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Every Region Has A Reason

Lesson Two

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Every Region Has a Reason
(Mapping Formal, Functional and Popular Regions in the Western Hemisphere)
WHAM-2 (Western Hemisphere Activity Mapping)

Grade Level: 6-7

Purpose/Overview:
This lesson is designed to define, analyze and conceptualize the idea of formal, functional and popular (or vernacular regions), concentrating on one country in the Western hemisphere involving student interaction, research, hands on activities, and class presentations with discussion. Various examples and scenarios through photo's, web work and maps will help students understand and internalize these key geographic types of regions.

National Geography Standards from Geography for Life
Essential Element: Places and Regions
Standard 4: The physical and human characteristics of places
Standard 5: People create regions to interpret the Earth
Standard 6: Culture and experience influence perceptions of places and regions
[Contact OKAGE for a copy of Geography for Life, or go to http://www.nationalgeographic.com/xpeditions/standards/matrix.html]

Oklahoma Academic Standards for the Social Studies:

OAS 2012	OAS 2019
Content Standard 2 The student will examine the cultural and physical characteristics of the major regions of the Western Hemisphere.	**6.5** The student will compare common physical and human characteristics of regions which create identity or uniqueness and influence people's perceptions of the Western Hemisphere.
3.1 Integrate visual information in order to identify on a physical map and describe the major landforms and bodies of water of the Western Hemisphere	**6.2.1** Use visual information to identify and describe on a physical map the landforms, bodies of water, climate and vegetation zones that are important to each region.

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.
3.2 Describe how the processes and factors of latitude, elevation, Earth-Sun relationship, prevailing winds, and proximity to bodies of water influence climate and how humans respond to regional climate patterns and events including drought and *El Niño*.	**6.2.2** Explain how the processes and factors of latitude, elevation, Earth-Sun relationships, prevailing winds, and proximity to bodies of water influence climate.

Geographic Themes:
Location, Place, Human Environmental Interactions, Movement and Region

Objectives: To understand the concept of region and the specific 3 types of regions through research, application, and discussion.

Key topics: Formal, Functional and Vernacular (or Popular) Regions.
What should students know after this lesson/unit: How to identify these 3 types of regions.
How will students apply this lesson/unit content: may apply to other Western Hemisphere or other countries and places in the world.

Materials: Computers (or computer lab), atlases, various digital photos, other possible handouts, books and materials, plastic chips (poker, etc.), drawing paper or poster paper, color pencils or crayons.
Time Frame: Three 50-60 minute class periods, more for research, drawing and discussion.

Procedures: See individual attached page ("WHAM-2")

Assessment Options/suggestions: Assessment can be teacher, class or individually driven. A group/individual project/product (long-term, short-term) is expected, that is student-directed and student-produced. The project may be assessed by written work, oral presentation, visual quality and web and book based research.

Consider: application assessment (applying lesson content); performancebased assessment; authentic assessment (real world applications) and rubric assessment (scoring tool) for grading.

Resources: Gress power point or your own power point version, various websites, atlases, student notes, etc.

Extension and Enrichment/Simplification: For higher/lower grades, gifted or special needs students, you may reduce or extend the amount of time needed to research, draw and present the lesson. You may limit the resources or change them to your needs. You may add more countries, require more visuals, statistics, or drawings.

Connections (optional): Include OAS standards for other disciplines/subjects (e.g., English/language arts, history, science and mathematics) that are met by your lesson/unit.