

## GED 2002 Teachers' Handbook of Lesson Plans

Area/Skill - Social Studies	Cognitive Skill Level - Analysis/Evaluation	Correlation to Framework - 02.01, 02.02, 02.04, 02.06	Lesson Number - 37
<p><b>Activity Title - Geography and Social Sciences</b></p> <p><b>Goal/Objective</b></p> <p>To identify and explain how geography is connected to other academic areas.</p> <p><b>Lesson Outline</b></p> <p><b>Introduction</b></p> <p>Have students define the word “geography” by writing a dictionary definition and then further defining geography through the knowledge and skills that they need in order to be good at geography.</p> <p><b>Activity</b></p> <p>Have students search the index of the National Geographic website and list geographical topics that are covered by the different sites listed. Have the students also list the topics that they do not feel are related to geography.</p> <p>Discuss the students’ list as a class. For each item on the “nongeographical” list, have students think of how the topic might indeed be related to geography. Discuss these ideas as a class, emphasizing that most topics have a geographical component.</p> <p>Have students think about different historic events, such as the discovery of America, the American Revolution, the Westward Expansion, the Civil War, World Wars, etc. Have students identify different geographical information that was related to each event. An example could be the effects of the harsh winter weather at Valley Forge and the difficulty of troops moving through the rivers and across the mountains during the Revolutionary War.</p> <p><b>Debriefing/Evaluation Activity</b></p> <p>Have students describe environmental and social problems with which they are familiar and have them relate these problems to geographical concepts.</p>			<p><b>Materials/Texts/Realia/Handouts</b></p> <ul style="list-style-type: none"> <li>• National Geographic - nationalgeographic.com</li> <li>• Chart paper/board and markers</li> <li>• Different types of maps to show how geography is a part of many different subject areas</li> <li>• Paper and pencils</li> </ul>
			<p><b>Extension Activity</b></p> <p>Have students select a specific event in history and outline the geographical factors that impacted the event. Students should share their results with the class.</p>
			<p><b>ESE/ESOL Accommodations</b></p> <p>Have students work in small groups or with a peer tutor.</p> <p>Have students select different ways to present their information - written, orally, graphic displays, pictures or photographs, etc.</p> <p>Provide students with samples of geographical skills and knowledge and have them match the different items to historic events</p>
<p><b>Real-Life Connection</b></p> <p>Discuss examples of geography in students’ daily lives. How do they use geography to plan their weekends, decide where to live, figure out a career path, plan a meal, or do other things in life?</p>			

## GED 2002 Teachers' Handbook of Lesson Plans - Script

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<b>Activity Title - Geography and Social Sciences</b>			
<b>Introduction</b>			
<p>Write the word “geography” on the board.</p>			
<p><i>Ask:</i> What does the word “geography” mean? I would like to you to write a definition for the word “geography” using not only a dictionary definition, but also the diverse knowledge and skills that you would need in order to be good at geography and different topics that could be termed geographical.</p>			
<p>When the students have finished their definitions, write the different terms and topics on the board.</p>			
<b>Main Activity</b>			
<p><i>Say:</i> Let’s compare your terms regarding geography to the index of the National Geographic website. Go to the index at: <a href="http://nationalgeographic.com">nationalgeographic.com</a> and list the different geographical topics that are covered by the sites listed. As you are reviewing the site, also list topics that you do not feel are related to the subject area geography.</p>			
<p>On the board, draw two separate columns. On one side write down those topics that the students felt were related to geography. On the other side list those topics that students felt were unrelated. <i>Ask:</i> What is your reason for listing this item as “non-geographical”? Can anyone think of a how this topic might be related to geography or a geographical concept?</p>			
<p><i>Say:</i> Most topics in history have a geographical component. Think for a moment about the American Revolution. The effects of the harsh winter weather at Valley Forge and the difficulty of troops moving across the rivers and through the mountains had an effect on the war. These are examples of how geography impacts history. Now think about other historic events, such as the discovery of America, the Westward Expansion, the Civil War, the World Wars. <i>Ask:</i> How did geography impact these events.</p>			
<p>Have students discuss their ideas and link this information to the different historic events.</p>			
<b>Closure/Conclusion</b>			
<p><i>Ask:</i> How is geography linked to environmental or social problems in your community or state? Have students describe issues with which they are familiar and have them relate these concerns to geographical concepts.</p>			
<b>Follow-Up Lessons/Activities</b>			
<p>Discuss examples of geography in students’ daily lives. How do they use geography to plan their weekends, decide where to live, figure out a career path, plan a meal, or do other things in life?</p>			
<p>Have students select a specific event in history and outline the geographical factors that impacted the event. Students should share their results with the class.</p>			