**Middle Childhood Education Lesson Plan Template v. 2**

Teacher Candidate Name: Jessica Sultemeier

Lesson Title/#: Australian Geography Claim/ 1

Grade Level: 6th grade [55 min]

**Lesson Foundations**

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| Content Standards  \*Science and SS should also include common core for reading/writing | ONLS.SS.6.6: Variations among physical environments within the Eastern Hemisphere influence human activities. Human activities also alter the physical environment.  CCSS.ELA-Literacy.WHST.6-8.1b: Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. | |
| Learning Objective(s)  **Content/Skills/Concept**  “Students will…” | 1.) Students will determine Australia’s five themes of geography (Apply).  2.) Students will justify a given claim using reasoning and evidence from texts (Evaluate). | |
| Prior Academic Knowledge and Skills | Students understand the five themes of geography.  Students are familiar with pulling evidence from texts to support a claim.  Students have the skills needed to collaborate with other students. |
| Materials & Resources | Objectives  “Geography Theme” graphic organizer  Signs for each station  Resources/Text for each station:   * Textbook: Feldman, K. (2004). Eastern hemisphere: Geography, history, culture. Needham, Mass: Pearson. * Pilkington, D. (1996). Follow the rabbit-proof fence. St. Lucia, Qld.: University of Queensland Press. * Blog: Ruthmann, A. (2012). Ask Anne: What's it like to live in Australia? Retrieved September 24, 2015 * Children’s book: Berkes, M., & Dubin, J. (2011). Over in Australia: Amazing animals Down Under. Nevada City, CA: Dawn Publications * Young Adult Novel: Christopher, L., & Wells, S. (2010). Stolen. New York: Chicken House/Scholastic. * Non-fiction text: Ganeri, A. (2014). Australia. Chicago, Illinois: Heinemann Library. * Children’s novel: Stilton, G. (2007). Down and out down under. New York: Scholastic. * Non-fiction text: Turner, K. (2007). Australia. Washington D.C.: National Geographic. * Transcript of campaign speech by John Curtin, 1937. (n.d.). Retrieved September 24, 2015 * Video: Green, H. (2013). Marine Pollution in Australia Infographics. Retrieved September 23, 2015, from YouTube. <https://www.youtube.com/watch?v=gMt_wyAjzAU>   Timer  Loose leaf paper for exit ticket | |

**Assessments**

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| Description of assessment | Modifications and accommodation to the assessment so that all students can demonstrate their learning. | Evaluation Criteria - What evidence of student learning (identify learning objective(s) being assessed) does the assessment provide? |
| Formative Assessment 1: “Geography Themes” graphic organizer (Apply)-  Students use the texts/resources at each station to determine geography theme for Australia. Students complete their graphic organizer with information gained at each station. | ESL- Instructions and headings are translated. Students are also able to use translators with the texts and may respond in their preferred language.  IEP- Their graphic organizer has additional information. The definitions of the themes and sentence starters are added.  Struggling readers- Students are read the directions out loud. | Answers may vary but must all come from the texts.  Location -The absolute location is 35.3080° S, 149.1245° E. The relative location of Australia is directly to the south of Papua New Guinea. Australia is geographically positioned in both the southern and eastern hemispheres. Australia is completely surrounded by the Indian Ocean, Pacific Ocean, and a series of bays, gulfs, seas and straits.  Place- Physical features include animal life (Kangaroos, wombats, koalas, etc.), natural resource (opals, beef, coal, sugarcane, etc.), and land forms (Uluru, The Great Dividing Range, Murray and Darling rivers, etc.). Human features include Sydney Opera House and the Australian Parliament.  Movement- People who live in the Outback often live far away from cities and towns so they use planes to travel. Some children living in the outback do their school work by radio or on the computer for the same reasons. Products are transported by boats to the Sydney Harbor because Australia is surrounded by water.  Region- Australia is often defined by the outback and its location in the eastern Hemisphere, completely in the southern portion (that’s why it’s “Down Under”). A speech implies the government holds elections. The type of government is a Federal Parliamentary democracy.  Human/Environment Interactions- . 3.2 Million tons of oil, 121 Million tons of ballast water, chemical toxins and litter spill into the ocean, polluting the water, causing disease and damaging/killing the marine animals. Australians settle in the coastal areas, and build houses according to the conditions. Australia is prone to droughts so many people have rainwater tanks attached to plumbing in their house |
| Formative Assessment 2: Check for Understanding-  As the students work in their groups the teacher walks around to each group and assists students in understanding. The teacher may ask questions, specific to the station the group is at, in order to get students back on track, clarify the task, or extend students’ thinking. | Accommodations are given by the type of question the teacher poses. Depending on who the question is directed to, the teacher may ask a higher or lower level question. | Students are expected to be able to determine one of the five themes of geography from the source at the station. The teacher may ask a question that helps clarify the kind of information they should be searching for in the source for that particular theme in geography. |
| Formative Assessment 3: Class Discussion-  After students have been around to two stations, the class will pause and take time to discuss the work they have done so far. The students can ask questions, but mainly the teacher will be checking for understanding. | Accommodations are given by the type of question the teacher poses. Depending on who the question is directed to, the teacher may ask a higher or lower level question. | Students will share from their handouts some of the information they have found on the stations that they have been to. All groups can offer ideas on how the information can be combined and used as evidence to defend the claim. |
| Formative Assessment 4: Exit Ticket (Evaluate)  Students use their graphic organizers and collaborate with their group members to justify the claim. | ESL- Instructions and headings are translated. Students are also able to respond in their preferred language.  IEP- Students can bullet point their supporting evidence and reasoning. The other option is for them to complete the activity for homework to allow them extra time to look over their graphic organizer.  Struggling readers- Students are read the directions out loud. | -Answers must include evidence from the texts and may include additional reasoning. Example response: Australian’s geography has influenced the way the people live. The outback contains the country’s largest deserts which are infertile, have high temperatures and little water. Due to these geographical realities not many people live in the outback. Those who do live in the outback do not have many services. Australian’s who live in the coastal areas have completely different life styles. This is how I know where you live affect how you live. |

**Instructional Procedures/Steps**

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|  | Teacher will…  Include instructional practices, questions you will ask, checks for understanding, differentiation, evidence of culturally responsive teaching practices | Student will…  What will students be doing?  What evidence of learning will students demonstrate?  Student-centered learning/Opportunities for Practice and Apply |
| Opening  \_\_\_\_\_6\_\_\_\_\_ Minutes | *Set up:Post Learning Objectives, arrange tables in groups of 4, groups are selected based on strengths and needs, and stations are ready with texts/resources sitting at them.*   1. Review the United States’ geography theme “Place”. *Activate Prior Knowledge*     - What events surrounding food does Ohio hold and why? (remember)  - How does the climate influence what clothing you wear and the physical activities you engage in? (Understand)  [LO1][ 3.5 minutes]   1. Students find Australia on the classroom map [30 seconds] 2. Students read the objectives together:  * Objective 1 is posted on top of Australia on the map. * Objective 2 is posted on the board above the claim. * Teacher reads claim: “Where you live affects how you live” [2 minutes] | * Pumpkin Show, Sweet Corn Festival, Apple Butter Day, etc. because those are the foods that grow well in Ohio’s climate. * Answers will vary but may include: The clothing worn and what students can participate in (football vs sledding) changes because of the seasons.  1. Students can point or get up and touch the map      1. Students read out loud |
| Instruction  [ 41 Minutes]  **Procedures and steps** to the lesson.  What will you say and do? What questions will you ask?  What will students do?  What strategies and content will you use to align with **culturally responsive teaching** practices?  **Differentiation:** How will you provide students access to learning based on individual and group needs? Consider students with IEPs and 504 plans. | 1. Give directions and distribute “Geography Themes” graphic organizer [LO1][2min] 2. Carousel- The teacher travels around to different groups, guiding students with questions. The questions are provided under the station’s title below because each question is specific to a station  * Set timer to go off every 7 minutes, indicating time for students to move on to another station. * “Location” Station [7 minutes] * Text book and non-fiction book * Teacher’s check for understanding questions: * What is Australia’s absolute and relative location? (understand) * How does the location of Australia relative to other continents effect Australia? (Analyze) * “Place” Station [7 minutes] * Children’s animal book and Rabbit Proof Fence excerpt * Teacher’s check for understanding questions: * What physical and human features are described in the text being use? (apply) * Whole Class Discussion: Students will share from their handouts some of the information they have found on the stations that they have been to. All groups can offer ideas on how the information can be combined and used as evidence to defend the claim. * Teacher’s check for understanding questions: * What evidence for the claim can be derived from knowing Australia’s relative location and modes of transportation? (Justify)   [LO1][LO2] [A3][4 min]  Back to 2.)   * “Movement” Station [ 7 minutes] * Blog and young adult novel (excerpt) * Teacher’s check for understanding questions: * How are products, people and ideas moved around the continent and why? (understand) * “Region” Station [ 7 minutes] * Non-fiction text and Speech * Teacher’s check for understanding questions: * What physical or cultural features define Australia? (Understand) * What does a speech tell you about the culture of that region? (Analyze) * “Human/Environment Interaction” Station[7 minutes] * Video and elementary novel * Teacher’s check for understanding questions: * How do the people of Australia effect their environment? (Understand) * How have the people of Australia adapted to their environment? (Understand)   [LO1][LO2][A1][A2] [35min] | 2.) Groups of four travel around The Five Themes of Geography stations. Students use the texts/resources at each station to identify the geography theme for Australia. Maximum of two groups may be at a station at once.  - Students complete their graphic organizer with information gained at each station   * The absolute location is 35.3080° S, 149.1245° E. The relative location of Australia is directly to the south of Papua New Guinea. Australia is geographically positioned in both the southern and eastern hemispheres. Australia is completely surrounded by the Indian Ocean, Pacific Ocean, and a series of bays, gulfs, seas and straits. * Answers may vary. More than 80 per cent of Australia’s plants, mammals, reptiles and frogs are unique to Australia and are found no-where else because of their distance from other continents. Trade and travel are also affected. * Answers may vary. Physical features include animal life (Kangaroos, wombats, koalas, etc.), natural resource (opals, beef, coal, sugarcane, etc.), and land forms (Uluru, The Great Dividing Range, Murray and Darling rivers, etc.). Human features include Sydney Opera House and the Australian Parliament. * Living in Australia means the people are surrounded by oceans. Since Australians have some-what easy availability to the water, the people near the water travel on boats quite frequently. * Answers may vary. People who live in the Outback often live far away from cities and towns so they use planes to travel. Some children living in the outback do their school work by radio or on the computer for the same reasons. Products are transported by boats to the Sydney Harbor because Australia is surrounded by water. * Answers may vary. Australia is often defined by the outback and its location in the eastern Hemisphere, completely in the southern portion (that’s why it’s “Down Under”). * A speech implies the government holds elections. The type of government is a Federal Parliamentary democracy. * Answer may vary. 3.2 Million tons of oil, 121 Million tons of ballast water, chemical toxins and litter spill into the ocean, polluting the water, causing disease and damaging/killing the marine animals. * Answers may vary. Australians settle in the coastal areas, and build houses according to the conditions. Australia is prone to droughts so many people have rainwater tanks attached to plumbing in their house. |
| Closure  [8 Minutes] | 1. Exit Ticket Justification  * How does Australia’s geography influence human activities? (Analyze)   [LO1] [LO2] [A4][8 min] | 1. Students use their graphic organizers and collaborate with their group members to justify the claim.  * Answers must include evidence from the texts and may include additional reasoning. Example response: Australian’s geography has influenced the way the people live. The outback contains the country’s largest deserts which are infertile, have high temperatures and little water. Due to these geographical realities not many people live in the outback. Those who do live in the outback do not have many services. Australian’s who live in the coastal areas have completely different life styles. This is how I know where you live affect how you live. |
| Academic Language  What language function do you want students to develop in this lesson?  What vocabulary do students need to support learning of the learning objective for this lesson | *Language Function: Justify*  *Vocabulary:*  *Geography themes*  *Location*  *Place*  *Movement*  *Region*  *Human/Environment Interactions*  *Evidence*  *Claim*  *Justify*  *Language Demand: Discourse* | *Exit ticket, class discussion, and check for understanding*  *Handout, Exit ticket, class discussion, and check for understanding*  *Exit ticket, class discussion, and check for understanding* |