

## Goal-directed Instructional Design Plan - World History - Geographic Regions Map

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1. **A problem or a need** – there must be a problem of practice or an educational need that should be addressed during the lesson.

This lesson plan has been created for a semester long freshmen level Modern World History course. Throughout the semester the subject matter ranges from European Exploration - Imperialism.

An educational need for the Modern World History course I teach is to help students learn and remember the different regions of the world. My intention with developing this lesson is that it would be completed during the first week of class to provide an introduction to the 7 different regions which are regularly referenced in the course. These 7 regions include: North America, Mexico/Central America, South America, Europe, Africa, Russia, the Middle East, and Asia. In developing this lesson I expect students to begin learning and remembering these important world regions.

Although these students are all in high school many have difficulty remembering these common world regions. I also have many students in these classes that struggle in reading, are low functioning, and a high special needs population. As they are discussed in class many become confused by the geographical references, which can cause future problems in relating and understanding the material. To avoid this confusing I wanted to initiate an interactive lesson that would reach multiple learners.

2. **A real-world performance** – how the learning objectives fit into a real-world activity or need.

This lesson addresses three important real-world needs. One is the material is important for these students spanning the next 18 weeks. They will need to be able to identify these 7 regions when they are discussed and referenced. A second is the ability to create and read a map. Students often struggle reading maps. By having students create their own maps and keys I expect them to develop a deeper understanding about how maps are made and the different components. This will help them when reading future maps in knowing what to look for and how to analyze the parts of a map effectively.

The third, and most pertinent, is the need to know these regions to be able to understand global geography. I believe it is extremely important for students to be able to identify and mentally visualize the different regions of the world. These regions are often referenced in news broadcasts and conversations concerning world events. Their knowledge will carry through and help them develop into more competent global citizens.

3. **An instructional objective** – the objectives are based on the final outcome, activity or test. These objectives will each be different for the four types of knowledge; *performing skills, recalling facts, identifying examples of concepts, and applying principles.*

The objectives for this lesson are: Students will be able to...

- a. *Create a map and key using different materials and textures.*
- b. *Identify the 7 world regions (North America, Mexico/Central America, South America, Europe, Africa, Middle East, Russia, and Asia)*
- c. *Recall the 7 regions and locations of these regions*

Standards

- Michigan High School Social Studies Content Expectations:  
WHG8 8.1.4 - Mapping the 20th Century  
Although regions geography is not specifically listed the era content is broken down by regions

4. **A set of essential content** – the basic ideas and skills that will allow the learner to complete the task or understand the content.

The 7 different regions of the world will be explored. We will study these different regions, what areas should be classified in each region, and why these regions were selected and grouped in this particular way. Students will learn a basic way to classify different parts of the world, into these regions. The teacher will share with students how these regions are classified and where they are geographically. After exploring this initial information students will be able to move onto the lesson task effectively. Students will be given specific instructions and given examples of what is expected of them. Students will already have a basic idea about how to create a map; although further directions will be provided for those that need a re-fresher. They will also already know how to cut and glue materials.

The skill that will be evaluated is the ability to create a map and recall the 7 different world regions.

5. **An evaluation consisting of a test or observation** – an assessment, observation or product showing that the objectives can be accomplished in the real-world setting.

The evaluation for this lesson plan is carried throughout the semester.

1. Students will be observed while constructing their maps for participation and to ensure accuracy of the assigned task.
2. Students will be evaluated on the accuracy of their map - that the 7 regions should be correctly identified
3. At the end of the semester students will also have a map portion included in their final exam. They will need to identify some specific countries which are studied extensively throughout the semester. They will also identify some different regions.

6. **A method to help participants learn** – the method to deliver the content; a lesson. The lesson will be provided in-class with direction from the teacher. Students will have taken a “pre-test” with questions about these different regions the previous day. As a class the results will be discussed, so the teacher can analyze with the students the extent of the confusion about some countries and regions of the world.

The teacher will then discuss with students why knowing geography will be important for the students throughout their lives. The 7 regions (North America, Mexico/Central America, South America, Europe, Africa, Middle East, and Asia) will be identified on a world map projection; using Google Earth.

Students will be given directions about their task - to create a world map and key using different textures and materials to identify the 7 different regions (materials provided by the teacher). Students will be shown examples of what is expected of them and an approximation of their end product. They will then be given 8X11 world maps and a bag filled with different materials.

As they create these maps the teacher will walk around and offer assistance. Students will also be allowed to share ideas with classmates.

For example: Students might use cotton filling to cover Russia, aluminum foil to cover Africa, wrapping paper to cover the Middle East. Students will not be required to use specific material but will be provided the opportunity to decide for their personal map which materials they would like to use. (Side note: material will be provided by the teacher include - wrapping paper, cotton filling, aluminum foil, colored paper plates, red duct tape, bubble wrap, fabric, blue tarp, and feathers)

● **Motivation:**

- Meaningfulness – content and activities must have meaning for the learner  
The proposed solution of creating these maps using different materials and textures to identify the regions is attainable and useful for a many students. Students, especially those that are physical and visual learners will be able to gain a lot for this activity.

- Pleasant consequences – the effects that achieving the goal will have on the learner  
The students will have created a map which they can share with classmates and will hang around the classroom. This map is something they will also be able to reference throughout the semester to serve as a reminder when we discuss these different regions.

- Novelty – an attention-getting, humorous or curious manner that relates to the useful information in your lesson  
Students will be drawn into this lesson by looking at examples and being provided with the different resources for creating their maps, this will arouse curiosity and grab their attention.

- **Socialization** - a strong motivator for student learning  
Students will be able to work interactively while building their maps - sharing ideas for what materials would be used to represent each region. They will be motivated by their involvement and sharing of ideas with peers.

- **Audience** – For what audience are you designing this lesson? Consider the following:
  - Age  
High School Freshmen (14-15)
  - Skill level (including technology skills)  
High school students with varied geography basic knowledge
  - Prerequisite knowledge (including technology background)  
Students will need to know how to use glue, scissors, and how to ask for help.

- **Technology Needs** – the computers, software, programs (such as Angel or other CMS's) printers, equipment, Internet access, time in the computer lab will be needed to successfully complete your technology-rich lesson.

No technical skills are required by the learner for this lesson.

The teacher will need a computer with Internet access and a projector (in order to project the world map so the teacher can identify the 7 regions)