

*Sample Social Studies Learning Plan*

**Big Idea/ Topic**

Connecting Theme/Enduring Understanding:

**Location:** The student will understand that location affects a society's economy, culture, and development.

Essential Question:

Why does location matter?

**Standard Alignment**

**SS6G11 Locate selected features of Australia.**

a. Locate on a world and regional political-physical map: the Great Barrier Reef, Coral Sea, Uluru/Ayers Rock, Indian and Pacific Oceans, Great Dividing Range, and Great Victoria Desert

**SS6G12 Explain the impact of location, climate, distribution of natural resources, and population distribution on Australia.**

a. Describe how Australia's location, climate, and natural resources impact trade and affect where people live.

**SS6E12 Describe factors that influence economic growth and examine their presence or absence in Australia.**

d. Describe the role of natural resources in a country's economy.

Connection to Literacy Standards for Social Studies and Social Studies Matrices:

L6-8WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Map and Globe Skills

2. use intermediate directions

6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps

Information Processing Skills:

11 draw conclusions and make generalizations

## Instructional Design

**\*This lesson has a flexible timeline and will cross over several days.**

**This lesson is intended to reach students in a virtual setting, whether plugged or unplugged. See bottom of lesson for list of unplugged supplies.**

**Part 1:** In a live or recorded session, students will start with the question, “What do I know about Australia?” Students will create a “brain dump” or complete an illustration activity about the same question. A brain dump is a way to assess what is known about a topic. Directions: On a plain sheet of paper or in your interaction notebook draw or sketch what you picture in your mind when you hear the word Australia, using no words only graphics. This can be used as a pre/post activity to compare before and after knowledge. Usually this is a timed activity – a minute or 90 seconds should be enough. Students will then share aloud their answers, and if permissible, complete a Think-Pair-Share activity. Students could use Flipgrid to complete this assignment. Once students have shared, they will then answer the question, “What do I want to know about Australia?” Again, students will share their answers per the teacher’s discretion. Students will keep this paper as the unit progresses and add to it as they learn new things or their idea of Australia changes. The teacher will review the essential question with the students.

**\*Unplugged variation** – Students can complete this same activity at home, and share with someone in their home, teacher, or class.. This can be done on any type of paper (lined or copy paper). Students could also make a list of “What do I know about Australia?” and “What do I want to know about Australia?”

**Part 2:** Once the opening is complete, students will then see a map of Australia. The teacher may pick a map from [this website](#) (Population density map included on link or in documents) to share with the students. To help the student get an idea of what the physical features look like, the teacher may want to share some of the following websites/images with the students. While viewing the source material, students should be asked to consider why each location matters in terms of how humans interact (culture, economics) with a physical location. (see checklist)

- [Population density map:](#)
- [Images of some of the physical features found in the standard:](#)
- [the Great Barrier Reef:](#)
- [Coral Sea:](#)
- [Uluru/Ayers Rock:](#)
- [Indian and Pacific Oceans:](#)
- [Great Dividing Range:](#)
- [Great Victoria Desert:](#)

After learning about each location, students can then label their maps with specific locations and include a brief description of why the location is important, printed [from this website](#) while the teacher is reviewing the physical features of Australia.

Teachers may also use Google Earth to show all the physical features of Australia.

**\*Unplugged variation**– provide students with the attached maps and images of each of the specific locations. For each location, have students consider the questions: How does the location of this place affect how people interact with it? How does the location of this place affect its role in the economy? After learning about each location, have them complete the blank map with each location AND a brief description of why THEY THINK that place matters.

**Part 3:** Now that you have learned about the location of the physical features in Australia, the student will learn about the population and natural resources of Australia. Students will read the article [“What are the major natural resources of Australia?”](#) This article partnered with the [PowerPoint presentation](#) will help students learn about the population of Australia and how the Natural resources impact the economy. Students may use the graphic organizer included with the lesson when reading the article to help with understanding.

**\*Unplugged variation**– Provide students with PPT presentation, the article, and the graphic organizer.

**Part 4:** Students can use the [google slides](#) to label the map AND give a brief description of why THEY THINK that place matters. At the end of the slides is a [“Who am I” activity](#). This part could be used as a formative assessment by introducing a few of them to students and then have them create their own. Also consider adding additional activity options for students such as creating a bumper sticker, commercial, travel ad, etc.

**Unplugged variation**– Instruct students to try a few of the “Who am I” activities, and then choose to create one of the following using what they learned about the importance of location in this lesson: their own “Who Am I” puzzle, a bumper sticker about location, commercial about one or more of the places in the session, travel ad about the places in this lesson.

**An alternative assessment (plugged or unplugged)** - Students could create a visual representation or brochure using the question: Why does location matter?”

## Student Learning Supports

### Ideas for Differentiation:

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. Note: If students are able to complete the activities on their own, it would be best to let them do this independently.

- [This map](#) can be used to help students; it already has the bodies of water labeled.
- Slides 6 and 7 of the slides presentation can be used for differentiation. There is a word bank and you can leave or delete those.
- Provide students with a partially completed graphic organizer.

### Opportunities for Extension:

- Students can create a Google Earth Project about the physical features of Australia. For example, [https://storage.googleapis.com/gweb-earth/education/pdf/ClassroomActivity\\_GetStartedEarth\\_EN.pdf](https://storage.googleapis.com/gweb-earth/education/pdf/ClassroomActivity_GetStartedEarth_EN.pdf)
- Students can create a brochure about the different physical features of Australia or pick one of their favorite physical features.
- Students could create an advertisement for one of the physical features of Australia. This could be one that they find interest in or teacher assigned.
- This website provides videos and interactive activities: <https://www.ga.gov.au/education/classroom-resources>

### Unplugged Supplies:

- Lesson checklist
- Interactive notebook or something to take notes on
- Printed Maps and images
- [Copy of PowerPoint](#)
- [Copy of blank maps and “who am I?”](#)

## Evidence of Student Success

Information for diagnostic, formative, and summative assessments are described within the Instructional Design.

## Engaging Families

Materials included to support unplugged learners: Lesson checklist, and printed materials

Optional materials to support learning not included: blank paper, interactive notebook or something to take notes on, blank drawing paper, colored pencils

## Location, Location, Location Australia Lesson Checklist

SS6G11 Locate selected features of Australia.

a. Locate on a world and regional political-physical map: the Great Barrier Reef, Coral Sea, Uluru/Ayers Rock, Indian and Pacific Oceans, Great Dividing Range, and Great Victoria Desert

SS6G12 Explain the impact of location, climate, distribution of natural resources, and population distribution on Australia.

a. Describe how Australia's location, climate, and natural resources impact trade and affect where people live

SS6E12 Describe factors that influence economic growth and examine their presence or absence in Australia.

d. Describe the role of natural resources in a country's economy.

Essential Question: Why does location matter?

Part 1:

- In your notebook/journal or on a page of the packet, brainstorm what you know about Australia. You can choose to write and/or draw your thoughts.

"Location: a place, a region (point, line, or area) on the earth's surface or elsewhere; where something is on the earth in terms of longitude/latitude or in relation to other places"

- On the same page, write why you think location matters.

Part 2:

- Look at each individual image provided and find each one on the maps included in your packet. For each location, think about these questions:
  - How does the location of this place affect how people interact with it?
  - How does the location of this place affect its role in the economy?
- After learning about each location, complete the blank map with each location AND a brief description of why YOU THINK that place matters.

Part 3:

- As you read the information in the PowerPoint, follow the instructions for annotating the information and answer any questions you find in the PowerPoint.
- Complete the graphic organizer as you read the article.

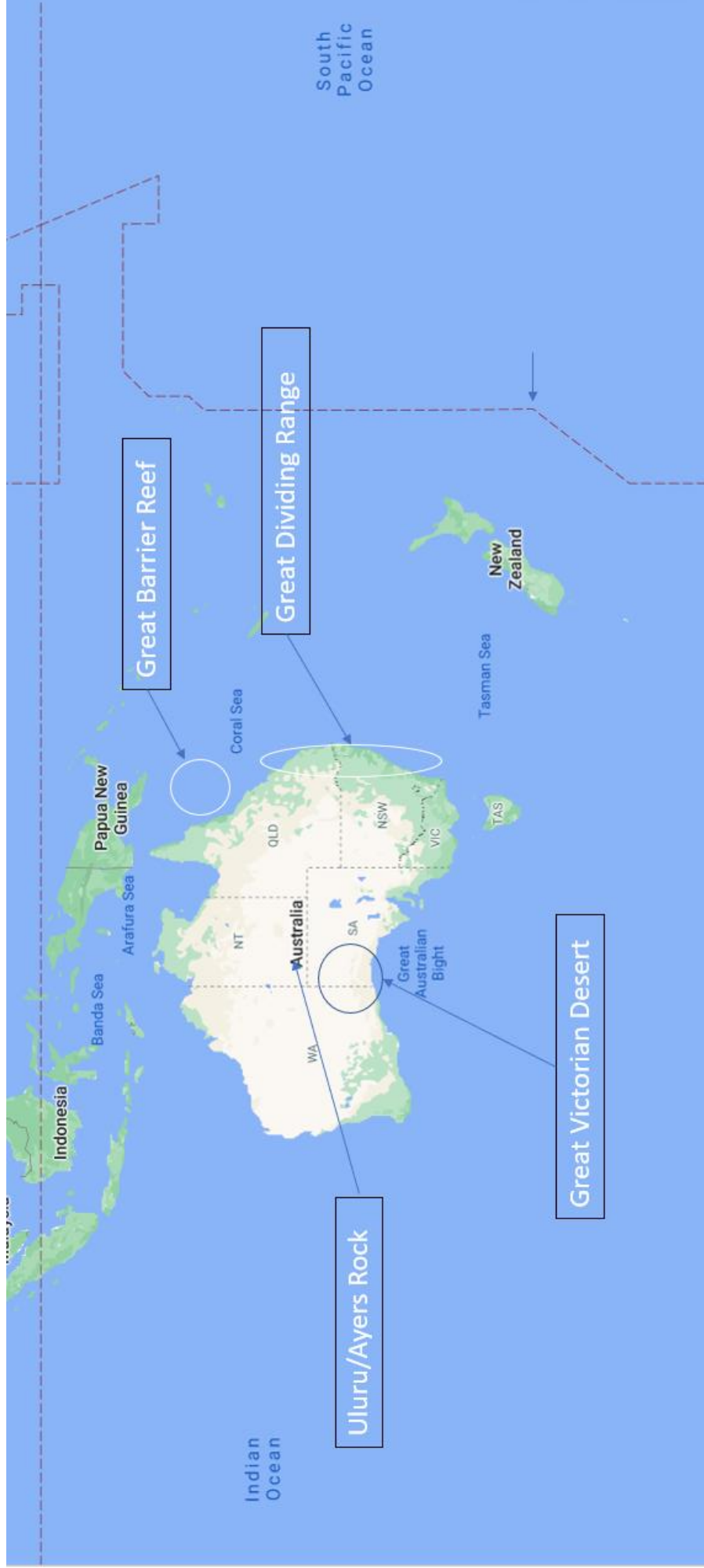
Part 4:

- At the end of the PowerPoint pages is a "Who am I" activity. Try a few of them to see how you do, and then you can choose to create one of the following using what you learned about the importance of location in this lesson: your own "Who Am I" puzzle, a bumper sticker about location, commercial about one or more of the places in the session, travel ad about the places in this lesson.



Australia





Great Barrier Reef

Great Dividing Range

Uluru/Ayers Rock

Great Victorian Desert

South Pacific Ocean

Indian Ocean

Indonesia

Papua New Guinea

New Zealand

Coral Sea

Tasman Sea

Banda Sea

Arafura Sea

Great Australian Bight

Australia

QLD

NSW

VIC

TAS

NT

WA

SA



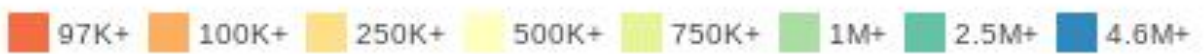
## Who am I?

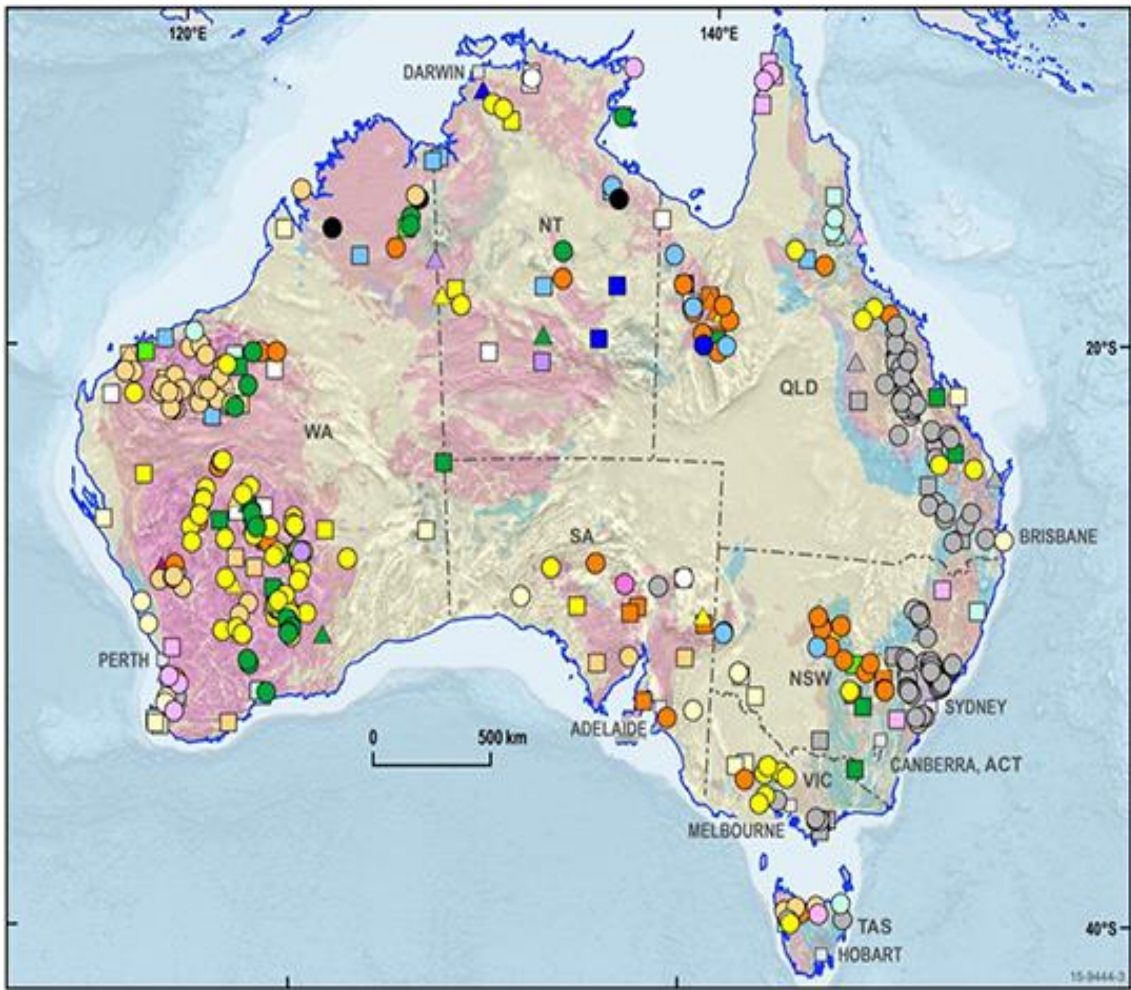
1. I am located in the Great Victoria Desert. If you can locate her then you can find me! Who am I?
2. If you ever visit Australia make sure you snorkel here, I am the world's largest! Who am I?
3. I am off the northeastern side of the country. I am a part of the Pacific Ocean. Who am I?
4. Using cardinal directions, I can be found on the east side of Australia. I am also the largest and deepest oceans. Who am I?
5. When you think of me, you think of me being located right off the western side of Australia, when I actually ALMOST surround the entire continent. Who am I?
6. I am a large mountain range located on the eastern side of the continent. Who am I?
7. While I am named after a British Monarch, I am home to indigenous groups and make up almost 5% of the country. Who am I?





**Population**





- Commodity type**
- Base metals - Cu (Zn, Pb, Ag, Au)
  - Base metals - Zn, Pb (Cu, Ag)
  - Base metals - Cu, Au, Uranium
  - Coal
  - Diamond
  - Gold, copper, silver, iron ore
  - Heavy mineral sands
  - Iron ore
  - Light metals - Al, Li, Mg
  - Other metals - Sn, Sb, W, Ta
  - Phosphate
  - Platinum-group elements
  - Precious metals - Au, Ag
  - Rare earth elements
  - Steel making metals - Ni, Cr, V, Co, Mo, Mn
  - Uranium
- Mine status**
- Operating mine
  - △ Developing mine
  - Mineral deposit

## Graphic organizer for article

Write three takeaways from the following sections in the article.

<b>Minerals</b>	<b>Petroleum</b>	<b>Natural Gas</b>	<b>Timber</b>
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.

### Questions:

- 1. Who buys minerals from Australia?**
- 2. What must Australia do to conserve its petroleum?  
Back up your response with evidence.**
- 3. What two main trees are found in the forests of Australia? Why is this important?**
- 4. Which area seems to bring the most profit to Australia? Provide evidence for your response.**