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

Students learn about perceptions of place.

Adapted from: Put here name of person for major attribution (delete if inappropriate)

<table>
<thead>
<tr>
<th>Author</th>
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<tbody>
<tr>
<td>Grade Level</td>
<td>High School</td>
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<tr>
<td>Duration</td>
<td>1-2 class periods</td>
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### National Geography Standards

**ESSENTIAL ELEMENT TWO: PLACES AND REGIONS**

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

### Arizona Geography Strand

**Concept 2**

**PO 1.** Identify the characteristics that define a region:
- physical processes such as climate, terrain, and resources
- human processes such as religion, political organization, economy, and demographics

### Other Arizona Standards

**ELA Common Core Standards**

**Writing**

**Text Types and Purposes**

9-10.WHST.1 Write arguments focused on **discipline-specific content**.
- Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- 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.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from or supports the argument presented.

11-12.WHST.1 Write arguments focused on **discipline-specific content**.
- Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from
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
- LCD projector
- Writing Assignment and Scoring Guide
- Assessment Rubric for Worksheets

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.

SESSION ONE

1. Explain the tools: 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. Begin the class by identifying the locations of first three slides in the 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. After identifying the pictures, discuss place and place identification through human/cultural and physical markers. Categorize the students’ previous identifiers as either human/cultural or physical
4. 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.

5. Explain how GeoGuessr works (students are given an image from Google Street View and mark on a map where in the world they think it is. The closer to the actual location it is, the more points they get).

6. 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. 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.

7. 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 2
8. The next day, print out enough anonymous GeoGuessr Framework Guide responses so each student has one. Using a highlighter, the student will highlight what human/cultural and/or physical identifiers were found. Then the student will discuss any possibilities that were missed and assess the paper using the rubric.

9. Have students complete the argumentative writing assignment. Can be viewed as homework.

Assessment

Students will assess each other’s worksheets using the provided rubric. Mastery will be considered a 3 or higher on the rubric.

The Argumentative Writing Assignment will be graded for the following:

a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. (10 points)
b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns. (10 points)
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. (10 points)
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. (10 points)
e. Provide a concluding statement or section that follows from or supports the argument presented. (10 points)

Mastery will be 80% or higher.

Extensions

Students can make their own GeoGuessr 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.