

2012

Geography Agriculture Photo Essay

Mark Felderman
Chariton High School, Chariton School District

Let us know how access to this document benefits you

Copyright ©[2012?] Mark Felderman



This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).

Follow this and additional works at: <https://scholarworks.uni.edu/oermaterials>



Part of the [Geography Commons](#)

Recommended Citation

Felderman, Mark, "Geography Agriculture Photo Essay" (2012). *Open Educational Resources*. 117.
<https://scholarworks.uni.edu/oermaterials/117>

This Lesson Plans is brought to you for free and open access by the Open Educational Resources at UNI ScholarWorks. It has been accepted for inclusion in Open Educational Resources by an authorized administrator of UNI ScholarWorks. For more information, please contact scholarworks@uni.edu.

Offensive Materials Statement: Materials located in UNI ScholarWorks come from a broad range of sources and time periods. Some of these materials may contain offensive stereotypes, ideas, visuals, or language.

Geography Agriculture Photo Essay

Created by: Mark Felderman

Chariton High School, Chariton School District

Grade Level (Req.): 7th-12th grade	Content Area (Req.): Human Geography, Economics	Unit (Opt.):
Connections to Other Disciplines (Opt.):		
<ul style="list-style-type: none"> • • • 		
Time Frame (Req.): 3 class periods and a weekend outside of class	Goal (Req.): To help students demonstrate their understanding of the 5 themes of geography.	
	Objective (Req.): Students will use the creativity of photography to show understanding of the 5 themes of geography.	
Materials Needed (Req.):	New Vocabulary (Opt.):	
<ul style="list-style-type: none"> • Digital cameras • Printer • Posterboard • Glue sticks • Computer • • 	<ul style="list-style-type: none"> • • • • • 	
Anticipatory Set/Introduction [Inquiry Question is required] (Req.): Where do we actually see the 5 themes of geography in local agriculture?		
Instructional Sequence/Procedure (Req.):		
<ol style="list-style-type: none"> 1. Start the lesson by reviewing the Five Themes of Geography, including the sub-topics. 2. Students will use a digital camera and take photographs illustrating the 5 themes. These will include (with example here in parentheses): Place (a photo of a farm); Location, both relative and absolute (address sign or a GPS screen); Human-Environmental Interaction, Use, Modify, and Adapt to (irrigation, working in the fields, working around an obstruction); Movement of Goods, Ideas, and People (wagons, HyVee); Regions (plants and animals unique to a region). 3. Print the photos, arrange, and label them in a display. 4. Present the display to classmates. 5. Extending the Lesson: Options would include working in teams, preparing the presentations in electronic media, using photos from the Internet instead of taking photos, preparing artwork instead of using photos. 6. 7. 8. 9. 10. 11. 12. 13. 14. 		

- 15.
- 16.
- 17.
- 18.
- 19.
- 20.

Formative Evaluation (Req.): Check for understanding throughout the project in regards to identifying the 5 themes in real world scenarios.

Assessment (Req.): Presentations, answering questions about the photos, and a test at the end where students identify the 5 themes in photos.

Iowa Core Curriculum Standards Used (Req.):

- Economics, grade 9-12: Understand the impact of advancing technologies on the global economy.
- Geography, grade 9-12: Understand the use of geographic tools to locate and analyze information about people, places, and environments.
- Geography, grade 9-12: Understand how human factors and the distribution of resources affect the development of society and the movement of populations.
- Geography, grade 9-12: Understand how physical and human processes shape the Earth’s surface and major ecosystems.
- Geography, grade 9-12: Understand how human actions modify the environment and how the environment affects humans.
- Geography, grade 9-12: Understand how culture affects the interaction of human populations through time and space.
- Geography, grade 9-12: Understand how cultural factors influence the design of human communities.
-
-
-

Common Core Curriculum Standards Used (Opt.):

-
-
-
-
-

NGS Standards Used (Req.):

- How to Use Maps and Other Geographic Representations, Tools, and Technologies to Acquire, Process, and Report Information From a Spatial Perspective
- How to Analyze the Spatial Organization of People, Places, and Environments on Earth’s Surface
- The Physical and Human Characteristics of Places
- That People Create Regions to Interpret Earth’s Complexity
- How Culture and Experience Influence People’s Perceptions of Places and Regions
- The Physical Processes That Shape the Patterns of Earth’s Surface
- The Characteristics and Spatial Distribution of Ecosystems on Earth’s Surface
- The Characteristics, Distribution, and Migration of Human Population on Earth’s Surface
- The Characteristics, Distribution, and Complexity of Earth’s Cultural Mosaics
- The Patterns and Networks of Economic Interdependence on Earth’s Surface
- The Processes, Patterns, and Functions of Human Settlement
- How the Forces of Cooperation and Conflict Among People Influence the Division and Control of

<p>Earth's Surface</p> <ul style="list-style-type: none"> • How Human Actions Modify the Physical Environment • How Physical Systems Affect Human Systems • The Changes That Occur in the Meaning, Use, Distribution, and Importance of Resources • How to Apply Geography to Interpret the Past • How to Apply Geography to Interpret the Present and Plan for the Future 	
<p>Five Themes of Geography Used (Req.):</p> <ul style="list-style-type: none"> • Location • Place • Human-Environmental Interaction • Movement • Region 	<p>School District Standards and Benchmarks (Opt.):</p> <ul style="list-style-type: none"> • • •
<p>21st Century Universal Constructs (Opt.): Creativity</p>	
<p>Other Disciplinary Standards (Opt.):</p> <ul style="list-style-type: none"> • • • • • 	
<p>Other Essential Information (Opt.):</p>	
<p>Other Resources (Opt.):</p> <ul style="list-style-type: none"> • • • • 	