

**Making Geography Authentic!**  
**Macalester College**  
**July 9 – July 20, 2007**  
**Institute Overview**

Overview of Institute

The “Making Geography Authentic! Meeting the Minnesota Graduation Standards” Institute will prepare teachers to integrate reading strategies into authentic geography and social science curriculum in order to help students achieve the Minnesota Graduation Standards for Geography and History. The institute is organized around Geography’s Fundamental Themes, Immigration, Urban Geography, Major World Regions, Origins and Settlement Patterns of Minnesotans, Minnesota Historical Geography, Authentic Pedagogy, and Reading Strategies. As a result of the institute participants will acquire a greater knowledge base of geography and incorporate authentic lessons into their curriculum. In addition, participants will construct an authentic geography lesson with strategic reading strategies available to teachers statewide via the MAGE website. Also, participants will teach the lesson in their classroom and present results of students’ learning to colleagues during a professional meeting.

Goals of Institute

The purpose of the institute is to enable teachers to develop authentic curriculum focused on integrating reading into geography lessons that deal with the origin regions of immigrants to the Twin Cities, urban geography, and the geography of Minnesota and the neighborhoods in the Twin Cities that house large numbers of immigrants in order to meet the Minnesota Graduation Standards.

The major goals of the institute are:

- To expand teachers’ knowledge of geography’s fundamental concepts and the geography of major world regions to understand the linkages of students’ lives and the origin areas of recent immigrants to meet the social studies standards
- To enable teachers to put into practice the principles of authentic pedagogy in their classroom teaching and to enhance teachers’ understanding of strategic reading strategies for the geography curriculum

As a result of the institute, teachers’ impact on students’ learning should be significant. Their students will think more deeply and engage in substantive conversations of geography through critical reading and literacy learning activities to make meaningful connections beyond the classroom.

Objectives of Institute

The Making Geography Authentic! Institute has several objectives for the participants:

1. Develop a lesson that incorporates geography content, reading strategies, and authentic pedagogy to meet the Minnesota Geography and History Standards
2. Attend the follow-up weekend session on September 29-30
3. Present the lesson and results of students’ learning of the lesson to colleagues at a professional meeting

### Lesson

Complete a lesson based on the content of the institute using authentic pedagogy and a reading from an informational text. The lesson template serves as a guide to construct a lesson that incorporates information from lectures, strategic reading strategies, and authentic pedagogy to meet Minnesota Geography and History Standards. Microteaching will occur on **Friday, July 20.**

### Follow-up Session

The September 29-30 field trip will take participants to northern Minnesota to focus on the development of Minnesota and the current development of China and China's new links to Minnesota. An email will be sent prior to the follow-up session outlining the weekend's events. An alternative also available to all participants is the annual GEOFEST Minnesota, which will be held at Macalester on Saturday, October 27 for a full day of geography presentations. In addition, the BASIC Skills Workshop for pre-service and novice teachers will be held Saturday, November 10 at Hamline.

### Professional Development Presentation

Share the Making Geography Authentic! Institute with your colleagues at an in-district or out-of-district professional meeting. This presentation may be given to a subject area, grade level, or heterogeneous group of colleagues. It may be given to colleagues in your school, school district or at a subject-area workshop. You may present your lesson individually or collaboratively. Document your presentation using the forms provided by **January 15, 2008.**

This "action research" will validate your effective teaching, meet institute goals, provide you with course credits or CEUs, and encourage a vision for your future teaching.

| Project Outline  |   |   |
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| Goals  | Content   | Activities  |
| Enhancing teacher understanding of authentic pedagogy  | Presentations and practice in instructional strategies and curriculum design, and assessments.    | Model authentic pedagogy (e.g., real world issues and pertinent data used to propose decisions).                              |
| Understanding the culture and regional geography of Africa, Latin America, and Asia  | Geography of regions  | Classroom demonstrations and discussions about fundamental patterns and interconnections                                      |
| Understanding of the patterns of immigration to Minnesota  | Maps and graphs of origin country and destination community characteristics                       | Lectures and discussions on migration to the U.S. reinforced by GIS work using census data                                    |
| Understanding of the settlement patterns of immigrants in Minnesota  | Comparison of immigrant neighborhoods with larger metro area                                      | Field trip/site visits to key locations in Twin Cities plus interviews with community members/agencies (in follow-up session) |
| Ability to teach reading as a part of social studies curriculum  | Pedagogy for teaching strategic reading.  | Discussions and demonstrations of pedagogy for teaching strategic reading   |
| Active learning approaches   | Emphasis throughout on inquiry, questioning, listening, responding, analysis, and decision-making | Workshop sessions during which teachers develop lessons and demonstrate them to others  |
| The Following Academic Year  |   |   |
| Teachers will use authentic pedagogy. Students will improve their reading ability and master the new geography standards required by the Minnesota Department of Education Teachers will attend two workshop days at Macalester College and lead a professional development program featuring their curriculum. Develop awareness of and ability to use GIS systems. |   |   |