

## “Educating the Heart”

### Lesson Plan Template

- I. Overview: Brief description of the lesson and its purposes, i.e., a rationale. This lesson is to explore the idea that not all “consequences” are negative or positive. Geographers often suspend these sorts of judgements to get as objective a view of the consequences of human change in a landscape as possible. They then present these often-complex projected consequences as a way to plan changes in a landscape. “Choose the change by the consequence(s) that people may want to experience”.
- II. Subject Area: (geography, history, civics, non-violence movement, conflict resolution, literature) Geography and a methodology for identifying multiple consequences to a change people make in their landscape, while suspending judgement as to “right or wrong, goodness of badness” of the various outcomes to the change.
- III. Grade level: Grades 6 – 7 - 8
- IV. State Content Standards/Benchmarks Addressed (or Common Curriculum Goals): **CCG**: Describe the consequences of humans changing the physical environment and how human changes in one place effect other places.  
  
**Benchmark 3**: The student will understand how the process of urbanization affects the physical environment of a place, the cultural characteristics of a place, and the physical and cultural characteristics of the surrounding region.
- V. Objective(s):
  1. To teach students to use a graphic tool to analyze a landscape to record changes people make in a landscape and the consequences of those changes.
  2. To enable students to observe and record multiple consequences for a human change in the landscape related to urbanization of a landscape.
  3. To present students with the idea that decisions regarding human change(s) of a landscape may be based on the consequences the people may wish to experience.

- VI. Materials: Paper, pencil and other drawing tools, copies of the Human - Environment Interaction Chart (below) for each student.

***Human – Environment Interaction Chart***

Change(s) people made in the landscape	Change(s) Why the people made the changes	Consequences of the change(s)

- VII. Presentation Steps: How will the lesson be presented?

1. The teacher presents students with a rural landscape. This may be a drawing, series of slides, map of an area or overhead projection. This data should be one that displays a minimum of human activity in it (a rural landscape).
2. The teacher asks the students to observe the visual and make some observations about it. Ask students to tell what they based the observations on from the data presented.
3. Tell the students that this is a “rural” landscape. Ask them to then define and list what some attributes of a rural landscape are. Collect the responses and record them in some manner best suited to the class.
4. The teacher next explains that the population of the area surrounding this landscape has been growing in numbers. Then ask the students to hypothesize what changes may occur in the landscape. Again, collect and record the student’s responses.
5. Ask the students to then draw and color a map or other graphic to illustrate a change that they have imagined. This may be done individually, in teams of two or small groups.
6. Once they have done this, ask the class to identify any results, affects, or “consequences” of the change they chose to illustrate. Ask the students to speculate on the causes or reasons people would likely make the changes in the “rural” landscape, again giving explanations for the ideas the students

present. Ask if there could be multiple causes for people making a single change?

7. Present the Human –Environment Interaction Chart to the students and ask them to complete the first square based on their prior work. Complete the second square as well. Do the same for the third portion of the HEI Chart.

8. Next, introduce the term, “urban” and ask the students to describe the differences between “urban and rural”.

9. Ask the students if the consequences are “good or bad”. This generally generates an interesting discussion, revolving around the themes of personal, cultural, group or national interests of the people making the change in the landscape, environmental issues, and economic considerations. Ask students how these “reasons” for the change in the landscape could be “good and bad” *at the same time*. Then ask if it is possible for the consequences to be neither “good nor bad” and if these kinds of labels or judgements could be suspended or avoided altogether all together?

If so, how would that effect the decisions made in how to change the landscape? If those judgements couldn't be suspended, could picking the change to be made by the consequence the people wanted to live with be used to identify and plan landscape change?

10. The teacher then puts a second visual up showing a change in the previous landscape, and asks the students to complete the second line in the HEI Chart.

The instructor will gets inquiries as to the “correct answer” for the second box on the chart. One response is to direct the students hypothesize logical reasons, or to list multiple reasons that would be defensible in a discussion/ debate.

#### VIII. Assessment:

1. Develop a pretest using the vocabulary words associated with the lesson: Rural, Urban, Landscape, Human-Environment Interaction Chart, “consequences”
2. Ask the students to draw and correctly label a Human-Environment Interaction Chart.
3. Instruct the students to make an HEI Chart for a change that recently occurred in their school.
4. Give a post-test, with the same basic questions as the pre-test to determine growth in knowledge or process.

#### IX. Adaptations:

1. Present a series of slides, pictures or maps that would show change over time in a landscape, and have the student's chart the changes.
2. Make a large drawing of a "rural" landscape on a piece of butcher paper. Invite students to come forward and draw a change in the landscape. Allow other students to interview the "Change Artists", to allow the students to see how this information can be obtained. Students should then fill in multiple consequences on the HEI Chart they would make to reflect the changes the "Artists" depicted on the butcherpaper.

#### X. Extensions

Give students a blank HEI Chart to take home with them as a homework assignment. Ask them to observe 2 changes (or several depending on the students level, time, etc:) that they identify in their local landscape, list possible and/or probable causes for the change and multiple consequences that have or may occur due to the change. Return the chart next class period, and share their "geographic survey" with a partner or the class.

Do a "BEFORE and AFTER" drawing. They can illustrate the landscape before the change on the back of the HEI Chart by dividing the sheet in half either the "Hotdog" or "Hamburger" way, and label  $\frac{1}{2}$  "BEFORE" – drawing and coloring the landscape before people made changes. The second  $\frac{1}{2}$  is labeled "AFTER" – and depicts the same landscape after the changes occurred.