

Lesson Plan  
What the World Was Like?

Teaching level Geography and an extension in other history classes. It is an example of how external forces made migration necessary.

Introduction:

Students will be introduced to several time periods from Cenozoic to Cretaceous to the Continental Drifts. Students will work with the idea of what the landforms looked like at these times and why it was necessary for things to migrate.

Lesson Description:

Students will be introduced to the time the solar system was being created all the way to the supercontinent theory called Pangaea. Students will be introduced to the importance of migration and why it took place. Students will be introduced to Hot house and Ice house climatical theories. Students will understand the need for migrations.

Objectives:

Students will be able to explain what has happened to the earth's surface since the beginning of the development of the solar system.  
The students will be able to explain continental drift.  
Students will be able to better understand why existing life migrated.

Activity:

1. Review some of the basic facts of the evolution of the Solar System.
2. Divide class into small groups of 3 to 4.
3. Ask students to discuss what they think happened to make the continents move.
4. Tell the students they are going to explore some documents that explain the Continental Drift theory.
5. Have the students go to the web site [www.palaeos.com/Mesozic/Mesozic2.html](http://www.palaeos.com/Mesozic/Mesozic2.html)
6. Read and discuss the events of each stage of the development of the earth surface and what was going on in each stage as a class.
7. Explain to the students the sites in Nebraska that can be visited where these changes

are seen.

8. Talk about Hot house and Ice house theories.

9. Discuss the factors of migration and why they were pressured to migrate where they did.

10. Discuss the importance that climate had in each area and its affect on migrations.

11. Have students break back into their groups. Each group will give a hypothesis of how they think the continents will be positioned in the future.

12. Have each group orally share hypotheses with the other groups.

Evaluation:

Three points if students was active in class participation and can site at least 5 major details.

Two points if student was active in class participation and can site at least 3 major details.

One point if student was somewhat active in class participation and can site at least one major detail.

Vocabulary:

Hypotheses- Educated Guess

Continental Drift-the theory that the continents were once joined and then slowly drifted apart.

Spreading-a process by which new land is created when sea plates pull apart and magma wells up between the plates.

Subduction-a process by which mountains can form as sea plates dive beneath continental plates.

Plate tectonics-the term scientists use to describe the activities of continental drift and magma flow which create many of Earth's physical features.

Pangaea-when the present day continents were on big supercontinent.

Standards:

12.1.13 Students will develop skills for historical analysis.

