

Mr. Garrison

9th Grade Geography

Oceania Unit Plan (15 days)

Rationale: The purpose of this unit is to examine in depth the region of Oceania. Students need to be aware of Oceanic countries and islands as they are quickly becoming a part of the global economy. The exports, imports, natural resources, famous places and species, languages, brief histories, and cultures of Oceanic countries and islands will be briefly examined, compared, and located as students learn about the region.

Text: Glencoe World Geography, Richard G. Boehm, Ph.D. (Unit 12, Chapters 31-32)

State Standards:

12.1 Use various types of atlases and appropriate vocabulary to describe the physical attributes of a place or region, employing such concepts as climate, plate tectonics, volcanism, and landforms, and to describe the human attributes, employing such concepts as demographics, birth and death rates, doubling time, emigration, and immigration.

12.8 Identify the world's major ecosystems and analyze how different economic, social, political, religious, and cultural systems have adapted to them.

12.13 Give examples and analyze conflict and cooperation in the establishment of cultural regions and political boundaries.

Day 1

Motivational technique- guest speaker

Introduction of Unit Project (Dream Vacation)

Begin work on Unit Project

Day 2

“People and their Environment”

Marshall Islands video/worksheet

Smart board Activity

Day 3

Quiz over “People and their Environment” lesson

Work day- students have the rest of the period to go to the computer lab and work on their unit projects

Day 4

“Australia” Lesson

Class activity/worksheet

Great Barrier Reef Video

Day 5

“New Zealand, Tasmania, and Fiji” lesson

Class activity/worksheet???

Day 6

Quiz over “Australia” and “New Zealand, Tasmania, and Fiji”

(Computer lab) In-class post card assignment, instruct students to finish for homework

Day 7

Students present and discuss post card assignment

Start “Micronesia” lesson

Day 8

Resume and finish “Micronesia” lesson

Class activity

Day 9

Work day- students may go to the computer lab to work on their unit projects

Day 10

“Antarctica” lesson

Antarctica video/worksheet

Day 11

Review “Micronesia” and “Antarctica”

Class activity

Day 12

Quiz over “Micronesia” and “Antarctica” lessons

Review for Unit Test

Day 13

Unit Test

Day 14

Return and review graded tests

Present unit projects

Day 15

Continue and finish presenting unit projects.

Day 1:

Name: Jason Garrison

Class: 9th Grade Geography

Date: 3/4/12

Topic: Intro to Oceania

State Standards: 12.1 Use various types of atlases and appropriate vocabulary to describe the physical attributes of a place or region, employing such concepts as climate, plate tectonics, volcanism, and landforms, and to describe the human attributes, employing such concepts as demographics, birth and death rates, doubling time, emigration, and immigration. 12.8 Identify the world's major ecosystems and analyze how different economic, social, political, religious, and cultural systems have adapted to them. 12.13 Give examples and analyze conflict and cooperation in the establishment of cultural regions and political boundaries.

Text: Glencoe World Geography, Richard G. Boehm, Ph.D.

Instructional Goals

- Allow a guest speaker to spark student interest in Oceania
- Give students time and resources to start their Unit Projects

Behavioral Objectives

- The purpose of this speaker is to spark interest in the students, and introduce the unit.

Rationale

- This portion of the unit is important as students begin to develop an initial interest in the region of Oceania

Procedure/Strategies

- **Guest speaker**

Objective: Someone in the community who has any experience with Oceania (maybe traveled there, lived there, has family there, etc.) will be asked to come in for 20 minutes of class to speak about his/her experiences in Oceania. When he/she is done, allow time for question/answer time. If this time is not taken up by questions, use the remaining time for students to work on "Dream Vacation."

- **Geography Unit Project: Dream Vacation**

Objective: Allow students to research and compile data from a country or place that interests them.

Directions: Students are first instructed to go to the computer lab. Students are instructed to choose a place of geographic interest within the boundaries of Oceania and write a one-page report on that place.

Students must research the country/city/place, and make a notebook of data detailing specific facts about their choice.

Students will be given 5-7 minutes to present their choice. The presentation does not have to include just talking, there could be a video, or a craft that the student made, or a map they drew, etc. The emphasis is on creativity. Try to “persuade” the class to visit there!

Students will be given the remainder of the class period (after the guest speaker has spoken and the Unit Project has been explained) to decide on a country/city/place to work on for their project.

Materials and Equipment

- Specified accommodations for guest speaker
- Computer lab

Accommodations for Students with Special Needs

- Holly is dyslexic. Address her progress 3-4 times throughout the unit project work period.

Assessment of Student Learning

- (Informal) Analysis and observation of questions asked by the students of the guest speaker.
- (Informal) Observation of students as they work on their projects.

Day 2:

Name: Jason Garrison

Class: 9th Grade Geography

Date: 3/4/12

Topic: Australia, Oceania, and Antarctica Today
Environment

Concept: People and their

State Standards: 12.1 Use various types of atlases and appropriate vocabulary to describe the physical attributes of a place or region, employing such concepts as climate, plate tectonics, volcanism, and landforms, and to describe the human attributes, employing such concepts as demographics, birth and death rates, doubling time, emigration, and immigration. 12.8 Identify the world's major ecosystems and analyze how different economic, social, political, religious, and cultural systems have adapted to them. 12.13 Give examples and analyze conflict and cooperation in the establishment of cultural regions and political boundaries .

Text: Glencoe World Geography, Richard G. Boehm, Ph.D.

Instructional Goals

- Describe the lifestyle, arts, languages, and religions of specific groups located in Oceania.
- Explain population trends, as well as export/import trends in Oceania.
- Give brief historical context dealing with continuity and change of people groups and their migration to the Oceanic region.

Behavioral Objectives

- TSWBAT explain geographic causes for the third-world nature of many islands in the Pacific.
- TSWBAT list several exports and natural resources of Australia, New Zealand, New Guinea, as well as other islands.
- TSWBAT cross-examine the methods of economic growth in the less-developed nations with the methods of developed or developing nations within Oceania.
- TSWBAT recommend ways to benefit the smaller nations of Oceania economically.

Rationale

- This lesson is important because as the world becomes increasingly connected, and nations within Oceania become industrialized, information about these nations becomes more relevant. Also, students need to understand positive and negative qualities about these nations in order to become better citizens of their own nation.

Procedure/Strategies

- 12:22- Introduction
 - Personal testimony
 - Why is Oceania and Australia pushed to the back of most Geography texts? (Why I am excited about this Lesson)

- Recent exploration and knowledge; some territory still uncharted
 - Difficulty of access
 - Maybe we see aboriginal people as “backwards” culture?
 - Fun Facts- Much of Oceania is sparsely populated and there are more sheep in Oceania than people... Australia was first settled by Europeans as a penal colony or prison colony... The name Australia means "land of the south" ... There are less people that live in Australia than in the US state of Texas.
 - Oceania is located in the southern hemisphere. This means that its winter is during June, July and August and its summer during the months of December, January, and February.
- 12:32- Map observations of Oceania and Australia:
 - What are geographic positives?
 - Fishing
 - Tourism
 - Easily defendable (Australia)
 - What are geographic negatives?
 - Difficulty of access
 - Small, cramped spaces, not much room for farming
 - Long distance from advanced economies
- 12:38- Religious chart (OCEANIA AS A WHOLE)
 - Roman Catholic- 8,400,00
 - Protestant- 8,200,00
 - Anglican- 5,600,00
 - Eastern Orthodox- 700,000
 - Other Christian- 1,300,000
 - Hindu- 400,000
 - Other- 2,000,000
 - Nonreligious- 3,400,000
- 12:40- Distribute materials/explanation of which islands to study, why?
- 12:41- <http://vimeo.com/36753908>
 - On the back of your sheet, write down 2 things that caught your attention as the movie was played.
- 12:44- Island Overviews
- 12:54- Smartboard Activity
- 1:00- Discussion questions

Materials and Equipment

- Handouts for notes/video sheet
- Smartboard, projector, computer

Accommodations for Students with Special Needs

- Holly is dyslexic. I will give her a different handout that is easier to read.

Assessment of Student Learning

- Classroom discussion- informal
- Quiz next period on exports of major island groups

Name: _____

Date: _____

Mr. Garrison's 9th Grade Geography Class

Directions: Use this sheet to write down 2-3 key notes about each country/island. The notes will be used for a later activity.

Australia

New Zealand

Palau

New Guinea

Solomon Islands

Marshall Islands

Day 3:

Name: Jason Garrison

Class: 9th Grade Geography

Date: 3/4/12

Topic: Quiz and Workday

State Standards: 12.1 Use various types of atlases and appropriate vocabulary to describe the physical attributes of a place or region, employing such concepts as climate, plate tectonics, volcanism, and landforms, and to describe the human attributes, employing such concepts as demographics, birth and death rates, doubling time, emigration, and immigration. 12.8 Identify the world's major ecosystems and analyze how different economic, social, political, religious, and cultural systems have adapted to them. 12.13 Give examples and analyze conflict and cooperation in the establishment of cultural regions and political boundaries.

Text: Glencoe World Geography, Richard G. Boehm, Ph.D.

Instructional Goals

- Assess previous instruction on "People and their Environment."
- Provide students with time and resources to work on their project.

Behavioral Objectives

- **TSWBAT** have a clear direction for his/her project. (includes topic, solidified idea for presentation, etc.)
- **TSWBAT** recall information from the previous class period.

Rationale

- This day is important to the unit because it allows students to make progress on their work, as well as giving the instructor an idea of how students are grasping the material relative to Oceania.

Procedure/Strategies

12:00- Introduction/greet class

12:03- Distribute quiz

12:15- Grade quiz as a class

12:20- Accompany class to Computer Lab

12:48- Return to classroom

12:50- Class dismissed

Materials and Equipment

- Print-out of Quiz (answer sheet)

Accommodations for Students with Special Needs

- Holly is dyslexic. She will receive a different quiz that is clear and easier to read.

Assessment of Student Learning

- (Formal) Quiz results
- (Informal) Observation of students while they work on their unit projects.

Name _____

Date _____

9th Grade Geography (Oceania Unit)

Quiz 1

Matching: Match each country with its export/import/natural resource by writing the letter of the resource in the blank provided to the left of each country.

- | | |
|-------------------------|-----------------|
| 1) ___ Australia | A) Conch shells |
| 2) ___ New Zealand | B) Wool |
| 3) ___ Marshall Islands | C) Gold |
| 4) ___ Palau | D) Kiwi |
| 5) ___ Guam | E) Tapioca |

***Note-** While some countries may share common resources, choose the resources that were emphasized in class.

Short Answer: Write in the answer to each question in the blank provided below

- 6) _____ The most prominent religion in all of Oceania is ___?
- 7) _____ Which island-nation in the Pacific was the Lord of the Rings trilogy filmed on?
- 8) _____ A majority of Oceanic people farm for ONLY their own family. This type of farming is called _____ farming.
- 9-10) _____ Name two industries that are shared by most Oceanic societies.

Quiz 1 Answer key

1- B

2- C

3- A

4- E

5- D

6- Roman Catholicism

7- New Zealand

8- Subsistence

9/10- acceptable answers: Fishing (any variation of seafood), tourism, solar energy

Day 4:

Name: Jason Garrison

Class: 9th Grade Geography

Date: 3/30/12

Topic: Australia, Oceania, and Antarctica Today Concept: Australia: A Continent and a Country

State Standards: 12.1 Use various types of atlases and appropriate vocabulary to describe the physical attributes of a place or region, employing such concepts as climate, plate tectonics, volcanism, and landforms, and to describe the human attributes, employing such concepts as demographics, birth and death rates, doubling time, emigration, and immigration. 12.8 Identify the world's major ecosystems and analyze how different economic, social, political, religious, and cultural systems have adapted to them.

Text: Glencoe World Geography, Richard G. Boehm, Ph.D.

Instructional Goals

- Discuss the topography of Australia in detail
- Allow students to look at an atlas and observe data
- Introduce the exports and imports of Australia

Behavioral Objectives

- **TSWBAT** list the major land divisions of Australia
- **TSWBAT** observe major locations on an atlas and apply them to a blank map
- **TSWBAT** defend a position on Australia's wellbeing as it pertains to its geographic position

Rationale

This lesson is important because students need to understand Australia's resources as they become more globally aware. Australia is very similar to America in many regards, so students must become familiar with similarities and differences in Australia and the U.S.

Procedure/Strategies

11:20- Where would you want to vacation/live in Oceania and why?

11:23- Introduction- review last class period- distribute notes

11:26- Lecture

11:42- Map Exercise

11:52- Map Review

11:54- Great Barrier Reef Video

12:02- Conclusion

Materials and Equipment

- Atlas or maps for map exercise
- Handouts for students
 - Notes with blanks
 - Map exercise
- Computer, screen, and projector for Power point presentation/video

Accommodations for Students with Special Needs

Holly is dyslexic. I will provide a separate handout for her that is easier to read.

Assessment of Student Learning

- Map exercise (formal)
- Future quiz (formal)

History

Multiple theories on the inhabitation of Australia

Evolution: Due to its isolation from the rest of the world, Australia was an uninhabited island until about 60,000 years ago. At that time, it is believed that people from Indonesia developed boats that were able to carry them across the Timor Sea, which was lower in sea level at the time.

Intelligent design: Plate tectonics- continents moved apart with the help of a world-wide flood. Aborigines are of Asian descent.

Europeans discover Australia in 1770 by Captain James Cook, claimed it for Great Britain.

Most of the first settlers in Australia were convicts who were transported there from England. In 1868 the movement of prisoners to Australia ended and shortly before that, in 1851, gold was discovered in Australia which significantly increased its population and helped grow its economy.

Following the establishment of New South Wales in 1788, five more colonies were founded by the mid 1800's. They were Tasmania in 1825, Western Australia in 1829, South Australia in 1836, Victoria in 1851 and Queensland in 1859. In 1901, Australia became a nation but remained a member of the British Commonwealth. In 1911, Australia's Northern Territory became a part of the Commonwealth (prior control was by South Australia).

In 1911, Australia's Capital Territory (where Canberra is located today) was formally established and in 1927, the seat of government was transferred from Melbourne to Canberra. On October 9, 1942, Australia and Great Britain ratified the Statute of Westminster which began to formally establish the country's independence and in 1986, The Australia Act was passed which further established the country's independence.

Great Dividing Range

Major area of hills and mountains. The range stretches from the northernmost Cape York peninsula southward along Tasmania. Most of Australia's freshwater begins in the Great Dividing Range.

Central Lowlands

West of the Great Dividing Range the land takes on a very different appearance. A thick ribbon of pastureland known as the Central Lowlands runs through the middle of Australia. Underneath the lowlands lies a vast pool of underground water known as the Artesian Basin. Artesian waters are pressurized and rise to the surface into ranchers' wells without any pumping.

Western Plateau

Flat land that covers nearly 2/3 of Australia. This is called the "Outback". Three deserts- the Great Sandy, the Great Victoria, and the Gibson cover the outback. In these deserts are massive rock formations. South of the Great Victoria Desert is the Nullarbor Plain. The plain borders the Great Australian Bight- a huge arm of the Indian Ocean. The plain gets little rainfall.

Highest Point- Mt. Kosciuszko (2,228m)

Great Barrier Reef

One of the world's most famous natural wonders. A few miles off Australia's northeast coast. Made of coral formed by limestone skeletons of dead sea animals, the reef is a long strip of coral-covered land that is home to a spectacular array of brilliantly colored tropical fish and underwater creatures. "A place of beauty, a kaliedescope of colour and a refuge for a host of strange but interesting animals and plants... a major challenge to scientists wishing to unlock the storehouse of new knowledge it contains."

Australia Notes (Student Handout)-

History

Evolutionary:

Intelligent Design:

_____ discovered Australia in _____(year)_

Most of the first settlers in Australia were _____.

In 1851, _____ was discovered in Australia which significantly increased its population and helped grow its economy.

Following the establishment of New South Wales in 1788, _____ more colonies were founded by the mid 1800's.

In 1927, the seat of government was transferred from _____ to _____.

In _____, Australia gained its full independence

Great Dividing Range

Major area of _____ and _____.

Contains most of Australia's _____.

Central Lowlands

_____ of the Great Dividing Range

Underneath the lowlands lies a vast pool of underground water known as the _____.

Western Plateau

_____ land that covers nearly 2/3 of Australia.

This is called the _____.

Three deserts _____, _____, and _____.

Highest Point _____

Day 5:

Name: Jason Garrison

Class: 9th Grade Geography

Date: 3/4/12

Topic: "New Zealand, Tasmania, and Fiji"

State Standards: 12.1 Use various types of atlases and appropriate vocabulary to describe the physical attributes of a place or region, employing such concepts as climate, plate tectonics, volcanism, and landforms, and to describe the human attributes, employing such concepts as demographics, birth and death rates, doubling time, emigration, and immigration. 12.8 Identify the world's major ecosystems and analyze how different economic, social, political, religious, and cultural systems have adapted to them. 12.13 Give examples and analyze conflict and cooperation in the establishment of cultural regions and political boundaries.

Text: Glencoe World Geography, Richard G. Boehm, Ph.D.

Instructional Goals

- Discuss the topography of New Zealand, Tasmania, and Fiji in detail
- Allow students to look at a detailed map and observe data
- Introduce the exports and imports of New Zealand, Tasmania, and Fiji

Behavioral Objectives

- **TSWBAT** list the major land and water divisions/barriers of New Zealand, Tasmania, and Fiji.
- **TSWBAT** observe major locations on an atlas and apply them to a blank map.
- **TSWBAT** list 2-3 exports/natural resources of New Zealand, Tasmania, and Fiji.
- **TSWBAT** analyze what factors are present in developed Oceanic islands, as opposed to what factors are absent in third-world Oceanic islands.

Rationale

- This lesson is important for students to get a deeper understanding of how developed islands function in relation with Australia and the rest of the world.

Procedure/Strategies

12:00- Introduction- greeting, attendance, etc.

12:05- Classroom lecture with PowerPoint

Notes:

12:20- Class activity/discussion:

Group discussion- Have students break up into groups of 3-4. Write the following questions on the board and have each group select a spokesperson to elaborate on his/her group's discussion:

- What factors are present in “developed” Oceanic islands? (in comparison with underdeveloped Oceanic islands)
- How do you think these factors play into a growing economy for developed nations?
- Does their geographic location affect their prosperity? Does it help them, hurt them, or does it not have an effect?

12:40- Resume Classroom lecture

12:50- Class Dismissed

Materials and Equipment

- Lecture notes
- Computer, screen, and projector for Power point presentation/discussion questions

Accommodations for Students with Special Needs

- None are necessary for today’s assignment

Assessment of Student Learning

- (Informal) Class discussion

Day 6:

Name: Jason Garrison

Class: 9th Grade Geography

Date: 3/4/12

Topic: Postcard from far away

State Standards: 12.1 Use various types of atlases and appropriate vocabulary to describe the physical attributes of a place or region, employing such concepts as climate, plate tectonics, volcanism, and landforms, and to describe the human attributes, employing such concepts as demographics, birth and death rates, doubling time, emigration, and immigration. 12.8 Identify the world's major ecosystems and analyze how different economic, social, political, religious, and cultural systems have adapted to them. 12.13 Give examples and analyze conflict and cooperation in the establishment of cultural regions and political boundaries.

Text: Glencoe World Geography, Richard G. Boehm, Ph.D.

Instructional Goals

- Allow students to use technology to broaden understanding of a specific place in Oceania.
- Assess students recollection of prior lessons

Behavioral Objectives

- **TSWBAT** present a postcard of a designated place in Oceania.
- **TSWBAT** recall the information presented in the last two lectures.

Rationale

- This lesson is important because it allows students to break from the teacher-led presentation of Oceania and venture into discovery learning by researching and developing an interest in a destination of their choosing.

Procedure/Strategies

12:00- Introduction- greeting, attendance, etc.

12:05- Quiz 2- Over "Australia" & "New Zealand, Tasmania, and Fiji"

12:15- Exchange and grade quizzes in class

12:20- Explain classroom activity/homework

Dream Vacation

Objective: Allow students to research and compile data from a country or place that interests them.

Directions: Students are instructed to choose a place of geographic interest within Oceania and create a “postcard” on that place.

Students must research the country/city/island/place, and write a letter on the postcard.

The postcard must be a ½ sheet of a 8”x11” sheet of printer paper.

Students may print the postcard from a computer, or draw on the paper using provided materials if they choose.

Students will be graded on use of visuals, accurate information, and creativity.

12:25 Accompany students to the computer lab for their in-class activity

Materials and Equipment

- Colored pencils for class project
- Quiz 2 and answer key

Accommodations for Students with Special Needs

- Holly is dyslexic. She will be provided with a separate quiz with a bigger font size. I will also attempt to keep a close eye on her as she works on her project, checking on her progress 2-3 times throughout the given period.

Assessment of Student Learning

- (Formal) graded homework
- (Formal) quiz graded in class

Name _____

Date _____

9th Grade Geography (Oceania Unit)

Quiz 2

True/False: Indicate whether the statement is true or false by writing “T” for True or “F” for false in the blank provided.

- 1) ____ The majority of New Zealand’s population are city dwellers.
- 2) ____ Australia was founded as a merchant colony in the 1600s.
- 3) ____ The Maori language is one of 3 main spoken languages in Fiji today.
- 4) ____ A traditional Fiji home is called a *bure*.
- 5) ____ The region called the “Outback” in Australia is located in the Great Dividing Range.

Short Answer: Write in the answer to each question in the blank provided below

- 6) _____ The first settlers of New Zealand were the ____
- 7) _____ This island is Australia’s smallest state.
- 8) _____ What body of water separates Australia from New Zealand?
- 9) _____ Name one of the 3 main deserts located in Australia.
- 10) _____ This country produces more sugar than any other Oceanic country.

Answer key

1- T

2- F

3- F

4- T

5- T

6- Maori

7- Tasmania

8- Tasman Sea

9- Great Sandy, Gibson, Great Victoria

10- Fiji

Day 7:

Name: Jason Garrison

Class: 9th Grade Geography

Date: 3/4/12

Topic: "Micronesia"

State Standards: 12.1 Use various types of atlases and appropriate vocabulary to describe the physical attributes of a place or region, employing such concepts as climate, plate tectonics, volcanism, and landforms, and to describe the human attributes, employing such concepts as demographics, birth and death rates, doubling time, emigration, and immigration. 12.8 Identify the world's major ecosystems and analyze how different economic, social, political, religious, and cultural systems have adapted to them. 12.13 Give examples and analyze conflict and cooperation in the establishment of cultural regions and political boundaries.

Text: Glencoe World Geography, Richard G. Boehm, Ph.D.

Instructional Goals

- Allow students to present their postcards in a brief fashion to the class.
- Discuss the topography of the Micronesian islands
- Allow students to look at a detailed map and observe data dealing with Micronesia
- Introduce the exports and imports of Micronesian islands

Behavioral Objectives

- **TSWBAT** list the major land and water divisions/barriers of Micronesian islands.
- **TSWBAT** observe major locations on an atlas and apply them to a blank map.
- **TSWBAT** list several exports/natural resources of 2-3 prominent Micronesian islands.
- **TSWBAT** analyze what factors are present in developed Oceanic islands, as opposed to what factors are absent in third-world Oceanic islands.

Rationale

- This lesson is important as students realize the differences between developed and underdeveloped countries in Oceania. The lesson is also important as students understand differences in values that impact differences in values and ways of life around the globe.

Procedure/Strategies

12:00- Introduction- greeting, attendance, etc.

12:05- Allow 4-5 students to present their postcards to the class. (Have specified students ready to go in case of no volunteers)

12:30- Transition into lecture, introduce/define Micronesia

12:35- Class lecture on Micronesia

Notes

12:50- Class dismissed

Materials and Equipment

- Lecture notes
- Computer, screen, and projector for Power point presentation/discussion questions

Accommodations for Students with Special Needs

- Holly is dyslexic. I will specifically ask Holly before class if she feels comfortable giving a presentation on her postcard. If so, I will allow her to present to reinforce her confidence.

Assessment of Student Learning

- (Formal) Students will turn in their postcards

Day 8:

Name: Jason Garrison

Class: 9th Grade Geography

Date: 3/4/12

Topic: "Micronesia, cont."

State Standards: 12.1 Use various types of atlases and appropriate vocabulary to describe the physical attributes of a place or region, employing such concepts as climate, plate tectonics, volcanism, and landforms, and to describe the human attributes, employing such concepts as demographics, birth and death rates, doubling time, emigration, and immigration. 12.8 Identify the world's major ecosystems and analyze how different economic, social, political, religious, and cultural systems have adapted to them. 12.13 Give examples and analyze conflict and cooperation in the establishment of cultural regions and political boundaries.

Text: Glencoe World Geography, Richard G. Boehm, Ph.D.

Instructional Goals

- Discuss the topography of the Micronesian islands
- Allow students to look at a detailed map and observe data dealing with Micronesia
- Introduce the exports and imports of Micronesian islands

Behavioral Objectives

- **TSWBAT** list the major land and water divisions/barriers of Micronesian islands.
- **TSWBAT** observe major locations on an atlas and apply them to a blank map.
- **TSWBAT** list several exports/natural resources of 2-3 prominent Micronesian islands.
- **TSWBAT** analyze what factors are present in developed Oceanic islands, as opposed to what factors are absent in third-world Oceanic islands.

Rationale

- This lesson is important as students realize the differences between developed and underdeveloped countries in Oceania. The lesson is also important as students understand differences in values that impact differences in values and ways of life around the globe.

Procedure/Strategies

12:00- Introduction- greeting, attendance, etc.

12:05- "Micronesia, cont." lecture

Lecture notes

12:20- Explain class activity- Web quest

12:22- Accompany students to computer lab to begin web quest

12:45- Return to class

12:50- Class dismissed

Materials and Equipment

- Lecture notes
- Computers for students

Accommodations for Students with Special Needs

- Holly is dyslexic. I will check on her 3-4 times throughout the web quest.

Assessment of Student Learning

- (Formal) Students will turn in their web quests at the end of the hour. If they do not complete them in the given time, they will be given as homework and due the following day.

A Closer Look at Micronesia

After reading the articles in each section, answer the essay question with 2-3 sentences that corresponds to each section.

Culture of Micronesia

People groups within Micronesia have many separate cultures and ways of life.

Culture

After reading the article and following some of the links, what is one thing that caught your attention as interesting or unique?

Diversity

Travel Guide

The federated states of Micronesia contain many differing landscapes and resources. Pick 3 island-states and write a sentence that distinguishes the island from others in Micronesia

Map Exercise

Map

Take a long look at this map and think critically to answer the following question.

What types of interactions do you suppose Micronesians have with each other? Why?

Micronesia Game

Game

Play the game on the link one time and then answer the question below.

What is something you learned from the game that you didn't know based on our class lecture of Oceania?

Day 9:

Name: Jason Garrison

Class: 9th Grade Geography

Date: 3/4/12

Topic: Project Workday

State Standards: 12.1 Use various types of atlases and appropriate vocabulary to describe the physical attributes of a place or region, employing such concepts as climate, plate tectonics, volcanism, and landforms, and to describe the human attributes, employing such concepts as demographics, birth and death rates, doubling time, emigration, and immigration. 12.8 Identify the world's major ecosystems and analyze how different economic, social, political, religious, and cultural systems have adapted to them. 12.13 Give examples and analyze conflict and cooperation in the establishment of cultural regions and political boundaries.

Text: Glencoe World Geography, Richard G. Boehm, Ph.D.

Instructional Goals

- Allow students to work on their unit projects

Behavioral Objectives

- **TSWBAT** finish researching their project, and begin to work on presenting them to the class.

Rationale

- This lesson is important because students need time to work on the highly emphasized class unit project.

Procedure/Strategies

12:00- Introduction- greeting, attendance, etc.

12:05- Accompany students to computer lab while they work on their unit projects

12:45- Return to classroom

12:50- Class dismissed

Materials and Equipment

- Computers for students to work on

Accommodations for Students with Special Needs

- Holly is dyslexic. I will check on her 4-5 times throughout the work period.

Assessment of Student Learning

- (Informal) Observation of student work

Day 10:

Name: Jason Garrison

Class: 9th Grade Geography

Date: 3/4/12

Topic: Antarctica

State Standards: 12.1 Use various types of atlases and appropriate vocabulary to describe the physical attributes of a place or region, employing such concepts as climate, plate tectonics, volcanism, and landforms, and to describe the human attributes, employing such concepts as demographics, birth and death rates, doubling time, emigration, and immigration. 12.8 Identify the world's major ecosystems and analyze how different economic, social, political, religious, and cultural systems have adapted to them. 12.13 Give examples and analyze conflict and cooperation in the establishment of cultural regions and political boundaries.

Text: Glencoe World Geography, Richard G. Boehm, Ph.D.

Instructional Goals

- Discuss the topography of the Antarctica
- Allow students to look at a detailed map and observe data dealing with Antarctica
- Introduce the nature and geographic climate of Antarctica

Behavioral Objectives

- **TSWBAT** list the major land and water divisions/barriers of Antarctica.
- **TSWBAT** observe major locations on an atlas and apply them to a blank map.
- **TSWBAT** analyze the geographic challenges and benefits that face residents of Antarctica.
- **TSWBAT** analyze geographic factors of Antarctica that impact the world's climate.

Rationale

- This lesson is important for students to grasp a whole concept of Oceania. The Antarctic region is sometimes overlooked, but is very important when dealing with global climate

Procedure/Strategies

12:00- Introduction

12:05- Class Lecture

Lecture notes

12:20- Class discussion

The instructor will write on the board and lead a class discussion over the following three questions:

- What geographic factors does Antarctica possess that impact the world's climate?
- What benefits does Antarctica provide to the civilized world?
- Why do countries feel the need to own portions of Antarctica? Should they?

12:35- Video presentation on Antarctica

[http://www.teachertube.com/viewVideo.php?video_id=74629&title=Antarctica in 5 minutes](http://www.teachertube.com/viewVideo.php?video_id=74629&title=Antarctica_in_5_minutes)

12:40- Discuss video as a class

12:50- Class dismissed

Materials and Equipment

- PowerPoint slide presentation
- Lecture notes
- Smart board, projector, computer

Accommodations for Students with Special Needs

None are needed for this lesson

Assessment of Student Learning

- (Informal) Class discussion

Day 11:

Name: Jason Garrison

Class: 9th Grade Geography

Date: 3/4/12

Topic: Story Board

State Standards: 12.1 Use various types of atlases and appropriate vocabulary to describe the physical attributes of a place or region, employing such concepts as climate, plate tectonics, volcanism, and landforms, and to describe the human attributes, employing such concepts as demographics, birth and death rates, doubling time, emigration, and immigration. 12.8 Identify the world's major ecosystems and analyze how different economic, social, political, religious, and cultural systems have adapted to them. 12.13 Give examples and analyze conflict and cooperation in the establishment of cultural regions and political boundaries.

Text: Glencoe World Geography, Richard G. Boehm, Ph.D.

Instructional Goals

- Allow students to take part in Micronesian culture.
- Use an actual artifact to display Micronesian culture.

Behavioral Objectives

- TSWBAT create a story board using materials provided by the teacher
- TSWBAT analyze the differences between American and Micronesian culture.

Rationale

- This lesson is vital because it allows students to take part in Micronesian culture, not just learn about geographic features of the region.

Procedure/Strategies

12:00- Introduction: greeting, attendance, etc.

12:05- Review "Antarctica" and "Micronesia"

12: 25- Story board Activity

First explain the significance of Story boards in Micronesian and Polynesian cultures.

Then, supply students with a multitude of highlighters, markers, colored pencils, and starch stock paper.

Instruct students to make their own story board that highlights a significant portion of their life, or some aspect of culture around them.

12:45- Begin to wrap up class activity

12:50- class dismissed

Materials and Equipment

- Highlighters, markers, colored pencils, and starch stock paper

Accommodations for Students with Special Needs

- Holly is dyslexic. I will check on her 4-5 times throughout the period to assess her progress.

Assessment of Student Learning

- (Formal) Students will hand in their story boards at the end of class

Day 12:

Name: Jason Garrison

Class: 9th Grade Geography

Date: 3/4/12

Topic: Review Day

State Standards: 12.1 Use various types of atlases and appropriate vocabulary to describe the physical attributes of a place or region, employing such concepts as climate, plate tectonics, volcanism, and landforms, and to describe the human attributes, employing such concepts as demographics, birth and death rates, doubling time, emigration, and immigration. 12.8 Identify the world's major ecosystems and analyze how different economic, social, political, religious, and cultural systems have adapted to them. 12.13 Give examples and analyze conflict and cooperation in the establishment of cultural regions and political boundaries.

Text: Glencoe World Geography, Richard G. Boehm, Ph.D.

Instructional Goals

- Assess prior instruction of “Antarctica” and “Micronesia” lessons.

Behavioral Objectives

- **TSWBAT** adequately prepare for the Unit Test.

Rationale

- This lesson is important because students at this age level need a period of time to go over information before assessment.

Procedure/Strategies

12:00- Introduction: greeting, attendance, etc.

12:05- Quiz on “Antarctica” and “Micronesia”

12:15- Exchange and grade in class

12:22- Class review game

Smartboard “Jeopardy” game reviewing the entire unit

12:50- Class dismissed

Materials and Equipment

- Smartboard, projector, and computer
- Quiz and answer key

Accommodations for Students with Special Needs

- Holly is dyslexic. I will give Holly a separate quiz that is easier to read and comprehend.

Assessment of Student Learning

- (Formal) Quiz
- (Informal) observe review game

Name _____

Date _____

9th Grade Geography (Oceania Unit)

Quiz 3

True/False: Indicate whether the statement is true or false by writing “T” for True or “F” for false in the blank provided.

- 1) ____ Antarctica’s climate is drier than Australia’s deserts.
- 2) ____ Plants that flourish on Antarctica’s surface are called lichens.
- 3) ____ Typhoons are a problem for those living on low islands in Micronesia.
- 4) ____ A portion of Antarctica lies in the Tropic of Capricorn.

Short Answer: Write in the answer to each question in the blank provided below

5) _____ The ring of land that forms around a sunken volcano.

6) _____ Huge pieces of ice are separated by _____.

7) _____ What is the most valuable “resource” of Antarctica?

8-10) _____ Name 3

Micronesian island-states

1- T

2- T

3- F

4- F

5- Atoll

6- Crevasses

7- Scientific research

8- Palau, Vanuatu, Yap, Solomon Islands, Marshall Islands, Guam, Ponapei, etc.

Day 13:

Name: Jason Garrison

Class: 9th Grade Geography

Date: 3/4/12

Topic: Unit Test

State Standards: 12.1 Use various types of atlases and appropriate vocabulary to describe the physical attributes of a place or region, employing such concepts as climate, plate tectonics, volcanism, and landforms, and to describe the human attributes, employing such concepts as demographics, birth and death rates, doubling time, emigration, and immigration. 12.8 Identify the world's major ecosystems and analyze how different economic, social, political, religious, and cultural systems have adapted to them. 12.13 Give examples and analyze conflict and cooperation in the establishment of cultural regions and political boundaries.

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Instructional Goals

- Assess student comprehension
- Provide students with adequate time and best possible environment for information recall

Behavioral Objectives

- **TSWBAT** recall the information given previously in class.

Rationale

- Testing is vital to the learning process. This test allows the instructor to see what areas he/she is emphasizing well. The test also allows students to see their academic progress as they learn the material.

Procedure/Strategies

12:00- Introduction: greeting, attendance, etc.

12:05- Give directions for test/distribute tests

12:50- Class dismissed

Materials and Equipment

- Test and answer key

Accommodations for Students with Special Needs

- Holly is dyslexic. She will be given a separate test that is easier to comprehend.

Assessment of Student Learning

- (Formal) Tests will be graded and returned by the next period.

Name _____

Date _____

9th Grade Geography (Oceania Unit)

Unit Test

True/False: Indicate whether the statement is true or false by writing “T” for True or “F” for false in the blank provided. (1 point each)

- 1) _____ The majority of New Zealand’s population are city dwellers.
- 2) _____ Australia was founded as a merchant colony in the 1600s.
- 3) _____ The Maori language is one of 3 main spoken languages in Fiji today.
- 4) _____ A traditional Fiji home is called a *bure*.
- 5) _____ The region called the “Outback” in Australia is located in the Great Dividing Range.

Short Answer: Write in the answer to each question in the blank provided below. (2 points each)

- 6) _____ This island is Australia’s smallest state.
- 7) _____ Name one of the three main deserts located in Australia.
- 8) _____ This country produces more sugar than any other Oceanic country.
- 9) _____ A majority of Oceanic people farm for ONLY their own family. This type of farming is called _____ farming.
- 10) _____ The first settlers of New Zealand were the _____.
- 11) _____ These mountains cover the continent of Antarctica.
- 12) _____ This shrimp-like animal is a resource abundant in Antarctica.
- 13) _____ Small shrubs located in New Zealand that act to carpet the region.
- 14) _____ Between huge pieces of ice, huge gaps develop called _____.

15) _____ In Australia's Central Lowlands, ____ rises to the ground's surface without pumping.

16) _____ The ring of land that forms around a sunken volcano is called a ____.

17) _____ What forms when portions of an ocean shelf are pushed upward?

18) _____ What kind of climate is found on New Zealand's north island?

19) _____ Where in Oceania can you find the most volcanoes?

20) _____ A ____ of warm water is found inside of a volcanic atoll

Critical thinking: Use the space provided to answer each question in 2-3 sentences. (5 points each)

21) Most Australians live along the continent's coast. How might physical geography have determined this pattern of settlement?

22) What geographic factors are responsible for Antarctica's cold, dry climate?

23) What factors are present in "developed" Oceanic islands? (in comparison with underdeveloped Oceanic islands)

24) In reference to the previous question, how do you think these factors play into a growing economy for developed nations?

25) In reference to question number 23, does their geography affect their prosperity? Does it help them, hurt them, or does it not have an effect?

Matching: On the following page, place the letter of each location and place it on its geographic location on the map. (1 point each)

- A- Great Artesian Basin
- B- Arnhem Land
- C- Cape York Peninsula
- D- Great Sandy Desert
- E- Gibson Desert
- F- Nullarbor Plain

- G- Darling River
- H- Coral Sea
- I- Sydney, Australia
- J- Perth, Australia
- K- Melbourne, Australia
- L- Canberra, Australia



Answer Key

- 1- T
- 2- F
- 3- F
- 4- T
- 5- T
- 6- Tasmania
- 7- Sandy, Victorian, Gibson
- 8- Fiji
- 9- Subsistence
- 10- Maori
- 11- Transantarctic
- 12- Krill
- 13- Manuka
- 14- Crevasses
- 15- Artesian water
- 16- Atoll
- 17- Continental islands
- 18- Marine west coast
- 19- High islands
- 20- Lagoon
- 21- People prefer moderate climates on the coast to the desert climate in the interior
- 22- High latitude and high altitude
- 23- Economy, work ethic, stable currency, infrastructure, etc.
- 24- The more infrastructure and global trading, the more valuable a country is on a global scale
- 25- Yes, not necessarily their location, but natural resources, size, etc.
- 26- Refer to teacher's atlas

Day 14:

Name: Jason Garrison

Class: 9th Grade Geography

Date: 3/4/12

Topic: Unit Project presentations

State Standards: 12.1 Use various types of atlases and appropriate vocabulary to describe the physical attributes of a place or region, employing such concepts as climate, plate tectonics, volcanism, and landforms, and to describe the human attributes, employing such concepts as demographics, birth and death rates, doubling time, emigration, and immigration. 12.8 Identify the world's major ecosystems and analyze how different economic, social, political, religious, and cultural systems have adapted to them. 12.13 Give examples and analyze conflict and cooperation in the establishment of cultural regions and political boundaries.

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Instructional Goals

- Allow students to become instructors

Behavioral Objectives

- **TSWBAT** convince his/her classmates to investigate their place/city/country further.

Rationale

- This portion is probably the most crucial of the unit because it allows students to “sell” an idea to their classmates that they intrinsically value.

Procedure/Strategies

12:00- Introduction- greeting, attendance, etc.

12:05- Begin presentations

12:50- Class dismissed

Materials and Equipment

n/a

Accommodations for Students with Special Needs

n/a

Assessment of Student Learning

- (Formal) I will be grading the students on their creativity, neatness of notebook, credibility of information, following instructions, and overall attractiveness of their presentation.

Day 15:

Name: Jason Garrison

Class: 9th Grade Geography

Date: 3/4/12

Topic: Presentations, cont.

State Standards: 12.1 Use various types of atlases and appropriate vocabulary to describe the physical attributes of a place or region, employing such concepts as climate, plate tectonics, volcanism, and landforms, and to describe the human attributes, employing such concepts as demographics, birth and death rates, doubling time, emigration, and immigration. 12.8 Identify the world's major ecosystems and analyze how different economic, social, political, religious, and cultural systems have adapted to them. 12.13 Give examples and analyze conflict and cooperation in the establishment of cultural regions and political boundaries.

Text: Glencoe World Geography, Richard G. Boehm, Ph.D.

Instructional Goals

- Allow students to become instructors

Behavioral Objectives

- **TSWBAT** convince his/her classmates to investigate their place/city/country further.

Rationale

- This portion is probably the most crucial of the unit because it allows students to “sell” an idea to their classmates that they intrinsically value.

Procedure/Strategies

12:00- Introduction- greeting, attendance, etc.

12:05- Return and review graded tests

12:15- Resume presentations

12:50- Class dismissed

Materials and Equipment

n/a

Accommodations for Students with Special Needs

n/a

Assessment of Student Learning

- (Formal)) I will be grading the students on their creativity, neatness of notebook, credibility of information, following instructions, and overall attractiveness of their presentation.