

O.S.A.E. What You See!

A Lesson on Identifying Place

OVERVIEW & OBJECTIVES	GRADES
<p>This lesson focuses on students’ critical thinking by providing a framework to challenge their observations. Students engage in questioning to determine a place and its characteristics by examining pictures of various places.</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Analyze physical and human characteristics of places • Make inferences about places • Evaluate inferences of places 	1 st – 9 th
	TIME
	1 class period
	REQUIRED MATERIALS
	<ul style="list-style-type: none"> ✓ Computer projector ✓ Handout: “O.S.A.E. Practice Sheet”

MINNESOTA SOCIAL STUDIES STANDARDS & BENCHMARKS

(GRADE 1)

Standard 3. Places have physical characteristics (such as climate, topography and vegetation) and human characteristics (such as culture, population, political and economic systems).

1.3.2.3.1 Compare physical and human characteristics of a local place and a place far away on a globe or map (such as a place in an equatorial or polar region).

(GRADE 2)

Standard 1. People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.

2.3.1.1.3 Use maps, photos or other geographic tools to identify and locate major landmarks or major physical features of the United States.

2.3.1.1.4 Use maps, photos, or other geographic tools to answer basic questions about where people are located.

(GRADE 3)

Standard 1. People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.

3.3.1.1.1 Use maps and concepts of location (relative location words and cardinal and intermediate directions) to describe places in one’s community, the state of Minnesota, the United States or the world.

(GRADE 4)

Standard 3. Places have physical characteristics (such as climate, topography and vegetation) and human characteristics (such as culture, population, political and economic systems).

4.3.2.3.1 Locate and identify the physical and human characteristics of places in the United States, and also Canada or Mexico.

(GRADE 5)

Standard 3. Places have physical characteristics (such as climate, topography and vegetation) and human characteristics (such as culture, population, political and economic systems).

5.3.2.3.1 Locate and identify the physical and human characteristics of places in the North American colonies.

(GRADE 6)

Standard 6. Geographic factors influence the distribution, functions, growth and patterns of cities and other human settlements.

6.3.3.6.1 Locate, identify and describe major physical features in Minnesota; explain how physical features and the location of resources affect settlement patterns and the growth of cities in different parts of Minnesota.

(GRADE 7)

Standard 1. People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.

7.3.1.1.1 Create and use various kinds of maps, including overlaying thematic maps, of places in the United States; incorporate the “TODALSS” map basics, as well as points, lines and colored areas to display spatial information.

(GRADE 8)

Standard 1. People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.

8.3.1.1.1 Obtain and analyze geographic information from a variety of print and electronic sources to investigate places or answer specific geographic questions; provide rationale for its use.

Standard 3. Places have physical characteristics (such as climate, topography and vegetation) and human characteristics (such as culture, population, political and economic systems).

8.3.2.3.1 Use appropriate geographic tools to analyze and explain the distribution of physical and human characteristics of places.

(GRADE 9)

Standard 1. People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.

9.3.1.1.2 Apply geographic information from a variety of print and electronic sources to interpret the past and present and plan for the future; provide rationale for using specific technologies for each application.

Standard 3. Places have physical characteristics (such as climate, topography and vegetation) and human characteristics (such as culture, population, political and economic systems).

9.3.2.3.1 Make inferences and draw conclusions about the physical and human characteristics of places based on a comparison of maps and other geographic representations and geospatial technologies.

SUGGESTED PROCEDURE

Teacher's Note: This lesson provides a perfect opportunity for teachers who travel to use their photos of various places to aid students' examination of places. However, pictures from the Internet, a textbook, or other sources could be used.

Begin the class by discussing meanings of the terms: Observation, Speculation, Analyze and Evaluation.

Distribute the handout, "O.S.A.E. Practice Sheet", and project a picture or designate a specific picture to observe. Students complete the practice sheet on their own or with partners. Prompt students to use "hot" questions that require greater depth of thinking; that is, questions that use higher order thinking.

Request that each student or pair writes a question next to their observation, which would more fully help them understand what they observe. They should be prepared with more than one question. Then, going around the room, each individual or pair asks the teacher his/her question. The teacher does not answer the question, but provides the opportunity for the questioners to see if their questions make sense. They may not ask any of the same questions anyone else has asked nor may they pass.

On the second round, they may ask "yes" or "no" questions which the teacher answers. They may not repeat any questions anyone else asks.

As individuals, they should reevaluate their first evaluation. They then work as small groups to develop a scenario about what is happening in the photo. Each small group can then ask one question of the teacher in private.

Each small group reports what they think is occurring and what and where the place is located. They will also provide their reasoning for the conclusion. The teacher may explain what the picture really shows. Review as a class the process of Observing, Speculating, Analyzing and Evaluating.

Assessment

Class discussion

