| **HG Unit 1 Introduction to Human Geography** | |
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| **Unit Overview** | |
| This unit will introduce students to the concepts and skills used in human geography. It will introduce terms and concepts that will be used throughout the other units. | |
| **Overarching Inquiry Question** | |
| How can geography help the world?  *All units are created to support the* ***Overarching Inquiry Question****. Inquiry-Based Learning supports the* ***Profile of the South Carolina Graduate*** *where students use skills to explore their inquiries related to the content as indicated in the standards instead of the teacher merely providing the information.* | |
| **Theme** | |
| **Applied Geography (AG)** – The AG theme encourages the study of how geographic literacy and geographic skills, such as mapping, are used to solve problems. An understanding of past and present spatial organizations of Earth enables people to better understand and plan for the changes in human and physical phenomena in the future.  *These themes are identified by the two letters at the end of each indicator.* | |
| **Skills Emphasis at a Glance** | |
| **M: Mapping-** Identify, use, interpret, and construct local through global scale maps  **MR: Models and Representation**- Identify, use, interpret, and construct geographic models and other visual representations from local to global scales.  **GE: Gather Evidence and Communicate Findings-** Identify, use, and interpret different forms of evidence, including primary and secondary sources, from local to global scales.  **CC: Conditions, Connections, and Regions-** Identify, compare, and evaluate the development of complex conditions, connections, and regions  **S: Scale-** Identify, compare, and interpret spatial hierarchies.  **DP: Distribution and Patterns-** Identify, analyze, and explain spatial distributions, patterns, and associations. | |
| **Standard(s)** | |
| HG.2.6.AG Gather evidence of economic development, construct a map to explain current or future development issues at different scales, and communicate findings.  HG.3.6.AG Gather evidence of cultural patterns and processes, construct a map to explain current or future development issues at different scales, and communicate findings.  HG.4.6.AG Gather evidence on boundary issues at different scales, construct a map to explain changes in control over people, land, or resources, and communicate findings.  HG.5.6.AG Gather evidence on human settlements, construct a map to explain processes, patterns and functions in various regions, and communicate findings. | |
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| **I Can Statements** | |
| I can explain what “human geography” is.  I can apply the basic skills and vocabulary of a geographer.  I can describe multiple ways that geography can make a positive impact on the world. | |
| **Unit Sequence of Teacher Instructional Practices and Actions Students will Take to answer the Overarching Inquiry Question** | **Instructional** **Guidance and Resources**  *Instructional Guidance and resources listed below are offered as suggestions for educators to assist students in reaching the goals of the proposed sequence.* |
| **I can explain what “human geography” is.**  **I can apply the basic skills and vocabulary of a geographer**: *Mapping*.  Students will begin by sharing their own definitions or descriptions of geography. What is it? What is it not? Students may write answers before sharing them in a group/class discussion. Students may refer to [this guide from the Dartmouth library](https://researchguides.dartmouth.edu/human_geography), noting that human geography focuses on the relationships between humans and their environment, and how those relationships within space shape our behaviors. Geographers use maps, but geography is about more than memorizing maps.  Students will draw the continents on a beach ball, a balloon, or an orange/clementine. Each “globe” the students should create should include Africa, Asia, Antarctica, Australia, Europe, and North and South America, as well as the equator, prime meridian, and international date line. Use this time to review basic map concepts and regional locations. This can be done in groups or as individuals.  They will cut up the balloon/ball/orange in order to create a flat representation of the globe. Use this as a launching point to talk about distortion and map projections.  Students will read [this article on great circle routes](https://gisgeography.com/great-circle-geodesic-line-shortest-flight-path/) from GISGeography.com to further consider how maps, while helpful, must be understood to be flat representations of a round planet.  Finally, students will consider other tools used by geographers like GIS (geographic information systems) by [completing this activity online](https://www.esri.com/content/dam/esrisites/en-us/media/pdf/geoinquiries/human-geography/1-scale-aphg-geoinquiry.pdf). In this GeoInquiry from ESRI, students can access pre-made GIS layers and answer prompts to develop their understanding of the capabilities of GIS and to appreciate how space (i.e. distance) and our perception of it influences the choices we make on a daily basis. | Background knowledge will vary within each class. Note that the focus should not be on information students can find quickly by looking at a map, but rather the students ability to use and create maps to communicate complex information. For example, it is important for students to know the location of Africa, and it is more important that they know how to read maps to learn about Africa, to know that many maps distort the actual size of this giant landmass, and to be able to build accurate mental maps of the world. That said, a quick review activity such as this can help to activate prior knowledge of the locations of continents and oceans at the start of this course.  Students should engage with skills and vocabulary through applied geography throughout this unit. Students can complete basic, introductory, and/or administrative tasks that require them to practice these skills: mapping the classroom or school, using data to construct a chart to describe them/their summer, writing a poem or descriptive text about a place that is meaningful to them, creating regions of the classroom or cafeteria, studying the impacts of a current event at various scales, and identifying patterns in distribution of phenomena on maps (e.g. mapping pop vs soda, favorite NFL teams by county, election results, etc.)  Additional things to consider would be:   * Defining and comparing *location* and *place* * Comparing *absolute location* and *relative location* |
| **I can apply the basic skills and vocabulary of a geographer**: *Models and representations*.  For homework students will collect a set of data. The data could be but is not limited to: zip code of where 10 adults work vs where they live, locations of drinking fountains in the school, locations of street lights in their neighborhood, etc. After the data is collected the class can discuss different problems and solutions that they find with the set of data.  Students can read an [article](https://foodispower.org/access-health/food-deserts/) from FoodIsPower.org about food deserts, to build background knowledge about food deserts. Then students will find and map the grocery stores in their area. As a class the students can discuss: Are You in a Food Desert? Additionally, the class can reference a map from the [US Department of Agriculture](https://www.ers.usda.gov/data-products/food-access-research-atlas/go-to-the-atlas.aspx) of food deserts for the class discussion. | See the [United Nations Sustainable Development Goals Student Resources](https://www.un.org/sustainabledevelopment/student-resources/) for more ideas on ways to introduce students to economic development issues and human settlement issues at various scales. |
| **I can apply the basic skills and vocabulary of a geographer**: *Gather evidence and communicate findings*.  Students will look up a recipe of a food they enjoy eating, students can go to [allrecipes](https://www.allrecipes.com/).com to find an easy recipe. Then they will research where each ingredient originated, and map the origin of each ingredient on a map. | Ingredient Origin: Helpful hint is to type “where did \_\_\_\_ originate?” into google. Oftentimes ingredients will also originate in a region of the world like Southeast Asia, so it is also helpful to guide students to look up maps of regions they encounter, and often show students inset maps as well. |
| **I can apply the basic skills and vocabulary of a geographe**r: *Conditions Connections and Regions; Distribution and Pattern*.  Students will discover the regions of the US by locating regional grocery stores, fast food chains, or other chain businesses on google earth or any other mapping system. After they locate the data they can map the data and compare their map to an actual region map of the US to see how closely they line up with one another. Additionally, the class could look at linguistic differences in the US ([like the Soda vs Pop map](https://www.huffpost.com/entry/soda-vs-pop_n_2103764) from the Huffington Post) and see how they coordinate with [a US region map](http://www.scgeo.org/wp-content/uploads/2016/08/United-States.pdf) (see the “United States Regions map” or comparable maps of regions to consider in these outline maps from the [South Carolina Geographic Alliance](http://www.scgeo.org/)). | Regional store suggestions to map:  -Examples of regional fast food chains: Tim Hortons, Hardees, Carl’s Jr., Rush’s, In n Out, White Castle, Raising Cane, etc.  -Examples of regional grocery stores: Kroger, Piggly Wiggly, Harris Teeter, Meijer, Trader Joes, Lidl, Whole Foods, etc. |
| **I can apply the basic skills and vocabulary of a geographer**: *Scale; Distribution and Pattern*.  Students will create choropleth maps of presidential election results at various scales: local, regional, and national. They will look at voting precincts, county, state, and national data and map them on a map and discuss the patterns that they see.  Data for past elections in South Carolina can be found at [scvotes.org](https://www.scvotes.org/election-results). Students may also use this website to [locate their voting precinct](https://info.scvotes.sc.gov/eng/voterinquiry/VoterInformationRequest.aspx?PageMode=VoterInfo) and to [register to vote](https://www.scvotes.org/south-carolina-voter-registration-information), if/when eligible.  Maps of past national election results for presidential elections can be found at [270towin.com](https://www.270towin.com/historical-presidential-elections/timeline/).  After students have read and/or created their own maps, they will identify patterns. Which states or regions tend to vote certain ways? Why might those regions or states vote in those ways? If you were working for a political party or candidate, which states or areas would you focus on? Are there places you would not address due to their historic patterns? How have these patterns changed over time? How might they change in the future? | Teachers may choose to introduce students to gerrymandering during this activity or wait until unit 6 on political organization of space. To give students background on gerrymandering students can watch this video on gerrymandering from the [Washington Post](https://www.youtube.com/watch?v=bGLRJ12uqmk), and this video about the electoral college from [TED-Ed](https://www.youtube.com/watch?v=W9H3gvnN468), and also try this activity about gerrymandering from [The Choices Program](https://www.choices.edu/wp-content/uploads/2018/10/choices-twtn-gerrymandering-info-1.pdf). |
| **I can describe multiple ways that geography can make a positive impact on the world.**  Students will write a brief essay in which they define human geography and describe multiple ways that geography can be used to make a positive impact on the world. Students should reflect on their experience mapping food deserts, grocery or restaurant chains, linguistic patterns (such as “soda” vs. “pop”), and/or election results at various scales.   Students should be able to communicate a definition of human geography and a description of the skills used in this unit mapping activities to authentic audiences, whether it is their peers, their parents, or a community member. |  |
| **Optional COVID-19 case study:**  To bring in and document the historic COVID-19 pandemic, students will create maps, showing the spread of COVID-19 at different scales. Students will make a World Map, a US map, and a South Carolina Map. Students can find data from daily reports of COVID-19 cases on the [WHO](https://www.who.int/emergencies/diseases/novel-coronavirus-2019/situation-reports/) website.  Students also have the option of making infographics, or charts showing the spread of COVID-19. | This case study is a suggested way to connect the inquiry questions in each unit to authentic, on-going issues. This should allow for further inquiry on the part of the student, the application of geographic skills and concepts, and relevance to a current or contemporary crisis. Each unit includes resources for potential connections to this case study. Teachers may choose to implement this case study in full or connect to it in part in a single unit, multiple units, or across all units.  [The COVID-19 Dashboard](https://gisanddata.maps.arcgis.com/apps/opsdashboard/index.html#/bda7594740fd40299423467b48e9ecf6) is a powerful tool for observing data on the geography of the pandemic. |

**References**

**Additional Resources**

COVID-19 Dashboard by the Center for Systems Science and Engineering (CSSE) at Johns Hopkins University. (n.d.). Retrieved from <https://gisanddata.maps.arcgis.com/apps/opsdashboard/index.html#/bda7594740fd40299423467b48e9ecf6>

*Does your vote count? The electoral college explained*. (2012). Retrieved from <https://www.youtube.com/watch?v=W9H3gvnN468>

*Gerrymandering, explained*. (2017). Retrieved from <https://www.youtube.com/watch?v=bGLRJ12uqmk>

Gerrymandering: One Person, One Vote? (n.d.). Retrieved May 20, 2020, from <https://www.choices.edu/wp-content/uploads/2018/10/choices-twtn-gerrymandering-info-1.pdf>

South Carolina Geographic Alliance. (n.d.). Retrieved from <http://www.scgeo.org/>

Student Resources – United Nations Sustainable Development. (n.d.). Retrieved from <https://www.un.org/sustainabledevelopment/student-resources/>