Ask students to include the two major highways 29 & 51, include the three major bodies of water, which is the Wisconsin River, Lake Wausau, and the Eau Claire River, and two major forest areas: Rib Mountain and 9 Mile Forest.
   d. Pass out the reference map and have students compare their drawings to the map.
   e. A SMART board Blank Map will be displayed in front of the class. Students will volunteer to come up and fill out the map.

IV. Introduction to Group Activity (10 mins)
   a. T: “Now that you are familiar with the different municipalities of Marathon County, you will have an opportunity to further explore these areas. This will be done through a simulation.”
   b. Give the simulation handout to students. This will include directions for the activity and a rubric.
   c. Read through the handout and rubric with student volunteers reading aloud.
   d. Begin a fish bowl simulation using 3 student volunteers. Each volunteer will be given a prompt to show the class how a simulation works.

V. Group Activity (10 mins)
   a. Break students into groups that represent each municipality that will be represented in tomorrow’s activity.
   b. Each group will be given multiple prompts to choose from to create a proposal for their municipality.
   c. Students can take a few minutes to look over these prompts and formulate ideas for their proposal.
   d. Students must choose a group leader to be the spokesperson for their municipality, and propose their ideas to the teacher for approval before moving on to the simulation.

VI. Closure (5 mins)
   a. Exit Slip: Hand out an index card to each student.
   b. Each student will write down their municipality, their role in the group, and their main proposal idea. Also, students will include one new thing that they learned in class today.

VII. Assignments: No Assignment.

Day 2:
I. ~WRITE ON THE BOARD: “STUDENTS: When you come in, please sit in your groups.”

   Opening: “Welcome Class! Today we will be returning to our municipality groups. There will be a short time to discuss with your group and prepare any last minute ideas for today’s simulation. Then we will begin the simulation for state funding.”
II. Activating Prior Knowledge (15 mins)
   a. Teacher will return the index cards from yesterday’s class.
   b. T: “In your groups, please review your roles and main proposal ideas from the exit slips
      you wrote yesterday.”
   c. Students will then break into their groups to review their index cards and prepare/polish
      their presentation materials.

III. Simulation for State Funding (30 mins)
   a. Students will set up the classroom, claiming a partial interior wall of the classroom, to
      stand and present.
   b. Following the instructor’s lead, municipalities will take turns presenting the proposal and
      reasoning for the state’s funding.

IV. Wrap Up (5 mins)
   a. In conjunction with the closure for this class activity, the municipalities will come to a
      joint approval of which group earns the state’s funding.

Lesson Closure: From performing this simulation, students have a better understanding of the community
in which they live in. From this experience, students will have learned the basics of
active citizenship in their community which can then be transferred on for later
lessons.

Assessment: Students are assessed on this activity through participation and the ✔+ - method. Student’s
assessment does not rely on the winner of this simulation; but instead, they will be graded
on a simple rubric using the ✔+ - method on participation, preparation, and presentation.
Students will also turn in a self-group evaluation of each other’s contribution to the
material used for this simulation. A rubric will be given outlining the basic components for
a simulation.

References: Wausau Central Wisconsin 2008 Area Map, Planning Curriculum in Social Studies from
Wisconsin DPI, Instructional Strategies for Middle and Secondary Social Studies,
Rubistar.com.

Differentiation: Activity prompts are created for those who feel uncomfortable with the area or pressured
to create a large topic for the group. These can be used as a last resort after encouraging
the student to do their best and create their own ideas. Presentation of their maps and
proposal ideas can be left open for the student’s needs. This can be created via
technology tools or drawn/written accounts.
# Lesson #4: Wisconsin State Geography

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<thead>
<tr>
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<tbody>
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<td>7th Grade</td>
</tr>
<tr>
<td>Unit Subject:</td>
<td>Exploring the World Around You</td>
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**Overview:** The purpose of this lesson is to familiarize students with Wisconsin Geography. Students will get an overview of the history of Wisconsin and important factors that make this great state.

**Standards:**
- A.8.2 Construct mental maps of selected locales, regions, states, and countries and draw maps from memory, representing relative location, direction, size, and shape.
- B.8.7 Identify significant events and people in the major eras of United States and World History. (in this lesson – Wisconsin)

**Learning Outcomes:** Students will be able to ...
- Identify and define geographic formations in the state of Wisconsin and the importance of the physical landscape to the economy and people.
- Describe the importance of various events through history of the Wisconsin.

**Materials Needed:**
- SMART board
- Wisconsin State Map and Atlas
- Mapping Skills Study Guide
- Blank Wisconsin State Map
- Poster Board
- Coloring Utensils (colored pencils, markers, crayons, etc.)

**Activity/Instructions:**

I. **Opening:** “Okay class, pull out your map skills study guide. Today, we are going to cover Wisconsin State Geography.”

II. **Activating Prior Knowledge (5 mins)**
   a. Give each student a blank outline map of Wisconsin.
   b. Ask students to describe the state’s shape. “Is it shaped like a rectangle or square, or is it "funny-shaped?" Does the state’s shape remind them of anything (e.g., some people think Wisconsin looks like a hand).

III. **Individual Activity (10 mins)**
   a. Have students take out their Wisconsin history textbook for this activity.
   b. First, have students look at the map of Wisconsin.
   c. Help students identify the state capital, major cities, rivers, and lakes.
   d. Ask students to draw and label these features on their blank maps.
   e. Also have students include these major landmarks or areas of importance: Lambeau Field (home of the Green Bay Packers), two major airports (Austin Straubel- Green Bay and General Mitchell International- Milwaukee), Wisconsin Dells, Door County, and simple
IV. Small Group Activity (20 mins)
   a. Divide students into 5 groups of 3 to 4 students per group.
   b. Each group will be assigned one of the following events in Wisconsin history.
      i. The Ice Age Trail
      ii. The Fur Trade Era
      iii. Civil War in Wisconsin
      iv. Farming and Agriculture
      v. Immigration
   c. Each group will draw their portrayal of the event and note why it is important in Wisconsin’s history.

V. Presenting Posters (10 mins)
   a. Each group will have about two minutes to give a short presentation and explanation of the significance of the event in connection to Wisconsin’s history.

Closure (5 mins): Discuss what students have learned about their state from the maps they have seen and drawn. What have they learned from the historical events that they have portrayed in their presentations?

Assignment: The only homework assigned will be the Wisconsin map if students don’t finish it in class. Students should be able to use their Wisconsin history textbooks to complete the assignment.

Assessment: Students are assessed on this activity through participation and the ✔+ - method. There is no rubric for the assessment of the poster activity.

References: Wisconsin State Map, Wisconsin History Book and Atlas Planning Curriculum in Social Studies from Wisconsin DPI, Instructional Strategies for Middle and Secondary Social Studies

Differentiation: Technological tools and traditional coloring and drawing tools will be available for the small group activity depending on student’s needs. Class will be available for after school studying hours if students need a structured environment to complete their work.
Lesson #5: “Around the World” Review Day

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<tr>
<td>Unit Subject:</td>
<td>Exploring the World Around You</td>
</tr>
<tr>
<td>Overview:</td>
<td>The purpose of this lesson is to review all of the materials that will be on the next quiz. This quiz will include information from the vocabulary guide, map skills study guide, and the Wisconsin state map that students completed and created in class.</td>
</tr>
</tbody>
</table>
| Standards:       | - A.8.1 Use a variety of geographic representations, such as political, physical, and topographic maps, a globe, aerial photographs, and satellite images, to gather and compare information about a place.  
                  - A.8.2 Construct mental maps of selected locales, regions, states, and countries and draw maps from memory, representing relative location, direction, size, and shape.  
                  - A.8.4 Conduct a historical study to analyze the use of the local environment in a Wisconsin community and to explain the effect of this use on the environment.  
                  - C.8.7 Locate, organize, and use relevant information to understand an issue of public concern, take a position, and advocate the position in a debate.  
                  - B.8.7 Identify significant events and people in the major eras of United States and World History. (in this lesson – Wisconsin) |
| Learning Outcomes: | Students will be able to ...  
                  - Identify, describe, and recall information from previous study guides to prepare for a short objective written examination.  
                  - Participate and increase their ability to recall information in game-based learning from this review game. |
| Materials Needed: | - SMART board  
                  - Wisconsin State Map  
                  - Mapping Skills Study Guide  
                  - Vocabulary Guide  
                  - Index Cards |
| Activity/Instructions: |  
                  I. Opening: “Okay class, as you know we are having our first quiz tomorrow. So for today, we are going to have a review session so that when you come to class tomorrow you will all be prepared to get A’s on the quiz.”  
                  II. Activating Prior Knowledge (10 mins)  
                          a. Give the next ten minutes for students to look over their notes and their study guides.  
                          b. When the ten minutes are over, have students put all of their study materials away and out of sight. |
III. “Around the World” Game (35 mins)
   a. These are the rules for the game. Take the first five minutes to explain these rules to the students.
   b. There will be no cheating in the game. If a student is caught cheating in the game by looking at their notes, they will sit out for the remainder of the game.
   c. Student A stands behind student B’s chair, and they are the only 2 contestants.
   d. The teacher will go through the SMART board pointing out a specific item that students must recall from the map or just giving a simple answer to a question.
   e. The first student who answers correctly moves on behind student C’s chair.
   f. If student B was faster, have student A sit down in student B’s chair.
   g. Then continue, each time with the faster student moving on.
   h. The goal is to get "around the world" or around the whole classroom.
   i. For the student who makes it around the classroom in the longest streak, they will receive a treat at the end of the game.

Closure (5 mins): Handout index cards to the students and have them write a short exit slip response to the following questions: Did you enjoy the review game that was used in today’s review day? What did you learn from the review game? Would you like to see your teacher use this review game again to help you prepare for your test/exam/quiz?

Assessment: Students are assessed on this activity through their efforts and participation in today’s review game using the ✓+ - method.

References: Wisconsin State Map, Wisconsin History Book and Atlas Planning Curriculum in Social Studies from Wisconsin DPI, Instructional Strategies for Middle and Secondary Social Studies

Differentiation: Color contrast will be carefully chosen for the SMART board game rules and activity. Students will have the opportunity to change up the sitting/traveling option of the “Around the World” set up if necessary for an accommodation.
Lesson #6: Quiz & Regional Geography on Google Maps

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Overview: For this lesson, students will be completing a short quiz to assess the progress for this Unit. This quiz will not be the end of the learning process; instead, it will be a checking in point to see where we need to revisit as a class. Afterwards, students will begin working on regional geography which is split into two day lessons.

Learning Outcomes: Students will be able to ...

- Use Google maps to interpret satellite images and other real time maps.
- Identify the regions within the United States.
- Describe the geographic and cultural differences between the regions of the United States.

Standards:

- A.8.5 Identify and compare the natural resources bases of different states and regions in the United States and elsewhere in the world, using a statistical atlas, aerial photographs, satellite images, and computer databases.
- A.8.8 Describe and analyze the ways in which people in different regions of the world interact with their physical environments through vocational and recreational activities.

Materials Needed:

- Notebook
- Blank United States Worksheet (See Appendix)
- Computer
- SMART Board
- Google Maps
- Reserve Computer Lab
- Peer Evaluation Form

Activity/Instructions:

Day 1

I. Quiz (10 mins)
   a. Students will be requested to silently take a seat and pull out a pen/pencil.
   b. T: “If there are any last minute questions or concerns about terms to be covered on this quiz, please ask now before we begin.”
   c. Allow time for responses or hesitant questions.
   d. Pass out quiz and instruct for them to turn in on the front desk before beginning lesson.

II. Opening (5 mins)
   a. T: “Today we will be using the computer to explore the different regions of the
United States. We are very familiar with the traditions and popular cultures in our local and state communities, but how often do we explore and learn about other cultures and traditions that are not here?”

b. Discuss ‘what is a preconception?’ and whether or not they are always true.

III. Activating Prior Knowledge (10 mins)
   a. T: “Can someone tell me what a region is?” Discuss
   b. Students will be given a map of the United States, blank with the outline of the states.
   c. The students will work in groups of 2 to outline the regions in different colors for quick visual reference on later activities.
   d. Students will write down in their notebook of one preconception they have for each region’s popular culture/traditions to research.

IV. Activity – Google Maps (20 mins)
   a. Relocate classroom to the reserved computer lab.
   b. Students will work in their groups of two and share one computer.
   c. T: “Class, please follow my lead to the Google website. We are going to use Google Maps to fill in more about regions of the United States.”
   d. Focusing on one region at a time, students will explore the satellite map and document the physical geography of that area.
   e. In an attempt to confirm or refute their preconceived notions of that region, students will go into the street view of a handful of rural and urban areas. Here they will take a look at what jobs are important to that area and what might be important recreational areas.
   f. If students fill in each region of the United States with adequate discussion topics, they can return to the classroom and use the coloring tools to fill in their maps.

V. Closure (5 mins)
   a. T: “After exploring the United State’s regions on Google maps, do we feel like we have learned anything new about the different regions of the United States?” Open discussion.

Day 2

I. Opening (3 mins)
   a. T: “Everyone, please pull out your notebooks and find the popular culture/traditions that you wrote about for yesterday’s assignment. Remember to refer to the notes you made while on Google maps, and the conclusions you came up with for homework.”

II. Activating Prior Knowledge (2 mins)
   a. Students will be given 2 minutes to review their information and prepare for discussion.

III. Activity – Regional Preconceptions (22)
a. Students will be broken into groups of 5.
b. 1 member will be holding a peer evaluation form while the other 4 students discuss one of their preconceptions and findings. The peer evaluation form asks 3 important ideas:
   i. Did this member hold equal discussion time as the others?
   ii. Did this member talk about at least one preconception they held?
   iii. Did this member refute or support their preconception with their evidence?
c. Every few minutes, the peer evaluation form will be passed around in the group until each member has been reviewed and had a chance to discuss.
d. During this time, the teacher will be checking in with group topics, peer evaluation forms, and individual questions.

IV. Closure (3 mins)
   b. T: “While turned to your regional preconceptions in your notebook. Cross out any that have been corrected and circle any of those that have been proven correct. For any that you cross out, add one correct idea that you have learned in class.”

Assignment: Day 1 - Students will go over their findings from Google maps and support or refute their popular culture/traditions preconceptions. Gather ideas and prepare to discuss them with the class.

Assessment: Take note of students using time management in the computer lab and ability to work with group members to establish basic knowledge of presentation. Give ✓+ - for graded effort. Peer evaluations will be gathered on day 2 to weigh in on the participation grade for this lesson.


Differentiation: Alternative websites or printed maps will be available for students with technological difficulties. Groups for peer evaluation will be made of mixed ability groups. The teacher will be flexible enough to jump into the rotating line up if necessary to demonstrate the new form of assessment for the students.
Lesson #7: Quiz Review & Informal Writing Assignment on National Geography

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<tr>
<td>Unit Subject:</td>
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Overview: Students will have a chance to review the grade given for their in-class quizzes and will go over the entirety as a whole. They will then be given the opportunity to correct any mistakes to encourage the learning process. For the next day, students will follow a webquest to complete a mini project that will be formally assessed. This is a quick familiarization to the unit project that will follow.

Learning Outcomes: Students will be able to...

- Measure the special difference between local, state, regional, and national geography.
- Identify and exhibit the importance of national monuments and parks.

Standards:

- A.8.9 Describe how buildings and their decoration reflect cultural values and ideas, providing examples such as cave paintings, pyramids, sacred cities, castles, and cathedrals.
- E.8.3 Describe the ways in which local, regional, and ethnic cultures may influence the everyday lives of people.

Materials Needed:

- Computer
- SMART Board
- Reserve Computer Lab
- Webquest Worksheet

Activity/Instructions:

Day 1

I. Opening (3 mins)
   a. T: “Now that we have finished Regional Geography, let’s review our quiz before moving into National Geography. After you have your quiz back, please look over the grading. We are going to discuss the answers as a group.”
   b. Return graded quizzes to students.

II. Activating Prior Knowledge (2 mins)
   a. 2 minutes will be given for the students to look over their grading while the quiz is being returned to them.

III. Quiz Review (13 mins)
<table>
<thead>
<tr>
<th>Day 1</th>
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<tbody>
<tr>
<td>a.</td>
<td>Review the answers for the quiz in order.</td>
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<tr>
<td>b.</td>
<td>Time is spending more on answers with the highest percent of incorrect responses.</td>
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<td></td>
<td>Create an interactive learning environment by discussing these answers and</td>
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<td></td>
<td>reconnecting the responses with the lesson previously taught in class.</td>
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<tr>
<td>c.</td>
<td>Allow students to fill in correct answers on the quiz during discussion.</td>
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<tr>
<td>IV.</td>
<td>Closure (2 mins)</td>
</tr>
<tr>
<td></td>
<td>a. T: “Please return your quizzes to me on your way out. Tomorrow we will start on</td>
</tr>
<tr>
<td></td>
<td>National Geography before discussing our unit project.”</td>
</tr>
<tr>
<td></td>
<td>b. Stand at door and collect quizzes.</td>
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<thead>
<tr>
<th>Day 2</th>
<th></th>
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<tbody>
<tr>
<td>I.</td>
<td>Opening (5 mins)</td>
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<tr>
<td></td>
<td>a. T: “When you think ‘America’ what picture comes to mind? Is it the outline of the</td>
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<td></td>
<td>United States, The Mall of America, a place that you’ve visited, or is it a person or</td>
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<tr>
<td></td>
<td>group of people? The United States is represented by many different things, and</td>
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<td></td>
<td>today we will be creating a small, one page poster to display outside of our</td>
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<td></td>
<td>classroom for other students to see and read.”</td>
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<td>II.</td>
<td>Activating Prior Knowledge (5 mins)</td>
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<tr>
<td></td>
<td>a. Students will be instructed to pull out the regional geography worksheet.</td>
</tr>
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<td></td>
<td>b. This worksheet will be filled in with the necessary labels that surround the United</td>
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<tr>
<td></td>
<td>States: i.e. bodies of water and bordering countries.</td>
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<tr>
<td>III.</td>
<td>Activity (35 mins)</td>
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<tr>
<td></td>
<td>a. Students will relocate to the reserved computer lab.</td>
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<td></td>
<td>b. Here, students will be given the Webquest Worksheet. Instructions will be</td>
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<td>reviewed out loud as a whole class. Then given time to discuss examples of</td>
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<td></td>
<td>monuments and parks.</td>
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<tr>
<td></td>
<td>c. Silent time will be used to follow the webquest on an individual basis at the</td>
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<td></td>
<td>computers.</td>
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<td></td>
<td>d. Students will follow the instructions on the worksheet to complete their</td>
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<td>assignment in class.</td>
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<td></td>
<td>e. Students will be instructed to print out the assignment before class time is up to</td>
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<td></td>
<td>be reviewed before posted up.</td>
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<tr>
<td>IV.</td>
<td>Closure (5 mins)</td>
</tr>
<tr>
<td></td>
<td>a. The small, one page informal writing assignments will be, once reviewed, taped up</td>
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<tr>
<td></td>
<td>by the student, just outside of the classroom.</td>
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</tbody>
</table>

| Assignment: | No assignment will be given for this portion of the unit.                           |
| Assessment: | Take note of students using time management in the computer. Give ✓+ - for grading effort. Students will be given a grade based on the visual appeal, credibility of sources, and accuracy of content in the informal writing assignment poster. |

Differentiation: The webquest worksheet will be available in different formats depending on the student’s needs. These could be a pack including articles for varying reading levels, or starting off points for research basis.
Lesson #8: Library Resource Day – Unit Project Introduction

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<td>Unit Subject:</td>
<td>Exploring the World Around You</td>
</tr>
<tr>
<td>Overview:</td>
<td>Students will be introduced to the unit project. This introduction will include unit project handout and technology resource overview. Students will be shown how to use the internet to find appropriate sources for their unit project. They will also be given time in the library to find additional resources.</td>
</tr>
</tbody>
</table>

Learning Outcomes: Students will be able to ...

- Define primary and secondary sources of information.
- Examine samples of primary and secondary sources.
- Identify examples of primary and secondary sources.
- Describe the process to finding appropriate resources.

Standards:
- B.8.1 Interpret the past using a variety of sources, such as biographies, diaries, journals, artifacts, eyewitness interviews, and other primary materials, and evaluate the credibility of sources used.

Materials Needed:
- Notebook
- Computer
- SMART Board
- Variety of Primary and Secondary Source Materials
- Primary and Secondary Resources Worksheet
- Unit Handout and Rubric
- Reserve Library Time

Activity/Instructions:

I. Opening: “Over the last few weeks, we have talking about exploring the world around us. Today, we are going to take a deeper look at your unit project using all of the skills we have taught you within this unit. We will begin with learning how to find sources using the internet. Then we will give you individual work time to get started on your projects.”

II. Activating Prior Knowledge (10 mins)
   a. Display the examples of primary source documents included in the kit and copies of encyclopedias, textbooks, biographies and autobiographies. Allow the students to walk around the display and examine the materials.
   b. Introduce the lesson by asking: “What can we learn by examining these different
II. How do you think historians use this kind of information to write the history that we read in our textbooks and other sources?

III. Our lesson today will focus on the different kinds of evidence that historians use to recreate historical periods. Those sources are broken into two categories: Primary and Secondary Sources.

III. Primary and Secondary Sources Activity (15 mins)

a. Guide the students through the interactive notes on the definitions of primary and secondary resources.

b. Guidelines for using interactive notes
   i. Duplicate enough copies of the student worksheet Interactive Notes for each student.
   ii. Using a SMART board, show the Teacher version of the Interactive Notes. Guide the students through the notes by reading the notes and writing the words that go in the blanks, allowing the students to copy the correct words as they follow along. Only one line of print should be shown at one time to keep the students focused on the discussion. When notes are complete, the teacher asks students to read the notes aloud and the teacher answers any questions that students have about the notes.

   c. The students will: Examine the materials assembled for the lesson and complete a worksheet identifying them as primary or secondary resources.

IV. Presentation Expectations & Rubric (10 mins)

a. Rubric is passed out.

b. Verbal and written instructions are given to the class.

c. Expectations are discussed with students.

d. Students will have the choice to work in small groups of 2-3 or individually.

e. Students will be required to have one primary source and two additional secondary sources.

V. Library Time (20 mins)

a. Take time to go to the library (5 mins).

b. Remind students to be resourceful and respectful of the library. Also, be aware of other classes and students using the library.

c. Allow students to break into presentation groups.

d. As students start to look at different materials for primary and secondary sources, go around and check in on students’ progression and presentation topics.

e. Answer questions and give advice to students struggling with information.

Closure (5 mins): Gather students to regroup as a class. Run through the main presentation ideas that each student group has chosen to ensure there are no overlaps in presentation materials. Allow student to check out materials needed for presentations.
| Assignment: | Look over the materials gathered in today's class and come up with possible topic questions in regards to their own presentations. Touch basis with group members to brainstorm ideas, presentation style, and additional resources. Students will complete primary and secondary resources worksheet. |
| Assessment: | Take note of students using time management in the library and resources needed for their presentations. Ability to work with group members to establish basic knowledge of presentation. Give ✔+ - for graded effort. |
| Differentiation: | Primary and secondary sources can be provided at varying reading levels for students with difficulties. The medium used for these articles could differ depending on ease of access to the student, printed or electronic. A rubric sheet of greater detail or further note taking can be provided. Lastly, time after school can be made available for those who need more time at the computers. |
Lesson #9: Library/Computer Resource Work Day

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<tr>
<td>Overview:</td>
<td>Today students will be given work time to create and put together their unit project. Students will utilize time both in the library and computer lab to conduct research. Time spent during this class will be used to meet with individual groups for conferencing. This will be used to keep students on track and check group progress for their unit project.</td>
</tr>
<tr>
<td>Learning Outcomes:</td>
<td>Students will be able to ...</td>
</tr>
<tr>
<td></td>
<td>• Utilize time to work together as a team to create a final product.</td>
</tr>
<tr>
<td></td>
<td>• Discuss progress of their unit project with ample feedback from peers and teachers.</td>
</tr>
<tr>
<td></td>
<td>• Reflect upon group work and self-assess their individual efforts.</td>
</tr>
<tr>
<td>Standards:</td>
<td>• E.8.1 Give examples to explain and illustrate the influence of prior knowledge, motivation, capabilities, personal interest, and other factors on individual learning</td>
</tr>
<tr>
<td></td>
<td>• E.8.12 Describe conflict resolution and peer mediation strategies used in resolving differences and disputes.</td>
</tr>
<tr>
<td>Materials Needed:</td>
<td>• Notebook</td>
</tr>
<tr>
<td></td>
<td>• Computer</td>
</tr>
<tr>
<td></td>
<td>• SMART Board</td>
</tr>
<tr>
<td></td>
<td>• Peer Review Evaluation Form</td>
</tr>
<tr>
<td></td>
<td>• Group Evaluation Form</td>
</tr>
<tr>
<td></td>
<td>• Reserve Library Time</td>
</tr>
<tr>
<td></td>
<td>• Reserve Computer Lab Time</td>
</tr>
<tr>
<td>Activity/Instructions:</td>
<td></td>
</tr>
<tr>
<td>Day 1 &amp; 2:</td>
<td></td>
</tr>
<tr>
<td>I. Opening:</td>
<td>“Today we will continue to work on our unit projects. We will be taking the resources that you have gathered yesterday and start to form ideas for your unit project. Time will be divided between using resources in the library and in the computer lab.”</td>
</tr>
<tr>
<td>II. Activating Prior Knowledge (5 mins)</td>
<td>T: “Pull out your resources that your group has gathered from yesterday. Scan over your resources.”</td>
</tr>
</tbody>
</table>
b. Have students get into their groups and evaluate the credibility of their sources.
c. T: “Can someone show us an example of a primary source? Secondary source?”

III. Work Time (40 mins)
a. Groups will be divided in half. One half of the class will be in the library while the other half is in the computer lab.
b. During this time, students must utilize the time to find more resources if needed or start to put their unit project together.
c. Teachers will be coming around to pull out individual groups to check on progress of the students’ project.
i. Teachers will go over peer review and group review process during this time.

Closure (5 mins): Gather students to regroup as a class. Inform students that class procedure will be the same and teachers will continue to meet with groups that did not meet today.

Assignment: Take additional time outside of class if needed to work on unit project. Teachers will be available after school hours if students need work time at school.

Assessment: Teachers will take notes for group evaluation forms to informally assess teamwork when meeting with groups.


Differentiation: Study group rooms can be made available for groups who are having a difficult time focusing with the varying levels of involvement in the library and computer lab. Teacher will be made available during this class period for groups with difficulties and also after school.
Lesson #10: Presentation Day

<table>
<thead>
<tr>
<th>Teachers:</th>
<th>Ms. Duachee A. Yang &amp; Ms. Christine Malkiewicz</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title:</td>
<td>Social Studies - US Geography</td>
</tr>
<tr>
<td>Grade Level:</td>
<td>7th Grade</td>
</tr>
<tr>
<td>Unit Subject:</td>
<td>Exploring the World Around You</td>
</tr>
</tbody>
</table>

Overview:

Today, students will be presenting their unit project for the class. Students will be giving peer reviews as each group goes to up to present their project. Groups receiving feedback will evaluate their efforts as a group and the quality of their own presentations.

Learning Outcomes: Students will be able to ...

- Demonstrate their understanding of the relationships between local, state, and national geography through the presentation of their unit projects.
- Reflect upon group work and self-assess their individual efforts.

Standards:

- A.8.8 Describe and analyze the ways in which people in different regions of the world interact with their physical environment through vocational and recreational activities.
- E.8.12 Describe conflict resolution and peer mediation strategies used in resolving differences and disputes.

Materials Needed:

- Notebook
- Computer
- SMART Board
- Peer Review Evaluation Form
- Group Evaluation Form
- Any other presentation materials that individual groups may need.

Activity/Instructions:

Day 1 & 2:

I. Opening: “Congratulations to all of you. Today, we will begin with our unit project presentations.”

II. Activating Prior Knowledge (5 mins)
   a. Remind students to be respectful and give both positive feedback and improvements to their peers.
   b. Give examples of positive feedback and improvement critiques.
   c. Have students gather all presentation materials and prepare to present.

III. Presentation Time (40 mins)
   i. Each group will have approximately 5 minutes to give their presentations for the class.
### iii.
During this time, peers and teachers will be conducting evaluations for each presentation.

<table>
<thead>
<tr>
<th>Closure (5 mins):</th>
<th>Students will hand in their peer evaluations. Any groups that did not present, should prepare to go tomorrow.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment:</td>
<td>For groups that have not presented, take additional time outside of class if needed to complete unit project. For groups that are done presenting, review materials for peer review of the next day's presentations. Teachers will be available after school hours if students need work time at school.</td>
</tr>
<tr>
<td>Assessment:</td>
<td>Teachers will formally assess teamwork and presentations according to rubric.</td>
</tr>
<tr>
<td>Differentiation:</td>
<td>Students will be given props for presentation to lower anxiety and tailor to the needs of the students. Podiums, projectors, SMART board, tablets, print outs, and other prompts.</td>
</tr>
</tbody>
</table>
Annotated Bibliography


This is the main textbook that we anticipate to use in the classroom. We are drawing from the information that is available in the textbook to create lessons that will allow the students to make connections to outside sources. This textbook will be used throughout the unit plan.


This atlas is used as a resource for our students. We will be using this atlas for students to look up information for our lesson plan on National Geography. Students can also use this resource for the final core performance task.


Doug Buehl provides a variety of instructional strategies that can be used in the classroom with students. Several of his strategies are integrated into our unit so that students are able to comprehend the materials on a high level of thought when interactive strategies are used. We are using the interactive vocabulary guide to start our students out with familiarizing with new vocabulary that they will encounter throughout the unit.


From this book, we are drawing from the ideas that Larson and Keiper have suggested to use with middle school and high school teachers. We have tried to integrate several tips into our unit plan. This book is a modern reminder that classroom instruction and strategies need to move away from a traditional classroom model and towards understanding by design.


This is going to be the main textbook that we are going to be using with our students during our Wisconsin State Geography lesson. The information in this textbook is being used as a resource to help guide students with understanding the geographical formation and history of Wisconsin.


From this website, we have been able to pull map resources that may not be provided by the school. We would allow students to use this website as a resource for the core performance tasks and as a resource for our lessons on local community and state geography.

From this website, we have taken directions from the game “Around the World” in a math class and adapted it to our lesson for a geography classroom. This game is used as a review game for students to recall information and participate with their fellow classmates. Having played this game before, we believe that it would be beneficial to our students to experience a game-based learning and studying strategy.


This atlas is used as a resource for our students. We will be using this atlas for students to look up information for our lesson plan on State and Regional Geography. Students can also use this resource for the final core performance task.


We have taken multiple reading and writing strategies from Vacca and Vacca’s Content Area Reading book. These strategies have been integrated into the process of our unit plan. We’ve tried to use strategies such as graphic organizers to create more connections for our students.


All of our content and core performance task standards have come from this book. Although the state of Wisconsin may be moving toward the National Social Studies Standards, this book details the use of various strategies that will meet the educational needs of students in Wisconsin in any social studies class. We have tried to integrate standards from all across the social studies discipline to give our students a wide range of lessons and learning strategies.
## CITY OF WAUSAU

Your municipality is currently in the middle of renovations of the downtown area. The downtown area include the Grand Theatre, the 400 Block, the Wausau Center Mall, small privately own boutiques and shops, diners, and the old Historical Homes of Wausau. You have realized that amidst the renovations, you do not have enough money in your current budget to finish the renovation plans. Your proposal must include reasons why you should receive a grant to finish up the renovations. It must also include necessary steps that you will take to ensure that the grant will provide adequate and significant importance to your area.

## CITY OF SCHOFIELD

Schofield is the business and industrial center for much of the Wausau Metro area. There are only two main roads that lead to the business park. For many citizens who work in the business and industrial park, traffic can become an issue. Your proposals must include a development of a new route from the main roads to the business park for easier access. You have the option to use road constructions or architectural structures that will lead to the business park. You must also include your purpose for the funding of your proposal and rough draft of the new route in your proposal.

## TOWN OF RIB MOUNTAIN

Granit Peak is the highlight of Marathon County’s Rib Mountain State Park. The scenery of nature at its best in the fall and winter, Rib Mountain can offer fantastic views as far as the eye can see. To add to the this favorite tourist hot spot, your municipality will propose an outdoor trail to be added between Rib Mountain State Park and Nine Mile Forest Recreational Area. In your proposal, you must state the purpose for funding, create a rough draft, and include both pros and cons to the environmental impact of this trail.

## VILLAGE OF ROTHSCHILD

The village of Rothschild is a mecca for the shopaholics. To ensure that the citizens of Marathon County are able to have easy access to the Cedar Creek Mall and theatre, Highway 39/Business 51 must be revamped and expanded. In your proposal, you must include reasoning for the proposed funds. You must also include a rough draft of the new constructions for easy flow and traffic.

## VILLAGE OF WESTON

The village of Weston is known as a great community center with the DC Everest School District and various nature trails. Weston is also a growing community with a new focus on healthy eating and healthy living. Your municipality must propose a recycling and compost center along with a community garden. In your proposal, you must include reasons for funding this effort and sketch a placement for this center near one of the nature trails.

## VILLAGE OF KRONENWETTER

The village of Kronenwetter lies between the city of Mosinee and the village of Weston. As a popular and ever-growing area for small families, the children of Kronenwetter receive school through both districts of Mosinee and Weston. To expand and grow the community, you will propose a brand new school district within Kronenwetter to avoid the long distance travels for young students. In your proposal, you must include reasons for expansion and the placements of your schools (elementary – including pre-k, middle school/junior high, and high school). You must sketch out your drawings for these placements.
In the city of Mosinee, the Central Wisconsin Airport (CWA) has become a hub for travelers of Wisconsin and the Midwest. As the metro area of Marathon County continues to grow, CWA will also need to grow to accommodate the surrounding communities and the thousands of visitors that pass through the airport. You will include a sketch of the renovation and expansion of CWA in the Mosinee area, including esthetic designs of the exterior of the building for the comfort of our guests. You must expand on your reasons for the funding of these renovations and expansions in your proposal.
National Geography

Introduction:
Today we will be searching the internet to explore credible resources about national monuments, parks, recreation, and fun facts about the United States.

Task:
If you were asked to share something important and iconic about the United States to other countries, what would it be about? What significance does this thing or place have to our History? Geography?

Process:
Let's visit a couple of resources that you could chose to talk about. Keep in mind that you can chose to write about one of these ideas, or come up with your own. (I prefer that you do come up with one of your own, so brainstorm a little!)

First you are going to use one of your favorite search engines to see what websites pop up for your iconic national monument, or park.

Check out your website. Is it credible? Who authored the website? Remember, not all information on the internet is correct! Try to confirm your fact on two or more websites.

Write down your sources and facts. Be sure that your information works as a cohesive group of ideas.

In the end, you will be making a one page poster about your national monument or park.

Resources:
Some sources to check out if you need ideas:

Washington Monument
http://www.nps.gov/wamo/index.htm

Yellowstone National Park
http://www.nps.gov/yell/index.htm

Statue of Liberty
http://www.nps.gov/stli/index.htm

Evaluation:
From the information you gather, write a short informal essay. Use this as a chance to share what is interesting about the topic you chose. You can even include a short blurb about why it is important to you. Also, please include one photograph. Be sure to fit the writing and photograph all on one page. Print these out at the library, and we will be posting these on the wall outside of our classroom for others to read.
<table>
<thead>
<tr>
<th>Primary Source</th>
<th>Secondary Source</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Art:</strong> original artwork</td>
<td>magazine article describing the piece of art</td>
</tr>
<tr>
<td><strong>History:</strong> original letter</td>
<td>biography about a person’s life</td>
</tr>
<tr>
<td><strong>Theater:</strong> Videotape of a performance</td>
<td>Critic’s review of the performance</td>
</tr>
</tbody>
</table>
Learning to Identify Primary and Secondary Sources

**Primary sources** are ________________ of events as they are first described without anyone else's ________________ or ________________. These items can be letters, ________________, maps, printed material such as ________________, video and sound recordings, and ________________ objects such as clothing, furniture, or tools.

**Secondary sources** offer an ________________ or an explanation of primary sources. Some secondary sources use ________________ sources to support a certain opinion or idea. ________________ of secondary sources are dictionaries, encyclopedias, ________________, books and articles.

<table>
<thead>
<tr>
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<tr>
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</tr>
<tr>
<td>History</td>
<td>biography about a __________ life</td>
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<tr>
<td>Theater</td>
<td>Critic’s ________________ of the performance</td>
</tr>
</tbody>
</table>
Identifying Primary and Secondary Sources
Student Copy

Examine the documents your teacher has assembled for you and decide whether they are primary or secondary sources. Refer to your notes if you need them to help you make a decision. Your work will be graded on your accuracy and completion of the assignment.

<table>
<thead>
<tr>
<th>Primary Source Documents</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Secondary Source Documents</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Identifying Primary and Secondary Sources
Teacher Copy

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<table>
<thead>
<tr>
<th>Primary Source Documents</th>
<th>Evidence</th>
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</thead>
<tbody>
<tr>
<td>2. All photographs</td>
<td>2. Recorded events as they actually were</td>
</tr>
<tr>
<td>3. The Free Man’s Press</td>
<td>3. Printed material from a specific time period</td>
</tr>
<tr>
<td>4. Autobiographies</td>
<td>4. Author’s personal story</td>
</tr>
<tr>
<td>5. Newspaper that describes an event</td>
<td>5. Reporter’s description of event</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Secondary Source Documents</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Textbooks</td>
<td>1. Contains other people’s explanation or analysis</td>
</tr>
<tr>
<td>2. Biographies</td>
<td>2. Written by someone other than the person whose life story is being told.</td>
</tr>
<tr>
<td>3. News article that give a review of a performance</td>
<td>3. Contains explanation or analysis from the point of view of the critic.</td>
</tr>
</tbody>
</table>
Learning to Identify Primary and Secondary Sources

**Primary sources** are records of events as they are first described without anyone else’s interpretation (*what they think it means*) or analysis (*taking it apart to find meaning*). These items can be letters, photographs, maps, printed material such as newspapers, video and sound recordings, and physical objects such as clothing, furniture, or tools.

**Secondary sources** offer an analysis or an explanation of primary sources. Some secondary sources use primary sources to support a certain opinion or idea. Examples of secondary sources are dictionaries, encyclopedias, textbooks, books and articles.