The Same Ol' Themes Again

Grade Level: 9-12

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Rationale: Units on Southeast Asia are traditionally the very last units taught during the year. As such, there is often less time to cover this unit than other units during the year. This lesson is designed to introduce the students to the broad overview of the region in a very short amount of time, allowing for more in-depth study of material which must be covered for assessments. It can stand alone as an introduction, or it may be used after the "Southeast Asia Photo Story" activity. A jigsaw activity is used, where small groups research the five themes of Southeast Asia using portions of their textbook's chapters covering this unit (depending on the book available, some groups may need to rely upon internet research for their material), record the information on a Regional Study Graphic Organizer template (which is a modified form of the Mapshots technique), and then present their work to the rest of the class. Upon completion, the entire class will have an overview of the five themes of Southeast Asia for analysis. This lesson can also be used at the end of the unit as a review.

Time Frame: Two 55 minute class periods

Learning Outcomes: After completing this lesson, students should be able to:

1. Apply the five themes of geography to a study of Southeast Asia,
2. Draw a sketch map of the region,
3. List the key physical and cultural features of Southeast Asia,
4. Identify the features which define Southeast Asia as a region, and
5. Analyze the spatial processes which have shaped this region.

TEKS Objective(s):

5 (A) analyze how the character of a place is related to its political, economic, social, and cultural elements;

9 (A) identify physical and/or human factors such as climate, vegetation, language, trade networks, political units, river systems, and religion that constitute a region;

16(A) describe distinctive cultural patterns and landscapes associated with different places in Texas, the United States, and other regions of the world and how these patterns influenced the processes of innovation and diffusion;

(B) describe elements of culture, including language, religion, beliefs and customs, institutions, and technologies;

Materials:

The Same Ol' Themes Again Teaching Guide
Regional Study Framework student handout – one per student
Regional Study Framework Analysis Questions student handout – one per student
Sample Regional Study Framework to display
Blank Regional Study Framework to display
Textbooks and Atlases
Notes from "Southeast Asia Photo Essay" Activity, if students completed this lesson
Computers with Internet access (not required, but can be helpful if textbooks do not cover material adequately)
CIA World Factbook https://www.cia.gov/library/publications/the-world-factbook/
History World www.historyworld.net (Click "Timelines" and search for "Southeast Asia")

Strategies:

Graphic Organizers – Modified Mapshots Organizer (TEA Lighthouse Project)
Jigsaw
Inquiry Method

Procedures:

Teacher preparation: Before assigning this activity, the teacher will need to review the textbook her class uses for the assigned material. It may be helpful to be able to guide the groups to the appropriate page numbers to save time. In addition, if the textbook does not cover the material adequately, the teacher may assign a group to use the internet for research. The CIA World Factbook should provide all of the information the students should need to complete the activity, but the students will need to look up each country, combine and summarize the information. For the timeline, have the students use the History World website.

Focus Activity: (10 to 15 minutes)

Begin the class by handing out the Regional Study Framework student handout. Project a political/physical map of Southeast Asia at the front of the room. Students can also use their textbooks or an atlas. Have the students draw a simple sketch map in the center box of the handout. They should include political boundaries, major rivers, mountain chains, and label the countries. If the square in the center is too small – students can just draw an outline map on the front and shade in the different countries – and draw a larger map on the back with more detail.

Asking Geographic Questions: (5 to 10 minutes)

Introduce the guiding question:

How can we apply the five themes of geography to study Southeast Asia?

Acquiring Geographic Data: (will vary, 30 minutes recommended time)

Display the Sample Regional Study Framework to help students understand what information they should be looking for. Keep this up during the entire activity in case groups have questions. Divide the class into seven groups. Assign each group one area of the Regional Study Framework to complete: Location, Region, Movement, Place (Human Features), Place (Physical Features), Human-Environment Interaction, and Timeline. Provide each group with the location in their text or online for them to find their information. Give them ample time to read the information (depending upon how much information the text covers – you might want to reduce the amount each group has to read depending upon time constraints. Remind the students this is a brief introduction or review activity), discuss what is important and must be kept and write a summary or list to complete their graphic organizer.

Organizing Geographic Data: (30 minutes)

Once the groups have distilled their information into what must be presented, have them complete their section of the graphic organizer. Then, have each group present their information to the class. You might want to have a blank template of the organizer on display in front of the class for each group to fill in (one student can read to the class while another writes on the template). Once all the groups have completed presenting, the entire class should have their templates filled.

Analyzing Geographic Data: (20 minutes)

Once students have completed their template, have each student complete the analysis questions on their own.

Closing Activity: (5 minutes)

Answering Geographic Questions:

Have each student write a one or two sentence answer to the guiding question. If time allows, have several students share their answer.

Evaluation/Assessment : Check Regional Study Framework for completion. Answers are provided for analysis questions on the answer key.

Resources: The following resources were used in developing this lesson:

Gascoigne, Bamber. HistoryWorld. From 2001, ongoing. Web. 09 Mar. 2013 http://www.historyworld.net.

"Social Studies: Strategies and Skills." *Texas Education Agency Lighthouse Initiative*. Texas Education Agency, 2006. Web. 18 Mar. 2013. http://www.tealighthouse.org/socialstudies/content.php.

"The World Factbook." *CIA*. CIA, n.d. Web. 09 Mar. 2013. https://www.cia.gov/library/publications/the-world-factbook