This sheet must be ready BEFORE class begins. Do not write on it during class (except to add a marginal comment reflecting interesting information you get in class). You may bring a copy of readings, but open them ONLY to look at, say, an illustration being discussed, not to feed your discussion points. I may sometimes collect these sheets at the end of the day and give them back the next class day. Save this sheet and put it in your journal.

Topic: ________________________________ Date:_______ Name:_____________________

(as listed on syllabus)

1. Preliminary:
   A. a.) Chapter or reading.

   b) If the author(s) are new, tell something about them. (Skip this item if author(s) are not new.)

   B. Definitions: List (and define if possible) up to 6 terms that were new to you or needed clarification. Indicate which are still hazy.

2. List the major subtopics (if any) in each reading and a main point (or interesting idea) expressed in each.
3. In what ways does the material apply to your life (past, present, future)? Has it caused you to alter your perceptions, feelings, or beliefs about geography or professional skills? If so, how? (Indicate in your answer whether you had a positive or negative reaction to it.)

4. What three lesson plans (for three different grade levels: primary, middle, and high school) did you select that are associated with this material? [Answer for each of the readings in Bergman/Renwick... You only need to do two when it is a half chapter, any two grade levels. Take lesson plans from at least 2 different sources, several sources over the course of the semester.]

5. Select one concept included in these reading that is not the subject of the lesson plans you selected and suggest a lesson that might help students grasp the concept or prepare them for encountering it later. When possible, draw from personal experience (or perhaps something you read outside of coursework). (Indicate grade level; you don’t always have to use the same one.)
6.-8 [For B&R chapters]
6. Which national standards relate most closely to this topic?

   The World in Spatial Terms
   ___  1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective
   ___  2. How to use mental maps to organize information about people, places, and environments in a spatial context
   ___  3. How to analyze the spatial organization of people, places, and environments on Earth’s surface

   Places and Regions
   ___  4. The physical and human characteristics of places
   ___  5. That people create regions to interpret Earth’s complexity
   ___  6. How culture and experience influence people’s perceptions of places and regions

   Physical Systems
   ___  7. The physical processes that shape the patterns on Earth’s surface
   ___  8. The characteristics and spatial distribution of ecosystems on Earth’s surface

   Human Systems
   ___  9. The characteristics, distribution, and migration of human populations on Earth’s surface
   __ 10. The characteristics, distribution, and complexity of Earth’s cultural mosaics
   ___ 11. The patterns and networks of economic interdependence on Earth’s surface
   ___ 12. The processes, patters, and functions of human settlement
   ___ 13. How the forces of cooperation and conflict among people influence the division and control of Earth’s surface

   Environment and Society
   ___ 14. How human actions modify the physical environment
   ___ 15. How physical systems affect human systems
   ___ 16. The changes that occur in the meaning, use, distribution, and importance of resources.

   The Uses of Geography
   ___ 17. How to apply geography to interpret the past
   ___ 18. How to apply geography to interpret the present and plan for the future

Read the section on those standards for at least one grade group [K-4 (GL Ch 5), 5-8 (Ch 6), 9-12 (Ch 7)] and tell one thing about what you read (something particularly interesting, surprising, impressive,...).

7. Which Michigan Curriculum Framework standards relate most closely?

   ___ 1-People, Places, and Culture ___ 2-Human/Environment Interaction ___ 3-Location, Movement, and Connections
   ___ 4-Regions, Patterns, and Processes ___ 5- Global Issues and Events

Read the benchmarks for these standards in MI CliMB <www.miclimb.net> for at least one grade group [EE, LE, MS, HS] and tell one thing about what you read (something particularly interesting, surprising, impressive,...).

8. If you see an assessment item that relates reasonably closely and you have not yet read it, read it and comment on its potential value.

<table>
<thead>
<tr>
<th>Elementary</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>People, Places and Cultures</td>
<td>People, Places and Cultures</td>
<td>People, Places and Cultures</td>
</tr>
<tr>
<td>_Comparing Forest Ecosystems</td>
<td>_Regional Cultural Comparison</td>
<td>_Global Human Welfare Issues</td>
</tr>
<tr>
<td>_Endangered Peoples</td>
<td>_Regional Comparison of Places</td>
<td>_Human Environment Interaction</td>
</tr>
<tr>
<td>_US Population Trends</td>
<td>_Human Environment Interaction</td>
<td>__ Acid Rain</td>
</tr>
<tr>
<td>Human Environment Interaction</td>
<td>__Location, Movement, and Connections</td>
<td>__Urban Revitalization</td>
</tr>
<tr>
<td>_Human Environmental Interactions</td>
<td>__Human Settlement</td>
<td>__Location, Movement, and Connections</td>
</tr>
<tr>
<td>_Great Lakes Shoreline Erosion</td>
<td>__Route Planning</td>
<td>__Multinational Corporations</td>
</tr>
<tr>
<td>Location, Movement, and Connections</td>
<td>__Making Decisions about Location</td>
<td>__US Transportation Issues</td>
</tr>
<tr>
<td>_Industrial location</td>
<td>__Regions, Patterns, and Processes</td>
<td>__Issues of Corporate Downsizing</td>
</tr>
<tr>
<td>_US Migration Patterns</td>
<td>_North American Climates</td>
<td>__Regions, Patterns, and Processes</td>
</tr>
<tr>
<td>Regions, Patterns, and Processes</td>
<td>__Regional Comparison of Employment</td>
<td>__A Meteorology Inquiry</td>
</tr>
<tr>
<td>_A Region in Michigan</td>
<td>Global Issues and Events</td>
<td>Global Issues and Events</td>
</tr>
<tr>
<td>Global Issues and Events</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>