

RESOURCE LIBRARY
LESSON

Looking Back, Looking Forward

Students reflect on changes in their own understanding of Europe by repeating some activities from the beginning of the unit, reviewing their previous questions and answers, and reflecting on what they have learned over the course of the unit.

GRADES

6 - 8

SUBJECTS*Geography, Human Geography, Physical Geography, Social Studies, World History***CONTENTS**

2 Activities

ACTIVITY 1: SEEING WHAT YOU HAVE LEARNED | 50 MINS

DIRECTIONS

1. Have students draw Europe's borders and physical and cultural features.

Give each student a copy of the blank map: Europe Without Borders. Ask them to think about what they've learned over the course of this unit, and draw what they now know about the physical features, cultural features, and borders. If students have difficulty, write the following list on the board:

- compass rose
- the border between Europe and Asia
- the prime meridian (0° longitude), which runs through England
- oceans
- borders of countries in Europe

- country names
- rivers, mountains, and other physical features
- areas where different languages are spoken and where particular religions are found
- historical country borders in Europe and how those have changed

2. Have students compare today's map to the same map from Lesson 2, Activity 2.

Ask each student to revisit the comparable map they drew for Lesson 2, Activity 2 of the Beyond Borders unit. Have them compare it to their map from Step 1 of this activity. Ask students to identify new physical or cultural features on their maps that they did not know before, by highlighting them or making a list on the back of today's map. Ask: *What have you learned?*

3. Have students compare ideas about Europe from Lesson 2, Activity 2 to today's ideas.

Ask students to revisit the lists of ideas they had about Europe from Lesson 2, Activity 2. As a whole class, review the ideas from Lesson 2 and ask students to describe how some of their ideas have changed. Encourage students to use the vocabulary they learned throughout this unit in their descriptions. Also encourage students to focus on concepts learned rather than discrete facts; for example, students should know that there is much language diversity in Europe versus the names of specific countries.

Modification

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

Informal Assessment

Ask students to write a summary of the similarities and differences in their maps from Lesson 2 and Lesson 10, including how well they can see changes in their own understanding. Evaluate students' Lesson 10 maps and summaries.

Extending the Learning

Have students make connections to current events in other parts of the world.

OBJECTIVES

Subjects & Disciplines

Geography

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

Social Studies

- World History

Learning Objectives

Students will:

- draw country borders and physical and cultural features of Europe on a blank map
- compare what they now know about Europe to what they knew at the beginning of the unit

Teaching Approach

- Learning-for-use

Teaching Methods

- Discussions
- Hands-on learning
- Reflection

Skills Summary

This activity targets the following skills:

- Critical Thinking Skills
 - Analyzing
 - Evaluating
 - Remembering
 - Understanding

- Geographic Skills
 - Analyzing Geographic Information
 - Organizing Geographic Information

National Standards, Principles, and Practices

NATIONAL COUNCIL FOR SOCIAL STUDIES CURRICULUM STANDARDS

- Theme 3:

People, Places, and Environments

NATIONAL GEOGRAPHY STANDARDS

- Standard 1:

How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information

Preparation

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

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.
language	<i>noun</i>	set of sounds, gestures, or symbols that allows people to communicate.
map	<i>noun</i>	symbolic representation of selected characteristics of a place, usually drawn on a flat surface.
mountain	<i>noun</i>	landmass that forms as tectonic plates interact with each other.
ocean	<i>noun</i>	large body of salt water that covers most of the Earth.
physical features	<i>noun</i>	naturally occurring geographic characteristics.
prime meridian	<i>noun</i>	imaginary line around the Earth running north-south, 0 degrees longitude.
religion	<i>noun</i>	a system of spiritual or supernatural belief.
river	<i>noun</i>	large stream of flowing fresh water.

ACTIVITY 2: REFLECTING ON YOUR LEARNING | 30 MINS

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

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physical features	<i>noun</i>	naturally occurring geographic characteristics.



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