

Name: John Philip Siegrist

Course: Introduction to Geography (7th Grade Social Studies)

## Stage 1 Desired Results

### ESTABLISHED GOALS

#### **Common core:**

1. Making inferences and drawing conclusions
2. Citing textual evidence to support understanding
3. Read and comprehend social studies texts in the 6-8 text complexity band independently and proficiently.
4. Analyze and determine meaning of words and phrases in text.

#### **Pennsylvania Standards**

##### **Reading**

R7.A.2.1.2: Identify and/or apply meaning of content-specific words used in text.

R7.A.1.4.1:

Identify and/or explain stated or implied main ideas and relevant supporting details from text.

**Note:** Items may target specific paragraphs.

R7.A.1.3.2: Cite evidence from text to support generalizations.

R7.A.1.3.1: Make inferences and/or draw conclusions based on information from the text.

##### **Geography:**

7.3.7.A:

Describe the human characteristics of places and regions using the following criteria:

Population

Culture

Settlement

Economic activities

Political activities

##### **Government:**

5.1.7.B: Identify the different types of government and the processes they use in making laws.

##### **Math:**

M7.E.1.1.1: Analyze data and/or answer questions pertaining to data represented in, double bar graphs, multiple line graphs or stem-and-leaf plots.

### Transfer

Students will be able to independently use their learning to...

1. Describe how social, cultural, and economic processes shape the features of places.
2. Ask and find answers to questions about power, economic systems, and governance locally, nationally, and globally.
3. Compare and contrast different economic systems Evaluate the consequences of human actions on the environment and people.
4. To analyze the effects of a battle that is regarded as a “turning point” in a war.
5. To learn how thinking from other perspectives helps people transform conflicts in non-violent ways.

### Meaning

#### UNDERSTANDINGS

Students will understand that...

1. Culture, a group’s shared practices and beliefs, differs from group to group and changes over time.
2. Population studies help geographers identify patterns and measure change.
3. The world is experiencing unprecedented levels of migration.
4. The world’s countries have different types of governments including democracy, communism, and dictatorship.
5. The world’s countries have different levels of economic development.
6. Fast, easy global connections have made cultural exchange, trade, and a cooperative world community possible.
7. Differences between the cultures of the agricultural South and the industrial North added to the tensions between these two regions prior to the Civil War.
8. The effects of regional wars and environmental change reach are not limited to that region only, they affect the world.
9. There are similarities between how war

#### ESSENTIAL QUESTIONS

1. How does economic scarcity impact daily life for individuals, regional entities, and nation-states?
2. How are power, economic systems, and governments alike and different across groups and nations?
3. Why do people fight?
4. What do fighting and wars accomplish?
5. How can learning to think from another person’s perspective help people to transform conflicts in non-violent ways?
6. How can studying history help to prepare us to face the current challenges of our planet?

effected the people of Gettysburg and the way that war is effecting the people today.

10. Learning to think from another person's perspective can help people to transform conflicts in non-violent ways.

## Acquisition

### Students will know...

1. Definitions of Culture
  - Culture trait
  - Culture region
  - Ethnic group
  - Cultural diversity
  - Cultural diffusion
  - Population
  - Population density
  - Migration
  - birthrate
  - Democracy
  - Communism
  - Market Economy
  - Command Economy
  - Gross Domestic Product
  - Per Capita Gross Domestic Product
  - Developed Countries
  - Developing Countries
  - Globalization
  - Popular Culture
  - Interdependence
  - United Nations
  - humanitarian aid
2. Linkages between a person's culture and their perspectives.
3. Factors that have helped shape their own culture.
4. Why and how their family migrated to Lancaster, PA.
5. Why and how other families have migrated to Lancaster, PA.
6. Why Mr. Siegrist has chosen to take a class on Global Citizenship and how his class will benefit them.
7. Skills for thinking from another person's perspective.

### Students will be skilled at...

1. Reading population density maps.
2. Writing a Reflective Essay on the way that their culture has shaped their worldview.
3. Developing questions and conducting interviews. Focus: Why did you move to Lancaster and what was your moving experience like?
4. Using photos, primary source stories, and a field-trip to the Gettysburg Battlefield to analyze the Gettysburg Battlefield using the Five Themes of Geography (Compare and contrast: before, during and after the battle).
5. Articulating the perspective of someone from another culture in the form of a role play.
6. Writing a Problem/Solution Essay in that uses lessons from the Battle of Gettysburg to create a response to a modern battlefield situation.

## Stage 2 – Evidence

Evaluative Criteria	Assessment Evidence
<p>1. Compare and Contrast, Analyze (Recognize Perspectives: Examine others perspectives and identify what influenced them)</p> <p>2. Summarize, Create, Calculate (Investigate the World: Analyze, integrate and synthesize evidence to construct coherent responses).</p>	<p>TRANSFER TASK(S):</p> <p>1. <b>Compare and Contrast Diagram and Essay:</b> You will create a Ven Diagram that compares and contrasts Kunte Kinte and the “strange blacks” that he meets in America. First you will watch segments of the <i>Roots</i> video and analyze the stages of his Mandinka warrior manhood training. A series of Collins Writing prompts will guide you in this analysis process. On the second day of this lesson you will read an excerpt from the book <i>Roots</i>. As you read you will create a Ven Diagram that compares and contrasts Kunte Kinte and the “strange blacks” in the passage. Upon the completion of the passage and the Ven Diagram you will be asked to write an essay in response to the following prompt: “How do you explain the differences between Kunte Kinte’s thinking and the thinking of the ‘strange blacks’?”</p> <p>2. <b>Celebrating Cultures:</b> <b>Trip Around the World Diary:</b> <b>Directions:</b> Use <b>online.culturegrams.com</b> World Edition to go on a virtual vacation around the world. Include a stop on each continent as part of your trip. <b>Step 1</b> Click on the World Edition at the Top of the Page or type: <a href="http://online.culturegrams.com/world/index.php">http://online.culturegrams.com/world/index.php</a> <b>Step 2</b> Go to a continent and select the country you want to visit <b>Step 3 (3 Points)</b> Record the name of the country you are visiting, the name of its capital, the latitude and longitude of its capital and an interesting fact about the country. <b>Step 4</b> Spend about 10 minutes virtually exploring the country. (If you visit more than 3 countries per period you are traveling too quickly) <b>Step 5 (4 Points:</b> Topic Sentence 1 Point, Three Senses 3 Points) Write a diary entry describing your visit. Begin with a short topic sentence like, “My visit to Mali was outstanding!” or “I was looking forward to going to Burma but then I didn’t like it that much.” Then explain why you wrote what you wrote in your topic sentence. Include at least three of your five senses in your explanation. The five senses include: hearing, seeing, smell, taste, and touch. [See Example on the back side of this page] <b>Step 6: (1 Point)</b> Go to “Tools” on the right side and use the distance calculator to calculate how many miles you traveled on your trip around the world.</p>

Evaluative Criteria	Assessment Evidence
<p>3. Develop, Explain, Express (Communicate Ideas: Select and use appropriate technology and media to communicate with diverse audiences.)</p> <p>4. Develop, Identify, Analyze, Create (Investigate the World: Identify an issue, generate questions, explain its significance)</p> <p>5. Describe, Analyze, Compare, Contrast, Summarize (Investigate the World: Use a field-trip to identify and weigh relevant evidence.)</p>	<p>TRANSFER TASK(S):</p> <p>3. <b>Celebrating Cultures:</b> <b>Voki Presentation:</b> Develop your Trip Around the World Diary into Voki Presentations to share with the class (<a href="http://www.voki.com">http://www.voki.com</a>). Customize the background of each presentation to provide picture that connects with part of your presentation. As possible, add clothing and other accessories as appropriate to each stop. Listening to your Voki should help you make improvements to your writing. When you return to North America, add a summary presentation that explains how America represents a “Melting Pot” of cultures from around the world.</p> <p>4. <b>Understanding Perspectives:</b> <b>Migration Interview and Good-Neighbor Guide:</b> Interview someone who moved to Lancaster from another state, territory, or country to learn about the economy, government, culture of the place they came from and the adjustments they went through as they acclimated to Lancaster. First, develop questions using vocabulary that we are using in class such as culture, elections, population density, and per capita income. Second, translate your questions into Spanish, Haitian-Creol, or another language if necessary. Third, conduct your interview. Fourth, analyze your interview for the phrases that best explain the impact of migration on people, on the communities they leave, and on the communities they move too. Finally, collaborate with a team of four classmates to develop a list of suggestions for how Lancaster natives can be good neighbors if a person from a different culture moves into their neighborhood or gets a job at their workplace. Bonus points will be given for people who interview someone outside their own ethnicity.</p> <p>5. <b>Cultures In Conflict:</b> <b>Gettysburg Battlefield: A Case Study of War as a Response To Conflict</b> Use the five themes of Geography to analyze the Battle of Gettysburg’s significance as a “turning point” in the Civil War. First, use primary source photos and readings to describe what Gettysburg looked like after the battle. Then, use our field-trip to Gettysburg to learn what Gettysburg was like before and during the battle. Prepare for the field-trip by creating questions related to this part of your research. Our tour guides will be pleased to respond to your questions (and the battlefield itself has been restored to much the same way it looked before the battle). Prepare to write essays in response to the following questions after you return from the field trip: 1. Summarize how the people of Gettysburg were affected by the Battle of Gettysburg. 2. In terms of power, economics, and governance, what did the North accomplish by defeating the South in the Civil War?</p>

<p>6. Evaluate, Recommend (Take Action: Assess options and plan actions based on evidence and potential for impact.)</p> <p>7. Evaluate, Recommend (Take Action: Assess options and plan actions based on evidence and potential for impact.)</p>	<p><b>6. Solutions to Cultures in Conflict:</b>  <b>Cross-Cultural Role Plays:</b>  Recognizing that people have much to gain if they can transform conflicts in non-violent ways, you will receive cross-cultural role play situations and be assigned to act out solutions which are a “win-win” for both sides (as opposed to a “lose-lose worse solution” or a “win-lose” solution). At the end of the role plays you’ll be asked to write a reflection on your experience.  Among other places the role plays will come from:  <a href="http://www.peacecorps.gov/www/educators/lessonplans/lesson.cfm?lpid=365&amp;sid=4###">http://www.peacecorps.gov/www/educators/lessonplans/lesson.cfm?lpid=365&amp;sid=4###</a>  <a href="http://www.englishadvantage.info/lesson/culture-role-play/#">http://www.englishadvantage.info/lesson/culture-role-play/#</a>  <a href="https://www.trainingabc.com/product_files/P/Cultural_Awareness.pdf">https://www.trainingabc.com/product_files/P/Cultural_Awareness.pdf</a>  <a href="http://www.eslgo.com/resources/sa/role_plays/intercultural.html#">http://www.eslgo.com/resources/sa/role_plays/intercultural.html#</a></p> <p><b>7. Solutions to Cultures in Conflict</b>  <b>Problem/Solution Essay:</b>  Investigate a current violent conflict and its effects on civilians. Using your background knowledge from your Migration Interview, your Good-Neighbor Guide, your visit to the Battle of Gettysburg and the role plays, develop a list of three or more recommendations of how the people of the United States should respond to the global conflict you have researched. Research topics may include but are not limited to the conflict in Syria, the conflict in Afghanistan, and the drug war in Mexico.</p>
<p>List, Define, Paraphrase, Illustrate, Analyze</p>	<p><b>OTHER EVIDENCE:</b></p> <p>8. Reading questions over the next three textbook sections  9. Vocabulary assignments and quizzes.  10. Essays in response to video segments shown prior to Gettysburg  11. Informal assessment via classroom discussions  12. Unit test</p>

## Stage 3 – Learning Plan

### Summary of Key Learning Events and Instruction

- 1. Compare and Contrast Diagram and Essay:** Compare and contrast Kunte Kinte’s world view and the world view of Toby. As a class we will discuss the significance of Kunte Kinte’s Mandika Warrior Manhood Training in the development of his culture perspective. Be prepared to contrast Mandika Manhood Training with the training provided by white overseers.
- 2. Celebrating Cultures:**  
**Trip Around the World Diary:**  
Now that you understand what culture is and how people acquire it, it’s time to celebrate world cultures while traveling around the world using [online.culturegrams.com](http://online.culturegrams.com). You will be given the freedom to chose your own route and destinations but you must keep a diary documenting your experiences. Your diary should focus on things that you see, smell, taste, hear, and touch during your travels that are not part of your normal experience at home. After you have completed your diary, use a colored pencil to highlight the main idea of each of your entries and number each of the supporting ideas.
- 3. Vocabulary Homework:** Reading assignments from the textbook workbook that introduce vocabulary that is commonly used in discussions about culture. This homework includes a segment that discusses a variety positive and negative outcomes when different cultural groups live in contact with each other.
- 4. Vocabulary Quizzes:** Short quizzes to assess your understanding of your homework and class discussions.
- 5. Celebrating Cultures:**  
**Voki Presentation:** Recognizing that some 7th Grade students are intimidated by public speaking, we’ll use Voki to present our “Trip Around the World” diaries. Begin by making a Voki about the favorite stop on your trip. Add a picture to the background of your Voki that helps to illustrate the content of your Voki presentation. Finally, prepare a question about the culture of the country you visited that you hope to find an answer to during your next visit.
- 6. Understanding Perspectives:**  
**Migration Interview and Good-Neighbor Guide:**  
The United States has been described as a “melting pot” of cultures. People are attracted to this country for many reasons but migration always comes with challenges. As you conduct your interview you will learn why the person you interviewed moved to Lancaster. Many of the people who have participate in these interviews have also report significant cross-cultural challenges when they arrive in Lancaster. You will be asked to identify the cross-cultural challenges found in your interviews and to develop a “Good-Neighbor Guide” that will help employers or long-term Lancaster residents as they relate to newcomers.
- 7. Essays in response to video segments shown prior to our field-trip to the Gettysburg Battlefield**  
You will be asked to demonstrate that you understand the basic background of the Civil War and the Battle of Gettysburg. How does the culture of the South compare with the culture of the North? What were the South’s beliefs about human rights? Contrast the role of women in Northern culture with the role of women in Southern culture.

## Summary of Key Learning Events and Instruction

### **8. Cultures In Conflict:**

#### **Gettysburg Battlefield: A Case Study of War as a Response To Conflict**

Now that we have celebrated cultures from around the world, we are going to visit a key location where the Northern Culture battled the Southern Culture during the American Civil War at the cost of more American lives than any battle in American History. As you visit the battlefield you will gain an appreciation for what the area must have looked like before the battle and you will be asked to imagine what the battlefield must of looked and smelled like during the battle. You will be asked to use the Five Themes of Geography to present your assessment of how a violent response to cultural conflict effected the Gettysburg community.

### **9. Solutions to Cultures in Conflict:**

#### **Cross-Cultural Role Plays:**

In small groups, you will be asked to present role plays that introduce the class to modern interpersonal cross-cultural misunderstandings and present non-violent solutions. First, your group will discuss the problem presented in your situation. Second, you'll need to brain-storm possible solutions and label them as "win-win", "win-lose", or "lose-lose". Third, pick the solution that represents the best "win-win" solution. Finally, each group will present their role play to the class.

### **10. Solutions to Cultures Groups in Conflict**

#### **Problem/Solution Essay:**

Individually, you will be asked to research a modern war zone with a focus on the different cultural groups involved in the conflict and their interests in the outcome of the conflict. Why should people in the United States care about the conflict you are researching? How should the United States as a country respond to this conflict? How might the people of the United States as citizens respond to the conflict? Prepare to present your research and opinions in the form of a problem/solution essay.

### **11. Informal assessment via classroom discussions**

### **12. Unit Test**

Unit Title: The World's People (Textbook: Introduction to Geography by Holt McDougal)