

## SECTION NAME: "MY FAVORITE PLACE" (5)

### Overview

Geography Theme 3: Human Environmental Interaction (Part 1)

CD-ROM characters introduce some of their favorite places and show how people have used and changed the environment to meet their needs, and how the environment has helped to shape the communities we live in today. Students engage in a planning/problem solving activity and then a writing activity about a favorite regional place.

### CD Activity:

#### **Essential Question:**

How does human activity affect the natural characteristics of region, and how do natural characteristic of a region help us meet our needs?

#### **Objective:**

As students try to find solutions to a regional planning problem, they make decisions that balance competing human needs and also weigh the environmental impact of human activity.

#### **Description:**

Students find a place in an existing regional community to add recreational items. As they find locations to place features, other features are displaced. Housing may have to be relocated; farms, forests or wetlands may be lost. Students are given options when making choices, and with each change to the landscape, consequences are listed and other actions may need to be taken to minimize impact.

The goal is to find ways to add features with minimal negative impact to the environment and the region's ability to meet its needs. An on-screen graphic (monitor) helps students assess how they are doing.

#### **Instructions:**

Students are presented with a scenario of a region that has limited fun things to do. They are required to add three fun things to the region. They must replace three existing items in order to build them.

The interface consists of a map of the region, a pallet of the fun things that need to be built, and a "needs and wants" monitor. When students are ready to start building, they can drag one of the fun places from the pallet and release it over what they want to replace.

Note: Clicking on the items in the region map will give the students information about them.

The pros and cons of placing it there will display on the screen, and the students are given the option to build it there, or select a new location. The needs and wants monitor will adjust accordingly. For example, if the student places the stadium in the woods, the environment bar will decrease.

Once all three fun places have been added to the region, students will be able to print a report of their results to hand in, and also print the book activity for their *Our Great Region* book. If time allows, students may retry the activity to better their results, or to see what impact different choices may have made.

### **Our Great Region Book Activity:**

#### **Description:**

Students draw or find a picture of their favorite recreational place in their regional community and add it to book. Next, they write a short, research-based essay describing its features, explaining why this is their favorite place. They must also describe what need it meets in the region.

#### **Instructions:**

Students identify a favorite place in their metropolitan region. They then draw a picture of it and write a two to three paragraph essay about why it is a special to them. The essay should answer the following questions:

- Why do you like it?
- What are its human and/or natural features
- What kind of need does it meet for the people in your metropolitan region?
- What was it like in past?
- What have people done to change it?

Students should use at least two different research methods, such as:

- Research the Internet
- Interview family members
- Go to the library
- Visit a historical museum
- Visit the location and see if they have information to help you

**MCF Benchmarks for this section:**

- SOC.II.2.EE.1
- SOC.II.2.EE.2
- SOC.II.2.EE.3
- SOC.II.4.LE.4
- SOC.II.4.LE.5
- SOC.IV.1.LE.2
- SOC.IV.1.LE.3
- SOC.VI.1.LE.3
- ELA.I.2.LE.1
- ELA.I.3.LE.3
- ELA.I.3.LE.5
- ELA.VIII.10.LE.2
- ELA.VIII.10.LE.3
- ELA.IX.11.LE.2
- ELA.IX.11.LE.3