

**Unit Lesson Plan**-Looking at the changing faces of hometowns: Where are we today, where have we been and where are we going?

**APHG-College Board Outline:** VII Cities and Urban Land Use

## **Lesson Plan 1: Where Are We Today-analyzing local town.**

**Objectives:**

- The student will review map reading skills.
- The student will analyze data from West Virginia map.
- The student will identify geographic characteristics that serve the area.
- The student will define infrastructure and describe elements in the area.
- The student will investigate hometown from googleearth.com.

**Materials and equipment needed to teach lesson:** Map, Worksheet, computer.

**Links to Geography for Life: The National Geography Standards:**

([www.ncge.org/publications/tutorial/standards/](http://www.ncge.org/publications/tutorial/standards/))

**STANDARD 1:** How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information.

**STANDARD 4:** The physical and human characteristics of places.

**STANDARD 12:** The process, patterns, and functions of human settlement.

**STANDARD 18:** To apply geography to interpret the present and plan for the future.

**Key Concepts included in the lesson:** Students will relate these concepts to their hometown: congregation, segregation, minority groups, central business district, invasion and succession, infrastructure, redlining, and underclass.

**Steps to complete the lesson:**

- Students will study map of local region and give coordinates for location of various areas.
- Students will read and discuss Chapter 11 City Spaces: Urban Structure-Knox.
- Students will define and explain the **key concepts**, from above, that apply to area.
- Students will discuss the infrastructure and geographic characteristics, physical and man-made, of the area.
- Students will identify prominent features of area from googleearth.com.
- Students will question guest speaker, local engineer.

**Assessment Plan:** Share with the class their findings and compare results.

**Final Product:** Unit will conclude with power point program developed by class.

**Sources:** Knox, Paul. Human Geography. pp. 423-466.

## **Lesson 2 of Unit: Where Have We Been: analyzing local area.**

**Objectives:** The student will review map reading skills.

The student will analyze data from 1900 West Virginia map.

The student will identify and analyze geographic characteristics that led to development of town.

The student will research hometown history.

The student will interview family or community members about area as it once was.

**Materials and equipment needed to teach lesson:** Map, Worksheet, computer.

**Links to Geography for Life: The National Geography Standards:**

([www.ncge.org/publications/tutorial/standards/](http://www.ncge.org/publications/tutorial/standards/))

**STANDARD 1:** How to use maps and other geographic representations, tools, and technologies to acquire,

process, and report information.

**STANDARD 12:** The process, patterns, and functions of human settlement.

**STANDARD 4:** The physical and human characteristics of places.

**STANDARD 14:** How human actions modify the physical environment.

**STANDARD 17:** How to apply geography to interpret the past.

**Key Concepts included in the lesson:** Students will relate these concepts to their hometown: folk culture,

popular culture, local distinctiveness, global-local continuum, minority groups, and central business district

**Steps to complete the lesson:**

Students will study map of 1900 to identify major physical and human features.

Students will read and discuss Chapter 29: From Deindustrialization to Globalization-de Blij and Murphy.

Students will define and explain the **key concepts**, from above, that apply to area in 1900.

Students will participate in class discussion from interviews to gain better perspective of area in 1900.

Students will question guest speaker, local historian.

**Assessment Plan:** Share with the class their findings and compare results, each student will have their picture on the power

point program with a memory they got from a community member.

**Final Product:** Unit will conclude with power point program developed by class.

**Sources:** de Blij, H.J. and Murphy, Alexander. Human Geography. pp. 439-450.

### **Lesson 3 of Unit: Where Are We Going: Analysis of local area.**

**Objectives:** The students will question local member of Chamber of Commerce.  
The students will analyze data from map on proposed revitalization project for town.

The students will gain first hand knowledge of town through walking tour.

The students will record finding.

**Materials and equipment needed to teach lesson:** Map, Camera, Notes.

**Links to Geography for Life: The National Geography Standards:**

([www.ncge.org/publications/tutorial/standards/](http://www.ncge.org/publications/tutorial/standards/))

**STANDARD 12:** The process, patterns, and functions of human settlement.

**STANDARD 4:** The physical and human characteristics of places.

**STANDARD 14:** How human actions modify the physical environment.

**Key Concept included in the lesson:** Students will develop knowledge of the plan for city revitalization.

**Steps to complete the lesson:**

Students will study map of projected changes to town.

Students will interact with local member of Chamber of Commerce.

Students will explain the **key concept**.

Students will participate in guided tour taking pictures and notes.

Students will develop power point program.

**Assessment Plan:** Class project will be power point.

**Final Product:** Unit will conclude with completion of power point program developed and edited by class.

Each student will receive a copy of the program and one will be sent to the local Chamber of Commerce.