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Five Themes of Geography in the Western Hemisphere

Identify locations of favorite books and book characters:

1. Paddington Bear (Peru)
2. Heidi (Switzerland)
3. Ferdinand the Bull (Spain)
4. Strega Nona (Italy)
5. Red Riding Hood (Germany)
6. Madeline (France)
7. Ping (China)

\*Foldable using the Five Themes

\*Activities using Exploring the \_\_\_\_\_\_\_\_?\_\_\_\_\_\_\_\_ using the Five Themes of Geography books by Nancy Golden

\*What do you know about Tennessee?

Activities for Teaching the Five Themes of Geography:

Location:

1. Create a memory outline of the world, country, or state at the beginning of the school year. Collect the maps. At the end, repeat the activity. Bring out the other maps. Compare the changes.
2. Design a country. Create a map. Include natural features and human made features. Name the country. Decide the government, economy, resources, etc of the country.
3. Map Puzzle. Collect state and regional maps from the United States or world. Cut selected pieces from these maps. Students can use place names, natural features, and other clues on the map pieces to try to figure out which state or world each piece is from.
4. Famous places. Give picture and some information of the place to students. Students have to determine the latitude and longitude.
5. Use latitude and longitude to locate cities that are home to the MLB baseball teams. Can also use cities for NBA basketball teams, NFL football teams, and World Soccer.

Place:

1. ABC Activity to describe the place in which they live. The word they use can describe a unique feature, the weather, or the culture of the area.
2. How many ways can we say hello? Locate countries on a map. Post the word hello on that particular country in its own language. Compare the different languages of the world. Notice how some languages are found in more than one place.
3. Assign students the name of a country or state. Students will research the place. Students will use the information to design a postage stamp or postcard. The stamp or postcard can be a physical feature, person, or landmark. Students will present to class and explain why they chose what they did.
4. Why is this place famous? Students will draw their famous place. They will give the:
5. Name of the famous place
6. Location of the famous place
7. Absolute location of the famous place
8. Human characteristics and/or physical characteristics of the famous place
9. Brief description of the famous place
10. Geo Term Booklet—students will create a ten-page geography term booklet, using real-world land forms as examples for each term. Students will also give the definition of the term. Students will need to illustrate the term.

Human-Environment Interaction:

1. Read the Lorax—This is an excellent book about human environment interaction. What does each character symbolize? How is each character affected by the Onceler?
2. Collect population data of hometown for the last 100 years or 50 years. Students can create graphs to show how the town’s population has changed over the decades. How has population change affected the town?
3. Wants and needs—students will make lists of things they want. Which of those things do they really need? How many of those things that they really need can be found in the natural environment? Which things are made by people?
4. Go Natural—What if yards were never mowed, watered, left unplanted, leaves left alone, etc? Students will discuss and draw pictures of yards that have been left to go natural.
5. Identify ways in which the people and the environment interact. Have a collection of photos from around the world. Divide students into groups. Assign each group a country or region of the world. Students will look through photos for physical characteristics and/or human characteristics. Students will need at least one photo each of their country or region. Students will paste on construction paper. Put name of country or region on the back. Other students will guess the country or region by using the different photos.

Movement:

1. Products—where do the products we use originate from? Students will collect labels from foods, clothing, toys, and other products they use. Where their everyday products come from? Are any of the products from the United States or from the state in which they live in? Discuss Global Interdependence.
2. Students can graph the above information to see which continents made the most products they use every day.
3. Ancestry—where did student’s families come from? Plot information on a class chart.
4. Interview the older generation—Ask questions: What kind of transportation was used? What kinds of foods were eaten? What kind of clothes did they wear? What kind of schools did they go to? What kind of phones was used? How did they research information? Share results.
5. License plates—challenge students to record the different license plates they see in a week or two weeks. What do the state plates represent? What can a license plate tell you about a state?

Regions:

1. Map school region—Create a map that shows the area in which the students live.
2. Time Zones—How do time zones affect student’s lives? Use a world time zone map to help discuss time zones.
3. Collect pictures from different regions of the world. What do the pictures tell you about the region’s culture?
4. Regional features—Make 3x5 cards, each one containing a regional characteristic such as climate, landforms, government, language, religion, etc. Draw a key symbol for each card. Give cards to students. Students can pair up. Students will look up feature and find out where it is predominant in the world. Students will identify location on a blank world map hanging in the room by drawing the symbol of the feature on the map. Discuss.
5. Foreign Funology—Identify regions of the world according to the language(s) spoken. Find out how to write the word hello in at least five languages. Students will write the word on a map where the language is commonly spoken. Discuss why languages are found where they are. Example: Portuguese is spoken in Portugal but also in Brazil.
6. Regional Reasoning—Use three regional narratives and a list of ten possible places where the narrative might take place. Students will read the narrative, identify the regional aspects of the place described, and determine which of the ten places the setting of the story is.

Definition (Text)

Definition (own words)

Characteristics

Theme of Geography

Examples

Topic

Location:

Place:

Famous Place:

Place

Location

Human-Environment Interaction

Movement:

Region: