

Unit Title: Australia & Oceania

Grade Level: 8th

Subject Area: Geography

Duration/Length/Number of class periods: 6 days

Description:

In this lesson, students will be introduced to Australia's physical environment and how it has affected human settlement, use, and perspective of the land.

Established Goals (National, State, Local):

Standard 8.3.3.5.8 Describe the locations of human populations and the cultural characteristics of Australia/ Oceania.

What Enduring Understandings are desired?

- Students will understand that geographic factors influence the distribution, functions, growth and patterns of human settlements.

What Essential Questions will be considered?

- How do physical environment affect humans?
- Why do people move?

Students will know / be able to:

- Describe the population, population distribution, and population density of Australia.
- Describe why people moved to Australia by identifying push and pull factors.
- Identify when and where immigrants settled in Australia.

<p>Description</p> <p><i>Units must include at least one of each formative, summative, introductory activity and learning activity. Check the appropriate box; one per row.</i></p>	<p>Fo rm ati ve</p>	<p>Su m ati ve</p>	<p>Intr odu ctor y Acti vity</p>	<p>Lea rnin g Acti vity</p>	<p>Stu den t Tec hno logy</p>	<p>Teac her Tech nolo gy Used</p>	<p>ISTE Stan dard s</p>
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<p><u>Day 1: Introducing Australia</u>: What comes to mind when you think of Australia? World Cloud on Mentimeter</p> <p><u>World Cloud Link</u></p> <p>-What are the characteristics of Australia? World Cloud Link - <i>Island, Southern Hemisphere, flat, dry, plants & animals that are unique to Australia ,etc.</i></p> <p>-First 8 minutes of <u>video</u>, “Australia: First Four Billion Years.”</p> <p>-Use Google maps & atlas to label outline maps.</p>			X		X	X	1A
<p><u>Day 2: Physical Geography</u></p> <p>- Use <u>Quizlet</u> to learn about new physical geography terms related to Australia.</p> <p>- Use Google maps and atlas to label political map of Australia. Labeling each capital as well.</p>	x			x		x	3D
<p><u>Day 3: Physical Geography</u></p> <p>- Use Quizlet Live to engage students in formative assessment of their knowledge of physical features of Australia.</p> <p>- On political map, add bar graph or pie graph to indicate population size.</p> <p>- Compare political map and physical map.</p> <p>- Make assumptions about how transportation systems might look - then pull up highway map and railroad maps.</p> <p>- Students make conclusions on Padlet - “How do you think the environment has affected where people have settled in Australia?”</p>	x			x	x	x	1B, 2B
<p><u>Day 4: Australia’s People</u></p> <p>Start with introductory <u>video</u>.</p> <p>- Discussion about human activity / resources</p> <p>- Compare physical maps and economic maps, answer questions.</p> <p>- Use this <u>link</u> to read about Australia’s natural resources.</p> <p>- Use Google Earth in conjunction with reading</p>			x		x		6A
<p><u>Day 5: Australia’s Human Impact on the Environment</u></p>	x			x	x		1B

<p>-Students will compare and contrast Aboriginal perspectives of the land and European perspectives of the land.</p> <ul style="list-style-type: none"> - Aboriginal Perspective Reading (accessed in original lesson plan linked below) - European Perspective Reading <p>-Students will create a poster either summarizing the Aboriginal perspective or European perspective using easel.ly.</p> <p>-Teacher will ensure that both perspectives are equally represented.</p> <p>-Whole class share out - view the different posters and engage in whole class discussion.</p>							
<p><u>Day 6: Australia: People & the Environment</u></p> <p>-Students will take a Google form quiz on Australia and human-environment interaction.</p>		x		x	x		

<p>Materials, tools and resources</p> <ul style="list-style-type: none"> - Computers/Devices - Atlas / Google Maps - Projector / Smartboard - Two blank maps of Australia - one with political divisions - Colored pencils - Access to easel.ly - Quizlet - Google form
<p>Unit Plan Author (name, school and optional email address or hyperlink to teacher's web page) April Wallace</p>
<p>Additional credit given to: Modified from a Minnesota Alliance for Geography Education - Trygestad Link</p>