

GED 2002 Teachers' Handbook of Lesson Plans

| Area/Skill - Social Studies | Cognitive Skill Level - Analysis/Evaluation | Correlation to Framework - 02.04, 02.08 | Lesson Number - 36 |
|---|---|--|--------------------|
| <p>Activity Title - Places and Perceptions</p> <p>Goal/Objective</p> <p>To identify why people live in different places and their perceptions of the place in which they live.</p> <p>Lesson Outline</p> <p>Introduction</p> <p>Discuss that people perceive things differently. One example is the place in which an individual lives. Their perception is often dependent on personal experiences.</p> <p>Activity</p> <p>Write the following words on the board: forest, desert, beach, tropical rainforest, Antarctica, Florida. Have students copy the list of words onto their own paper and write words that describe how they feel about each of these places. Discuss the students' lists.</p> <p>Divide the class into small groups of three or four students and have each group choose one type of place from the list. Have them develop a skit or visual display on what perceptions and feelings a person has about the place. Students may wish to include such things as cultural background, demographics of the area, family history, etc.</p> <p>Debriefing/Evaluation Activity</p> <p>Discuss what students have learned from this activity and relate this knowledge to a broader discussion of how cultural perceptions of places can affect political situations.</p> | | <p>Materials/Texts/Realia/Handouts</p> <ul style="list-style-type: none"> • Chart paper/board and markers • Maps to locate different places discussed • Paper and pencils | |
| <p>Real-Life Connection</p> <p>Ask students if there are currently any political debates in the United states that relate to cultural or religious perception of places. Broaden the discussion to places in the world in which there are political debates regarding a location and its perception. Possible answers may include Ireland, Jerusalem, Palestine, etc.</p> | | <p>Extension Activity</p> <p>Have the class identify a location where there are different types of perceptions felt by individuals in the class. Have students compare their perceptions. How are they the same? How are they different?</p> <p>ESE/ESOL Accommodations</p> <p>Have students work in teams to identify specific areas where people live, the cultural background of people in that area, etc.</p> <p>Have students use the computer to search for additional information on a specific area.</p> | |

GED 2002 Teachers' Handbook of Lesson Plans - Script

| | | | |
|-----------------------------|---|---|--------------------|
| Area/Skill - Social Studies | Cognitive Skill Level - Analysis/Evaluation | Correlation to Framework - 02.04, 02.08 | Lesson Number - 36 |
|-----------------------------|---|---|--------------------|

Activity Title - Places and Perception

Introduction

Ask: How many of you have lived in different places throughout your life? What was your favorite place to live? What was your least favorite? Why?

Say: People perceive things differently. One example is what we are talking about—the place in which an individual lives. Their perception is often dependent on personal experiences. These experiences may be very different from person to person. Many historical events were the result of an individual's perception of a place and its importance.

Main Activity

Write the following words on the board: forest, desert, beach, tropical rainforest, Antarctica, Florida.

Say: Please copy these words onto your paper. Now I want you to describe how you feel about each of these places. Write down your initial feelings or reactions. They do not need to be in complete sentences.

Have the students share their lists with the class. Write the adjectives or phrases for each of the words in a column underneath them.

Ask: Are you sure that we were all talking about the same place? Discuss how perceptions about a place can be very different even in just one classroom.

Say: Now I need you to divide into small groups of four. In your group, select one type of place from the list. Develop a skit or some type of presentation for the class on what perceptions and feelings that your groups has about the place. You may wish to include such things as cultural background, demographics of the area, family history, etc.

Closure/Conclusion

Ask: What have you learned from this activity. How can perceptions, specifically cultural or religious perceptions of place affect political situations.

Discuss current political situations that have resulted from individuals' perception of place. These may include such areas as Ireland, Jerusalem, Palestine, etc.

Follow-Up Lessons/Activities

Have students research areas where there is currently political debate that relates to perception of place. This may include cultural or political, as well as environmental.

Have the class identify a location where there are different types of perceptions felt by individuals in the class. Have students compare their perceptions. How are they the same? How are they different?