

**Muskegon Area Intermediate School District
Standards Based Thematic Unit**

Section I

Unit Title: **Geographic and Human Influences on Muskegon County** Content Area(s): **Social Studies**

Grade Level: **4th through 6th grade**

Duration: **9-10 weeks**

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School District: **Whitehall District Schools**

School Year: **1999/2000**

Unit Summary Description:

Students will learn the Five Themes of Geography by studying Muskegon County, and how geography and humans influence a place.

Thematic Statement:

Knowing the location and resources (natural and human) of a region creates an understanding of the region.

Focus Questions:

- 1. How does geography influence humans?**
- 2. What impact have human choices had on the environment?**
- 3. What determines whether a choice is negative or positive?**

Performance Demonstration:

As a team of freelance reporters, students will demonstrate an understanding of how natural resources define an area by creating a presentation of a place of their choice. As reporters students will create a HyperStudio computer presentation with pictures and captions to be published in the National Geographic Magazine or create a video presentation to be shown on the television show NATIONAL GEOGRAPHIC EXPLORER. In order to be published or to air their video students must present their place article or video to the National Geographic Society editors for review.

Section II

Major Unit Activities	Benchmarks Addressed	Assessment	Teacher Reflection
<p>Day 1 To introduce the unit and determine background knowledge have each student <i>draw a picture</i> of the geography of their town or city on a blank sheet of paper. Next, show a video on the five themes of geography (the intermediate school districts have a copy of this video). Then have small groups of students discuss and list the characteristics of each theme. Come together as a whole group and discuss what each group had written down. List these on the board or an overhead (A copy of the five themes is in Appendix A) Then ask students to look at their own pictures to see how many of the themes of geography they had shown in their pictures. At the end of each day have students write in a reflection journal as a way for them to process what they learned.</p>	<p>SOC.II.4.LE.1 SOC.II.4.LE.1 & MS.1 ELA.3.LE.1& MS.1 ELA.7.LE.3 & MS.3</p>		
<p>Day 2 Give small groups of students a placemat size copy of the Muskegon history poster and ask them to find examples of each of the five themes of geography. (A copy of the poster is in Appendix B) As a whole class list their findings on the board or an overhead. Some students may need to look at the original poster, because the placemat size copies may be too small for them to focus properly. Every classroom in Muskegon County will be getting a full size copy of the poster, and you may need to use your poster and borrow from other teachers to accommodate these students. Have students write in their reflection journals.</p>	<p>ELA.3.LE.1& MS.1 SOC.II.4.LE.2 & MS.2 ELA.7.LE.3 & MS.3</p>		
<p>Day 3 & Day 4 Begin by having student groups use the placemat posters to look for examples of focus questions one and two. This will help to teach the concepts of place (the human and physical characteristics of an area) and human-environment interaction. FOCUS QUESTIONS: 1. How does geography influence humans? 2. What impact have human choices had on the environment? Then in their groups have students discuss and decide if the example</p>	<p>SOC.II.1.LE.3 & MS.3 SOC.II.2.LE.4 & MS.4</p>		

<p>was a positive and negative choice. Collect each group's list after you discuss them. <i>You will be using them again later.</i></p> <p>Have students write in their reflection journals</p>	<p>ELA.7.LE.3 & MS.3</p>		
<p>Day 5 Discuss focus question 3: What determines whether a choice is negative or positive? Then create with the students a responsible decision/choices matrix or use the one in Appendix C.</p> <p>Pass back the original list the students made of the positive and negative human choices depicted on the poster. Groups should now use the matrix to rethink their decisions.</p>	<p>ELA.7.LE.3 & MS.3</p>	<p>As an assessment tool students must now justify their decisions. This will show how well they understand the concept of responsible decisions/choices and if reteaching is needed.</p>	
<p>Day 6 Each theme will now be introduced separately to make sure that students have a deep knowledge of the themes. At this point introduce the performance demonstration. Tell students that what you will be learning will lead up to this demonstration. They should begin thinking about an area that they would like to research. <i>You may want students to decide now the area that they will researching and then after each theme give students time to look up that information for their performance demonstration.</i> Ask students to create a mind map of the five themes of geography for your town. There is a template for this in Appendix D. As each theme is introduced have students fill in the mind map for their city. First introduce location – absolute and relative Review or introduce relative location (Where a place is located in relationship to another place. Example Muskegon is north of Grand Haven and south of Whitehall) by having students tell their relative location in your classroom. A fun way to do this is to have a student guide another student, who is blindfolded, around the room using only the cardinal (N,S,E,W) and ordinal (NE, NW, SE, SW) directions and the number of steps that should be taken. When the student gets to the location he/she should tell where they are in the room, by giving the relative location.</p>			

<p>Have students add relative location of your city to their mind map. Students should write in their reflection journal.</p> <p>Day 7 & 8</p> <p>Next, introduce absolute location by reviewing (or introducing) longitude and latitude. It is best to introduce each separately. I tell students that latitude on a map looks like the rungs of a ladder. Let students practice by finding the latitude of several cities.</p> <p>Now review the major lines of latitude (Equator, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, and the Antarctic Circle. Explain that these create temperature or climate zones on Earth. Have students color and label a drawing of the Earth’s climate zones as you do this.</p> <p>If you are doing this near Halloween have students use pumpkins to represent the Earth and draw on the pumpkin the major lines of latitude and longitude as you introduce them. Have them color each temperature zone a different color to indicate where it is hot, temperate, or cold. You can also use large rubber balls for this.</p> <p>There is a good book, with a rap tape, titled “Learn with Rap Geography” by Patricia Murphy for the “musical” students. The book has several black line masters that can be used along with the tape.</p> <p>The MAISD has an excellent series of videos (MAP SKILLIS FOR BEGINNERS) that will help your “visual” students learn about geography.</p> <p>Have students write in their reflection journals.</p>		<p>At this point you may want to give a quiz on the lines of latitude and longitude.</p>	
<p>Day 9</p> <p>Review the lines of latitude and have the students find the line of latitude for your city and fill it in on their mind map.</p> <p>Now review longitude by having students label, on a drawing of the Earth, the major lines of longitude, Prime Meridian and International Date Line.</p> <p>Next, talk about longitude determining time zones, approximately every 15 degrees in an hour. Have students find time zones on a map. Give them several cities and ask them to calculate the difference in time. Use the “Learn with Rap Geography” tape to help the “auditory” and “musical” learners.</p> <p>Have the students add these lines to their pumpkin or ball.</p> <p>Next have them add the longitude of your city to their mind map. Students should write in their reflection journals.</p>	<p>MAT.II.2.MS.1</p> <p>SOC.II.1.LE.2 & MS.3</p> <p>MAT.III.1LE .2 & MS.2</p> <p>ELA.7.LE.3 & MS.3</p>		

<p>Day 10 Practice finding cities by using longitude and latitude on a worksheet. You can practice by having students come up to a wall map and finding a location. You can also do this by dividing the class into teams and having them compete.</p>	MAT.II.2MS.1		
<p>Day 11 Assess the depth of knowledge the students have for absolute location by giving them a quiz on the major lines of latitude and longitude and by locating cities on a map.</p>	MAT.II.2MS.1	A sample test is in Appendix E.	
<p>Day 12 Review human/environment interaction (HEI) by showing the video THE LORAX by Dr. Seuss, then have students fill out the responsible choices/decisions matrix for the Lorax’s interaction with the environment. Discuss as a class. Next, have pairs of students use a newspaper to find stories (both positive and negative) that show HEI. Students must write down what the interaction is in each article. Have each pair explain their stories and reasons for selecting the stories to another group, to see if they agree.</p>	SCI.V.1.MS.5 SOC.II.2.MS.5		
<p>Day 13 Show the 12 minutes video GREEN GOLD: MICHIGAN FOREST HISTORY (there is also a booklet for students to go along with the video) and refer back to the lumber era on the poster. Discuss why Muskegon is located where it is. (natural resources). There are two other very good video THE MIRACLE RESOURCE and THE DYNAMIC FOREST. <i>The Michigan Geographic Alliance also has wonderful forestry materials available to teachers.</i> As homework have students ask their parents for examples of human/environment interaction in their town. You may want to send home a copy of the five themes vocabulary. Copy in Appendix F Students should write in their reflection journals</p>	SOC.II.1.LE.3 & MS.3 ELA.7.LE.3 & MS.3		
<p>Day 14 Compile a class list of the human/environment interaction from their homework. Discuss each as you put them on the board to see if other students agree with them. As a hands-on activity have students cut out examples of human/ environment interaction from magazines. Then have students fill in the HEI section of their town for their five themes mind map. Write in reflection journals</p>	SCI.V.1.MS.5 SOC.II.2.MS.5 MAT.III.1LE.2 & MS.2 ELA.7.LE.3 & MS.3		
<p>Day 15 Review the physical features of a place (this includes landforms, bodies of water, climate, plants and animals) by having students draw and</p>	SOC.II.4.LE.5		

<p>label physical features. (mountains, lakes, continents, rivers, island, isthmus, peninsula , etc..)</p> <p>To discuss the physical features of Western Michigan us the book DISCOVERING GREAT LAKES DUNES.</p> <p>Use the DNR publication MICHIGAN HARBORS GUIDE to talk about the physical features of Muskegon and Michigan. Again, ask your students why Muskegon is located where it is.</p> <p>Students need to add the physical features of your city to their mind map.</p> <p>Write in reflection journals</p>	<p>SCIV.1.E.1 & MS.1</p> <p>MAT.III.1LE.2 & MS.2</p> <p>ELA.7.LE.3 & MS.3</p>		
<p>Day 16</p> <p>Review the human characteristics of a place (this includes roads, bridges, buildings, culture, language, etc.). Do this by showing what the students have in common.</p> <p>Ask all students who speak English to stand up.</p> <p>Ask all students who celebrate the Fourth of July to sit down.</p> <p>Ask all students that go to school to stand up.</p> <p>Ask all students who own or want to own a pair of sports shoes (i.e. tennis, running, etc) to sit down.</p> <p>Ask all students that have on or have worn jeans to stand up.</p> <p>Ask all students that live in a house to sit down.</p> <p>This shows the similarities that the people of a place have in common.</p> <p>Discuss culture differences and that not all places are alike. What makes up a culture are the peoples beliefs, customs, language, history, etc.</p> <p>Also discuss how humans adapt to, depend on, and modify their place.</p> <p>Write in reflection journals.</p>	<p>SOC.II.1.LE.1 & MS.1</p> <p>ELA.7.LE.3 & MS.3</p>		
<p>Day 17 & 18 & 19</p> <p>Have students find pictures or make a drawing of items that can be found in their bedroom or home that define what their place is like. Have students explain them to the class.</p> <p>Next, use your local newspaper and have students cut out ads that show the culture of your town and explain what it represents. This can be Pizza Hut, because most people like pizza; NIKE shoe add, etc.</p> <p>Students should add the human features of your town to their five themes mind map, and should write in their reflection journals.</p>	<p>MAT.III.1LE.2 & MS.2</p> <p>ELA.7.LE.3 & MS.3</p>		

<p>Day 20 Review movement - how goods, people and ideas move from one place to another. To illustrate movement have the students look at the tags on their shirts or blouses and see where they were made. Make a list on the board. Next, give each student a chocolate chip cookie, and have them look up where the ingredients came from. Appendix K Students need to add to their five themes mind map how goods, people, and ideas move in and out of their city. Write in reflection journals.</p> <p>Day 21 Take a walking field trip in the area around your school to see which of the themes of geography that the students notice. Debrief when you return. Students should write in their reflection journals.</p>	<p>SOC.II.4.LE.3 & MS.3</p> <p>MAT.III.1LE.2 & MS.2</p> <p>ELA.7.LE.3& MS.3</p> <p>ELA.7.LE.3& MS.3</p>		
<p>Day 23 Review regions with your students. Remember to explain that a place can be part of more than one region. Regions are areas with like features, they can be geographic, economic, statistical, etc. Using the maps in appendix P to compare Michigan’s vegetation prior to European settlement with the current vegetation. Then ask students to focus on the Muskegon County region of Michigan and ask them to compare just this area of the map. Ask students to think about this in reference to FOCUS question #2 – What impact have human choices had on the environment? Then have them fill in their responsible choices chart. After they have done this have students write about Focus question two, using their chart as their outline for writing.</p> <p>Day 24 Activity: Have students make a regional sweatshirt. APPENDIX L Students should fill in the characteristics of the region their city is in and add this to their five themes mind map. Write in reflection journal.</p>	<p>SOC.II.4.LE.2 & MS.2</p> <p>MAT.III.1LE.2 & MS.2</p> <p>ELA.7.LE.3& MS.3</p>		
<p>Day 25 As a final activity have students make a large picture poster of the five themes of geography of your city. Students should use the mind map of the five themes that they have been making to help them with their poster. Students should find pictures of the items on their mind map of their city.</p>	<p>MAT.III.1LE.2 & MS.2</p> <p>SOC.V.1.LE.1 & MS.2</p>		

<p>If a student is a good artist he/she can draw his/her pictures. Tell students that they will have to explain their poster to the class.</p>			
<p>Day 26 Student presentations of their five themes posters.</p>	<p>ELA3.LE.1 & MS.1</p>		
<p>Day 27 It is time for assessment, however before you do this review with the students. Review by playing an altered version of Michigan Jeopardy. A copy of Michigan Jeopardy is included in Appendix O.</p> <ol style="list-style-type: none"> 1. Divide the class into groups. 2. Then ask one group at a time a question - students must answer the question (one point), 3. And tell which of the five themes of geography the questions was about (one point), and explain why it fit that theme (one point). 4. Because the themes overlap allow the group to get an additional point, by identifying and explaining another theme that the question fits. If this group cannot identify another theme you may allow other groups the opportunity to answer the question. 			
<p>Day 28 Assessment for depth of knowledge of the themes of geography.</p>		<p>To assess the depth of knowledge of the themes of geography, you can give a paper and pencil test. Or you can have students identify each item on their mind map and explain its connection to the five themes of geography.</p>	

<p>Day 29, 30 & 31</p> <p>Pass out the placemat size copies of the Muskegon history poster, and ask students individually or in small groups to reexamine the poster and see if they can find any additional answers to the three focus questions.</p> <p>Have groups of two or three students make a timeline for Muskegon using the poster (which is divided into centuries). On the timeline they should include what happened in Muskegon in each century. They can use the information that they wrote down in previous activities to help them. They should use a large sheet of poster board for their timelines.</p> <p>After students have used the poster to begin, they can go to the internet to research and see if they can find additional information. One source of information is the archives record for the Muskegon Chronicle, this can be found on the internet. Also the CD Rom disc MULTIMEDIA MICHIGAN is another source. The ISD's should have a copy of this CD.</p> <p>Students should write in their reflection journal.</p>	<p>SOC.I.1.LE.1 & MS.1</p> <p>SOC.I.2.LE.1 &2 and MS.1</p> <p>TECH.2</p> <p>ELA.7.LE.3& MS.3</p>		
<p>Day 32</p> <p>At this point (earlier if you deem it necessary) test your students on the vocabulary. It is beneficial that students understand the vocabulary. You have worked with it enough that they should be familiar with it. Still you may want to review with them. Run off copies of the vocabulary and the definitions (use the sheet in Appendix F) cut each sheet so that the words and definitions are separate, then have students try to match the vocabulary with the definition.</p> <p>Or, play the flyswatter game - divide the class into two groups and have them compete against each other. (1)Write all the vocabulary words on the board or an overhead and (2) give each team a flyswatter. (3)Ask one member of each team to go up to the board with the team flyswatter, and (4) as you read a definition they are to lightly hit the correct word with the flyswatter. Only the board is to be tapped with the flyswatter, not people. The team with the most correct answers wins. You will have to do several rounds with the words in order to give everyone a chance to participate.</p>			

<p>Day 33 Quiz on vocabulary</p>		Vocabulary quiz	
<p>Day 34 and 35</p> <p>This is an excellent time to tie in economic concepts and vocabulary.</p> <p>Ask students to think about:</p> <ol style="list-style-type: none"> 1. What they included on their timelines and how humans have interacted with the environment in Muskegon. 2. What types of jobs were created by man’s interaction with the environment. This will include jobs: <ul style="list-style-type: none"> A. directly related to the interaction (natural resources– lumber jacks), jobs created B. products produced as a result of the interaction (intermediate goods – saw mills - lumber) C. finished products (goods for sale – furniture – furniture makers). D. created as a result of humans (workers) living in an area (construction, retail stores, power plants, etc.) <p>Have students use the production model sheet (APPENDIX N) to help organize their information.</p> <p>Review the terms natural resources, intermediate goods, human resources, capital resource, production, distribution, opportunity cost. <i>Appendix M</i></p> <p>Day 36 Introduce newspapers and magazines with a newspaper search. This is a fun way for students to become familiar with newspapers. I have attached a copy of a newspaper search. (<i>Appendix G</i>) Students should write in the reflections journal.</p>	SOC.IV.2.LE.3 & MS.4		

<p>Day 37</p> <p>Have students read the article HOW TO READ A NEWSPAPER by Walter Chronkite (a copy is attached).</p> <p>ACTIVITY: Teach outlining by outlining this article. It is easy to read and understand. It is also very easy to outline.</p> <p>Divide the class into groups and have each group read one section and find the main points of their section. Then have the groups share their information. As each group shares the other groups should be writing down the information.</p> <p>Introduce the terminology of newspapers: headline, lead, by-line, dateline, and credit (<i>Appendix H</i>).</p>	<p>ELA1.LE.1 & MS.1</p>		
<p>Day 38</p> <p>Have students find the 5 W's and H in the lead of a newspaper story. You may want to do one with them first (<i>Appendix I</i>).</p> <p>Invite your local Newspaper In Education person (in Muskegon it is Marty Matson) to come to your school and do a presentation on newspapers.</p> <p>FIELD TRIP: Then if possible take your students to tour a newspaper.</p>			
<p>Day 39</p> <p>Give pairs of students copies of the National Geographic Magazine to examine. Ask students to select one article to read, and then have them write down all elements that they noticed in the article (i.e. headline, pictures, subheads, etc.).</p> <p>Ask each pair for one element that they noticed in the article. Make a list on the board or an overhead. Have students copy down all the elements that appeared in more than one article. Also, discuss the differences that they found between a newspaper article and a news or informational magazine article</p>	<p>ELA3.LE.7 & MS.7</p>		

<p>Day 40 Ask each student or pairs of students to write an article about your room, school, or their room at home that includes all of these elements. They may need to draw pictures for their article. The purpose for this is not for a grade, but rather for students to practice writing the type of article that they will need to write for their final performance demonstration.</p>	<p>ELA3.LE.7 & MS.7</p>		
<p>Day 41 Ask for volunteers to share their articles and ask the class to see if they can find all of the required elements in each story.</p>			
<p>Day 42-47 Final assessment Give students the chance to select the place (region, or city) in the world that they would like to write about for their final assessment. Depending on what you teach, you may want to limit the area to Michigan, the U.S., Western Hemisphere, or Eastern Hemisphere. Allow time for research – approximately 2-3 days. Then allow students to prepare their presentation As we are doing this unit my students will be going to our Hyper Studio lab to learn how to use this software program.</p>	<p>SOC.II.1 SOC.II.2 TEC.2 ELA. 3.LE.1 & MS.1 ELA.6.LE.2 & MS.2 ELA.6.LE.4 & MS.4</p>		
<p>If you do not have a lab like this and you do have Hyper Studio, you will want to be training your students as you do this unit. If you do not have Hyper Studio you may want your students to do internet research and get pictures off the internet to use in their presentations.</p>			
<p>Day 48 Presentations</p>			
<p>Day 49 and Day 50 Review for and give a paper and pencil assessment.</p>		<p>Paper and pencil assessment</p>	

Section III

Sources/Texts

DISCOVERING GREAT LAKES DUNES: This can be purchased at Hoffmaster State Park.

GREEN GOLD: MICHIGAN FOREST HISTORY video, 12 minutes: The Michigan Forest Foundation, 1558 Barrington, Ann Arbor, MI 48103

Michigan Geographic Alliance, 294 Dow Science Building, Central Michigan University, Mt. Pleasant, MI 48859

MICHIGAN HARBORS GUIDE: www.dnr.state.mi.us

Murphy, Pat: **LEARN WITH RAP GEOGRAPHY**, People are People, Inc. 1996
(For information call Ms. Murphy at (517) 351-9352)

THE MIRACLE RESOURCE and THE DYNAMIC FOREST videos, 15 & 20 minutes in length: Temperate Forest Foundation, 14780 S.W. Osprey Drive, Suite 355, Beaverton, Oregon 97007, (503) 579-6762, fax (503) 579-0300.

PERFORMANCE DEMONSTRATION

As a team of freelance geographic reporters you have decided to write an article on *how natural resources help to define an area* to be published in the National Geographic Society Magazine. Due to the limited space available in the upcoming issue the publishers of the magazine can only accept one more article for this issue. So, you decide to dazzle the publishers by turning your article into a HyperStudio presentation.

After your initial discussion with the publishers you learn that you must include the following items in your article.

1. A country or region in the Western Hemisphere.
2. Describe the natural and human features of the country or region.
3. Describe the natural resources found in that country or region.
4. Explain how the natural resources helped define the country or region.
5. Include pictures, with captions, of the country and region that show the natural resources, natural features, and human feature of this area.
6. One picture that shows how the natural resources helped to define the area. This must include a caption that explains how the resourced defined the area.

The publishers will give you one week to write your article so that you will meet their monthly deadline for publication. You know you can do this because you are great writers, researchers, and geographers.

You were also told that the producers will be judging your article on three focus areas:

1. Accurate and complete content
2. Accurate photographs (pictures) with well written captions
3. Complete and well constructed sentences and paragraphs.

RUBRIC FOR FINAL PERFORMANCE DEMONSTRATION

Presentation

	Content	Sentence Structure
4	Well organized with a minimum of 4 sections (with 4 cards and at 1 picture per section) and a min. of 4 animations in the presentation.	Accurate descriptions of the human and natural features, natural resources, and an explanation of how the natural resources helped to define the region.
3	Well organized with 3 sections with 4 cards 3 and at least 1 picture per section, and 4 animations in the presentation.	Accurate descriptions of the human and natural features, natural resources, and a good explanation of how the natural resources helped to define the region.
2	3 Sections with cards 2 and at least 1 picture per section, and some animation in the presentation.	Accurate descriptions of the human and natural features, natural resources, and an explanation of how the natural resources helped to define the region
1	3 sections, with multiple cards and pictures, some animation in the presentation.	Good descriptions of the human and natural features, natural resources, of the region.

Section IV

TIMELINE/CALENDAR

Month:	Monday	Tuesday	Wednesday	Thursday	Friday
WEEK: One	Introduce unit and determine background knowledge Activity and video	Find examples of five themes of geography in Muskegon history poster.	Look for examples of Focus questions in poster	Look for impact human choices have had on the environment.	Determine what are negative and positive choices.
WEEK: Two	Mind map of 5 themes and introduce relative location	Introduce absolute location And major lines of latitude	latitude activity	Introduce longitude and the major lines of longitude.	Practice longitude and latitude.
WEEK: Three	Location test	Introduce human /environment interaction (HEI) and show video THE LORAX	Show video GREEN GOLD:MICHIGAN FOREST HISTORY and discuss natural resources	HEI activity	Introduce place and physical characteristics of place and vocabulary
WEEK: Four	Introduce human characteristics of place - activity	Activity for place	Activity for place	Newspaper activity for place	Introduce movement and do chocolate chip cookie activity
WEEK: Five	Five themes of geography walking field trip	Introduce regions and do map comparison activity	Focus question 2 activity	Regional sweatshirt activity	Final activity for five themes of geography
WEEK: Six	Presentations of five themes poster	Michigan Jeopardy review	Assessment	Reexamine Muskegon history poster and use with focus questions	Timeline
WEEK: Seven	Internet activity	Vocabulary review	Vocabulary test	Economics tie activity and introduce vocabulary	Continue Thursday's activity
WEEK: Eight	Introduce newspapers and magazines Newspaper search activity	Vocabulary How to read a newspaper activity and outlining	Newspaper activity Visit by NIE person	Field trip	National Geographic Magazine activity
WEEK: Nine	Writing activity	Writing activity continued	Begin final assessment	Final assessment	Final assessment
WEEK: Ten	Final assessment	Final assessment	Presentations	Review for paper and pencil assessment	Paper and pencil assessment