Unit Title: Changing Places

Designed by: Maggie Legates
District: Delaware Geographic Alliance

Content Area: Social Studies/ Geography
Grade Level(s): 9-12

Summary of Unit
Each place on earth is a unique combination of human and physical characteristics. Describing and evaluating the site and the situation of a location is a complex geographic activity, for it is dependent on observation and spatial reasoning, influenced by cultural factors and personal perspectives, and requires skill in graphic and written expression. Important individual and societal decisions are made based on the analysis of a place—whether first-hand or second-hand. Further, places change constantly, influenced by internal developments and innovations and by the influences of exterior forces. Understanding how to “read” a landscape to decipher the cultural influences and physical factors that are at work will help students understand the world of today, and will also lend to a better understanding of the effects of historical developments, discoveries, and movements.

This unit will examine the geographic concept of place and the factors that contribute to the character of places—physical and human factors that shape the landscape. Lessons in this unit will look at economic activities people are engaged in, cultural preferences, traditions, and settlement patterns, all with a view of better understanding the character of a place. Because the processes shaping the physical and the human landscape are dynamic, students will learn to recognize and explain evidence of change on a local landscape.

Place is a geographic concept that is often tied to history, but the purpose of this unit is not to teach historical facts about explorers. Instead, aspects of place will be examined in historical contexts and then related to the present day. Through examination of journals, maps, graphics and other representations, students will see the observation, description, and evaluation of landscapes as useful tools for past explorers and NASA scientists. Through examination of past landscapes as unearthed in archaeological investigations and related to other historical materials, students will learn to understand the influence of the past on the landscapes of today, and of the future.

Stage 1 – Desired Results
What students will know, do, and understand

Delaware Content Standards

Geography Standard Three: Students will develop an understanding of the diversity of human culture and the unique nature of places (PLACES).

9-12a: Students should understand the process which result in distinctive cultures, economic activity and settlement form in particular locations across the world.
Big Idea(s)

- Cultural diversity and diffusion
- Landscapes as expressions of nature and culture
- Settlement form

Unit Enduring Understanding(s)

- Places are unique associations of natural environments and human cultural modifications.
- Concepts of site and situation can explain the uniqueness of places. As site or situation change, so also does the character of a place.

Unit Essential Questions(s)

- Why are some places more culturally diverse or similar than others?
  - What criteria can be established to help explain the distinctive character and nature of a place?
  - How and why might a place change over time?
  - How might people change a place due to human activity?

Knowledge and Skills

Students will know...

- Physical elements (climate, landforms, soils, vegetation) and human elements (economic activities, cultural traditions, demographic patterns) make up a site. Such elements can be described and/or mapped, assessed and evaluated, as a basis for decision-making.

- Situation or the relative location to other settlements and to needed resources, is an important aspect of place. Situation affects trade, information flow, and human migration. Over time, changes in technology, economic activity, and other factors can shift the advantages or disadvantages of the situation of a settlement.

- The geographic terms cultural hearths, core, and periphery can be useful in describing and analyzing cultural influences of places.

- Elements of landscape- including settlement form (organization of buildings, streets, open spaces), architectural style, language, economic activity, styles
of dress as examples- and how they may be identified and interpreted in “reading” a landscape.

- Changes in place may result from natural factors (like erosion, deforestation and pollution), or from changes in human society. Diffusion caused by migration, trade, or communication may lead to changes in places and will be reflected in a changing landscape.

**Students will be able to...**

- Analyze, access, evaluate, and create information about a place in a variety of forms and media

- Understand, manage, and create effective communication in the form of descriptions of place

- Identify or predict specific changes in a place as a result of increased migration, trade, communication or innovation.

- Identify historical examples of change in places over time.
**Stage 2 – Assessment Evidence**
Evidence that will be collected to determine whether or not Desired Results are achieved

**Suggested Performance/Transfer Task(s)**
- Performance/Transfer tasks as evidence of student proficiency

An effective assessment for ALL students should be designed to include:
*Complex, real-world, authentic applications*
*Assessment(s) for student understanding of the Stage 1 elements (Enduring Understandings, Essential Questions, Big Ideas) found in the Content Standards*
*Demonstration of high-level thinking with one or more facets of understanding (e.g., explain, interpret, apply, empathize, have perspective, self-knowledge)*

<table>
<thead>
<tr>
<th>Prior Knowledge</th>
<th>Now that you have explored the physical and cultural characteristics that work together to make each place unique, and have thought about what makes places change over time, you are ready to demonstrate your knowledge and skill by applying it to another place.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem/Role</td>
<td>The citizens of Brazil today must decide whether or not they should fund a major road-building project and open up the Amazon Highlands for development.</td>
</tr>
<tr>
<td>Perspective</td>
<td>Two articles about Brazil appeared in a recent edition of News Magazine. <em>Saving the Rain Forests for the Future</em> explains why environmental groups are against development of the rainforest highlands. These people want to preserve the wilderness area and keep people out. <em>Ancient Cities Found</em> described the work of archaeologists who are exploring the region with surprising results. Developers are claiming that since there were once cities in the highlands, there can be again. The articles are reprinted below.</td>
</tr>
<tr>
<td>Product</td>
<td>A public hearing is being held to consider the building of the road. Using geographic principles and perspectives, prepare a statement for the hearing. You may submit the statement in writing or you may choose to deliver your words in person.</td>
</tr>
</tbody>
</table>
Criteria for an Exemplary Response

To be effective and persuasive, your response should:

1. Describe both the site and the situation of the Amazon Highlands today.
2. Explain in geographic terms how this place has changed over time. Why did it change?
3. Take a position. Should the area be opened for development of cities or not? What are your reasons?
4. Use geographic analysis to make a prediction of what this place is likely to be like in 100 years. What example of change from the past might support your prediction?

Saving the Rain Forests for the Future

Since the 1950’s environmental groups have been working hard to block the development of the Amazon region. The government of Brazil, anxious to take advantage of the natural resources of this vast region, has approved the building of highways into the highlands area. Dense rain forests are rapidly being cleared by logging companies. Ranchers and farmers are moving in right behind the loggers. Environmentalists are concerned that loss of the trees will damage air quality and accelerate global warming. They also fear that countless species of animals and plants will be lost forever.

Ancient Amazon Cities Found

Dozens of ancient towns and villages have been mapped in the Amazon regions of Brazil. Anthropologists are scientists who study evidence of the past. They use a variety of tools. They mapped evidence from excavations, or “digs”. They also used satellite pictures. The landscape is now covered in rain forests. But it once may have been an area of cities and road networks. The settlements they found hidden were close together and arranged in a definite pattern.

“It is very different from we might expect,” said anthropologist Michael Heckenberger. The patterns they found show a lot of organization and planning. He estimates that more than 50,000 people once lived in these cities. The evidence supports the theory that large societies were wiped out by European diseases when the colonists arrived. The cities are dated from 300AD to about 1650AD. Europeans began to arrive in the area beginning in 1500AD.

So far, two major clusters of towns have been identified. Each group of towns is organized around a center of power. Roads fan out to other communities. Each town has a center plaza with streets leading out from the center. Thousands of people probably lived in each town. The larger towns had walls around them. Between the towns were fields and even a system of dams and ponds for fish farming. Before this, most people thought the Amazon region was a wilderness with few people. They thought the soils of the region were too poor to support large populations.

*Adapted from an article by John Roach for National Geographic News, August 28, 2008*
<table>
<thead>
<tr>
<th>Scoring Category</th>
<th>Score Point 3</th>
<th>Score Point 2</th>
<th>Score Point 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The position statement...</strong></td>
<td>The statement shows a clear understanding of the geographic concepts of site and situation and demonstrates an ability to apply them to the situation.</td>
<td>The statement shows a clear understanding of the concepts and a minimal ability to identify aspects of site and situation in a new context.</td>
<td>The statement shows a clear understanding of the concepts of site and situation, but demonstrates only minimal ability to apply the concepts to a new situation.</td>
</tr>
<tr>
<td>Includes a clear and factual description of the site and situation of the Amazon Highlands today</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Includes a clear understanding on the factors that cause places to change over time and an ability to recognize elements that may lead to change.</td>
<td>Clearly identifies at least three causes for change over time and points to evidence of change from readings that these factors existed.</td>
<td>Clearly identifies two causes for change over time and points to evidence of change from the readings in support of statements.</td>
<td>Identifies two causes for change over time but provides only minimal evidence from the readings in support of statements.</td>
</tr>
<tr>
<td>Takes a clear position on the proposed road project and the development of the area that is likely to follow and supports the position with facts.</td>
<td>The student clearly states a position and supports his/her position with facts and geographic perspectives.</td>
<td>The student clearly states a position, but support for the position is vaguely stated or based on opinions only.</td>
<td>The student takes no clear position, but simply restates the position of the two groups OR the student takes a position with little or no support in fact.</td>
</tr>
<tr>
<td>Include a logical and reasoned prediction based on geographic analysis (changes in site and/or situation). Supports the prediction with a useful example of change in the past or in another location.</td>
<td>Includes a logical and reasoned prediction based on geographic analysis (changes in site and/or situation). Supports the prediction with a useful example.</td>
<td>Includes a logical and reasoned prediction based on geographic analysis (changes in site and/or situation) but provides minimal support through examples.</td>
<td>The prediction provided is based on speculation, and provides no reasonable support from examples of change.</td>
</tr>
</tbody>
</table>
Other Evidence

- Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations and supplements the evidence provided by the task)

Formative Assessments conclude each teaching strategy as a Check for Understanding. Some additional performance tasks or transfer tasks are included here.

Student Self-Assessment and Reflection

- Opportunities for self-monitoring learning (e.g., reflection journals, learning logs, pre- and post-tests, self-editing – based on ongoing formative assessments)

When students are required to think about their own learning, to articulate what they understand and what they still need to learn, achievement improves.


How a teacher uses the information from assessments determines whether that assessment is formative or summative. Formative assessments should be used to direct learning and instruction and are not intended to be graded.

The Checks for Understanding at the end of each instructional strategy should be used as formative assessment and may be used as writing prompts or as small-group or whole-class discussion. Students should respond to feedback and be given opportunities to improve their work. The rubrics will help teachers frame that feedback. An interactive notebook or writing log could be used to organize student work and exhibit student growth and reflection.
Stage 3 – Learning Plan
(Design learning activities to align with Stage 1 and Stage 2 expectations)

Key learning events needed to achieve unit goals

- Instructional activities and learning experiences needed to align with Stage 1 and Stage 2 expectations

  Include these instructional elements when designing an effective and engaging learning plan for ALL students:
  * Align with expectations of Stage 1 and Stage 2
  * Scaffold in order to acquire information, construct meaning, and practice transfer of understanding
  * Include a wide range of research-based, effective, and engaging strategies
  * Differentiate and personalize content, process, and product for diverse learners
  * Provide ongoing opportunities for self-monitoring and self-evaluation

LESSON ONE- PLACES ARE UNIQUE

ESSENTIAL QUESTION

- What criteria can be established to help explain the distinctive character and nature of a place?

Teacher Background:
European explorers of the 15th century were sent out by the emerging and competing nations of Europe. Their expeditions spanned the globe. Equipped with the latest navigational technology and taking enormous personal risks, they expanded the geographic knowledge of the Western World and extended the political and economic influence of Europe across the world. Their activities brought changes to the new places they encountered, but they also resulted in changes to their homelands. The information they reported, the new plants and animals they brought back with them (both the intentional specimens and the unintentional stowaways), and the maps they developed changed the world and the worldview of people all around the world.

The historical account is compelling, and many school history classes review for students the accomplishments of notable explorer-leaders. In fact, students may have been exposed to information about Columbus, Magellan, Pizzaro, or even Lewis and Clark at several grade levels. But students should recognize that exploration is ongoing. We continue to add to our knowledge of earth and earth’s neighborhood. There are many parallels between the methods and challenges of the explorers of the 15th and 16th centuries and contemporary exploration. Today we probe the depths of the oceans and launch space probes into deep space. We send people who are skilled in the use of technology, trained in the skills of observation, and effective and accurate in organizing, analyzing, and sharing their findings. And today, as in the past, the new discoveries change our lives in countless ways.

Each of us becomes an explorer when we need to take a new route, relocate to a new community, or travel through unfamiliar territory on journeys of business or pleasure. Exploration means adding to our mental maps but also to our sense of each place. Personal perception is an essential part of the understanding of place.

This unit looks at the process of exploration in both historical and contemporary contexts. The impacts of exploration on society and the environment are examined. Places change constantly as they are impacted by human development and environmental processes.

What is the difference between an adventurer and an explorer? While the distinction may not always be clear, exploration has as its purpose gathering information about a new area and
sharing the new information with people who have an interest, sometimes a very specific
interest. If the purpose of the trip was to look for new farmland and good hunting the
description might be quite different than an account written for someone looking for precious metals. So
explorers are trained in the art of observation. They can “read” a landscape- its physical and its
human features. Geographers take this process a little further, recording the data with a
reference to where items are located. They may make the data into a map or a chart to make it
easy to work with. Then they analyze what they have to see if it tells them anything useful about
the area. This process is called spatial analysis.

While the ideal would be for every student to experience geographic fieldwork in class, practical
considerations may lead the teacher to substitute a virtual field trip in class and assign some field
observation as a home work assignment. Photo analysis is the “inside, rainy day” version of field
observation, and all students should become skilled at reading photos. Geographic observation
can be low-tech (notebook and pencil, compass, and artifact bag) or high tech (GPS, digital
camera or video-recorder, laptop, and a host of other gear.) However the data is gathered, it
must be organized, and then expressed in some useful way. Analysis and evaluation begin with
the explorer/ geographer, but they may continue for years as government and business people
continue to process the data.

The steps for geographic field observation follow the acronym OSAE (Observe, Speculate,
Analyze, Evaluate). (See appendix for a hand-out). These steps can also be used for virtual field
trips if fieldwork is not possible or practical.

Teacher Notes:
In this lesson students will look at the evidence of past explorations and at data gathered from
more recent explorations. They will apply geographic skills of observation, data gathering and
analysis to new scenes, trying to “make sense” of the landscapes of the past and the present.

This is a lesson with huge visual potential. In addition to the graphics provided in this unit, the
experience for students will be enhanced through the display of old map prints, artistic renderings
of the Age of Exploration, undersea expeditions, polar outposts, Apollo Missions, the Hubble
telescope, and the like. In addition, an appreciation of the role of technology in the process of
exploration can be enhanced through display of old and new navigation tools. Lastly, don’t forget
the human factor. Traditionally exploration has been studied in terms of individual leaders on
expeditions, but the truth is that successful exploration is accomplished by teams of people
working together.

STRATEGY 1: HOW WE LEARN ABOUT PLACE
THINK/PAIR/SHARE

Introduce the unit by describing a place that students probably have never visited. (This
might be a foreign vacation spot, but it could also be a facility they might not have used –
ex: a surgical suite, a court room, an auto assembly plant, military boot camp – without
naming the place.) Begin by describing the sights, sounds, textures, smells, and tastes
encountered there. If you can, produce an artifact and/or souvenir of the place. Provide
your perspective and emotional reaction to the place. If appropriate, you might compare
your own reaction to portrayals on TV or film.

Using a think/pair/share format, ask students to think about a time they encountered a new
place. What skills were most useful to them in this situation? After groups have shared,
explain that this unit will focus on exploration and the process of learning about places.
Explain that exploration is an ongoing process. Display pictures of modern exploration of
space, the oceans, polar regions and the like. Go to Modern Exploration on the Delaware
Geographic Alliance website at www.ngsednet.org/dga - or similar suitable sources. While viewing the images, students should attempt to determine the location of the place that is being explored.

Other suggested resources include photographs taken as part of the Places of a Lifetime series from National Geographic's Traveler magazine: http://travel.nationalgeographic.com/places/places-of-a-lifetime.html

Check for Understanding- Aspects of Place:
What type of artifact or souvenir might you share with a visitor to represent the place where you live? Explain your answer.

Rubric:
2 – This response gives a valid artifact or souvenir with an accurate and relevant explanation.
1 – This response gives a valid artifact or souvenir with an inaccurate, irrelevant, or no explanation.

For administration of formative assessment see Student Self-Assessment and Reflection

STRATEGY 2: EXTENDING & REFINING UNDERSTANDING OF HOW WE LEARN ABOUT PLACES

COOPERATIVE LEARNING

1. Reading Historic Maps to learn about the past perceptions of place.
Use one historic map to guide the class in examining the map as an artifact that helps us understand the prior knowledge and expectations of the explorer. (See Appendix Handout #1.2a) Ask students what the cartographer presented accurately on the map. Point out inaccuracies and omissions. Briefly discuss the challenges of mapmaking. Other suitable maps can be found through the library or at:
- University of Georgia Library Hargrett Rare Book and Manuscript Collection http://www.libs.uga.edu/darchive/hargrett/maps/maps.html
- The Library of Congress Map Collection: http://lcweb2.loc.gov/ammem/gmdhtml/gmdhome.html
- University of Texas Perry – Castañeda Library Map Collection http://www.lib.utexas.edu/maps/historical/index.html

2. Cooperative learning- gathering, organizing and analyzing information
Group task one- Reading for Information: Provide each group with a map and a reading from an explorer’s journal or log (see Appendix for Handout #1.2b, c, and d). Each group will use the chart to record the explorer and his team, the locale, the timeframe, and the characteristics of the landscape he described. (Allow about 15 minutes) Each group should record the information on a classroom composite chart.

<table>
<thead>
<tr>
<th>Names of the Exploration Team Members</th>
<th>The exploration’s locale</th>
<th>The timeframe for exploration</th>
<th>Characteristics of the landscape described</th>
</tr>
</thead>
</table>


Group Task Two- Analyzing data using a map and a timeline:
Now using the same information students entered on the chart, lead the groups in looking for patterns in the history of exploration. Each group should add the explorer’s name to a large timeline in the correct time slot. Then have students label a large map with the name of the explorer on the area where his expedition gathered information. Ask the students to look for patterns on the timeline and the map. They may note a concentration of exploration efforts in one timeframe, in one area of the world, or by one or two European countries. What questions does this raise about the process of exploration and about the sources of information available for this exercise?

Since a small sampling of explorers will be used in class, it is likely no noticeable pattern may emerge students. Challenge the groups to add as many of the expeditions as time permits from the Explorer’s Chart (Hand-out) to the timeline and the world map. After all the data is posted, ask the students if patterns emerge. They may note a large number of entries in a given timeframe and/or a given region. Ask what questions this raises about the data. (Could be selected to concentrate on the activities of one group of people or to look at exploration of only one area. How might additional data change the patterns?)

Note to teachers: Teachers who have multiple sections may ask each student group to complete part of this list and use the composite timeline and map for discussion and analysis the next day. Another option would be to divide the explorers on the list and have each cooperative group place a sub-set of the explorers on the map and timeline.
Map from ARGUS (Activities and Readings in the Geography of the United States)

A. Which areas of North America do you think would likely to be mapped accurately at the end of the Age of Exploration? Explain your answer.

B. Which areas would be relatively inaccurate or “blank”? Explain your answer.

C. Which European country probably had the best information about the interior of the North American continent? Why?

Rubric for A:

2 – This response gives a valid area with an accurate and relevant explanation.
1 – This response gives a valid area with an inaccurate, irrelevant, or no explanation.

i.e.: The eastern coastline is likely to be accurately mapped as it was visited at many points by various explorers. The Pacific coastline is also a possible answer for the same reason.

For administration of formative assessment see Student Self-Assessment and Reflection
Rubric for B:

2 – This response gives valid areas with an accurate and relevant explanation.
1 – This response gives valid areas with an inaccurate, irrelevant, or no explanation.

i.e.: Northern Canada and the interior northwest of the continent would likely be unmapped because no expedition visited there.

Answer for question C is France based on extensive exploration along the St. Lawrence, Great Lakes and Mississippi River as seen on the map.

For administration of formative assessment see Student Self-Assessment and Reflection

STRATEGY 3: EXTENDING & REFINING KNOWLEDGE OF PERCEPTIONS OF PLACE

COOPERATIVE LEARNING

Point out that explorers were trained observers who had been sent out to gather information about the new areas. But each observer has personal biases and cultural attitudes that affect their perceptions.

1. What did the explorers expect to find? - Display or distribute Ptolemy’s world map from 1483. (See Handout #1.3a). Have students use the Map Analysis worksheet to help them understand the mindset of the Europeans. A reading on the use of historical maps is also provided.

2. The past experience of observers also influences their descriptions. Using maps of climate, vegetation, topography, and mineral deposits, compare the physical environments of Spain and Mexico. How might the differences explorers encountered in the new lands have affected their descriptions? Develop a “Sense of Place” list of descriptive words for the climate and environment of Madrid and of Mexico City. (Hand-out 1.3b)

Options for Students: As an enrichment activity, students could compare the art, music, and artifacts of Spain and Mexico at the time of conquest.

Check for Understanding:
Do you think the observations of today’s explorers are influenced by their culture, perceptions, and past experience? In what ways are their expeditions and observations different from the past? Explain your answer.

Rubric:

2 – This response gives valid difference with an accurate and relevant explanation.
1 – This response gives valid difference with an inaccurate, irrelevant, or no explanation.

For administration of formative assessment see Student Self-Assessment and Reflection
STRATEGY 4 EXTENDING & REFINING
How Do People Evaluate Places?

Begin in a whole class discussion. Read the following prompt and ask students to brainstorm suggestions for resources, on points of comparison that are meaningful to them.

### Checking Out a New Place

Jerry Jones is job hunting. A single college grad who loves outdoor sports, Jerry has spent lots of hours scouring websites, searching for a job that will allow him to use his computer skills and draw on his experience in freight and transportation while maintaining his active lifestyle. The jobs Jerry has come across are in three communities more than a thousand miles away.

Give Jerry some advice on how to compare the communities.

1. What are three things Jerry needs to know about the cities?
2. What are some sources of information Jerry should check out as he evaluates where he would like to live and work?
3. In your opinion, which is most important when deciding about relocating- the climate, affordable housing and recreation facilities, or the people and their cultural background? Why?

Note to Teacher: Question one evaluates understanding of place attributes. Acceptable answers include available affordable housing, cost of living, climate, access to recreation facilities. Number 2 evaluates student knowledge of sources of information. Answers may include websites that rate cost of living, atlases, travel guides, US census data., experience of others) Question three aims at perception. Either answer is acceptable but must be supported with a logical reason.

### Check for Understanding:

If you were to move to a new community, what information about that place would be most important to you? Support your answer with an example.

**Rubric:**

- **2** – This response gives valid explanation with an accurate and relevant example.
- **1** – This response gives valid explanation with an inaccurate, irrelevant, or no example.

For administration of formative assessment see [Student Self-Assessment and Reflection](#)

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STRATEGY 5 EXTENDING & REFINING
Geographic Photo-Analysis

Display a surface street scene from a world city without disclosing the location. Ask students to look closely at details in the picture and try to determine the location. (See Appendix for [Handout #1.5](#)). Prompting from the teacher might help students recognize a landmark or rule
out portions of the globe through topography, climate/ vegetation, dress styles, building types, language on signs, etc. Explain that the process of elimination you are modeling involves referencing mental maps (and also atlases, etc).

Use a world map as an organizer to help students share and organize what they already know about world patterns of traditional architecture, dress, foods, or other cultural “markers”. Have the students post the “facts’ they think they know on the map with post-its. (These may need to be adjusted later). Point out that not all places in a region adhere to traditional patterns of building, dress codes, or language. There are exceptions to the major patterns, but the patterns are useful. For example, North American cities usually feature tall buildings near the city center. European cities most often have lower profiles in the center where city streets are old and crooked. The object of the lesson today will be to learn trained observation. Ask students to point out features in the photos that seem “out of place”. For example, a Buddhist monk in saffron robes who is sporting an Ipod.

Next, provide each student or student group with a photo of a world city or settlement and ask them to analyze the photo for location clues. The students should be asked to guess at the location and explain the reasoning used. The teacher may then disclose the correct location and work with the students to determine if they are skilled at observation. (If Google Earth is available, the teacher may then type in the coordinates and zoom in to street level to verify the students’ choice)

The following questions may be used with any suitable street scene. Several examples are provided in the Appendix. Or share with students a live webcam image showing a street in a world city.

Are You a Trained Observer?
Examine this street scene. Use the steps of a trained observer below. For each answer cite evidence from the image.

- What clues can you find that will help you identify the city, or at least rule out some areas of the world?

- Would you consider the style of the architecture of the buildings to be (circle all that apply)
  Modern or traditional?
  Oriental/ Arab/ Western European/ Russian or Eastern European/American/ other?

- What building features are the best clues to use in placing this scene?

- What can you tell about the street plan of this place?

- What do people here do to make a living? How can you tell?

- What can you tell about the cultural group or groups of the people who live and work here?

- What types of technology appear to be available to the people in this place?
**Check for Understanding:** Provide the student with a different street scene. Using the Trained Observer questions, ask the student to identify aspects of the scene that may be helpful in determining the location of the shot. Note that the rubric does not judge whether or not the student gets the correct city.

<table>
<thead>
<tr>
<th>Scoring Category</th>
<th>Score Point 2</th>
<th>Score Point 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>This observation provides answers to …</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What clues can you find that will help you identify the city, or at least rule out some areas of the world?</td>
<td>gives a valid clue with accurate and relevant evidence from the image</td>
<td>gives a valid clue with accurate with inaccurate, irrelevant, or no evidence from the image</td>
</tr>
<tr>
<td>Would you consider the style of the architecture of the buildings to be?</td>
<td>Gives a valid style with accurate and relevant evidence from the image</td>
<td>Gives a valid style with inaccurate, irrelevant, or no evidence from the image</td>
</tr>
<tr>
<td>What building features are the best clues to use in placing this scene?</td>
<td>Gives a valid decision of which are the best clues with accurate and relevant evidence from the image</td>
<td>Gives a valid decision of which are the best clues with inaccurate, irrelevant, or no evidence from the image</td>
</tr>
<tr>
<td>What can you tell about the street plan of this place?</td>
<td>Gives a valid observation with accurate and relevant evidence from the image</td>
<td>Gives a valid observation with inaccurate, irrelevant, or no evidence from the image</td>
</tr>
<tr>
<td>What do people here do to make a living? How can you tell?</td>
<td>Gives a valid prediction with accurate and relevant evidence from the image</td>
<td>Gives a valid prediction with inaccurate, irrelevant, or no evidence from the image</td>
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<tr>
<td>What can you tell about the cultural group or groups of the people who live and work here?</td>
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</tr>
<tr>
<td>What types of technology appear</td>
<td>Gives a valid prediction with</td>
<td>Gives a valid prediction with</td>
</tr>
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</table>
### Scoring Category

This observation provides answers to …

<table>
<thead>
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<th>Score Point 2</th>
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</tr>
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<td>accurate and relevant evidence from the image</td>
<td>inaccurate, irrelevant, or no evidence from the image</td>
</tr>
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</table>

Total Score: _____

**Above the Standard:** 13 to 14  
**Meets the Standard:** 10 to 12  
**Below the Standard:** 7 to 9

For administration of formative assessment see **Student Self-Assessment and Reflection**

**Variation:** Could be done with artwork for an historical connection or application  
**Differentiation:** can be presented as a series of more discrete tasks. Answers may be provided orally.  
**Options for teachers:**  
Use the expedition of Captain John Smith (www.nationalgeographic.com/chesapeake) or Lewis and Clark (www.nationalgeographic.com/lewisandclark) as the basis for the gallery walk.  
As an independent project or as part of a field trip, students may be asked to do a photo shoot in a local area and organize the results into an album with captions indicating the most details that they feel point to cultural or environmental influences.

**LESSON TWO - PLACES CHANGE OVER TIME**

**ESSENTIAL QUESTION**

- How and why might a place change over time?

**Teacher Background:**  
Although the site chosen for the Jamestown settlement was very similar to a near-by Powhatan site, the Native Americans and European colonists differed in their organization of space inside the settlement and in their interaction with the environment. The past experiences of the Europeans led them to make assumptions about how to act in the New World, so they created a settlement with a very different sense of place than the village of their native neighbors. The first three strategies apply the geographic ideas of site and situation and compare the strikingly different settlement forms of Jamestown and the near-by Powhatan settlement of Werewomaco.

The next four strategies each deal with an aspect of spatial analysis of change. Strategy Four looks at cultural diffusion, one of the major reasons places change. Many students are unaware of the large number of contributions and influences on cultures that stem from the diffusion of languages throughout the world. Students will investigate the impact of the spread of different languages around the globe. They will trace the pathways the languages traveled and evaluate
the barriers of infusion into new cultures. The discovery that languages reflect culture will guide students to understand how ideas, arts, science, and technologies are impacted. The contributions of many ethnicities have not only effected language, but also accomplishments in the fields of medicine, music, math, geography, and food production. It is vital that students develop a global perspective. Our world is linked spatially as well as culturally. Working with a variety of peoples and understanding their culture and location are essential skills for the 21st century.

Students read about the concept as illustrated through the diffusion of Islam. Transfer of the principle to the effects of exploration takes place in the lesson activities. Strategy four asks students to identify the core, domain and periphery of a cultural region. In strategy five, students will investigate and draw conclusions about how resources influenced the settlement of North and South America and how the exchange of these resources affected both the New and Old Worlds. Strategy Six then helps students apply this understanding to influence on food choices. Strategy seven looks at the diffusion of language and the adoption of new words into languages.

Teacher Notes: Encourage students to look at the contact period from the perspectives of the Europeans and also of the Native peoples.

**STRATEGY 1 GATHERING INFORMATION ABOUT HOW PLACES CHANGE THROUGH CULTURAL CONTACT**

**CASE STUDY**

*Adapted from a lesson titled Environmental Movement Past and Present by Anne Bagwell, Melanie Schimek and Maggie Legates, Delaware Geographic Alliance*

Introduce or review the twin ideas of *site and situation* by using Student Reading #1 (Handout #2.1) and have students speculate on the physical characteristics of the site of Jamestown that led to its selection for the settlement.

- Why did the settlers choose this site for their first settlement?
- What advantages and disadvantages can you identify for people living on this site?

Then pose the question:
- Does culture influence ideas of the best site and the best situation?

Students should work in groups to complete the first activity using the National Geographic Poster “1607: When Cultures Collided”. Using the National Geographic poster and Hand-out 2.2, evaluate the settlements of both the colonists and the Powhatan’s. How did the residents use the land in each settlement?

How they:
- Grew crops
- Used trees and plants
- Used the river
- Built their village/settlement
Check for Understanding (included on the Handout):
What differences did you identify in the ways Europeans and Native Americans used space? What do you think was the reason for these differences?

Rubric:
2 – This response gives a valid difference with an accurate and relevant explanation.
1 – This response gives valid difference with an inaccurate, irrelevant, or no explanation.

For administration of formative assessment see Student Self-Assessment and Reflection

STRATEGY 2 GATHERING INFORMATION ABOUT PERCEPTIONS OF PLACE ANALYZING VIEWPOINTS
Adapted from a lesson titled Environmental Movement Past and Present by Anne Bagwell, Melanie Schimek and Maggie Legates, Delaware Geographic Alliance

Next have the students watch PBS video clips A (4:30 min) and B (3:00 min) at: www.pbs.org/wnet/secrets/previous_seasons/lessons/lp_jamestown_videos.html
Based on these video clips, students can fill in the empty captions on worksheet

Students should complete the questionnaire on page 3 and then discuss possible responses in small groups. The groups will each report out to the class.

Students will be asked: "Using what you have learned about Jamestown and Werowocomoco, write a few sentences to answer each of the following questions.

Which settlement would be easiest or most convenient for:
- A housewife?
- A warrior for protection?
- The environment?
- Beauty?

During the classroom debriefing, help students connect to prior knowledge and local history. In class discussion, relate the decision for choosing a site for Jamestown to locally made decisions about the site of the first Dutch settlement at Lewes and/or the site of Fort Christina in Wilmington. What considerations were most important to the people who made these choices? (eg. harbor, access to natural resources, ease of defense, sources of food and water) How might the Dutch and Swedish settlers have used the sites differently than the Native Americans in the area?

Check for Understanding:
How is the experience of shopping in a flea market or at a yard sale different from shopping in a store at the mall? How do you think the arrangement of the space affects your experience?

Rubric:
2 – This response gives a valid difference with an accurate and relevant explanation.
STRATEGY 3 EXTENDING AND REFINING
GEOGRAPHIC ANALYSIS

Teacher background: When data is mapped, patterns often emerge. Geographers look for clusters or concentrations that occupy a space or area. The geographic term for the areas of highest concentration is core, while the boundary or outer extent of the “region” is called the periphery. This relates to geography standard 4, regions.

Key vocabulary: To help students understand and use the geographic terms core and periphery, use Hand-out 2.3c Recognizing Core and Periphery.

Applying key terms in historical context: Using Student Hand-out 2.3b Flip Side of Exploration, students will look at the mapped patterns that emerge when studying the distribution of the Native American settlements and the missions the Spanish established in Florida.

STRATEGY 4 EXTENDING & REFINING- Maps Reveal Cultural Diffusion

COOPERATIVE LEARNING

Teachers should group students in cooperative learning groups for this exercise. Have students read an excerpt from Standard Geography that explains diffusion from cultural hearths (Handout 2.4a). Ask students what other cultural hearths they know about. (Is there a hearth for Hip Hop culture?) The classic cultural hearths developed long ago in many areas around the world.

A good example of a cultural hearth is the one that developed in Meso-America, the area that is today Guatemala and the Yucatan Peninsula of Mexico. Mayan culture seems to have developed in the ancient cities of El Mirador and Tikal and then diffused out.

Then, have students complete the exercise After the Expedition (Handout #2.4b). Explain that this important geographic principle can be used to understand one of the biggest changes that ever happened in the world, the Columbian Exchange. It can also be used to understand globalization – the spread of ideas and cultures around the world today.

Check for Understanding:
Use the geographic terms cultural hearth, core, domain and periphery to explain how a place might change over time.

Rubric:
2 – This response gives a valid explanation with an accurate and relevant example.
1 – This response gives valid explanation with an inaccurate, irrelevant, or no example.
For administration of formative assessment see Student Self-Assessment and Reflection

STRATEGY 5 EXTENDING & REFINING- HOW INTERACTIONS BETWEEN PEOPLE CHANGE PLACES

MINDSTREAMING & READING IN THE CONTENT AREA

Strategy Source: Merry Lobrecht, Humble ISD

Place students in pairs and ask them to stand. For one minute partner A talks nonstop and tells partner B everything he knows or thinks he knows about what foods originated in the Old World (Europe and Asia). Then, partner B talks nonstop telling partner A everything he know or thinks he knows about which foods originated in the Old World. Next, Partner A discusses non-stop for 30 seconds which foods he thinks originated in the New World (Western Hemisphere). Finally partner B does the same. The partners should discuss foods and agree to list one food from the Old World and one food from the New World to the entire class. As the students share the teacher should create a class list on the board or other record keeping device. After the list is complete a class wide debriefing should focus on foods and how important they are to a nation's culture.

As a follow up the class will read more about the Columbian Exchange from one of the resource articles listed below or another appropriate source provided by the teacher. As students are reading they will trace the routes of exchange and diffusion of resources on maps and underline or highlight phrases in the reading that confirm, conflict, add to knowledge, or create questions in the Columbian Exchange reading. Then students will partner to discuss their understanding of what took place. After the pairs are finished the entire class should discuss general background issues concerning the history and impact of trade, culture, and national cuisine.

Check for Understanding:

Three facts listed on the class chart about the Columbian Exchange that were supported by this article were __________

Two additional points that were included by the author were______

One question I have about the Columbian Exchange is ________

Rubric:

2 – This response gives a valid difference with an accurate and relevant explanation.
1 – This response gives valid difference with an inaccurate, irrelevant, or no explanation.

For administration of formative assessment see Student Self-Assessment and Reflection
STRATEGY 6 EXTENDING & REFINING 
COOPERATIVE LEARNING
Adapted from lesson created by Freda Johnson, Texas Geographic Alliance, Humble ISD

Students will read Two Worlds Made New (Handout #2.6a), another text about the Columbian Exchange. To focus attention on the fundamental theme of movement, the teacher will show transparency “For Pizza’s Sake!!!” (Handout #2.6b) and “So What’s To Eat?” (Handout 2.6c). In groups students, with the aid of the teacher circulating around the room, discuss the impact of food movement from the new world to the old. After discussion concludes each group should create a menu using only food that was available in the new world.

Check for Understanding:
What if you had to “give up” all the foods that originated in Europe, Africa, or Asia? Is there one food you just couldn’t do without? Explain your answer.

Rubric:
1 – This response gives a decision with an accurate and relevant explanation.
0 – This response gives a decision with an inaccurate, irrelevant, or no explanation.

For administration of formative assessment see Student Self-Assessment and Reflection

STRATEGY 7 EXTENDING & REFINING Knowledge of How Places Change
VOCABULARY DEVELOPMENT
Strategy Source: Merry Lobrecht, Texas Geographic Alliance, Humbolt ISD

To begin, students will independently write down words borrowed from other languages that they use often in their vocabulary. Some examples should be given such as: karaoke (Japanese), balcony (Italian), piazza (Italian), and cruise (Dutch). After they are finished they will share their list with a partner and discuss the comparisons. Then, students will form teams to research Arabic, Indo-European, African, or Australian dialect or languages. The students will research information using maps which display languages, the World Wide Web, textbooks, and other sources to find general information tracing cultural characteristics of languages around the world.

Potential sources include:
National Geographic: Disappearing Languages
http://www.nationalgeographic.com/mission/enduringvoices/

A map showing the rates of various languages spoken in the United States can be found at:
http://www.mla.org/census_main

Students working together in small teams determine
- what are the areas of origin and current distribution of languages.
- what popular culture traits (music, art, foods) came with the spread of language.

Each group should create a chart and a map of the language, origin, places of diffusion, and cultural contributions.
Check for Understanding:
Gallery Walk- Post all language charts and maps around the room. Form groups of 3-5 students each. Student groups walk around the room and read each chart and map for information. As a follow-up the class discusses language diffusion and the impact on societies.

EXTENSION
Students would read “One Hundred Per-Cent American” by Ralph Linton. Then student groups will make vocabulary cards from 3 or 4 Swahili, Arabic, or Australian slang words or phrases. Using the vocabulary words, have students write a children’s fable representing African, Arabic, or Australian culture.

STRATEGY 8 APPLICATION
RESEARCH
Students will form groups of three to five students. Each group will be responsible for researching, analyzing, and organizing information; developing a hypothesis of their understanding of the impact of the Columbian Exchange; organizing information visually on a chart; presenting conclusions to class; and evaluating other proposals through carousel brainstorming.

Students will research various sources searching for background knowledge, pertinent data, and maps in order to formulate hypothesis concerning benefits and consequences of Columbian Exchange. Students should use at least one Internet source, newspaper or magazine article, and one book in their research. Several sites and sources are included in this lesson for background information.

Before beginning the presentation, together the students and teacher should analyze the impact of the Columbian Exchange including how the exchange of resources affected both the New and Old Worlds via a classroom debriefing from the initial research. Have students discuss the consequences of the initial contact and eventual exchange in terms of trade, migration, crops, livestock, diseases, and technologies.

The written chart and oral solutions should focus on:
- Students work together to research resources and chart your findings.
- State the issue, cover key points of the research, support your hypothesis;
- Students discuss “what if” scenarios brainstorming possible world implications if the Columbian exchange had not taken place.
- Students must include all sources included in their research.
- Students groups create presentation.
- Students may use role-playing computer graphics, costumes, music, props, anything they need to present the situation and visualize their presentation.
- Students will analyze presentations.
- Each student will complete rubrics to evaluate your own group’s research and presentation.
- Each student will analyze other group presentations.

After all groups are finished a class discussion will elaborate on consequences and changes that developed as a result of the Columbian Exchange. Further discussion will include cultural identity to national cuisine.
Potential Extension:
Each student will demonstrate his/her own understanding of the impact of the Columbian Exchange.

**RAFT** method
R – role  A – audience  F – format  T – topic

Most assignments do not give students any flexibility in their writing. Students are usually assigned essays written to the teacher. By allowing students to choose a role (corn cob, horse, chef in Paris), it gives students the opportunity to look at the situations from diverse perspectives.

Each student could write a “6 to 1” paragraph stating six resources either the New or Old World received from the other and one resource the home world already had that made the resources better.

**Check for Understandings:**

How might a place change over time? Support your answer with an example.

**Rubric:**
1 – This response gives a valid explanation with an accurate and relevant example.
0 – This response gives a valid explanation with an inaccurate, irrelevant, or no example.

Why might a place change over time? Support your answer with an example.

**Rubric:**
1 – This response gives a valid explanation with an accurate and relevant example.
0 – This response gives a valid explanation with an inaccurate, irrelevant, or no example.

For administration of formative assessment see *Student Self-Assessment and Reflection*

**LESSON THREE- MANAGING AND PREDICTING CHANGE**

**ESSENTIAL QUESTION**

- How might a place change due to human activity?

**Background:** Places change constantly, and the reasons are related to both physical processes and human activity. Physical changes may be gradual–like the erosion of a riverbank or the build-up of sediment on a river bottom, or quite sudden as with an earthquake, a storm, or a fire. Humans go about the business of making a living and in the process they change their environment–by mining minerals, building structures, erecting walls and towers, tearing down old warehouses, or adding new technologies and innovations. Even the most remote or historic of landscapes is likely to be altered by the forces of nature or by the activities of humans.

People have mixed feelings about changing places. Some try to preserve landscapes of the past while others hope to develop whole new economic or residential areas. Local governments often pass ordinances and restrictions to manage change. Environmental groups become involved in projects to protect wilderness areas or open space. They try to
balance the needs and preferences of many members of society. How might actions of governments, like tax credits or ordinances, affect the landscape of a place? Culture is only part of the reason places change. Economic activity plays a big role. So does technology. This lesson will pull together ideas of place and factors that cause places to change. Students will be asked to apply their learning to the world of today and make predictions for future changes.

**STRATEGY ONE – GATHERING INFORMATION**

**THINK/PAIR/SASHARE**

Ask students to think of all the changes they have seen in the local landscape in the past year, share them with a neighbor, and then report them to the larger group. As each group reports, the teacher should record the answers on chart paper or board. Ask students if they can group these changes in categories. (eg. New construction, green technology, closed or abandoned buildings)

**STRATEGY TWO – EXTENDING & REFINING**

**THINK ABOUT IT/WRITE ABOUT IT/TALK ABOUT IT**

Next display pictures of a place that has changed over a span of years. (Examples are included in Handout #3.2a) Ask students to identify changes in the landscape and speculate on the reasons for those changes. Ask students to complete Think About It, Write About It, Talk About It (see Handout #3.2b) Set up four wall spaces, one for each of the innovations mentioned on the worksheet.

- Spanish explorers introduce the horse to Native Americans.
- Spanish settlers introduce sheepherding to the American southwest.
- Missionaries teach native islanders to read and write.
- Native Americans teach English colonists to grow corn.

Each student should post an opinion on which innovation probably changed the landscape the most. When students have posted their opinions, they should move to the other areas to read the answers. Provide each student with three sticky dots. They should “vote” for the most persuasive answer at each station by affixing a dot to the paper. Ask the student who received the most dots to orally summarize the position of all those who selected the innovation.

Repeat the above exercise, but on each wall space, provide a modern innovation. The following are possibilities:

- Worldwide satellite communication
- Air conditioning of buildings
- Automobiles and truck transportation
- Use of solar and wind power

Debriefing: Facilitate discussion about how each innovation might change the sense of place in a landscape. For example, a new interstate highway crossing a city may cause old neighborhoods to be torn down to make way for the road and its approach ramps. It may also become a barrier to the people who live in the city, preventing them from moving easily to stores, playgrounds, or medical facilities. It might divert economic activity to areas outside the city. But it could also make it easier for businesses in the area to receive supplies by truck.
Check for Understanding:
What are some ways that human interaction with the environment might influence the landscape of that place? Support your answer with at least one example.

Rubric:
1 – This response gives a valid explanation with an accurate and relevant example.
0 – This response gives a valid explanation with an inaccurate, irrelevant, or no example.

For administration of formative assessment see Student Self-Assessment and Reflection

STRATEGY THREE – EXTENDING & REFINING
WRITING IN THE CONTENT AREA

Students will create a journal entry based on their choice of one of the prompts below:

Prompt #1: How might the “Green Movement” and emphasis on alternative energy change the landscape of America in the next fifty years?

Prompt #2: Which innovation do you think had the most effect on the landscape in America in the 20\textsuperscript{th} Century - the automobile, the telephone, or electricity? Why?

Students may choose to answer in diagrams or maps, or to illustrate their answers.

Check for Understanding:
The journal entry will serve as the Check for Understanding.

STRATEGY FOUR – APPLICATION to Contemporary Life
RESEARCH

Ask if students can name an explorer who is alive today. Ask the students to suggest areas that might still need to be explored to add to human knowledge. The teacher might note recent proposals for oil and gas exploration off the Atlantic Coast, proposals to fund manned exploration of asteroids in our solar system and travel to the planet Mars, polar exploration, and mountain climbing in remote areas. Tell the students that this lesson will look at exploration that is taking place today in four main areas: polar, undersea, archaeological, and outer space.

Groups students in cooperative learning groups of four or five students. Each group will be assigned a type of exploration and gather information from resources available. (See appendix for research guide). The Delaware Geographic Alliance website at www.degeog.org offers a student research page or the student may do independent research using suggested websites or print sources.

Key questions for research:

What areas are most likely to be explored in the near future?
What tools and technology will be most useful for gathering information?

How might perceptions and expectations of the explorer teams influence their observations?

How might geographic analysis be applied to this type of exploration?

What changes do you predict to the places being explored today?

The students should present their findings by preparing a poster, slideshow, oral presentation or written report.

Rubric

<table>
<thead>
<tr>
<th>Scoring Category</th>
<th>Score Point 2</th>
<th>Score Point 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>The presentation provides answers to …</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What areas are most likely to be explored in the near future?</td>
<td>Provides a map or other clear indication of the areas; logical choices, supported by evidence.</td>
<td>Provides a map or other clear indication of the area but without support.</td>
</tr>
<tr>
<td>What tools and technology will be most useful for gathering information?</td>
<td>Gives a valid answer with accurate and relevant evidence from research.</td>
<td>Gives a valid answer with inaccurate, irrelevant, or no evidence from research.</td>
</tr>
<tr>
<td>How might perceptions and expectations of the explorer teams influence their observations?</td>
<td>Gives a valid answer based on relevant evidence from research.</td>
<td>Gives a valid answer but with inaccurate, irrelevant, or no evidence from research.</td>
</tr>
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</tr>
<tr>
<td>Scoring Category</td>
<td>Score Point 2</td>
<td>Score Point 1</td>
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</tr>
<tr>
<td>The presentation provides answers to …</td>
<td>Gives a valid prediction supported with accurate and relevant evidence from research.</td>
<td>Gives a valid prediction with inaccurate, irrelevant, or no evidence</td>
</tr>
<tr>
<td>What changes do you predict to the places being explored today?</td>
<td></td>
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</tr>
</tbody>
</table>

**Teacher Notes:**
Students may choose the type of current exploration they are interested in. Students may be provided with a Venn Diagram or other appropriate graphic organizer to guide a comparison of present-day exploration with the historical expeditions studied earlier in the unit. May use the chart provided as a pre-writing organizer and synthesize the result into a short magazine article.

**Resources and Teaching Tips**
- A variety of resources are included (texts, print, media, web links)
- Help in identifying and correcting student misunderstandings and weaknesses
Differentiation

- Stage 2 and 3 allow students to demonstrate understanding with choices, options, and/or variety in the products and performances without compromising the expectations of the Content Standards. Instruction is varied to address differences in readiness, interest, and/or learning profiles.

- In Lesson 1: Provide music, artifacts, video, foods or other non-text representations of place.
Lesson 2: Maps and charts may be “edited” to remove extraneous lines, labeling, or symbols.

- Accommodations and differentiation strategies are incorporated in the design of Stage 2 and 3.

Design Principles for Unit Development
At least one of the design principles below is embedded within unit design
• **International Education** - the ability to appreciate the richness of our own cultural heritage and that of other cultures in to provide cross-cultural communicative competence.

• **Universal Design for Learning** - the ability to provide multiple means of representation, expression and engagement to give learners various ways to acquire and demonstrate knowledge.

• **21st Century Learning** – the ability to use skills, resources, & tools to meet the demands of the global community and tomorrow’s workplace. (1) Inquire, think critically, and gain knowledge, (2) Draw conclusions make informed decisions, apply knowledge to new situations, and create new knowledge, (3) Share knowledge and participate ethically and productively as members of our democratic society, (4) Pursue personal and aesthetic growth. (AASL, 2007)

(Briefly explain how design principle(s) are embedded within the unit design.)
The ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information

- **8th Grade Technology Literacy** - the ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st Century (SETDA, 2003).
Literature Connection: Students may be assigned to read *Four Preludes to Playthings of the Wind* by Carl Sandburg, a poem about the fall of civilizations.