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The Economics of Geography

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OKAGE Lesson Plan

Lesson Title: Picture This – The Economics of Geography

Grade Level: 6

Purpose/Overview:
Students will examine photos reflecting primary, secondary, and tertiary economic activities. They will analyze the photos and be able to explain the difference between the three economic activities and the impact they have on a nation's development.

National Geography Standards from *Geography for Life*
Essential Element V. ENVIRONMENT AND SOCIETY
Standard 15. How physical systems affect human systems.
Standard 16. The changes that occur in the meaning, use, distribution, and importance of resources.

Oklahoma Academic Standards for the Social Studies:

OAS 2012	OAS 2019
Content Standard 5: The student will analyze the interactions of humans and their environment in the Western Hemisphere.	**6.4** The student will analyze the interactions of humans and their environment in the Western Hemisphere.
5.1 Integrate and compare visual information of the ***common characteristics of developed and developing countries*** including access to human and economic capital, the impact of education and technology; and analyze data used by geographers including literacy rate, life expectancy, and per capita income.	**6.3.10** Identify the common characteristics of developed and developing countries, including the impact of education and technology; analyze data used by geographers such as literacy rate, life expectancy, per capita income, and infant mortality.
5.2 Summarize the impact of the ***distribution of major renewable and nonrenewable resources*** and evaluate how ***the three levels of economic activities (primary, secondary, and tertiary)*** contribute to the development of a country or region.	**6.2.4** Describe the relationship and summarize the impact of the distribution of major renewable and nonrenewable resources on each region. **6.3.8** Evaluate how the three levels of economic activities (primary, secondary, tertiary) contribute to the development of a nation and region.

Geographic Themes: Human-Environmental Interaction

Objectives:
1. Students will be able to define primary, secondary, and tertiary activities and identify examples of the activities.
2. Students will discuss the impact of the economic activities on the environment and the life styles of the population in various countries.

Materials:
Computer/LCD projector
Power point of photos or copies of photos
Internet Connection
Handout of photo analysis paper

Time Frame: Three days

Procedures:
Introduction – Building Interest / Access Prior Learning:

1. As a whole class complete a KWL chart of economic activities in the United States. Ask the students to think about how people earn a living in the U.S.
2. Record their answers on a KWL chart. Typical answers are listed below:

What I know (K)	What I want to know (W)	What I learned (L)
Oil and gas workers *Teachers* *Medical workers* *Farmers* *Work at the mall* *Construction workers* *Singers /entertainers* *Grocers* *Restaurant workers* *Truck drivers* *Work for the government* *Office workers*	*Why are some countries rich and other poor?*	

3. Explain to students that they are going to learn about how different countries build their economies. They will learn how to categorize these activities into primary, secondary and tertiary.
4. Ask students to theorize why some jobs are more common in some countries rather than others.
5. Ask students what kind of economic activities a poor country would need to engage in if they were going to grow their country's wealth and get out of poverty.
6. Ask what they need to know to about the U.S. economy and the economies of our neighbors to determine if they are engaging in economic activities that will grow their wealth.
7. Record their answers in the middle column of the K-W-L chart.

Building Conceptual Knowledge:

1. Access the power point. Show students the slide that defines primary, secondary and tertiary economic activities. Show students the definitions and the explanations that go with it.

2. Tell the students to complete the Note Taking Guide as you discuss the three types of economic activities. (Appendix A)
3. Tell students they are going to analyze three photos to learn more about these economic activities. Tell them - *We are now going to study some photos and answer some questions. The photos are examples of primary, secondary, and tertiary economic activities.*
4. *After analyzing three photos, you will be asked to compare and contrast the photos. You will need to use evidence from the photo to support your answers when needed! So, as we look at the photos I want you to point out specific details.*
5. Display Example 1 from the power point. Ask students to analyze the photo for economic activity. They should conclude that it is an example of primary economic activity.
6. Display Example 2 from the power point. Ask students to analyze the photo for economic activity. They should conclude that it is an example of secondary economic activity.
7. Display Example 3 from the power point. Ask students to analyze the photo for economic activity. They should conclude that it is an example of tertiary economic activity.
8. Finally, draw a Venn Diagram on the board. Review the photos and have students compare and contrast the types of economic activities.

<u>Partner/ Small Group Activity</u>

1. Place students in partner groups or groups of 3.
2. Students will need two photos to analyze and compare. There are two suggested ways to do this. 1) Give them copies of photos. 2) Allow them to access the power point on their personal devices or through a computer.

   The photos are numbered on the power point. Assign them by sets (1-2, 3-4, 5-6, 7-8, 9-10, 11-12, 13-14, 15-16).

3. Give the groups a copy of the worksheet titled, "Photo Analysis for the Geography of Economics", and instruct them to complete Part A. Allow students enough time to complete Part A. Check their answers for accuracy.
4. Have each group discuss their photos with the class. Display the photos as the students discuss their answers.

Double Grouping

1. After the presentations, tell students to go back and complete Part B of the worksheet.
2. Have each group join another group so that the groups are double in size. Tell the groups to share their photos and answers.

Assessment Options:

Exit Slip – Students On your paper answer do the following:

- Discuss what you have learned about each of the three levels of economic activities.

Resources:

Photo Analysis for Geography
http://www.learnnc.org/lp/pages/4318

Photos:

1) http://www.bing.com/images/search?q=tertiary+economic+activity&view=detailv2&&id=CD59F7B6471F5545DB8E94DB156CF3A0430F5E4F&selectedIndex=62&ccid=nrBoSMzo&simid=608020735425448285&thid=OIP.M9eb06848cce89fc5d8f48e50bcea269eH0&ajaxhist=0

2) http://si.wsj.net/public/resources/images/WOAK185_EUECON_G_20120621183119.jpg

3) http://www.peoi.org/Courses/Coursesen/socfwk/Resources/barkan-fig13_x001.jpg

4) https://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwi3seSSrKXJAhVBS4gKHYaNCvsQjRwIBw&url=http%3A%2F%2Fwww.theatlantic.com%2Fhealth%2Farchive%2F2013%2F04%2Fhow-cubans-health-improved-when-their-economy-collapsed%2F275080%2F&psig=AFQjCNHK_uh7PS1axohYMCDq81nVj2gD3w&ust=1448326794138383

5) http://www.bing.com/images/search?q=service+industry+jobs&view=detailv2&&id=2270D55E6C0170616B16DC2E7685D3F092E2B764&selectedIndex=1&ccid=V3bLRcHC&simid=608029411272230682&thid=OIP.M5776cb45c1c285ac05c91b30c6216236H0&ajaxhist=0

6) http://aphs.worldnomads.com/rachelrobertson/36641/Orig_4_copy.jpg

7) http://aphs.worldnomads.com/rachelrobertson/36641/Orig_3_copy.jpg

8) http://www.investinontario.com/sites/medt.subdir/files/images/industry/food/vegetable_processing_facility.jpg

9) http://www.bing.com/images/search?q=tertiary+economic+activity&view=detailv2&id=450708C66398A76BF94DB17E48B323C374F35D4B&selectedindex=187&ccid=C0qV2GB%2B&simid=608007408152936684&thid=OIP.M0b4a95d8607e178a1aba348858e64962H0&mode=overlay&first=1

10) http://claretscience3.wikispaces.com/file/view/Working%20in%20a%20Hospital.jpg/432432980/460x302/Working%20in%20a%20Hospital.jpg

11) http://scrapetv.com/News/News%20Pages/Everyone%20Else/images-4/china-coal-mine.jpg

12) http://1.bp.blogspot.com/-wTeuthT_IGA/T5dMV8RLVxI/AAAAAAAAXUc/Dk_SdedRsLI/s1600/EuroDisneyCommTicket_Front.jpg

13) http://www.studioc.com.au/primary/images/more_cows.jpg

14) http://onjobs.in/wp-content/uploads/2014/03/people11.jpg

15) http://il9.picdn.net/shutterstock/videos/8077324/thumb/1.jpg

16) https://www.google.com/search?q=shark+tank&client=safari&rls=en&source=lnms&tbm=isch&sa=X&ved=0ahUKEwiDvJ3-sqzJAhVN1GMKHf1iCAgQ_AUICSgD&biw=460&bih=209#imgrc=_

Extension and Enrichment/Simplification:

Three investment managers "Sharks" have said they are willing in invest their money in a new product that you and your friends want to make and sell.

They will invest in your product if you can tell them the following:

1. What your product is and what is needed to make it.
2. What primary economic activities will be involved in making the product?
3. What secondary activities would be required to make the product.
4. What tertiary activities would be involved?

Use the Internet to research what would be required to make your product and prepare a presentation for the investment "Sharks."

Choose from one of these products or make up a product of your own.

Bottled Water

An automobile that runs on fuel made from corn.

An energy drink made from pomegranates and oranges.

A new musical instrument made from poplar wood.

Student presentations should show how the core part of the product is extracted or farmed, how it is then processed and distributed.