

Physical geography and borders

Level: upper-intermediate (B2)

Time: 45 minutes

Aims:

- To learn about different borders
- To learn about resources
- To research examples of physical geography and borders
- To explore how geography creates physical borders
- To look for specific information in the internet
- To transfer the information – write an article.

Language functions:

- To describe places, objects, countries
- To plan and analyze
- To read for specific information
- To define the rules for dividing the resources of the North Sea
- To create a map with borders
- To use the research to write an article.

CLIL: Geography and Biology.

Materials: web pages, worksheet A

STAGE	AIMS	PROCEDURE	TIME	MATERIALS
Warm-up activity	To provide students with introduction to the topic	Ask your students what they know about the North Sea. Write down any specific information your students come up with. Next tell your students that this sea contains valuable resources such as oil and fish. Now ask your students who has the rights to these resources, how we define borders in such case. Who controls the exploitation of these resources. Have a short discussion about it.	5min	
Main part of the lesson	To introduce the project. To get students interested. To work with web pages. To look for specific information. To transfer the information.	1.Introduction to the project. Divide students into small groups. Explain to students that their tasks will be to define the rules, in any way that they see fit, for dividing the resources of the North Sea and to create a map defining those borders. Make sure students understand that the borders they draw within the North Sea will allocate resources to individual countries. The only rules are that a country must have a coastline that borders the North Sea. Students do not necessarily need to give every country a share of the North Sea. To find some more information students can go to page : http://www.britannica.com/EBchecked/topic/419398/North-Sea Give your students Worksheet A – a map of borders within the North Sea.	5min	Web pages Worksheet A

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		<p>2. Task</p> <p>Show your students a map on a whiteboard/ projector :</p> <p>http://education.nationalgeographic.com/education/mapping/outline-map/?map=Europe%26layers%3DT,T,T,T,T,T,T,T,T,T,T,T,T,T,T,T&ar_a=1</p> <p>Ask your students to go to an interactive map :</p> <p>http://education.nationalgeographic.com/education/mapping/interactive-map/?ar_a=1</p> <p>And use any information they find useful for completing their task. Each group has the same task to do- to define the rules for dividing the resources of the north Sea. Give your students about 20 minutes to do this task.</p> <p>3. Presentation</p> <p>After 20 minutes, have each small group present their borders and the thinking behind their decision-making. Allow other groups to ask questions after each group presents.</p>	20min	http://education.nationalgeographic.com/education/mapping/outline-map/?map=Europe%26layers%3DT,T,T,T,T,T,T,T,T,T,T,T,T,T,T,T&ar_a=1
Wrap-up	Project - webquest	<p>Tell your students that they will prepare a webquest on this topic- a set of rules for defining the rules of dividing the natural resources of the North Sea. Give them worksheet B with some useful information and questions concerning the topic. This may help students to discuss and prepare the project. The students may have 2-3 weeks to prepare the webquest in the same groups they were working during the lesson.</p>	8-10min	
			3-4min	

Sources:

<http://www.britannica.com/EBchecked/topic/419398/North-Sea>

http://education.nationalgeographic.com/education/mapping/interactive-map/?ar_a=1

Notes:

You can give students web pages or let them find their own sources. However, some guidance here is required.

Interactive map - Copyrights: National Geographic Program

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Credits:

Pictures: www.nationalgeographic.org