

Inspiration/Concept Mapping for Country/Place

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Overall Goal for the Lesson: Given an example of an Inspiration concept map of Hawaii and how the people adapt to their environment, the student's will be able to demonstrate the same knowledge the teacher's presented of Hawaii, but with their assigned country/place.

Description of students and classroom: 10th grade, 30 students, with prior knowledge of how to use inspiration, concept mapping, and researching.

Student Objectives for the Lesson (Given a condition, the students will... to what level): Given an example and the results of the student's own research, students will be able to successfully demonstrate a concept map for the assigned country/place using Inspiration. The students will demonstrate the relationship between people and their environment and how culture relates to climate by completing concept maps with no more than three errors.

Length of Lesson: One class period

Schedule of Activity:

1. The teacher will present an example of a concept map using the Inspiration software. The concept will contain information about Hawaii and the affects the environment has on the people who live there.
2. After viewing an example of an Inspiration concept map, students will research how people adapt to different cultural climates by compiling specific information about clothing, food, housing, hazards, and weather patterns. Students will be required to include at least ten pieces of information (two pieces of information for each category).
3. Based off the group's research, the students will create a concept map including the information they found about the country/place.
4. The assignment will take place during class, and teachers will be available for assistance.

PASS Contents Standards Addressed:

Standard 1 :The student will use maps and other geographic representations, tools and technologies to acquire, process, and report information from a spatial perspective.

2. Demonstrate the use of mental maps to organize information about people,

places, and environments in a spatial context.

3. Analyze the spatial organization of people, places, and environments on earth's surface.

4. Design appropriate forms of maps incorporating elements of geographic information such as: relative/absolute location, direction, size, shape, elevation, and scale.

Standard5: The student will evaluate the interactions between humans and their environment.

1. Explain how human actions modify the physical environment.

2. Describe how physical systems affect human systems such as the impact of major natural hazards/disasters on humans.

3. Explain the changes that occur in the meaning, use, distribution, and importance of resources.

4. Observe and predict the possible economic effects and environmental changes resulting from natural phenomena (e.g., tornadoes, hurricanes, droughts, insect infestations, earthquakes, *El Nino*, and volcanoes).

PASS Instructional Technology Standards:

Standard 5: The student will demonstrate knowledge of technology research tools.

Assesments: How will these activities be assessed?

In class, during the project, the teacher will examine the student's project, checking their progress, participating, and making sure that students have at least ten pieces of information for the completion of the project.

Accomodations: How might the lesson need to be adapted for students with special needs?

Students with a disability may need an aide or a classmate to help them create the concept map on Inspiration. Working in groups will be beneficial for students who have a disability because his/her peers can help during the project. A student with a brain injury is in the classroom; his injury can cause him to have headaches, drowsiness, and inattentiveness. When he gets headaches, he will lay his head down on his desk for a minute. I will take his behavior into consideration when grading participation in the project.

Materials Needed:

1. Inspiration Software on the computers
2. Internet access on computers to enhance research