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Geography and Government

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Riverside Community Schools

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Geography and Government

Created by: Michelle Griffen
Riverside Community Schools

Grade Level (Req.): 4	Content Area (Req.): Geography, 21st Century Skills, Language	Unit (Opt.): Who's the boss?
Connections to Other Disciplines (Opt.): <ul style="list-style-type: none"> • • • 		
Time Frame (Req.): about 1 week	Goal (Req.): Students will understand how geographic location determines whether you are under local, state, or national authority.	
	Objective (Req.): Students will use geography to understand how people and the environment can work together. We have different local, state, and national governments that have authority over our lives. Specific academic vocabulary helps us communicate in science, social studies and math.	
Materials Needed (Req.): <ul style="list-style-type: none"> • Computers with internet connection • Maps county, state, national • Sos.iowa.gov/elections/maps/ • • • • 	New Vocabulary (Opt.): <ul style="list-style-type: none"> Governor • President • State representative • Senator • Congressman 	
Anticipatory Set/Introduction [Inquiry Question is required] (Req.): We have been discussing local government, who is in charge of all the counties in Iowa? Who is in charge of all the state?		
Instructional Sequence/Procedure (Req.): <ol style="list-style-type: none"> 1. Show class a map of Iowa with counties and townships. 2. Using Iowa Secretary of State website, have students find who represents them in Iowa. 3. Have students use US Congressional District Map and Iowa Senate map and Iowa House District Map to determine Iowa representatives. 4. Who is governor of Iowa and what is his role? 5. Who is in charge of all US states and territories? 6. How are your rights and representative different in a territory than living in a state? 7. Determine judicial districts and discuss their purpose with the class. 8. 9. 10. 11. 12. 13. 		

16. 17. 18. 19.	
Formative Evaluation (Req.): Students must be able to name their state and national representatives and the role of governors.	Assessment (Req.): Listening to student to student talk and guide students on based on current understanding. Must use correct vocabulary words in discussions.
Iowa Core Curriculum Standards Used (Req.): <ul style="list-style-type: none"> • • Geography 1., Grades 3-5: Understand the use of geographic tools to locate and analyze information about people, places, and environments. • Political Science/ Civic Literacy 4., Grades 3-5: Understand the differences among local, state, and national government. • • • • • • • 	
Common Core Curriculum Standards Used (Opt.): <ul style="list-style-type: none"> • • • • • 	
NGS Standards Used (Req.): <ul style="list-style-type: none"> • 1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective. • 5. That people create regions to interpret Earth’s complexity. • 12. The processes, patterns, and functions of human settlement. • 13. How the forces of cooperation and conflict among people influence the division and control of Earth’s surface. • • • • • • 	
Five Themes of Geography Used (Req.): <ul style="list-style-type: none"> • Location • Region • • • 	School District Standards and Benchmarks (Opt.): <ul style="list-style-type: none"> • • •

21st Century Universal Constructs (Opt.):

Other Disciplinary Standards (Opt.):

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Other Essential Information (Opt.):

Other Resources (Opt.):

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