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The Location Theme of Geography Using the World Cup

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The Location Theme of Geography Using the World Cup

Created by: Gloria Schmitz

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Grade Level (Req.): 7th-12th grade	Content Area (Req.): Geography	Unit (Opt.):
Connections to Other Disciplines (Opt.): <ul style="list-style-type: none"> • • • 		
Time Frame (Req.): One 50 minute class period	Goal (Req.): To help students understand the location theme of geography.	
	Objective (Req.): Students will be able to identify and explain the location theme of geography.	
Materials Needed (Req.): <ul style="list-style-type: none"> • Location Theme definitions (absolute and relative) on a transparency • Atlases and globe • Soccer ball and whistle • Paper and pencils • Blank maps marked with longitude and latitude lines of South Africa and of the world that the students can write on (in the event of a lesson extension – blank maps of Brazil marked with latitude/longitude) • Overhead projector • Computers with Internet access and speakers 	New Vocabulary (Opt.): <ul style="list-style-type: none"> • • • • • 	
Anticipatory Set/Introduction [Inquiry Question is required] (Req.): What is the location theme of geography?		
Instructional Sequence/Procedure (Req.): <ol style="list-style-type: none"> 1. As the students are entering the classroom, have the 2010 FIFA World Cup theme song playing. Use the following link: http://www.youtube.com/watch?v=oUCUYtbaRrc&feature=PlayList&p=FB874EA16FD22BD9&playnext_from=PL&index=3. On a table in front display a globe, a soccer ball and a whistle for the kids to start thinking about what the lesson may be about. Start the lesson by reading the location theme aloud. Check for understanding by having the students individually: 1) Get out atlases and find Absolute Locations from Mt. Pleasant, Iowa and Iowa City, Iowa. Use the overhead projector to start them out. 2) What is the Relative Location of McDonald's in Mt. Pleasant? Answer: McDonald's is South of Wal-Mart, North of the high school, West of Hy-Vee, and East of IWC. 2. Discuss the World Cup that took place over the summer of 2010. Talk about the history of the World Cup and what it is for those not familiar with it. Go over relative location for Africa. 3. Using the following link the students are to find the teams in each of the 8 groups participating in the World Cup. http://soccernet.espn.go.com/world-cup/columns/story?id=468907&cc=5901&ver=us. Working in pairs have the students locate and 		

write down the following information: 1) the 32 nations that qualified and participated in the 2010 World Cup, 2) the latitude/longitude of each of those 32 countries.

4. On the blank world maps, students locate and write down the corresponding country name.
5. Using the following link the students are to find the venues of the 2010 World Cup stadiums. <http://www.sa-venues.com/2010/2010-stadium.htm>. On the blank South Africa maps, the students are to locate and write down the corresponding stadium name.
6. Students are to turn in their maps and papers that show the qualified nations and latitude/longitude lines.
7. Extending the Lesson: Individually or in pairs (of their choice) they can use the following link to learn about the 2014 World Cup in Brazil. <http://www.fifa.com/aboutfifa/federation/bodies/news/newsid=1064305.html>. Follow the same procedure above for the names of the cities where the stadiums are located for the games to be played.
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Formative Evaluation (Req.): Check for understanding during step 1

Assessment (Req.): Maps and papers

Iowa Core Curriculum Standards Used (Req.):

- Geography, grade 9-12: Understand the use of geographic tools to locate and analyze information about people, places, and environments.
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Common Core Curriculum Standards Used (Opt.):

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NGS Standards Used (Req.):

- How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information

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Five Themes of Geography Used (Req.):

- Location
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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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