

RESOURCE LIBRARY
ACTIVITY : 30 MINS

Reflecting on Your Learning

Students reflect on their learning about Europe and identify any remaining questions about Europe that could guide future research.

GRADES

6 - 8

SUBJECTS

Geography, Human Geography, Physical Geography, Social Studies, World History

OVERVIEW

Students reflect on their learning about Europe and identify any remaining questions about Europe that could guide future research.

For the complete activity with media resources, visit:

<http://www.nationalgeographic.org/activity/reflecting-on-your-learning/>

DIRECTIONS

1. Compile and add to the class list of questions about Europe from Lesson 2, Activity 2.

Project, or write on the board, the class's list of questions about Europe that you started at the beginning of this unit. Invite volunteers to share additional questions they recorded throughout the unit. Add those to the class list.

2. Discuss each question and answer.

See how many of the questions students can answer based on what they have learned throughout this unit. As a whole class, discuss each question and its answer. On their own papers, have students mark each question with a checkmark if they correctly answered it, a "~" if they answered somewhat correctly, and an "X" if they did not answer correctly. For those questions that students answered somewhat correctly or incorrectly, have them identify and note maps or reading passages in the unit they could use to find the answers.

3. Have students ask any remaining or new questions about Europe.

Give students an opportunity to ask any remaining or new questions they have about Europe before closing out the unit. Tell students to record these questions and keep them as a possible list of things to explore for an independent research project about Europe.

Modification

You can use Lesson 10 as a summative assessment for the full unit.

Informal Assessment

Make sure students demonstrate their learning and growth by supporting their answers to the Lesson 2 questions with what they learned throughout the unit, making connections, and generating new questions.

Extending the Learning

Have students refer back to maps or reading passages in the unit to find the answers to questions they answered somewhat correctly or incorrectly. Use students' remaining or new questions to guide future lessons about Europe.

OBJECTIVES

Subjects & Disciplines

Geography

- [Human Geography](#)
- [Physical Geography](#)

Social Studies

- World History

Learning Objectives

Students will:

- reflect on their learning about Europe
- identify any remaining questions about Europe that could guide future research

Teaching Approach

- Learning-for-use

Teaching Methods

- Discussions
- Information organization
- Reflection

Skills Summary

This activity targets the following skills:

- Critical Thinking Skills
 - Analyzing
 - Evaluating
 - Remembering
 - Understanding
- Geographic Skills
 - Analyzing Geographic Information
 - Answering Geographic Questions

National Standards, Principles, and Practices

NATIONAL COUNCIL FOR SOCIAL STUDIES CURRICULUM
STANDARDS

- **Theme 3:**

People, Places, and Environments

NATIONAL GEOGRAPHY STANDARDS

- **Standard 18:**

How to apply geography to interpret the present and plan for the future.

Preparation

What You'll Need

MATERIALS YOU PROVIDE

- Lesson 2, Activity 2 questions about Europe
- Pencils
- Pens

REQUIRED TECHNOLOGY

- Tech Setup: 1 computer per classroom, Projector

PHYSICAL SPACE

- Classroom

GROUPING

- Large-group instruction

BACKGROUND & VOCABULARY

Background Information

During this unit on using maps to understand European physical and cultural landscapes, students used maps to think about how borders intersect physical and human geographical features, and how those intersections can lead to cooperation and/or conflict. Students developed skills in map analysis and mapping that analysis to specific situations. They explored case studies in Europe and in their own communities with the goal of seeing maps as

tools for understanding our world. Recognizing what they have learned and reflecting on that learning is critical to students' success in this unit. Gathering information about how students perceive Europe, its land, and its people at the beginning of the unit of instruction can be useful as a guide to help shape the lessons that follow. Comparing initial and final maps, questioning, and ideas is an instructional tool that will help you to identify future areas of study, how students' understandings have changed, and how to critically analyze and reflect on students' participation in the unit.

Prior Knowledge

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Recommended Prior Activities

- None

Vocabulary

Term	Part of Speech	Definition
border	<i>noun</i>	natural or artificial line separating two pieces of land.
country	<i>noun</i>	geographic territory with a distinct name, flag, population, boundaries, and government.
Europe	<i>noun</i>	sixth-largest continent and the western part of the Eurasian landmass, usually defined as stretching westward from the Ural mountains.
physical features	<i>noun</i>	naturally occurring geographic characteristics.

For Further Exploration

Articles & Profiles

- [National Geographic Education: Europe—Resources](#)
- [National Geographic Education: Europe—Physical Geography](#)
- [National Geographic Education: Europe—Human Geography](#)

Maps

- [NG MapMaker Interactive: Europe](#)
- [NG MapMaker 1-Page Map: Europe](#)
- [National Geographic Education: Europe MapMaker Kit](#)

Websites

- [National Geographic Education: National Teacher Leadership Academy \(NTLA\)](#)



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