# Oklahoma Alliance for Geographic Education

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# *Top Ten Most X-Treme Animals*

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# TOP TEN MOST X-TREME ANIMALS
# Using Contemporary Geographic Tools: Google Earth

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**Grade Level: 7-12**

**Purpose/Overview:**
Students will gain experience in utilizing technology and geographic tools, while studying conservation and human-animal conflict in Africa.

**Oklahoma Academic Standards for the Social Studies:**

| OAS 2012 | OAS 2019 |
|---|---|
| Literacy Skills Standard 1: The student will develop and demonstrate Common Core Social Studies reading literacy skills. | Read Critically and Interpret Informational Sources: Students will engage in critical, active reading of grade-level appropriate primary and secondary sources related to key social studies concepts, including frequent analysis and interpretation of informational sources. |
| C.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. | **4.A.6-8.2** Integrate the use of visual information (e.g. maps, charts, photographs, videos, political cartoons) with textual information from primary and secondary sources. |
| Literacy Skills Standard 2: The student will develop and demonstrate Common Core Social Studies writing literacy skills. | Engage in Evidence-Based Writing: Understanding the multiple purposes of the writing process. Students will develop written products designed for a variety of social studies related investigations. Students will use and integrate evidence to present knowledge and support opinion. |
| B.9 Draw evidence from informational texts to support analysis reflection and research. | **5.A.6-8.2** Compose informative essays and other written products about social studies topics, incorporating evidence (e.g. facts, examples, details) from multiple sources, maintaining an organized, formal structure. |
| CS.1: The student will analyze data from geographic perspective using the skills and tools of geography. | **7.1** The student will analyze data from a geographic perspective using the skills and tools of geography. |
| CS.1.1 Cite specific geographic information to support analysis from primary and secondary sources located in texts, documents, newspapers, magazines, journals, political cartoons, and online news sources. | **7.1.1** Integrate specific geographic information to support analysis from primary and secondary sources located in texts, documents, newspapers, magazines, journals, political cartoons, and online news sources |
| CS1.2 Integrate visual information, draw conclusions, and make predictions from geographic data and analyze spatial distribution | **7.1.5** Integrate visual information, draw conclusions, and make predictions from geographic data; analyze spatial distribution and |

| | |
|---|---|
| and patterns by interpreting that data as displayed on globes, graphs, charts, satellite, and other forms of visual imagery including data from bar and line graphs, pie charts, thematic maps, population pyramids, climographs, cartograms, contour/relief maps, GIS systems, and diagrams. | patterns by interpreting that data as displayed on geographic tools. |
| CS1.5 Conduct short research projects by investigating contemporary events and issues from political, economic, social, and geographic perspectives. | **7.1.6** Describe and analyze the role of geographic factors on current events and issues. |
| Content Standard 5: The student will analyze the interactions of humans and their environment in the Eastern hemisphere. | **7.4** The student will analyze the interactions of humans and their environment in the Eastern Hemisphere |
| CS 5.3 Evaluate the effects of human modification of and adaptation to the natural environment. | **7.4.4** Evaluate the effects of human modification of and adaptation to the natural environment through transformation caused by agriculture, the use of modern irrigation methods, industry, demand for energy, and urbanization. |
| CS 5.4 Analyze regional problems of the Eastern hemisphere having spatial dimensions. | **2.B.6-8.1** Draw upon gathered information to analyze how a specific problem can manifest itself in local, regional, and global levels over time, evaluating options for individual and collective solutions. |
| CS 5.5 Summarize the role of citizens as responsible stewards of natural resources and the environment including:<br>A. Careful use of fertilizer and pesticides to avoid polluting the land and the water supply, C. Conservation of natural resources | **7.4.6** Describe the role of citizens as responsible stewards of natural resources and the environment.<br><br>**WG.5.4** Describe the impact of agricultural practices including irrigation, conservation, desertification, deforestation, organic farming, pesticides and herbicides, and genetic modification on the environment and the quality of life. |

**Geographic Themes:**
Human systems, Human-Environment Interaction

**Objectives:**

- Students will analyze maps, charts, graphs, and photographs to better understand conservation issues
- Students will exercise application of geographic tools
- Students will incorporate technology while researching information.
- Students will gain awareness and collaborate methods to share their knowledge with peers.
- Students will consider personal responsibility in the role of conservation.

**Materials:**

1. Computer/LCD projector (or equivalent)
2. PowerPoint: Top Ten Most *X-Treme Animals*
3. Internet access for each student or small group (Google Chrome)
4. Student Handout: Top Ten Most Dangerous Animals: Using Google Earth

**Time Frame: Basic Lesson:** 1- 45 minute period for presentation/ ten questions (part 1-2)
1- 30-45 minute period for Google Earth (part 3)

**Procedures:**

1. Before the lesson begins, the teacher will provide Student Questions handout.
2. Teacher will clearly state objectives and expectations for appropriate responses, student involvement, and upcoming assignment.
3. The teacher will begin the PowerPoint presentation. Students will use the Student Questions handout in conjunction with the PowerPoint.
4. Students will follow directions as teacher instructs with the PowerPoint.
5. Enrichment: Students may work in groups or individually for Google Earth activity (part 3)

**Assessment Options:** Group assignments are recommended for Differential Learning. Teacher may add or detract any part of lesson to suit needs of students. Teacher may choose to assign all or any one part of the three tiered lesson. The tiers of challenge are designed as follows: Basic: Student Questions (parts1-2); Intermediate/Advanced: Student Questions with Google Earth Research Activity (part 3) www.google.com/earth/education

**Resources (Works Cited included in PowerPoint):**

WWW.GOOGLE.COM/EARTH/EDUCATION
GOOGLE
WWF
CREATIVE COMMONS
NATIONALGEOGRAPHIC.COM
NATIONAL WILDLIFE FEDERATION
WORLD HEALTH ORGANIZATION
*TOP TEN FOR BOYS* BY: PAUL TERRY

**Extension and Enrichment/Simplification:** Extension activity includes textual research of conservation issues and environmental problems. (This should be teacher monitored if internet is used) Students will organize a class fundraiser or a local citizenship project. The activity should be appropriate and manageable for time available, reading level, student age and class size. Teacher may downsize the student hand out and cut out the enrichment activity.

**Connections (optional):**
Science: Grades 6-7; World Geography, HS; Environmental Science