

Mapping the Middle East
Grade Six Geography Lesson Plan

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Mapping the Middle East - Geography Lesson Plan

Subject: Geography

Grade Level: Six

Topic of the lesson / demonstration: Mapping the Middle East

Estimated duration: Two forty-five minute class periods

Purpose:

This lesson is designed to provide differentiated instruction in geography/ map skills to a small group of 4-6 learning disabled sixth graders. This lesson could be adapted for use with cooperative groups in a general education classroom.

Grade 6 Massachusetts Geography Curriculum Frameworks Learning Standards:

Identify: Armenia, Azerbaijan, Bahrain, Cyprus, Georgia, Iran, Iraq, Israel, Jordan, Kuwait, Lebanon, Oman, Qatar, Saudi Arabia, Syria, Turkey, United Arab Emirates, Yemen

WA.1 On a map of the world, locate Western Asia, or the Middle East. On a map of the Middle East, locate the Black Sea, Mediterranean Sea, Caspian Sea, Red Sea, Indian Ocean, Arabian Peninsula, and the Persian Gulf. (G)

WA.2 Use a map key to locate countries and major cities in the Middle East: Baghdad, Jerusalem, Tehran, Kabul, Riyadh (G, E)

Lesson Objectives:

- Students will identify the given countries and major cities on a map of the Middle East.
- Students will identify surrounding bodies of water and given physical features of countries in the Middle East, including the Tigris and Euphrates Rivers, Zagros Mountains, and Plateau of Iran.
- Students will use relative location and cardinal directions to describe where countries, cities, and physical features are located on the map of the Middle East.

Overview of Procedure:

1. Students will activate their prior knowledge of the Middle East by brainstorming on a graphic organizer and locating the Middle East on a world map.

2. They will work in a group using a document camera to outline and construct a map depicting countries of the Middle East, cities, and physical features.
3. They will then record a podcast or orally describe the location of countries and physical features using relative location and cardinal directions.
4. A final presentation will be made to the class.
5. As a follow-up, students will be given the same graphic organizer and asked to add information they have learned.
6. Later assessment may include filling in an outline map given a word bank.

Materials:

- AVerVision Document Camera
- Blank graphic organizer
- Markers, colored pencils, tagboard
- Outline map of Middle East from textbook, atlas, or internet
- Political map of Middle East from textbook, atlas, or internet
- Physical map of Middle East from textbook, atlas, or internet
- List of target countries, cities, physical features, surrounding bodies of water
- Computer for recording and playing podcast

Specific Procedure:

1. Activate prior knowledge:

Give students a graphic organizer with Middle East as the central topic. Categories for branches are countries, cities, landforms/ivers, and surrounding bodies of water. Use the document camera to project the graphic organizer on the board while giving directions to the class.

Ask students to think about what they already know about the Middle East and brainstorm as many examples as they can think of for each category on the graphic organizer. They may work alone or in pairs. After 3-5 minutes, students orally share results with the class.

Use a document camera to project a world map. Students locate the Middle East on the world map and use relative location to describe it.

2. Steps of the lesson

- Tape large pieces of tagboard on a wall or whiteboard.

- Use a document camera to project an outline map of the Middle East on the tagboard.
- Students work together to trace the outline of the countries on the tagboard.
- Next, project a political map showing country names and major cities.
- Students work together to copy these on the outline map.
- Next, project a physical map showing major rivers, mountains, and bodies of water surrounding the Middle East.
- Students add symbols for physical features and names on the outline map.
- Students each choose one or two countries.
- They practice orally describing the relative location of the country using cardinal direction terms and surrounding countries and bodies of water. They also describe major cities and landforms/rivers using relative location.
- Students may take turns recording their descriptions together on a podcast.

3. Summarizing the lesson:

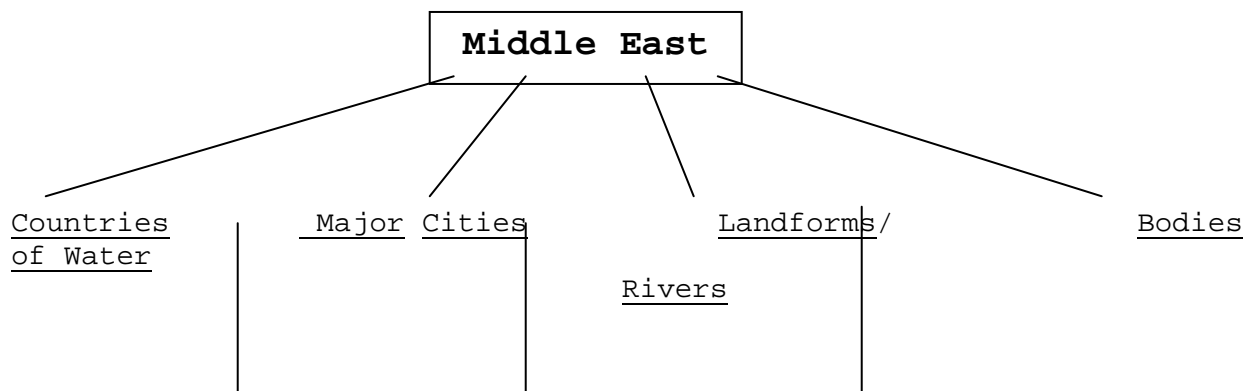
Students cut out puzzle pieces of the countries. They present their work by trading countries and putting country pieces in the correct place while listening to the podcast or presenting an oral description of the relative location.

Students then add to their graphic organizer and by recording information they learned during the lesson. Student work may be displayed using the document camera to review the information.

Students may also later create a mnemonic device using the country names or use a word bank to fill in a blank outline map worksheet to assess their learning.

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Sample Graphic Organizer:



Sample podcast/ oral presentation script:

____ is a country in the Middle East. ____ is located north of _____, west of _____, southeast of _____, etc. An important physical feature is _____, which is located_____. A major city of _____ is _____, which is located_____.