

SECTION NAME: "WHAT DO YOU SEE?" (4)

Overview

Geography Theme 2: Place (Human and Natural characteristics)

Human and natural features of metropolitan regions are discussed. Different characters describe major human and natural features that distinguish their respective metropolitan regions.

Students are asked to describe their own regions by selecting, from a group of generalized images, those they see as similar to features in their own region and experience. The students also determine if each feature is human or natural.

Students use symbols to generalize from personal experience and further explore the way in which both human and natural features are part of our everyday lives. Students will also select one feature that they deem important and describe what it means to them through writing and images.

CD Activity:

Essential Question:

What human and natural characteristics distinguish my metropolitan region?

Objective:

Students draw upon personal experience and use symbolic associations to begin to identify the diversity of human and natural features that distinguish their region.

Description:

This activity explores human and natural features of the Great Lakes Region. The first half of the activity introduces a number of categories (animals, attractions, buildings, food sources, landscape, roads, transportation, trees, vegetation, and water). The second half allows students to select what kind of features they have in their own metropolitan region. They can enter in a name or description, and select whether they think it is a human or a natural feature. Finally, the students will be able to print out their choices, as well as a worksheet for writing about a special feature in their region.

Instructions:

Students are presented with 10 generic category icons (water, buildings, vegetation, landmarks, etc.). Clicking on an icon displays a set of pictures the icon might represent. Students select one or more images from the set that they think represent a similar feature in their region. (These should be features they have visited or seen.) Students may need a reminder that they are generalizing here—these are not actual images of the features they are familiar with, they are instead thinking of places or things that are *like* the images.

Example: under the “water” category, a picture of an inland lake might be selected because it reminds a student of a nearby lake. The student would then label the icon with the name of the lake they are thinking of, and categorize it as human or natural by clicking a radio button.

Students may select more than one image per icon. If an image doesn't remind a student of anything in their region, they simply don't select it.

Our Great Region Book Activity:

Description:

Students print out their page of icons with the names for each picture they selected. Next, the children to pick one feature they deem important and create a paragraph, poem or song about it. There is room on the printout for this.

Ask the students to think about why this feature is important to their region and to them personally, who uses this feature and if it is human made or natural. Finally, have the students draw or find a picture of the actual feature they have selected and paste it in the space provided on the printout.

MCF Benchmarks for this section:

- SOC.V.1.EE.2
- ELA.I.2.LE.1
- ELA.VIII.10.LE.2