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What Makes a Location Unique?

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What Makes a Location Unique?

Background on the MISIC project that produced this model lesson: This model lesson was developed as part of a collaboration between MISIC, the Library of Congress, Teaching with Primary Sources program at Illinois State University, and the Geographical Alliance of Iowa at UNI to provide model lessons for Geography and the CCSS Literacy Standards. The lessons are part of a unit taught by a secondary teacher from a MISIC member district. The learning activities and assessments were designed after reflection about the learning targets (standards), student development (whole child concepts), how students retain and retrieve learning, and common misunderstandings of the content in the lessons. The lessons model the two pillars of the Iowa Core literacy standards: standard 1 dealing with evidence and standard 10 dealing with text complexity and varied text sources. While the lessons may contribute to standards not listed the intent of this model lesson was to select/align targets that were directly impacted by the learning activities and assessments.

Invitation to look at the lesson: What makes a location unique? Students will explore various visual images of Egypt and Nepal as they compare and contrast the two countries by using the five themes of geography. Assessments are done by using a web cluster and a compare and contrast graphic organizer.



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Central Intelligence Agency (photo courtesy of NASA) https://www.cia.gov/library/publications/the-world-factbook/photo_gallery/eg/photo_gallery_B1_eg_1.html. 23 Nov 2012

Summary of this lesson: The concept behind this lesson is to explore two countries, Egypt and Nepal, that both lay on the latitude 30 degrees north. Students will be exposed to numerous maps, photos, and satellite images from both countries as they compare and contrast the two countries around the common themes of location, place, region, movement, and human environment interactions. As students view their image, they will work with a partner and small group to complete a web cluster. The class as a whole will complete a web cluster for each country by using post-it notes and a large web cluster. The final assessment is a compare and contrast graphic organizer that will demonstrate how Nepal and Egypt are both alike and different.

Overview	
Objectives	Students will: <ul style="list-style-type: none"> • Analyze images from their country. • Complete five themes of geography web cluster about their image. • Review the information that classmates have written about a different image. • Work collaboratively as a class to complete the large group web cluster. • Complete a compare and contrast graphic organizer about Nepal and Egypt.
Recommended time frame	This lesson should last 3 days.
Grade level(s)	Middle School Social Studies (7 th and 8 th grade)
Curriculum fit	This lesson could fit many places in the curriculum. It could be an activity that is done while reviewing the five themes of geography at the beginning of the year. It could be an activity that is done before studying the continents of Asia and Africa or after studying them.

Materials	Computer Internet access Projector Handouts from handout section Notebooks Pencils Textbook Butcher Paper Tape Post-it notes Markers
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Iowa Learning Standards

	<p>Iowa Core Literacy Standards</p> <p>Reading: Integration of knowledge and ideas Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. (RH.6-8.7.)</p> <p>Speaking and Listening: Comprehension and Collaboration. 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. agt. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views. (SL.7.1)</p> <p>Writing: Research to build and present knowledge Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (WHST.6-8.8.)</p> <p>MISIC Geography Standard SS.06-08.03.01 Demonstrate knowledge of the five themes of geography as an organizational framework: location, place, human interaction with the environment, movement and region.</p> <p>MISIC Iowa Core 21st Century Standard ES.06-08.01.01 Work appropriately and productively with others.</p> <p>Geographical Habits of Mind INTERCONNECTIONS: How our world is connected. Today more than ever, every place in our world is connected to every other place. To understand the far-reaching implications of decisions, one must understand how human and natural systems connect places to each other.</p> <p>National Geographic Themes: Location Place Movement Region Human-Environment Interaction</p>
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Learning

	<p>Students come to each teacher differently. Some are advanced while others are behind their average peer. Some students even come to us as an average student in the seventh grade. Each student has their own, unique learning style and it is one of the teachers job to know each child, how they learn best, and help them foster that strength while learning new material.</p> <p>Students in all grade levels need some type of hook that motivates them to want to learn more about the lesson. This lesson starts with the state of Florida because it is in the United States and most if not all students have some prior knowledge about the state, from either a personal account or some other form of multimedia. By starting with an element within their own country, students will be more invested in the instruction. This will hold their attention until I can get them excited with the images that will follow.</p> <p>Everyone learns by taking information in their sensory memory. Whatever information is deemed important is transferred to their short term memory. The learning that is worked with is then added to long term memory. In order to facilitate this learning, this lesson employs visual aids, graphic organizers, and discussions. The visual images are impressive maps, photos, and satellite images that will allow students to hold the image and information in the brain and transfer it to long-term memory.</p> <p>Throughout the lesson, items are intended to be chunked into workable amounts. Students are only able to operate with 7 memory spaces, plus or minus 2. Therefore, information is intended to be limited to chunks of 6-8. Students will be working with graphic organizers that will make them chunk their information into workable segments. Students are also designed to work on items for short amount of time, knowing that they need to have time to discuss and reflect upon their learning. Analysis of maps and photos will be done in partnerships and small groups. This will ensure that students are working with the information for a short time and then having collaborative discussions with their small group.</p>
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Student Development

	<p>While planning this lesson, I strongly considered how middle school students develop and planned my activities with this in mind. Students at this age need to experience success because they have a strong fear of failure. They also enjoy working with other people due to their high need to be social. By having students work with a partner and in a small group as much as possible, they are able to write their ideas down individually before sharing with other people. This will enable them to try and answer the question with a limited amount of people before speaking in front of the class. Many students are fearful of being wrong in front of the class and this smaller, more intimate setting, will help students feel more comfortable. They also will meet their social needs by working in a small group.</p> <p>Students at this age also like to change activities often. This lesson was designed so that students are working on many different tasks within the same activity. The manner in which the instruction is presented helps the students see that they will be doing these different activities and they can prepare for them, knowing that the activity that they are working on will not last a long time. This is helpful with students at this age because they are not able to focus on one set activity for a prolonged period of time.</p>
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Procedures and Formative Assessments

	<p>Day One (50 minutes):</p> <ul style="list-style-type: none"> Start the lesson by starting with something relevant to their life. Since some students have been to Florida and many have seen images or video of it, either in school or in media, Ask students the question, “who has been to Florida?” Have those students share their favorite thing about being there? Next, ask students if they have ever seen pictures or a video about Florida. Have students share their memories of Florida from these images. Have students open their textbook to the atlas section and find a map of the United States. Ask students to quietly brainstorm characteristics of Florida in their notebook by answering the following question, “What makes Florida, Florida?” After a few minutes, students should share their response with a partner. After students have had an opportunity to share, generate a list on the board by having partners share with the class. Next, label the characteristics according to the five themes of geography. If the latitude and longitude has not been given yet, ask them to identify the absolute location of Florida by using the political map of the United States in their textbook. Stress that 30 degrees North runs through the northern part of Florida. Ask the students the following question, “Why is the absolute location of Florida important?” Have a guided discussion with students about many of the impacts of Florida’s locations. Make sure to include the following: coastline, elevation, terrain, and bodies of water. (10-15 minutes)
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- Explain to students that we will be comparing two countries that share the same latitude of 30 degrees north. One country is in the continent of Africa and the other country is in Asia. Display the image. Ask students to identify some other countries that are on 30 degrees north. They should write their list in their notebooks. List some of the countries on the board, making sure that they include Egypt and Nepal. Tell students that one country has the mouth of the longest river in the world and the other is home to tallest mountain in the world. Allow students to guess until they identify Egypt and Nepal. (5-10 minutes)
- Number students from 1-4. Have this done ahead of time so that your high students are even numbers and any IEP or ELL students are odd numbers. Group students so that 1's and 2's are Egypt and 3's and 4's are Nepal. Have students find a partner that is a different number than they are, so a 1 is matched with a 2 and a 3 is matched with a 4. This will help make the partnerships more equitable. (2-3 minutes)
- Pass out the web cluster handouts to the appropriate group so that each partnership has one paper. Have students write their name on their paper and in the image blank write "Earth at Night". Project the "Earth at Night" image on your projector and zoom in on the region so that both Egypt and Nepal are visible. Ask students what this image represents? Ask them what information does "Earth at Night" provide for us? Have partners work together for 3-5 minutes to write responses on their paper. I will model my thinking process as I complete my web cluster. After each section, ask partners to raise their hand if they had a similar answer. Have students fill in their web cluster while I fill mine in on the overhead. I will achieve to guide students to the following conclusions for their web cluster:
 - Egypt Location: Egypt is near the Mediterranean Sea and the Red Sea. The Nile River is visible from the lights
 - Egypt Place: There are empty spaces on either side of the river. Prior knowledge may suggest desert regions.
 - Egypt Region: Appears to have a river region and a desert region on other side, as well as a coastal region
 - Egypt Movement: Nile River could be used to transport goods and people
 - Egypt HEI: There are large empty spaces. People appear to be living near water sources.
 - Nepal Location: North of India and South of China.
 - Nepal Place: Landlocked. Appears to have little population as seen from the lights. Very few cities. Himalaya Mountains are visible in the image.
 - Nepal Region: Himalaya Region is visible
 - Nepal Movement: Discuss the consequences of having the Himalayas, such as being isolated from people on other side. It is difficult to move goods, people and ideas.
 - Nepal HEI: The mountains impact where the people live. Very few lights in this country due to mountains. People may live in smaller villages.

Explain to students that they will be doing this with their partner. (10-15 minutes)
- Pass out web clusters to each partnership and an appropriate image. Have students examine their image and complete their web cluster. Remind students to follow the model that we just completed. Write the following questions on their board to help them examine their image. Keep these questions posted throughout the course of the lesson.
 - Where is this place located and how do I know that?
 - What are the characteristics of this place?
 - What have people created in this place?
 - What region does this image represent?
 - How can you move goods, people and ideas here?
 - What obstacles are there to overcome in order to move these forces?
 - How are people influencing the environment?
 - How is the environment influencing people?

Once the partners have completed their image (10 minutes), have them find another partnership.
- Each partner will examine the image and web cluster that the other partnership just completed. Students should place a check mark by concepts that they agree with and a question mark by concepts with which they disagree. If they would like to add a concept to the cluster, it should be marked with an asterisk. Once this is completed, students have their original image. The partners should then review the comments by their peers. Collect the materials from the students before they leave class. As

they leave, have students give you a ticket out the door by telling you one example of the five themes of geography from their image. (10 minutes)

Day Two (50 minutes):

- Begin the lesson by passing out the images and web clusters. Have students review their information and prepare to report their findings to the class. Create the same web cluster on a piece of butcher paper before class, one for Nepal and one for Egypt, and post them on opposite sides of the room. Pass out post-it notes for each partnership, asking them how many they will need. Instruct students to write one piece of information on each note and post it in the correct theme on the butcher paper. When students are done, they should leave their image and web cluster on a table near the butcher paper web cluster. (8-12 minutes)
- Have each group go to the butcher paper web cluster for their country and organize the information into categories. Have students put a check mark on the post it that they agree with and a question mark on one that they are unsure about. (8-12 minutes)
- Have each group move to the opposite butcher paper web cluster. Students should view the information that is written on the web cluster. When they are done reading the information, instruct each partnership to find an image and web cluster that they want to review. Remind students to refer back to the questions that were posted on the board yesterday. Students should review each cluster as they did before. Students should place a check mark by concepts that they agree with and a question mark by concepts with which they disagree. If they would like to add a concept to the cluster, it should be marked with an asterisk. Once they are done, they should find another partnership and review that image and web cluster. Again, students will place a check mark by concepts that they agree with and a question mark by concepts with which they disagree. If they would like to add a concept to the cluster, it should be marked with an asterisk. Once they are done, students should review the butcher paper web cluster again to verify that they agree with the information on that paper (15 -20 minutes).
- Student groups should return to their original butcher paper web cluster and review the comments from the other groups. They should consider the comments and make appropriate changes to their group web cluster. (5-8 minutes)
- Write the words “similar” and “different” on the board. Explain to the students that they need to divide their notebook paper in half length-wise and label one side similar and one side different. Tell students that the remainder of class, they need to walk around the room and identify concepts that are similar between the two countries and concepts that are different between the two countries. They need to write this information in the appropriate column. Tell them that they will be using this information to start class tomorrow. As a ticket out the door, they need to tell you one similarity or one difference.

Day Three (50 minutes):

- Have students get their notebook out and open it to their similar and difference notes they took at the end of the day. Tell students to sit by their partner and share what they wrote on their paper.
- In the front of the room, write the word “similar” on one piece of butcher paper and “different” on another piece of paper. Have students share a similarity or a difference that they identified yesterday. Write the responses on the butcher paper. Ask the students if they have all five themes of geography identified in their list. If not, guide them into completing at least one for each theme. This will be a list that students will use to complete their compare and contrast graphic organizer that can be found in the handout section. (10 minutes)
- Pass out the graphic organizer to the students. Have them complete the graphic organizer with their partner. Students can use the list that is on the board, their list from their notebooks, and any information on the web clusters that are posted in the room. (15-20 minutes)
- Once students have completed their graphic organizer, have them hand it in. This will be evaluated by a rubric found in the rubric section.

Evaluation

Students will be culminate this study by filling out the compare and contrast graphic organizer with their partner. The graphic organizer will be assessed by using the compare and contrast graphic organizer rubric that can be found in the rubric section below. In order to see that rubric, click the word “rubric” below. Students will also be informally evaluated by the teacher as they fill out their own web clusters and as they create the class web clusters. The teacher will question the students by using the questions listed in the

	<p>procedure section. The answers that the students give will allow the teacher to adjust instruction as the lesson continues. The teacher will also circulate around the room as partners are discussing their images. This will help the teacher understand if the students are using the strategy that was modeled in order to analyze the images.</p> <p>Rubric</p>
Extension	
	<p>As an extension for the lesson, students can turn their graphic organizer into a comparative paper. This paper will go into more depth about the similarities and differences between the countries of Nepal and Egypt. In order to do this there are two books that could be used from the AEA267 medianet online catalog. The first one is "Egypt" by Katie Marisco. This book looks more into the categories of geography, culture, government, holidays, food, and leisure activities. The other book is "Looking at Aerial Photos" by Helen Belmont. This book explains how geographers use and interpret aerial photographs. Information from both of these books will help the student dig deeper into the similarities and differences between these two countries as they write their paper. A rubric for this paper can be found in the rubric section.</p>

Background Information

Lesson Background:

This lesson fits into my lesson as a way to introduce the continents of Asia and Africa. Students will have just completed their introduction to geography unit and will have reviewed the five themes of geography. In this review, the five themes will have been explicitly reviewed and they will have completed a project showing how the five themes of geography are observable in our community by making a collage or poster with pictures they have taken. Students will have also reviewed latitude and longitude. This is important because they need to be able to find thirty degrees north on the map when it is presented to the class. It may be important to review the five themes of geography and/or latitude and longitude before this lesson if students have forgotten it or they have not studied it previously during the school year.

Students may not know a lot about Egypt and Nepal, particularly Nepal. That is ok because this is going to be done before they study the lesson and is meant to introduce them to some of the aspects of geography that they will be studying. In order to use this lesson to the fullest, I would suggest previewing all the images that will be used. There are many images out there and these are just a few of the ones that I selected. Click on the link for each image in the primary sources table below and look at the site where the image appears. There is some good information that goes along with some of the images. I included some of that information on a few of the images. It would be possible to add information to the images and including it in the lesson that you teach. At the very least, the information will be important for the teacher to read before starting the lesson. The information will help you guide students in their discovery with each image that they are viewing.

One last thing that I would suggest doing before starting this lesson is reading about the geography of both countries. I did not include the information in the lesson; however there is some excellent information in both the CIA World Factbook site, <https://www.cia.gov/library/publications/the-world-factbook/>, and the Federal Research Division of the Library of Congress site, <http://lcweb2.loc.gov/frd/cs/list.html>. Click on the name of the country in order to access the many links provided for the country. The links under the country profile heading proved to be most beneficial as I planned this lesson.

Misconceptions:

Students come to us with many ideas from previous learning and some of these are concepts that have been learned wrong or misconceptions that they have formed from their learning. This lesson tries to prove some of these misconceptions wrong.

One misconception that students have is that the latitude of a place corresponds directly to the climate that the location experiences. In this lesson, both Egypt and Nepal have the latitude of thirty degrees north running through the northern sections of the country. Egypt is basically a desert region with an area of arable land near the Nile River and the Nile River Delta. Nepal has different regions. The plains in the south have arable land and have a relatively warm climate. The hill region transforms into the Himalaya

Mountains. This area has steep land is cool to cold year-round. The images that the students see will help them disprove the fact that these places should have similar land.






Another misconception is that Egypt is a country that is completely covered in desert. Most of the information that students see about Egypt shows the Sahara desert or the ruins of Ancient Egypt in the desert. This does not show the area of land that parallels the Nile River on either side, as well as the delta near the mouth of the river near the Mediterranean Sea. The nights at light images and the satellite image showing the green valley and delta will help show students that there is more to Egypt than just desert.


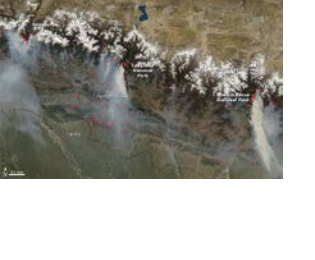




Students also believe that Egypt imports most of their food because most of the land is desert and there is no/little rain in the desert. As previously stated, showing the satellite images will allow students to see that there is arable land. The irrigation canal picture will help students understand that they use the water from the Nile to irrigate the fields. The Aswan Dam satellite image will also be used to show students that people are impacting the environment by controlling the flooding of the river and having water that can be used for irrigation.







A common misconception about Nepal is that it is a country that is completely covered by the Himalaya Mountains. The Himalayas do dominate most of the country but there are also regions of hills and plains. This can be seen in the satellite images and in many of the photos that the students will view. There are images of rivers and fields.




Another misconception is that there are no large cities in Nepal. Most of the people do live in rural villages; however, Kathmandu is a large city in the middle of the country. Kathmandu is visible as the only light in the satellite image taken at night. There is also an image of the Boudhanath Temple and a satellite image showing the city of Kathmandu. The text that is with the satellite image explains that it is the capital and largest city in Nepal, occupying much of the valley in the center of the country.

Primary Resources

Image	Description	Citation	URL
	<p>This is a political world map that has latitude and longitude lines on it. It is available as a jpeg and a raster image. The link to the right is for the raster image.</p>	<p>Political World Map. Map. January 2002. Library of Congress. 23 Nov 2012 http://www.loc.gov/resource/g3200.ct002066/</p>	<p>http://www.loc.gov/resource/g3200.ct002066/</p>
	<p>NASA Composite Satellite Image of World Lights at Night</p>	<p>“Earth at Night”. Map. NASA Earth Observatory. NASA. 2009. http://www.soleilglobal.org/wp-content/uploads/2012/07/Nasa_Earth_Lights_At_Night.jpg. 25 Nov 2012.</p>	<p>http://www.soleilglobal.org/wp-content/uploads/2012/07/Nasa_Earth_Lights_At_Night.jpg</p>
	<p>Satellite image showing the capital of Kathmandu, Nepal.</p>	<p>Central Intelligence Agency (photo courtesy of NASA) https://www.cia.gov/library/publications/the-world-factbook/photo_gallery/np/photo_gallery_B1_np_1.html. 23 Nov 2012.</p>	<p>https://www.cia.gov/library/publications/the-world-factbook/photo_gallery/np/photo_gallery_B1_np_1.html</p>
	<p>Image of Egypt at night showing the dense population along the Nile River and Delta Valley</p>	<p>Central Intelligence Agency (photo courtesy of NASA) https://www.cia.gov/library/publications/the-world-factbook/photo_gallery/eg/photo_gallery_B1_eg_1.html. 23 Nov 2012</p>	<p>https://www.cia.gov/library/publications/the-world-factbook/photo_gallery/eg/photo_gallery_B1_eg_1.html</p>
	<p>Image of South Asia at Night showing where people are living. It would be best to use this image online with a screen so you can zoom in on Nepal.</p>	<p>Allen, Jesse and Simmon, Robert. “South Asian Night Lights”. Map. NASA Earth Observatory. NASA. 2012. http://eoimages.gsfc.nasa.gov/images/imagerecords/79000/79682/india_vir_2012317_lrg.jpg. 25 Nov 2012.</p>	<p>http://eoimages.gsfc.nasa.gov/images/imagerecords/79000/79682/india_vir_2012317_lrg.jpg</p>

	<p>This image shows the Nile River Valley region, bordered by deserts on either side.</p>	<p>Central Intelligence Agency (photo courtesy of NASA) https://www.cia.gov/library/publications/the-world-factbook/photo_gallery/eg/photo_gallery_B1_eg_2.htm 23 Nov 2012</p>	<p>https://www.cia.gov/library/publications/the-world-factbook/photo_gallery/eg/photo_gallery_B1_eg_2.html</p>
	<p>Satellite image from NASA showing forest fires in Nepal.</p>	<p>Schmaltz, Jeff. "Forest Fires in Nepal." Map. NASA Earth Observatory. NASA. 2009. http://earthobservatory.nasa.gov/NaturalHazards/view.php?id=37518. 25 Nov 2012.</p>	<p>http://earthobservatory.nasa.gov/NaturalHazards/view.php?id=37518</p>
	<p>Mt. Everest viewed from space.</p>	<p>"Everest From Space." National Geographic (photo courtesy of NASA). http://ngm.nationalgeographic.com/everest/img/gallery/everest-from-space-750x500.jpg. 26 Nov 2012.</p>	<p>http://ngm.nationalgeographic.com/everest/img/gallery/everest-from-space-750x500.jpg</p>
	<p>A view from the south summit of Mt. Everest.</p>	<p>Kaji, Ang. "View From the South Summit." National Geographic (photo courtesy of NASA). http://ngm.nationalgeographic.com/everest/img/gallery/51-view-from-south-summit-750x500.jpg. 26 Nov 2012.</p>	<p>http://ngm.nationalgeographic.com/everest/img/gallery/51-view-from-south-summit-750x500.jpg</p>
	<p>This is an image of Nepalese girls in the barley fields of Mustang, Nepal. This is a region North of the main Himalaya Mountains and is cut-off from the monsoon season.</p>	<p>Stubbs, David. "Barley Fields, Mustang". http://images.nationalgeographic.com/wpf/media-live/photos/000/120/cache/nepal-mustang-girls_12054_600x450.jpg. 26 Nov 2012.</p>	<p>http://images.nationalgeographic.com/wpf/media-live/photos/000/120/cache/nepal-mustang-girls_12054_600x450.jpg</p>
	<p>This is an image of the Boudhanath Temple, a sacred stupa in the city of Kathmandu.</p>	<p>Wright, Allison. "Boudhanath Temple, Kathmandu". http://images.nationalgeographic.com/wpf/media-live/photos/000/120/cache/bodhnath-stupa_12045_600x450.jpg. 26 Nov 2012.</p>	<p>http://images.nationalgeographic.com/wpf/media-live/photos/000/120/cache/bodhnath-stupa_12045_600x450.jpg</p>

	<p>This is a suspension bridged in Bandare, Kathmandu.</p>	<p>Sweeney, Jane. "Suspension bridge, Bandare, Kathmandu". http://media.lonelyplanet.com/lpi/25777/25777-32/681x454.jpg. 25 Nov 2012.</p>	<p>http://media.lonelyplanet.com/lpi/25777/25777-32/681x454.jpg</p>
	<p>A thatched-roof house in the middle of a mustard field in the plains of the Terai region of Nepal.</p>	<p>Polich, Carol. "Thatched Roof, Terai Mustard Field, Nepal." http://media.lonelyplanet.com/lpi/15487/15487-11/681x454.jpg. 25 Nov 2012.</p>	<p>http://media.lonelyplanet.com/lpi/15487/15487-11/681x454.jpg</p>
	<p>Wind polishes Egypt's Western Desert sand dunes to fine alabaster.</p>	<p>Mobley, George F. "Sand Dunes in Egypt's Western Desert". http://photography.nationalgeographic.com/staticfiles/NGS/Shared/StaticFiles/Photography/Images/Content/egypt-sand-dunes-300632-ga.jpg. 25 Nov 2012.</p>	<p>http://photography.nationalgeographic.com/staticfiles/NGS/Shared/StaticFiles/Photography/Images/Content/egypt-sand-dunes-300632-ga.jpg</p>
	<p>An irrigation canal brings water to the fields in the Egyptian Desert.</p>	<p>Evans, Ruth. "Irrigation Canal in Egyptian Desert." Ruth Evans Productions. http://www.bbc.co.uk/worldservice/assets/images/2009/07/15/090715094734_irrigation_egypt446.jpg. 25 Nov 2012</p>	<p>http://www.bbc.co.uk/worldservice/assets/images/2009/07/15/090715094734_irrigation_egypt446.jpg</p>
	<p>Lake Nasser, formed by Aswan Dam, photographed from the International Space Station in 2005.</p>	<p>"Lake Nasser". NASA. January 2005. http://www.nasa.gov/images/content/324413main_16_946-710.jpg. 25 Nov 2012.</p>	<p>http://www.nasa.gov/images/content/324413main_16_946-710.jpg</p>
	<p>Photo of Aswan High Dam taken from the International Space Station on March 18, 2001.</p>	<p>"Aswan high Dam in 6 Meter Resolution From the International Space Station". 18 March 2001. http://eoimages.gsfc.nasa.gov/images/imagerecords/2000/2416/sts102-303-017.jpg. 25 Nov 2012.</p>	<p>http://eoimages.gsfc.nasa.gov/images/imagerecords/2000/2416/sts102-303-017.jpg</p>

	<p>The pyramids of Giza have been there for over 4,000 years.</p>	<p>Schlenker, Jochen. "The Pyramids of Giza". http://images.nationalgeographic.com/wpf/media-live/photos/000/066/cache/pyramids-giza-egypt_6699_600x450.jpg. 26 Nov 2012.</p>	<p>http://images.nationalgeographic.com/wpf/media-live/photos/000/066/cache/pyramids-giza-egypt_6699_600x450.jpg</p>
	<p>This is view of the skyline of Cairo, Egypt. The pyramids are in the background.</p>	<p>Oranday, Jesus. "Cairo, Egypt, Pyramids". 2010. http://images.nationalgeographic.com/wpf/media-live/photos/000/292/cache/ngpc-wp-wk-9-6_29233_600x450.jpg. 26 Nov 2012.</p>	<p>http://images.nationalgeographic.com/wpf/media-live/photos/000/292/cache/ngpc-wp-wk-9-6_29233_600x450.jpg</p>
	<p>This image shows the Nile against the Elephantine Island. There is a burial temple for Aga Khan on the top of the mountain.</p>	<p>Willhoit, Debra. "Sailing Around Elephantine island". http://travel.nationalgeographic.com/u/H6yMi6fUB_1JR964xxG8RxsYArlNn1IR5PWutchJjbYmv95VNY3IfsmFdd_jhqBwqP3Jb9mMMR/. 26, Nov 2012.</p>	<p>http://travel.nationalgeographic.com/u/H6yMi6fUB_1JR964xxG8RxsYArlNn1IR5PWutchJjbYmv95VNY3IfsmFdd_jhqBwqP3Jb9mMMR/</p>

Rubric

Compare and Contrast Graphic Organizer Rubric

Category	4	3	2	1
How Alike?	<i>All the similarities that are listed expertly demonstrate how the two countries are alike.</i>	<i>Most of the similarities that are listed demonstrate how the two countries are alike.</i>	<i>Some of the similarities that are listed demonstrate how the two countries are alike.</i>	<i>None of the similarities that are listed demonstrate how the two countries are alike.</i>

How Different?	<i>All the differences that are listed expertly demonstrate how the two countries are different.</i>	<i>Most of the similarities that are listed demonstrate how the two countries are alike.</i>	<i>Some of the similarities that are listed demonstrate how the two countries are alike.</i>	<i>None of the similarities that are listed demonstrate how the two countries are alike.</i>
Attributes	<i>The attributes demonstrate a strong correlation to the differences for each country.</i>	<i>The attributes demonstrate a good correlation to the differences for each country.</i>	<i>The attributes demonstrate an average correlation to the differences for one or both countries.</i>	<i>The attributes do not demonstrate a correlation to the differences for either country.</i>
Significant Similarities and Differences	<i>Demonstrates a complete understanding of the significant similarities and differences</i>	<i>Demonstrates an understanding of the significant similarities and differences</i>	<i>Demonstrates a partial understanding of the significant similarities and differences</i>	<i>Does not demonstrate understanding of the significant similarities and differences</i>
Conclusions	<i>The conclusion and interpretations are strong and shows that they completely understand the assignment.</i>	<i>The conclusion and interpretations are good and shows that they understand the assignment.</i>	<i>The conclusion and interpretations are ok and shows some understanding of the assignment.</i>	<i>There are no conclusions or interpretations.</i>
Grammar and Spelling	<i>Writer makes no errors in grammar or spelling that distract the reader from the content.</i>	<i>Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.</i>	<i>Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.</i>	<i>Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.</i>
Accuracy of Information	<i>All supportive facts are reported accurately.</i>	<i>Almost all supportive facts are reported accurately.</i>	<i>Most supportive facts are reported accurately.</i>	<i>NO facts are reported OR most are inaccurately reported.</i>
Grade	Total Score = _____/28			

Compare and Contrast Paper Rubric

CATEGORY	4	3	2	1
Introduction (Organization)	The introduction is inviting, states the main topic and previews the structure of the paper.	The introduction states the main topic and previews the structure of the paper, but is not particularly inviting to the reader.	The introduction states the main topic, but does not adequately preview the paper's structure, nor is it particularly inviting to the reader.	There is no clear introduction of the main topic or structure of the paper.

Sequencing (Organization)	Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader.	Details are placed in a logical order, but the way in which they are presented/introduced sometimes makes the writing less interesting or average.	Some details are not in a logical or expected order, and this distracts the reader.	Many details are not in a logical or expected order. There is little sense that the writing is organized.
Conclusion (Organization)	The conclusion is strong and the reader understands what the writer is "getting at."	The conclusion is recognizable and restates the thesis statement in the introduction.	The conclusion is recognizable, but does not relate to the original thesis.	There is no clear conclusion, the paper just ends.
Conventions (Usage, spelling, capitalization, punctuation)	Writer intentionally uses standard English throughout the whole essay. No errors are noticed when reading the essay.	Writer makes a few errors in conventions, but they are not distracting to the meaning of the content.	Writer makes errors in conventions throughout the essay that slow the reader, but they do not distract from the meaning of the content.	Writer makes so many errors in conventions that the essay is difficult to read. In fact sentences have to be reread in order to catch the meaning.
Language and Vocabulary	Writer uses academic vocabulary accurately. The text explains the relationship between the topic and the examples and facts. The connections between paragraphs is smooth (good transition phrases used).	Writer's ideas are adequately supported by the choice of academic vocabulary.	Writer's choice of academic vocabulary may at times be out of context. Little use of the academic vocabulary.	Writer does not use any academic vocabulary in the essay.
Support for Topic and Use of Evidence (Content)	The writer provides thorough and convincing evidence for the main idea that includes effective use of sources, facts, and details from the research. Writer gives credit for the evidence. Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable.	Some use of evidence from sources is integrated. Student makes an attempt at providing references. Supporting details and information are relevant, but one key issue or portion of the storyline is unsupported.	Use of evidence is weakly integrated in the body. No credit given to the evidence. Student has plagiarized. Supporting details and information are relevant, but several key issues or portions of the storyline are unsupported.	Use of evidence is minimal, absent, in error, or irrelevant to the thesis statement in the introduction. No citations or credit given. Supporting details and information are typically unclear or not related to the topic.
Score	_____ X 2 = Total Score _____/48			

Copy Ready Handouts

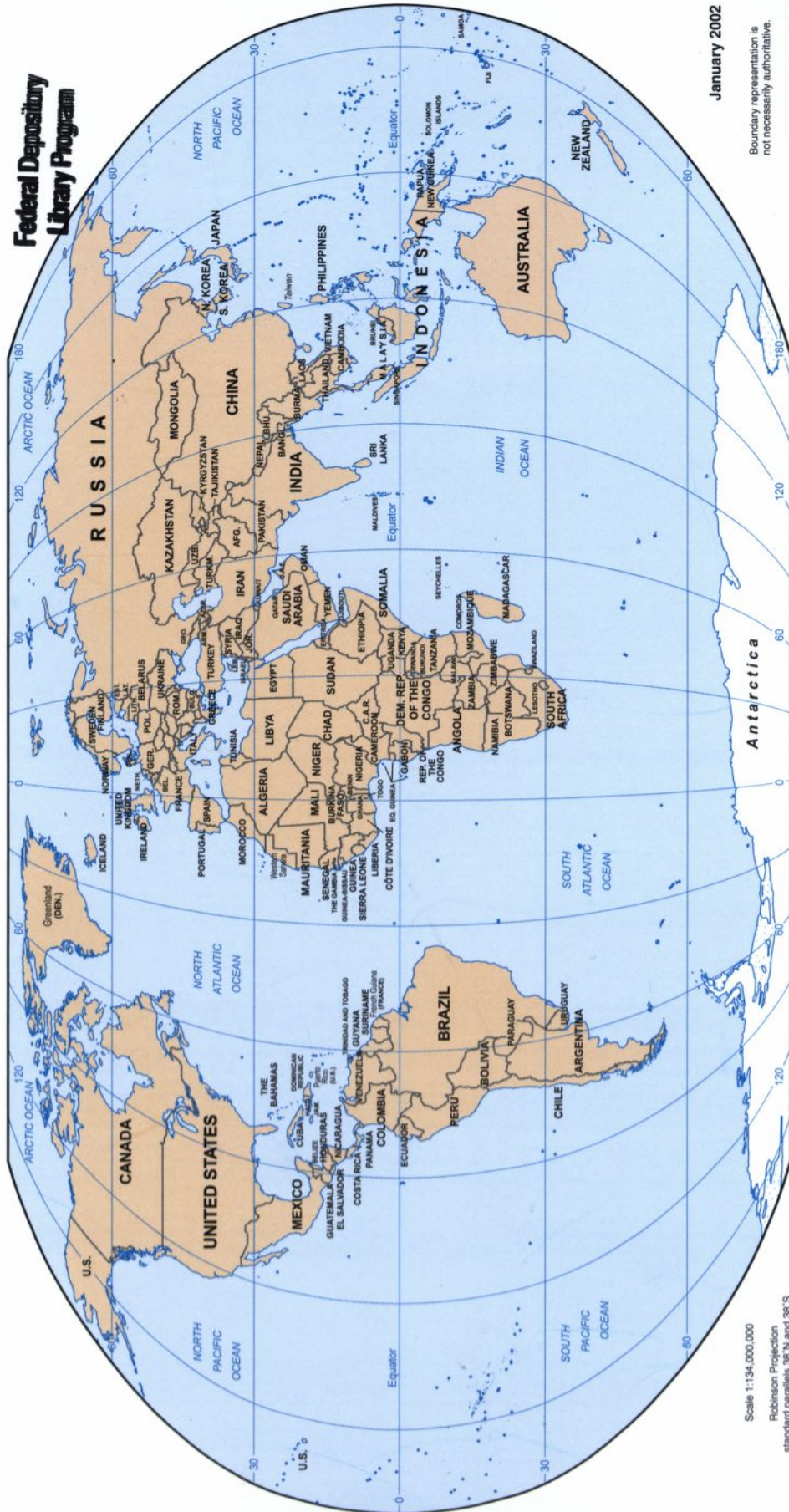
Insert each handout as a separate page so that it can be printed for student use.

Document Based Question and Documents for Unit Test
(include only if unit is 4-5 day length)

A great source can be found at <http://www.edteck.com/dbq/testing/dbq.htm>

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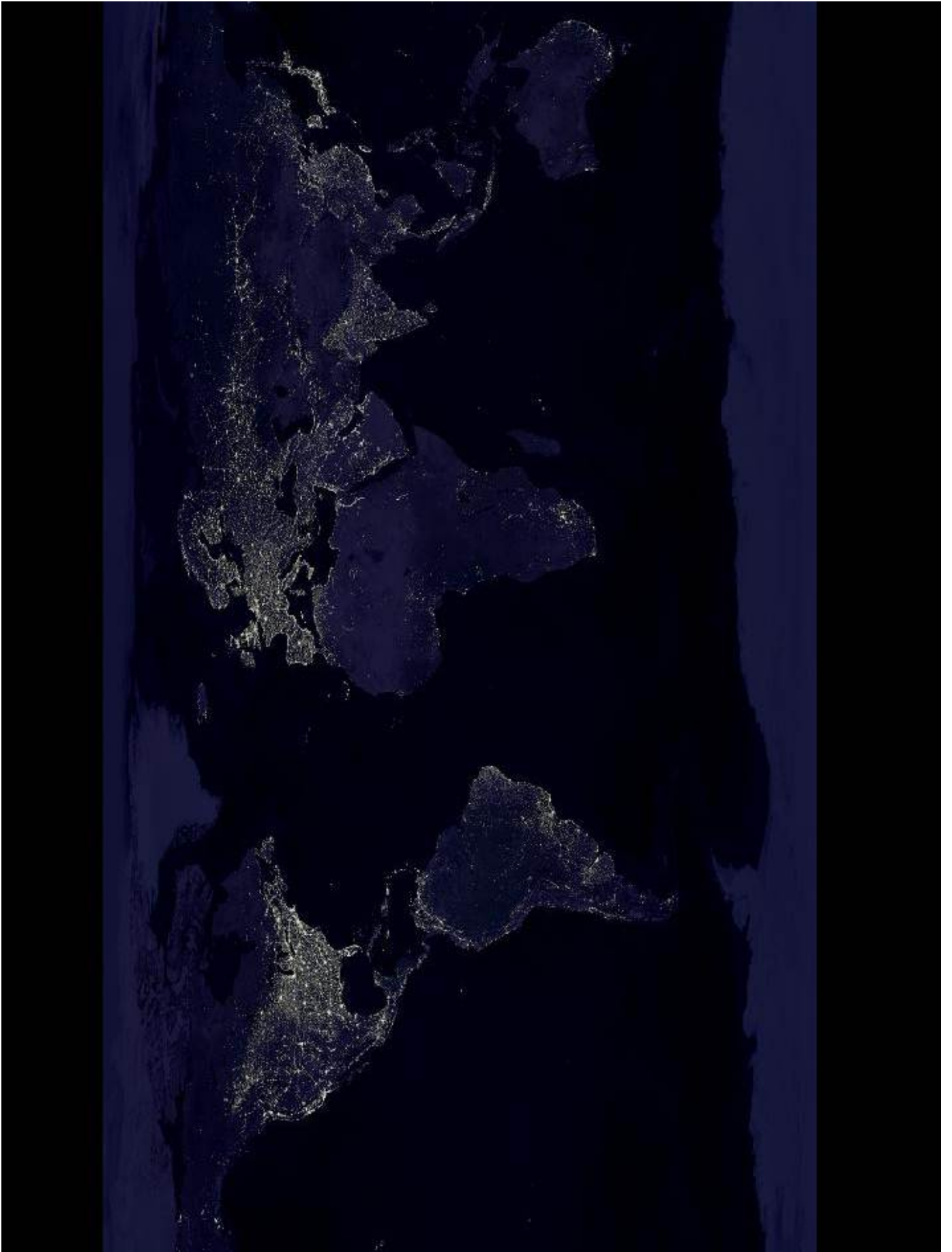


IMAGE #1



The Nile Delta of Egypt, irrigated by the Nile River and its many distributaries, is some of the richest farm land in the world and home to over half of Egypt's population. The capital city of Cairo lies at the apex of the delta in the middle of the scene. Across the river from Cairo one can see the three large pyramids and sphinx at Giza. The Suez Canal is just to the right of the delta; the Mediterranean Sea is at the top of the view. Click on photo for higher resolution. Image courtesy of NASA

IMAGE #2



The capital and largest city of Nepal, Kathmandu, occupies much of the valley located near the center of the country. Nepal is home to much of the Himalaya mountain range between Tibet (China) to the north and India to the south. Geological and fossil evidence indicates that the Kathmandu Valley was covered by a large lake between approximately 2.8 million and 10,000 years ago. Paleo-Kathmandu Lake is thought to have drained in phases due to the drying of the regional climate; continuing mountain building-tectonic uplift and faulting-in the region; and the formation of an integrated drainage system, as river channels cut through previous rock ridge dams. The green, vegetated slopes that ring the Kathmandu metro area (light gray, image center) include both forest reserves and national parks. The metropolitan area is relatively flat compared to the surrounding mountains. Tribhuvan International Airport, near the eastern margin of the city, is the only international airport in Nepal. Archeological evidence suggests that the human development of Kathmandu, together with the nearby "sister cities" of Lalitpur and Bhaktapur, began almost 2,000 years ago. Today, the three cities form the governmental, cultural, and-as a main access point to the Himalayas for tourism-economic center of the country. Photo courtesy of NASA.

IMAGE #3



One of the fascinating aspects of viewing Earth at night is how well the lights show the distribution of people. In this view of Egypt, we see a population almost completely concentrated along the Nile Valley, just a small percentage of the country's land area. The Nile River and its delta look like a brilliant, long-stemmed flower in this astronaut photograph of the southeastern Mediterranean Sea. The Cairo metropolitan area forms a particularly bright base of the flower. The smaller cities and towns within the Nile Delta tend to be hard to see amidst the dense agricultural vegetation during the day. However, these settled areas and the connecting roads between them become clearly visible at night. The two major water bodies that define the western and eastern coastlines of the Sinai Peninsula, the Gulf of Suez and the Gulf of Aqaba, are outlined by lights along their coastlines (image lower right). Photo courtesy of NASA.

IMAGE #4

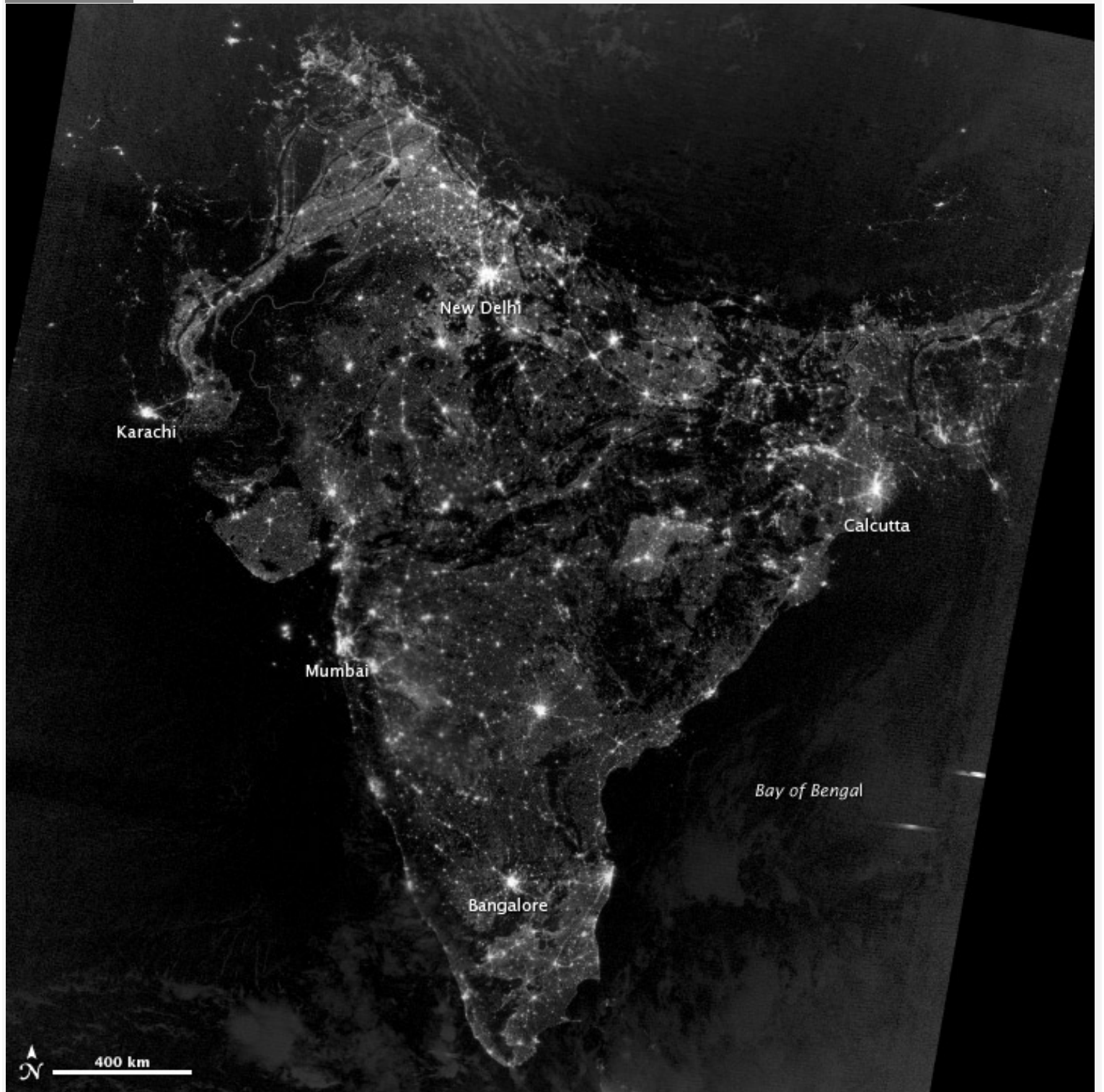
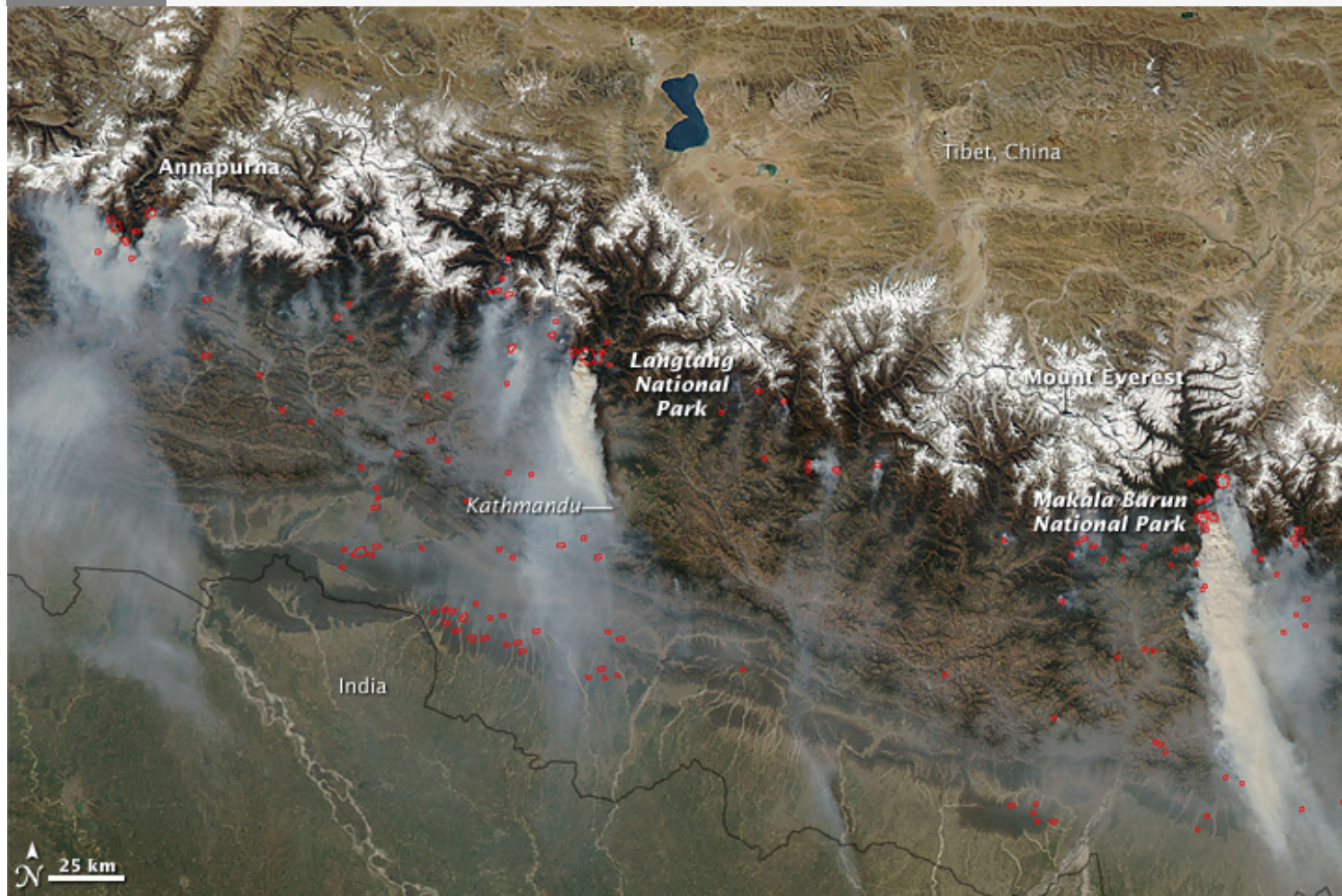


IMAGE #5



On March 12, 2009, the Moderate Resolution Imaging Spectroradiometer ([MODIS](#)) on NASA's [Aqua](#) satellite caught a glimpse of a relatively rare event: large-scale forest fires in the Himalaya Mountains of Nepal. Places where the sensor detected active fires are outlined in red. The numerous small fires in southern Nepal may not be wildfires, but rather agricultural or other land-management fires.

The image is centered on Nepal, and it shows the towering Himalaya Mountains arcing through the small country. Many national parks and conservation areas are located along the northern border of the country, and the fires appear to be burning in or very near some of them. Five people were killed by the forest fire southwest of Annapurna in early March; according to a news report they were overtaken while in the forest gathering firewood. According to that report, Nepal commonly experiences some small forest fires each spring, which is the end of the dry season there. However, conditions during the fall and winter of 2008 and 2009 were unusually dry, and fires set by poachers to flush game may have gotten out of control.

IMAGE #6



IMAGE #7

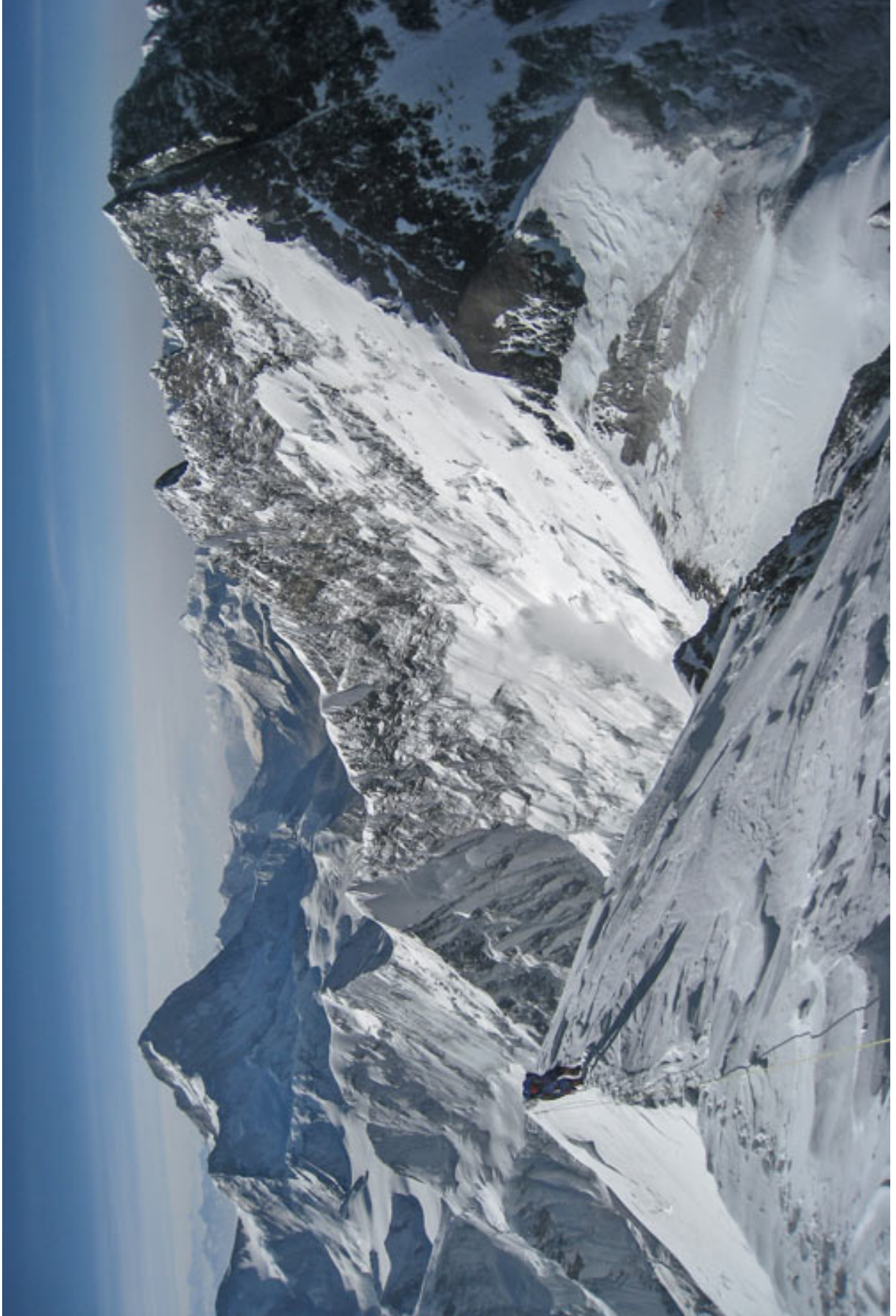


IMAGE #8



IMAGE #9



IMAGE #10



IMAGE #11



IMAGE #12



IMAGE #13



IMAGE #14



IMAGE #15



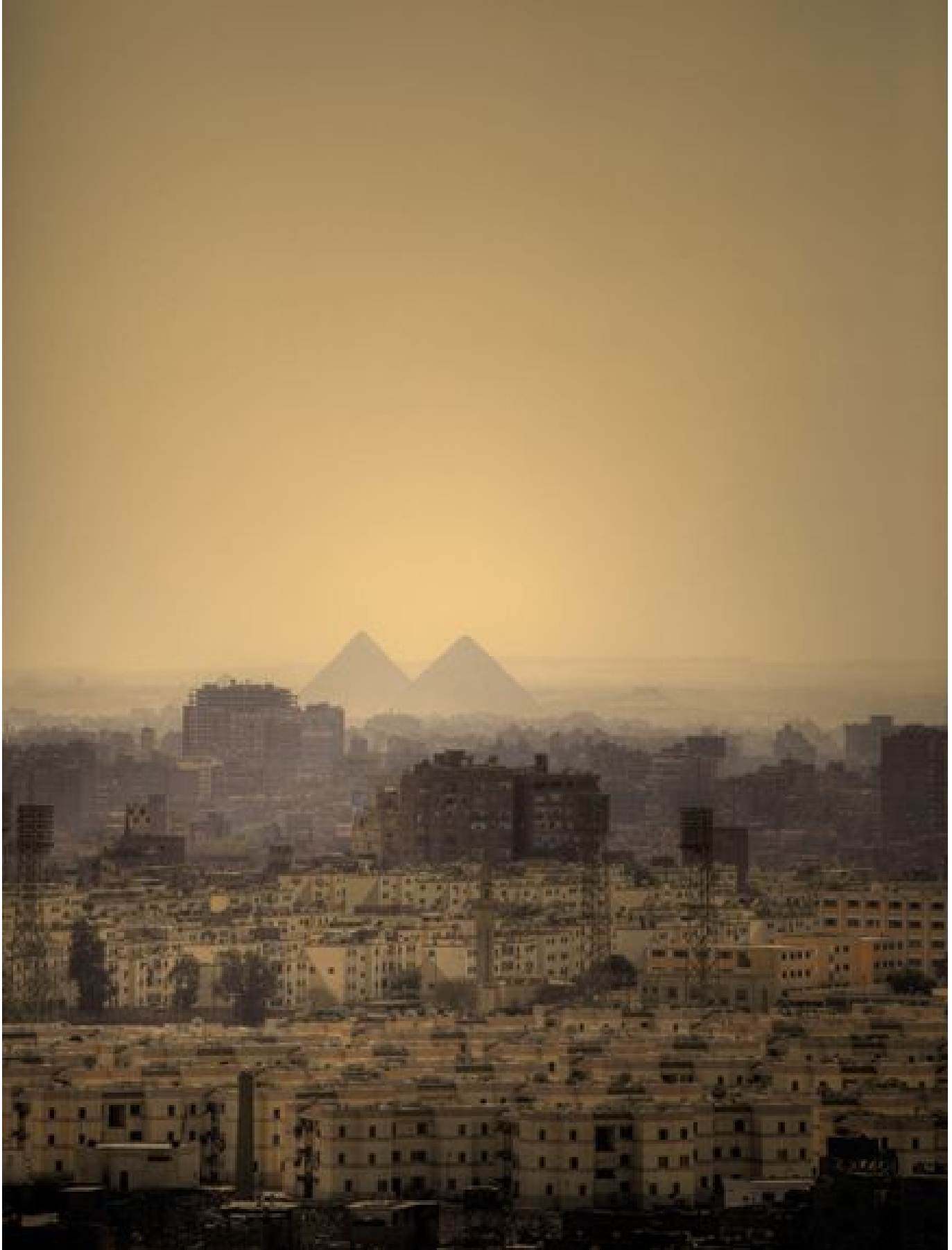
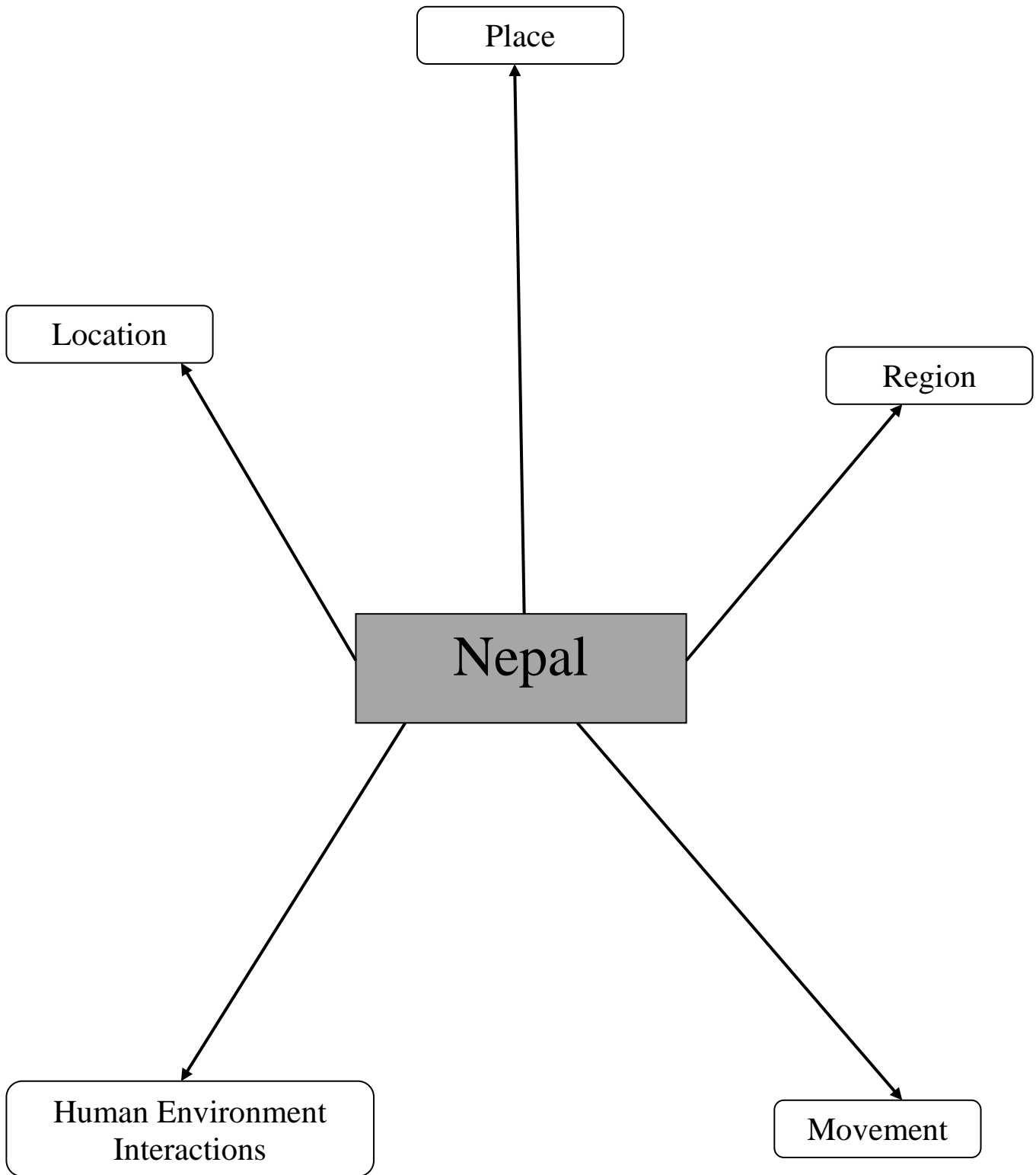


IMAGE #17



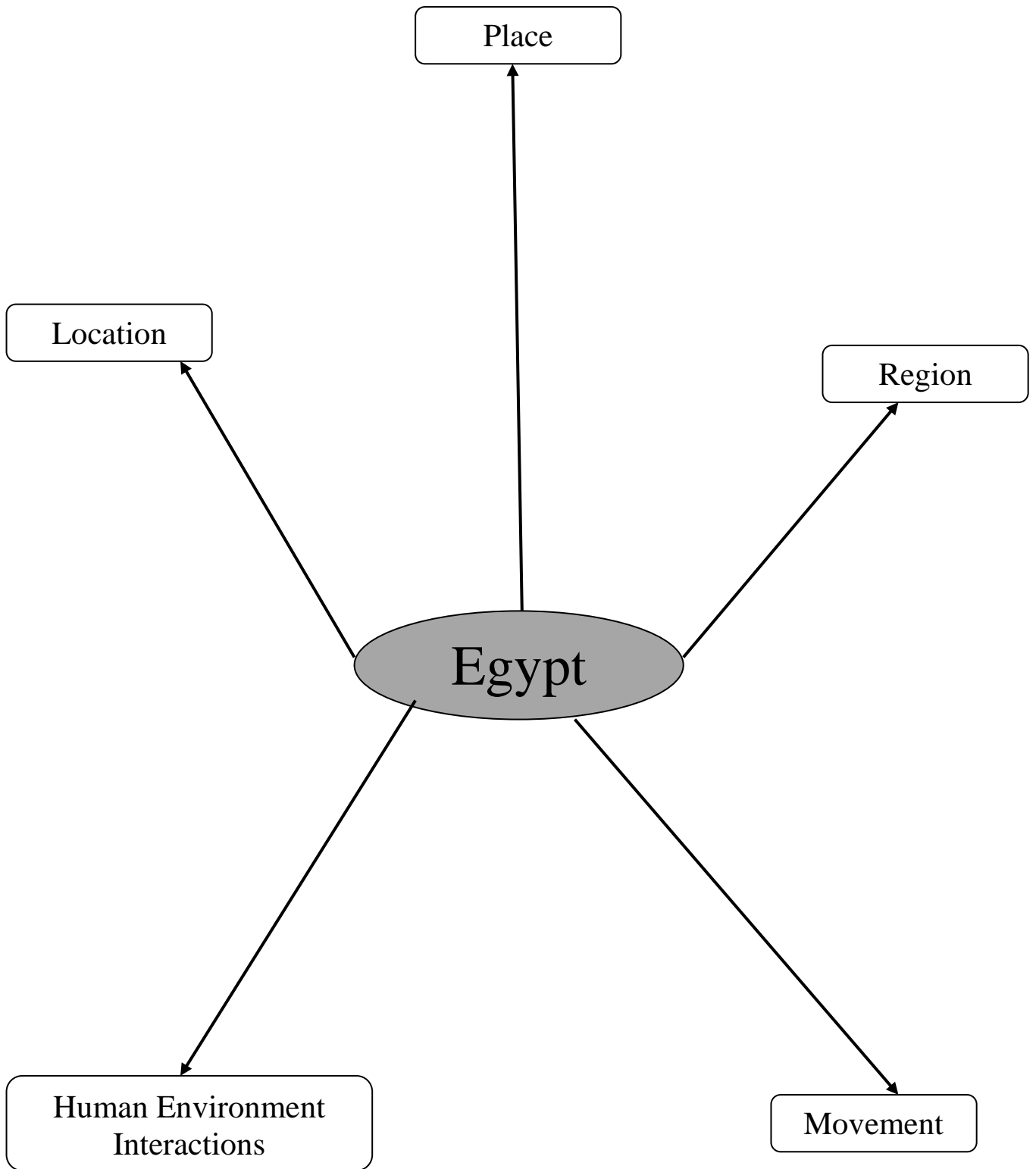
Record your observations for each image in the appropriate cluster according to the 5 themes of geography. Record you image # on the blank below.

Image # _____



Record your observations for each image in the appropriate cluster according to the 5 themes of geography. Record you image # on the blank below.

Image # _____



Compare and Contrast

Egypt

Nepal

How Alike?

How Different?

Attributes

Significant Similarities and Differences:

--

Conclusions or Interpretations:

--