Southeast Asia: Chapter 3-1 “Physical Geography”

1. **Standard:** 7th grade Social Studies: Southeast Asian Physical Geography
2. **Behavioral Objectives:**

* The students will be able to examine how people use the land and resources of Southeast Asia.
* The students will be able to describe the major landforms of Southeast Asia.
* The students will be able to explain the different kinds of climate and vegetation in Southeast Asia.

1. **Anticipatory Set:** The student will respond to a “Bell Ringer” question. There will be a picture of a farmers working in a paddy on the board and the students will have to write down, what they think they’re doing, where they think it is located, and another question they have about the picture.
2. **Objective/Purpose:** It is important to know the basic physical geography and climate of Southeast Asia before we study the cultures and history of the area. It is important to know the geography of a place because the geography effects how the countries got to where they are today. It also helps determine the type of resources and farming they have. Also, when studying a certain area, it is important to know which countries are located in that area.
3. **Input:**

* **Task Analysis:**

1. There will be a “Bell Ringer” question on the overhead projector asking the students to analyze a picture.
2. I will then call on different students to share what their observations and thoughts about the picture are.
3. Following the Bell Ringer, I will show a YouTube clip about How Rice is Made <http://www.youtube.com/watch?v=dT6gjb48_N0>.
4. This YouTube clip will be followed by a little discussion so I can make sure the students have an understanding of the word paddy and how rice is a chief crop. The bell ringer, video clip and discussion will take roughly 10 minutes.
5. I will then state the objective/purpose of the lesson while I pass out a fill-in-the-blank worksheet.
6. The fill-in-the-blank worksheet will go along with a PowerPoint we do as a class. As I go through the PowerPoint, I will discuss more than what is listed on the PowerPoint and I will check for understanding after we complete each section. This should take roughly 20 minutes.
7. When we complete the PowerPoint, I will have the students hang on to their notes so they can use them for their assessment.
8. I will then pass out a paper that will help assess the students on their knowledge of Southeast Asia physical geography.
9. In this assignment, the students can pick that they are an explorer who just returned from Southeast Asia and they are to write about their journey while including something about Southeast Asia’s mainland, islands, climate, resources and farming. They also have an option to do a brochure as if they are a travel agent trying to get people to come to Southeast Asia. They are also instructed to include something about Southeast Asia’s mainland, islands, farming, climate and resources. By having these two options, students have the choice to choose the one that suits them the most.
10. Students will be given the rest of the hour to work on their 3-1 assignment. Anything they don’t finish is assigned as that night’s homework.
11. The students’ level of understanding will be checked by me asking them throughout the lesson as well as when I’m walking around the room while they are working on their assignment.

* **Thinking Levels:**

1. Analysis: Students will be able to examine how people use the land and resources of Southeast Asia.
2. Knowledge: Students will be able to describe the major landforms of Southeast Asia.
3. Comprehension: Students will be able to explain the different kinds of climate and vegetation in Southeast Asia.

* **Learning Styles:**

1. Auditory: Students will hear the PowerPoint read aloud. They will also hear the discussions following each section.
2. Intrapersonal: Students complete their own assignment (journal or brochure).
3. Interpersonal: Students work as a class in order to receive their notes for the section.

* **Materials:**

1. Overhead projector
2. Textbook
3. Worksheets
4. Pencil/Pen/Marker
5. Colored pencils/markers/crayons
6. **Closure:**

* If the students do not finish their 3-1 assignment in class, they will be assigned to complete it for homework and it will be collected for a grade the following day.
* An “Exit Question” will be posted by the overhead projector with roughly 2 minutes left in class. The question will cover something they learned that day such as, “What is one danger the rainforests in Southeast Asia are facing?” This is also a similar question to what students will have on their unit test.