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Primary Sources: Investigating Geography

This sample includes the following:

Teacher's Guide Cover (1 page)

Table of Contents (1 page)

How to Use This Product (2 pages)

Lesson Plan (4 pages)

Primary Source Document (1 page)

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— PRIMARY SOURCES —

Investigating Geography

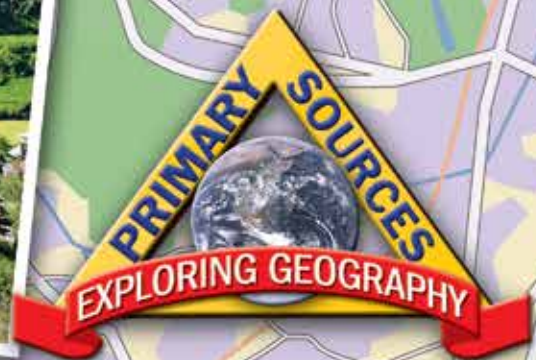


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How to Use This Product

With its authentically re-created primary source documents, captivating photographs from around the world, and easy-to-follow, concise lessons, *Exploring Geography through Primary Sources* allows the teacher and students to expand their study of geography beyond the textbook and classroom. The resources included in this kit assist the busy teacher in presenting innovative primary source lessons that meet both the National Geography Standards and the recently revised standards for the National Council for the Social Studies (NCSS 2010).

The contents of the kit provides teachers with all they need to accomplish the lessons without additional research or planning. Teachers have the photographs and documents at their fingertips without scurrying to find such references. Activities are varied, interesting, challenging, and engaging.

By participating in the lessons provided in this kit, students will:

- articulate their observations.
- analyze what they see.
- improve their vocabularies.
- be prompted by visual clues.
- compare their assumptions against others.
- expand their appreciation for other time periods.

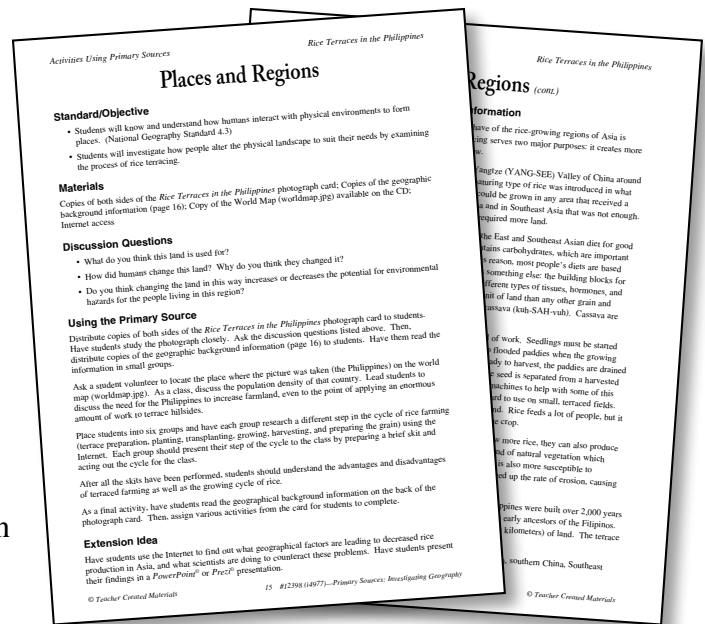
By presenting the lessons in this book, teachers will:

- improve students' test scores and test-taking skills.
- meet curriculum standards.
- create a learning environment that extends beyond the classroom.
- encourage students to take an active role in learning geography.
- develop critical-thinking skills in students.

Teacher's Guide

Included in the teacher's guide are eight lessons focusing on photographs, eight lessons focusing on primary source documents, and a total of 12 document-based assessments. Each lesson plan includes:

- standards and objectives
- materials list
- discussion questions
- suggestions for using the primary sources
- extension ideas
- leveled geographic background information
- document lessons include reproducible student activity sheets

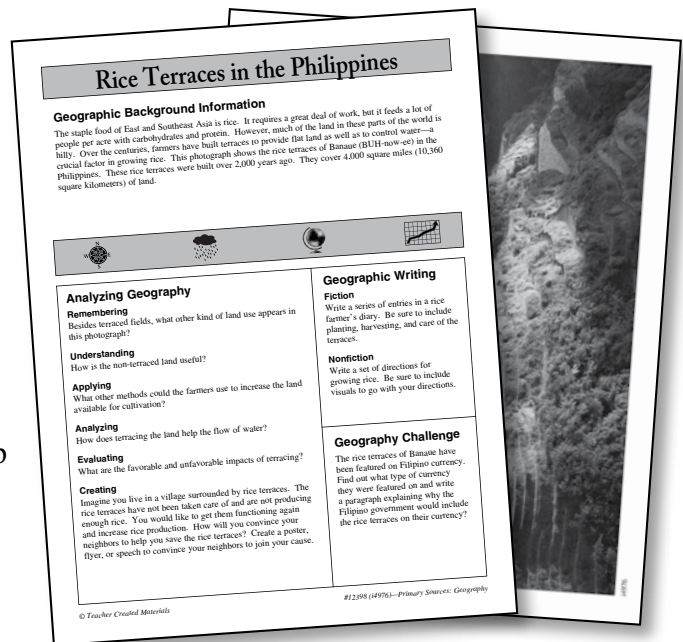


How to Use This Product *(cont.)*

Photograph Cards

The photograph cards provide captivating images along with background information and activities for teacher and student use. The lesson plans do not refer to each of the sections on the back of the photograph card. These activities can be used by teachers in a way that best suits the classroom needs (group work, individual work, learning center, etc.). Each photograph card includes:

- Primary source image
- Geographic Background Information
- Analyzing Geography questions designed to help students analyze what they see and learn based on the revised Bloom’s Taxonomy
- Geographic Writing prompts (fiction and nonfiction)
- Geography Challenge section with fun extension ideas for students



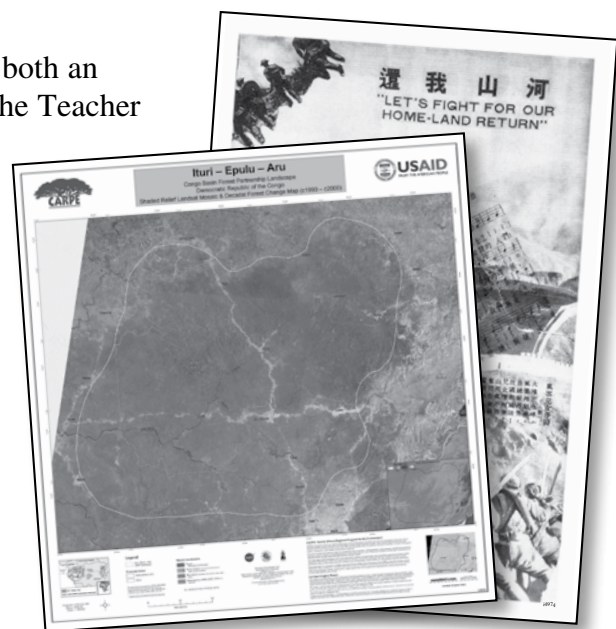
Primary Source Documents

Facsimiles of primary source documents are provided in both an authentic-looking format as well as in digital format on the Teacher Resource CD. The documents come in varying sizes.

Teacher Resource CD

See pages 75–76 for more information about the files included on the CD:

- digital copies (both in PDF and JPEG formats) of all photographs and primary sources
- additional photographs and primary sources to support and enrich the lessons
- all student reproducibles
- standards charts
- detailed listing of original location of photographs and primary sources
- document-based assessment rubric example
- hyperlinks for suggested useful websites



Changing Places

Standard/Objective

- Students will know and understand the changing physical and human characteristics of a place. (National Geography Standard 4.2)
- Students will describe and interpret physical processes that shape places. They will be able to describe how forces from within Earth influence the character of a place.

Materials

Copy of the *Plate Tectonics Map* document facsimile; Copies of the geographic background information (page 48); Copies of the *On Shaky Ground* activity sheet (page 49); For optional use, *Plate Tectonics Map* (page 50); Copies of the *World Map of Population Densities* (popmap.jpg), the *Layers of Earth Diagram* (layers.jpg), and the *Plate Boundaries Diagram* (boundaries.jpg), available on the CD

Discussion Questions

- How many tectonic plates can you identify on the map?
- Which plate lies beneath your home?
- In general, how would you describe the relationship between the continents and the plates?
- Study the Pacific Plate and the North America Plate on the map. Describe where these plates meet and what you might expect to find at that location.

Using the Primary Source

Display the *Plate Tectonics Map* document facsimile and ask the discussion questions listed above. Then, distribute copies of the geographic background information (page 48) to students and have them read the information with a partner. If desired, give students copies of the *Layers of Earth Diagram* and *Plate Boundaries Diagram* (layers.jpg; boundaries.jpg) to help them better visualize and understand the background information.

On the board, make a simple three-column chart to help students organize the information about plate boundaries. Challenge the pairs to come up with a memory tool to keep the definitions straight. Allow each pair to share its ideas with the class. As a whole class, study the map. Invite students to make observations about what they see. Lead a discussion about plate tectonics, earthquakes, and volcanic activity (hot spots).

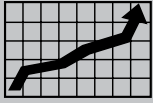
Next, display the *World Map of Population Densities* (popmap.jpg) for the class. Ask students to compare the plate tectonics map with the population density map. Have the class brainstorm a list of reasons why many people choose to live in places affected by earthquakes, volcanoes, and tsunamis. Finally, distribute copies of the *On Shaky Ground* activity sheet (page 49) to students. Have them complete the activity sheet in small groups.

Extension Idea

Have students research the geographic connection between earthquakes and volcanoes. Encourage students to report their discoveries in a creative way.

Changing Places *(cont.)*

Geographic Background Information



The ground shakes, windows rattle, and books slide off shelves. As the shaking slows, you realize you have just experienced an earthquake. Even when an earthquake does not cause major damage, it can still be an unnerving event.



We expect the ground beneath our feet to be stable. However, that ground is part of Earth's crust. That crust is in constant motion. Every year, scientists detect about 500,000 earthquakes. Most of these earthquakes are too weak for people to feel. On average, there is one major earthquake in the world every year. A massive earthquake causes widespread damage once every five years.



Earthquakes originate beneath the Earth's crust, in the mantle. The uppermost layer of the mantle is solid rock. Along with the crust, this layer makes up the lithosphere. The rocky, brittle lithosphere is fragmented into large slabs called tectonic plates. These tectonic plates float on top of a layer of molten rock, or magma, deeper in the mantle. A dozen major tectonic plates and many smaller plates make up Earth's surface. These plates are constantly moving. Sometimes the plates bump into each other. These collisions cause earthquakes and, over time, reshape Earth's surface.



Scientists have identified three types of interactions among tectonic plates. These interactions produce three different results. The results are (1) divergent plate boundaries, (2) convergent plate boundaries, and (3) transform plate boundaries.



At divergent plate boundaries, two plates move away from each other. This forms a gap that magma will rise up to fill. The magma hardens and forms new crust. Most divergent plate boundaries are on the ocean floor. One such boundary is beneath the Red Sea. Africa and the Arabian Peninsula were once a single landform. Today, the two are separated by the Red Sea, which is filling a divergent plate boundary.



At convergent plate boundaries, two plates push against each other. The result of the collision depends on the makeup of the plates. For example, when a lighter continental plate collides with a dense oceanic plate, the oceanic plate gets pulled under the continental plate. This is called *subduction*. A deep trench forms along the subduction zone. In the subduction zone, the plate that sinks into the mantle gets hot and releases water and gas. The release melts the mantle above the zone. The magma pushes upward and forms mountains on the Earth's surface. The Sierra Nevada mountain range was formed in this way.



At transform plate boundaries, two plates brush past each other. An example of this boundary is the San Andreas Fault in California in the United States. The fault line occurs where the Pacific Plate and the North America Plate meet. Many of California's major earthquakes have occurred along this fault.



Name _____

On Shaky Ground

Geographic Background Information

Earth’s crust is in constant motion. Every year, scientists detect about 500,000 earthquakes. Most of these earthquakes are too weak for people to feel. On average, there is one major earthquake in the world every year. A massive earthquake causes widespread damage once every five years.

Activity

Directions: Study the *Plate Tectonics Map*. Choose a large city in an active earthquake zone. Research to find out what life is like in that city. Include facts about past natural disasters in the region. Record the information on the T-chart below.

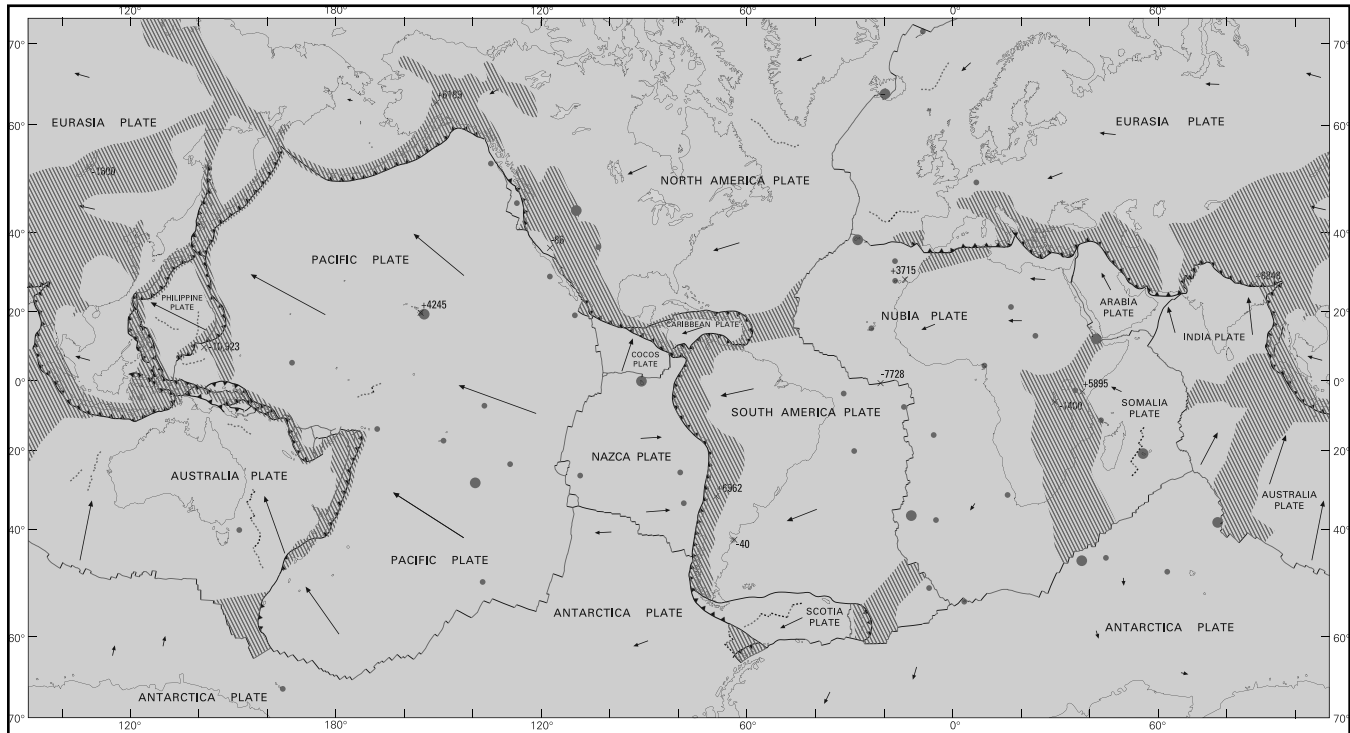
Life in _____

Advantages	Disadvantages

Challenge

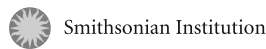
Is the city you studied a good place to live? Write an essay stating your position and supporting it with facts.

Plate Tectonics Map

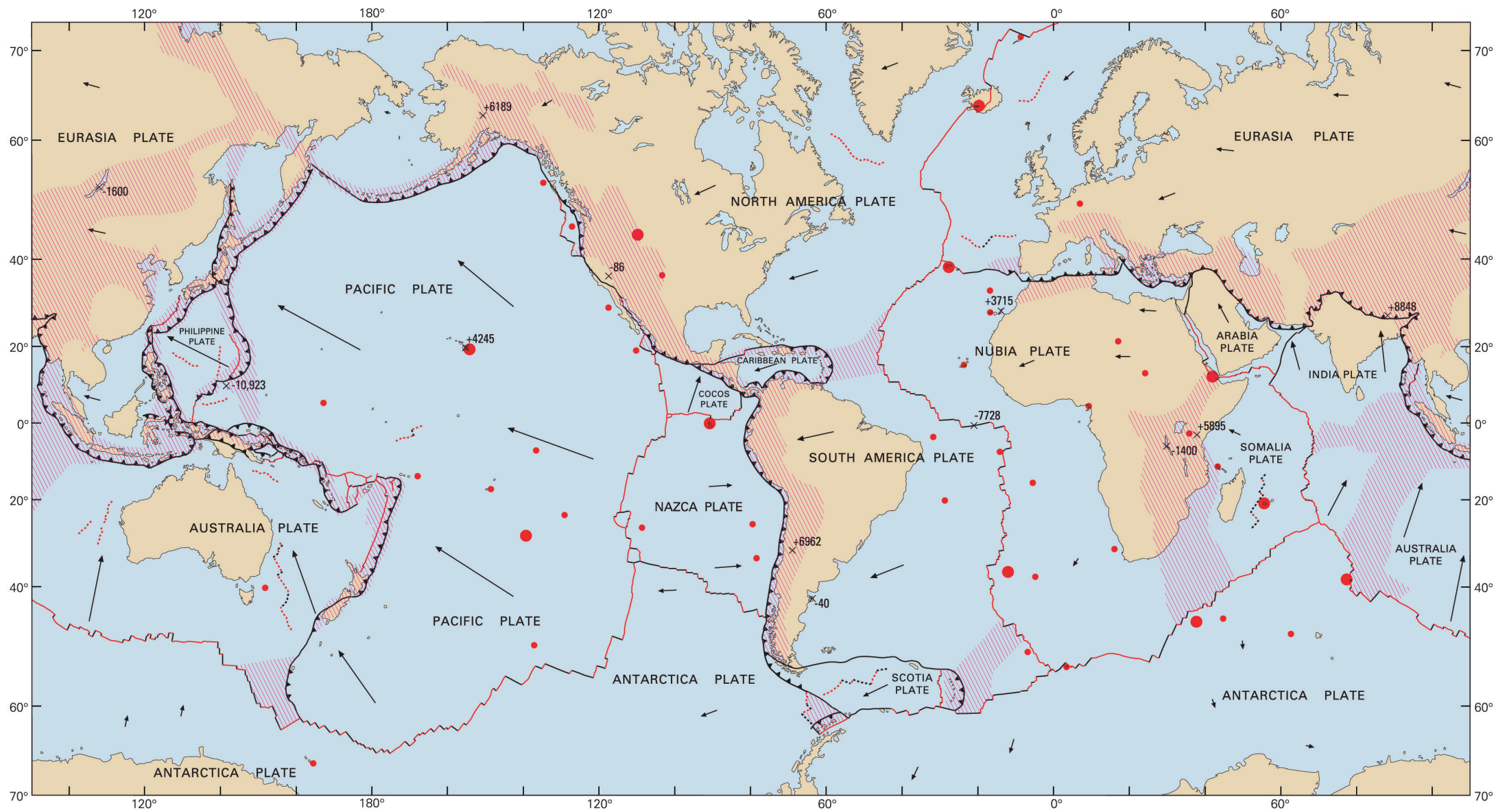


INTERPRETIVE MAP OF PLATE TECTONICS

- Divergent plate boundary**—Where new crust is generated as the plates pull away from each other
- Convergent plate boundary**—Where crust is recycled as one plate dives under another (in the direction shown by sawteeth)
- Transform plate boundary**—Where crust is neither produced nor consumed as plates slide horizontally past each other
- Selected fossil boundary**—Former plate boundary, now inactive; evidence that plate boundaries are not permanent
- Diffuse boundary zone**—Broad belt in which deformation occurs over a wide region (from Gordon, 2000); may encompass one or more smaller plates
- Selected hotspots**—Larger symbol indicates major hotspot; smaller symbol indicates minor hotspot
- Plate motion**—Length of arrow is roughly proportional to the rate of plate motion (longer=faster; see main map for details)
- Elevation**—Highest (+) and lowest (-) points, in meters, on four largest continents and in two oceans



Source: USGS/Smithsonian Institution/U.S. Naval Research Laboratory



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