

The Details are in the Picture: Using Geoguessr to Analyze Physical and Cultural Geography

Author Jason Neenos
Grade Level High School
Duration 1-2 class periods

National Standards

GEOGRAPHY

Element 1: The World in Spatial Terms

1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information
2. How to use mental maps (a person's internalized picture of a part of Earth's surface) 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

Element 2: Places and Regions

4. The physical and human characteristics of places
6. How culture and experience influence people's perceptions of places and regions

AZ Standards

ELA

Writing

Text Types and Purposes

- 9-10.W.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
 - c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.

Arizona Social Science Standards

GEOGRAPHY

The use of geographic representations and tools help individuals understand their world.

- HS.G1.1 Use geographic data to explain and analyze relationships between locations of place and regions. Key tools and representations such as maps, remotely sensed and other images, tables, and graphs
- HS.G1.2 Use geospatial tools and related technologies to construct relevant geographic data to explain spatial patterns and relationships. Key tools and representations such as Google Earth, story mapping, wayfaring apps, and other geospatial technologies

Human-environment interactions are essential aspects of human life in all societies.

- HS.G2.1 Analyze interactions within and between human and physical systems.
- HS.G2.2 Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.
- HS.G2.3 Evaluate the impact of human settlement on the environment and culture of specific places and regions.

Overview

Google Street View brings the world to your classroom. This exciting tool gives students the chance to explore the world by using their computer.

Purpose

In this lesson students will apply critical thinking skills with the concept of human and physical geography in order to accurately surmise their location in the world from a photo.

Materials

- Computer lab with internet connection and word processing application
- The Details are in the Picture PowerPoint
- Projection device
- GeoGuessr Framework Guide
- Assessment Rubric for Picture 1 and 2 Worksheets
- Writing Assignment and Scoring Guide

Objectives

The student will be able to:

1. Identify characteristics of cultural and physical geography.
2. Apply characteristics of cultural and physical geography to correctly identify a place.

Procedures

Prerequisite Skills: Students should already know computer commands such as screen shot (use Print Screen on PCs or use Grab on Macs) and paste. Prior to the sessions, email students the Word files: GeoGuessr Framework Guide, Assessment Rubric for Picture 1 and 2 Worksheets and Writing Assignment and Scoring Guide. These files can be then typed upon and submitted to the teacher when completed.

SESSION ONE

1. Begin the class by explain the tools that will be used today and in the next session: Google Street View (provides panoramic views from positions along many streets in the world) and Geoguessr (a geography game which takes you on a journey around the world and challenges your ability to recognize your surroundings).
2. Project slides 1-4 of the Details are in the Picture PowerPoint. (1st Paris, France; 2nd Washington, D.C.; and 3rd Grand Canyon, Arizona) After the students identify the location, ask them how they knew location. Record the responses on the board.
3. Discuss place identification through human/cultural and physical markers. Categorize the students' previous identifiers written on the board as either human/cultural or physical.
4. Project slides 5-8. Go over the four examples of pretend students identifying locations using human/cultural and physical identifiers to form guesses. Pay special attention to the sample conversations provided. These conversations share the logic the pretend students are using. Then show slides 9-10.
5. Explain how Geoguessr works. Students are given a random image from Google Street View.

- Based on the visual clues, they will then locate the place on the world map. The closer to the actual location it is, the more points they get.
6. Instruct students to locate the GeoGuessr Framework Guide in their email. Pair the students off and have them play Geoguessr. Emphasize that they should discuss identifying characteristics and agree on a location before choosing a location.
 7. For their assignment, they must take a screen shot of two of the images they get. They are to paste the images into the GeoGuessr Framework Guide and explain in a paragraph or more what human/cultural and/or physical identifiers they used to make their guess.
 8. After the five images, a map is produced marking the student's guesses and the actual locations. Have the students take a screen shot of the map and paste that into the word document. Have students create mind map or take notes for completing the writing assignment topic: **In order to successfully understand the world, a person needs to have geographical knowledge.**

SESSION TWO

For this session, print out enough anonymous GeoGuessr Framework Guide responses so each student has one.

9. Distribute the completed GeoGuessr Framework Guide and Assessment Rubric for Picture 1 and 2 Worksheets to each student. Instruct students to highlight what human/cultural and/or physical identifiers were recorded by the student in the Framework Guide. Have students grade the student work using the rubric.
10. Assign the argumentative writing assignment and share the Scoring Guide. This will be viewed as homework if not completed in class.

Assessment

Geography

Students will assess each other's GeoGuessr Framework Guide using the Assessment Rubric for Picture 1 and 2 Worksheets. Mastery will be considered a 3 or higher on the rubric.

ELA and Geography

The Argumentative Writing Assignment will be graded using the Scoring Guide. Mastery will be considered a score of 80% or higher.

Extensions

Students can make their own Geoguesser images from vacation photos.

Adaptations

For gifted students, teachers can provide a link that can limit the time the student has for each guess.

For lower performing students, teachers can provide them the Google Street View Coverage Map to help narrow the choices.

Sources

Informational summary about Google Street View is provided by Wikipedia.

Informational summary about Geoguessr provided from their website.

Photos of Eiffel Tower and Capitol are provided by author.

Photo of Grand Canyon is provided by National Park Service.

Photo of Nashville Parthenon is provided by Wikipedia.