Learn Through Experience

ADAPT

An interaction unit exploring the importance of physical environment to past, present, and future societies

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TEACHER GUIDE

PURPOSE

A major problem concerning geography teachers is the inability of students to become intellectually and emotionally *involved* in the study of physical geography. Anthropology and World History teachers also find it difficult to impress upon students how physical environment has shaped the cultures of various societies.

Is it possible to get students excited about the realities of Mediterranean vegetation or humid continental climate? Is it possible to expect students to leave the classroom still heatedly debating the influence of chaparral? In ADAPT's interaction structure your students become world-renowned scholars excitedly challenging and defending ideas that, if taught in many other classroom environments, might put them to sleep. In examining the ways in which different societies adapt to different physical environments, your students experience the following:

Knowledge

1. the distribution of the world's climate zones
2. the distribution of the world's vegetation zones
3. the distribution of wildlife in relation to climate and vegetation zones
4. the concept of biomes and their specific groupings of climate, flora, and fauna
5. the tremendous importance of environment to hunting-gathering and other societies
6. the methods societies have used to overcome the problems found in vastly different physical environments

Attitudes

1. appreciation of the ingenuity of humans belongs as reflected in various societies' adaptations to different physical environments

Skills

1. reading and interpreting maps dealing with specific geographic data: climate zones, vegetation zones, land forms, wildlife distribution, and mineral distribution
2. correlating data from various physical maps
3. obtaining and applying data from reference books to specific research problems
4. presenting research data to other students
5. preparing for and participating in group work
6. compromising while reaching group decisions
7. utilizing the overhead projector and transparencies while making large group presentations
8. evaluating the work of other classmates

OVERVIEW

ADAPT begins with you asking the class to decide which environmental factor (climate, vegetation, landforms, wildlife, or minerals) would be the most important in determining where a hunting-gathering society would exist on an unknown continent. A heated discussion results, with students defending and challenging choices but drawing no conclusions at this time. Then pass out the STUDENT GUIDE.

After learning that their unit grade will depend upon how many Research Investigation Points (RIPS) they acquire, students receive maps dealing with a specific environmental aspect of Schlunkland, a newly discovered continent. (The student might receive a climate map, a vegetation map, a landform map, a wildlife map, or a minerals map.) Using a pencil and penny, each student circles on his/her map the most logical place for a hunting-gathering society. The student next briefly explains his/her choice on the back of the map.

Students are then placed in groups of five in which all the various geographic factors—climate, vegetation, landforms, wildlife, minerals—are represented. After a chairperson is elected, each member explains his/her choice of a location in terms of his/her specific map. By the end of the hour, the group must agree on one common location. At this time the chairperson distributes a packet of research tasks to group members. The research tasks ask for data that applies only to the location chosen by the group and deals with topics such as how a specific environmental factor influences the food, clothing, shelter, etc., of the hunting-gathering society.

During the next class hour the various researchers present their findings to the other group members. Group members evaluate the quantity and quality of one another's research and then award RIPS. By the end of the hour, group members must pool their research and logic and fill out their SYMPOSIUM PAPER-MAP, which is the basis of their forthcoming large group presentation. A copy of the SYMPOSIUM PAPER-MAP is also prepared on an acetate overlay for overhead projection.

The third and fourth hours are spent listening to and challenging one another's symposium reports, as groups explain how their location would influence the behavior and culture of a hunting-gathering society. After each report and cross-examination session, the audience awards RIPS to the presenting group mem-

bers. At the end of all presentations, collect the papers and tally the RIPS.

During the fifth and final hour present a film on a real hunting-gathering society.

You can repeat the procedure above for three other cycles dealing with pre-industrial agricultural, industrial, and future societies.

TEACHING OPTIONS

ADAPT's four cycles can be utilized in isolation or sequentially.

- ***Cycle 1*** How do hunting-gathering societies adapt to their environments?
- ***Cycle 2*** How do pre-industrial agricultural societies adapt to their environments?
- ***Cycle 3*** How do industrial societies adapt to their environments?
- ***Cycle 4*** How would future societies adapt to and change their environments?

Recommended uses

- ***Geography*** Use Cycle 1 as a transitional unit to studying cultural geography after experiencing an introductory unit on physical geography.
- ***World history*** Use any cycle as an introduction to a stage in human history.
- ***Anthropology*** Use Cycle 1 as an introduction to study of a specific hunting-gathering society such as the Bushmen, Pygmy, or Plains Indian. Use Cycles 2, 3, and 4 as introductions to the ways changing technologies influence human cultures.
- ***Humanities*** Use Cycle 1 or 2 as a vehicle for examining how environment influences various societies' religion and art.

UNIT TIME CHART

(Intended as example; alter as desired.)

This chart is for Cycle 1: Hunting and Gathering Society. Adapt with comparable time allocations for Cycle 2: Pre-Industrial/Agricultural, Cycle 3: Industrial, and Cycle 4: Future societies

1	2	3	4	5
Read STUDENT GUIDE Students place hunting-gathering society on map Divide class into seven groups; groups choose chairpersons and select single area for society Distribute research task packets; individuals work on research tasks Optional: Give students a work day either in class or in library	Review Day 1 activities Individuals present research tasks to group Group members evaluate one another's work, award RIPS Groups completes SYMPOSIUM PAPER-MAP and transprency Groups share research Chairpersons collect research tasks; prepares presentation	Distribute SYMPOSIUM EVALUTION SHEET Collect SYMPOSIUM PAPER-MAP from all chairpersons Chairpersons present SYMPOSIUM PAPER-MAP assignment Other groups' members challenge each group's conclusions; experts from each group answer challenges Groups in audience evaluate each group's presentation and award RIPS	Continue Day 3 activities Collect SYMPOSIUM EVALUATION SHEETS, research task sheets, and SYMPOSIUM PAPER MAPS from chairpersons Record RIPS	Review the week's activities Show film on specific hunting-gathering society Conduct class discussion Announce the next cycle

WILDLIFE MAP: CONTINENT OF SCHLUNKLAND (Cycles 1, 4)

(Key to Wildlife Population Map)

MAMMALS

Aa	Aardvark	De	Deer	Lp	Leopard	Pu	Puma
An	Antelope	Dl	Dolphin	Ly	Lynx	Ra	Rat
Ar	Armadillo	El	Elephant	Ma	Mara	Rh	Rhino
As	Wild Ass	Fo	Fox	Md	Mandrill	Se	Seal
Ba	Bat	Ga	Gaur	Mb	Magabey	Sh	Shrew
Bb	Baboon	Gb	Gibbon	Mg	Mountain Goat	Sk	Skunk
Bd	Badger	Ge	Gerbil	Mi	Mice	Sl	Sloth
Be1	Brown Bear	Gi	Giraffe	Mk	Mink	Sq	Squirrel
Be2	Panda Bear	Gn	Guanaco	Mo	Moose	Ta	Tapir
Be3	Polar Bear	Go	Gorilla	Mq	Macaque	Ti	Tiger
Be4	Spectacled Bear	Gp	Gopher	Mr	Marmoset	Tk	Takin
Bi	Bison	Gu	Guenon	Ms	Mountain Sheep	Tr	Tamarin
Br	Boar	Gz	Gazelle	Mu	Musk Ox	Vi	Vicuna
Bu	Bush Baby	Ha	Hare	My	Monkey	Vo	Vole
Bv	Beaver	He	Hedgehog	Oc	Ocelot	Wa	Walrus
Ca	Caribou	Hi	Hippopotamus	Op	Opossum	We	Weasel
Cb	Capybara	Ho	Horse	Or	Orangutang	Wh	Warthog
Ce	Cebid	Hy	Hyena	Pc	Paca	Wi	Wildebeast
Ci	Chiru	Ib	Ibex	Pd	Prairie Dog	Wo	Wolf
Cl	Colobus Monkey	Ja	Jaguar	Pi	Bush Pig	Wl	Whale
Cp	Chimpanzee	La	Langur	Po	Porcupine	Ya	Yak
Ct	Cheetas	Le	Lemming	Pr	Pronghorn	Ze	Zebra
Cy	Coyote	Li	Lion	Pt	Potto		

BIRDS

al	Albatross	fa	Falcon	oi	Oilbird	ro	Roadrunner
au	Auk	gf	Guinea Fowl	os	Ostrich	rv	Raven
cc	Chickadee	gl	Gull	ow	Owl	sa	Swallow
ck	Prairie Chicken	gr	Grouse	pa	Parrot	su	Skua
cn	Crane	gs	Geese	pe	Peacock	sw	Swan
co	Condor	hk	Hawk	pg	Ptarmigan	tc	Toucan
cr	Crow	hn	Hornbill	ph	Pheasant	tm	Tinamou
cu	Curlew	hu	Hummingbird	pk	Parakeets	tn	Tern
do	Dove	hz	Hoatzin	qu	Quail	tu	Turacos
du	Duck	ju	Jungle Fowl	re	Rhea	vu	Vulture
ea	Eagle	mc	Macaw	rf	Rockfowl	wc	Wallcreeper
						wd	Woodpecker

MISCELLANEOUS

ab	Abalone	hb	Honey Bee	py	Python
at	Ant	lb	Lady Bug	rs	Rattlesnake
bo	Boa	lo	Locus	sc	Scorpion
bt	Boney Tail Fish	ls	Lobster	sm	Salmon
cd	Crocodile	lz	Lizard	st	Starfish
ch	Chameleon	me	Mussel	te	Termite
cs	Clams	ml	Mackerel	to	Tortoise
fr	Frog	ol	Olivella	ts	Tsetse Fly
ht	Horney Toad	oy	Oyster	tt	Trout
				vp	Viper

LOGIC:

NOTE: ★ = summer location ● = winter location

NATURAL HAZARDS MAP: CONTINENT OF SCHLUNKLAND (Cycle 3)