

EXAMPLE OF SURFACE, DEEP, AND TRANSFER STRATEGIES IN GEOGRAPHY

Phase of Learning	Example Instructional Strategies
Surface level learning of the terms: natural resources, power, scarcity	<ul style="list-style-type: none"> • Vocabulary instruction of <i>natural resources</i> • Wide reading about natural resources • Summarizing understanding of natural resources • Repeating above strategies with the terms of <i>power</i> and <i>scarcity</i>
Surface level learning of primary and secondary source analysis	<ul style="list-style-type: none"> • Teacher modeling source analysis using IREAD strategy (Monte-Sano et al., 2014) • Teacher providing feedback on source analysis • Jigsaw strategy with sources on the Nile river
Deep level learning about power, resources, and scarcity on the Nile as well as source analysis	<ul style="list-style-type: none"> • Completing graphic organizers about power, resources, and scarcity on the Nile River • Close reading of differing opinion articles about the situation on the Nile River • Engaging in a class discussion to generalize about the relationships between and among these concepts • Thinking metacognitively about their understanding of the relationship
Transfer level of learning about power, resources, and scarcity as well as source analysis to new situations	<ul style="list-style-type: none"> • Students compare similarities and differences between the Nile river situations and another situation where resources, scarcity, and power play a role, such as the Tigris river that flows through Turkey and Iraq. • Students debate about the role of international groups where resources become scarce • Students compose an essay about an international conflict among scarce resources and make recommendations about solving the problem

Figure 1.1