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The Changing American Landscape: Adapted for a Historical Perspective

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The Changing American Landscape: Adapted for a Historical Perspective

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Grade Level (Req.): 9th grade	Content Area (Req.): U.S. History, Geography, Language Arts	Unit (Opt.):
Connections to Other Disciplines (Opt.): • • •		
Time Frame (Req.): 84 minutes (block)	Goal (Req.): Students sequence a series of American landscape drawings and explain changes in the landscape.	
	Objective (Req.): Students will be able to understand how humans have changed the physical landscape over time and be able to apply historical events to the pictures.	
Materials Needed (Req.): • Series of lettered drawings from “Games” Magazine (or a series of photographs you have) • • • • • •	New Vocabulary (Opt.): • • • • •	
Anticipatory Set/Introduction [Inquiry Question is required] (Req.): What do you think the place we are sitting now looked 500 years ago? 200 years ago? 100 years ago? Why have these changes occurred? Use changes in landscape in your area or city.		
Instructional Sequence/Procedure (Req.): 1. Introduce the topic using the inquiry questions. 2. Ask pairs or small groups of students to sequence the series of drawings from “Games” Magazine (or a series of photographs you have). As students sequence the pictures they should fill in the graphic organizer which asks them to identify and apply the five themes of geography to the changes that take place. 3. Add the additional component of historical events to the pictures. 4. Given a list of historical events, ask students to match an event with a particular picture or series of pictures and explain why that event matches that picture. 5. Extension of lesson: Have students search for and sequence historic photos of their area. 6. 7. 8. 9. 10.		

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- 20.

Formative Evaluation (Req.): Check graphic organizer for completion

Assessment (Req.): Word processed narrative of the change in this area over time for a group grade.

Iowa Core Curriculum Standards Used (Req.):

- Geography, grade 9-12: Understand how cultural factors influence the design of human communities.
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Common Core Curriculum Standards Used (Opt.):

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NGS Standards Used (Req.):

- How culture and experience influence people's perceptions of places and regions
- The characteristics, distribution, and complexity of Earth's cultural mosaics
- How human actions modify the physical environment
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Five Themes of Geography Used (Req.):

- Place
- Human-Environmental Interaction
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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.):

Other Resources (Opt.):

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PREDICT: Describe what the scene would look like in the year 2015.

PUTTING THESE PICTURES IN AN HISTORICAL CONTEXT

Electrification of rural America

Henry Ford applies the concept of mass production to the automobile

Great Depression

18th Amendment

21st Amendment

Settlement of the prairies

Industrialization

Urban Sprawl

Urbanization

Advertising becomes important

1950s

1980s

Rise of railroads in the United States

Decline of railroads in the United States

Americans with Disabilities Act is enforced

Most Americans live in rural areas