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Surviving the Monsoon: Natural Hazards in Bangladesh

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Saydel Schools, Dallas Center, Iowa

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Surviving the Monsoon: Natural Hazards in Bangladesh

Melinda Aeschliman – Saydel Schools, Dallas Center, Iowa

Grade Level (Req.): 8th grade	Content Area (Req.): Geography	Unit (Opt.):
Connections to Other Disciplines (Opt.):		
<ul style="list-style-type: none"> • • • 		
Time Frame (Req.): 1 class period	Goal (Req.): Students will identify Bangladesh.	
	Objective (Req.): The students will compare the features of Bangladesh with the features of Iowa.	
Materials Needed (Req.):	New Vocabulary (Opt.):	
<ul style="list-style-type: none"> • Research resources including encyclopedias, internet, AEA #11 “Box of Books” on Iowa and Bangladesh, lecture/participation notes from Research resources including encyclopedias, internet, AEA #11 “Box of Books” on Iowa and Bangladesh, lecture/participation notes from Bangladesh Workshop, Videos from AEA #11 over Iowa and Bangladesh • • • • • • 	<ul style="list-style-type: none"> • • • • 	
<p>Anticipatory Set/Introduction [Inquiry Question is required] (Req.): How are Bangladesh and Iowa similar and different? Pre-assessment: Place two large pieces of poster board on the chalkboard. Write Iowa on one poster board and Bangladesh on the other poster board. The students will brainstorm their prior knowledge of comparisons between Iowa and Bangladesh by writing or drawing pictures to illustrate how the two are similar or different. (As this lesson progresses, the students will alter the posters as they gain knowledge regarding Iowa and Bangladesh.)</p>		
<p>Instructional Sequence/Procedure (Req.):</p> <ol style="list-style-type: none"> 1. The students will be divided into cooperative groups to gather research from any of the resources listed above (additional resources are also acceptable). 2. The students will identify the geographical features, social and cultural characteristics, and characteristics that define the people’s way of life both Iowa and Bangladesh. 3. The students will make comparative analysis between Iowa and Bangladesh which will include but are not limited to the following: location on a world map, capital, population, official language, area, elevation, religions, land formations, water formations, terrain, climate, weather, chief products, imports, exports, social classes, economy, history, way of life, education, natural hazards, environmental problems. 4. The students will design a poster to illustrate information gathered from research. Teacher led activities: view film “Pennies a Day”; sponsor collecting pennies from student body to support a 		

project (chosen by the students) in Bangladesh; reading and locating information on a map of Bangladesh written in Bengali, make a lungi, learn how to put a lungi on, and then have a style show; Flyswatter game – review practice of important facts regarding Bangladesh as demonstrated at the Geographical Alliance Workshop.

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Formative Evaluation (Req.): Class participation

Assessment (Req.): Write a story containing two fourteen year olds who join a foreign exchange program. One teenager is from Iowa and the other is from Bangladesh. The Iowa travels to Bangladesh to visit and then the Bangladesh youngster travels to Iowa. They become friends. What do they see in each other's homeland? Describe their impressions of the physical features of each country, the cultural features, and the social features. How does each teenager deal with the other's way of life? Students may write a play as an alternative assignment and role play each character. Scenery can be designed and costumes can be made.

Iowa Core Curriculum Standards Used (Req.):

- Geography, grade 6-8: Understand the use of geographic tools to locate and analyze information about people, places, and environments.
- Geography, grade 6-8: Understand how physical processes and human actions modify the environment and how the environment affects humans.
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Common Core Curriculum Standards Used (Opt.):

- Writing for Literacy In History/Social Studies, grade 6-12: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
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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 human actions modify the physical environment
- How physical systems affect human systems
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Five Themes of Geography Used (Req.):

- Location
- Place
- Human-Environmental Interaction
- Movement
- Region

School District Standards and Benchmarks (Opt.):

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21st Century Universal Constructs (Opt.):

Other Disciplinary Standards (Opt.):

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Other Essential Information (Opt.): Special Education classroom

Other Resources (Opt.):

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