

Introduction to the Five Themes of Geography

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School and District Names not available

Grade Level (Req.): 6th grade	Content Area (Req.): Social Studies (World History from the Stone Age to the Renaissance)	Unit (Opt.):
Connections to Other Disciplines (Opt.):		
<ul style="list-style-type: none"> • • • 		
Time Frame (Req.): Three 45 minute class periods	Goal (Req.): An opportunity for students to review or learn about the 5 themes of geography. The 5 themes of geography are integral to learning about the ancient civilizations the students will be learning about over the course of the school year.	
	Objective (Req.): Students will understand and be able to give examples of the 5 themes of geography: Location, Place, Human-Environment Interaction, Movement, and Regions. Throughout the school year as we learn about ancient civilizations, students will be able to apply the 5 themes of geography to the ancient civilizations that we study.	
Materials Needed (Req.):	New Vocabulary (Opt.):	
<ul style="list-style-type: none"> • Computer with overhead projector • Copy of The Lorax by Dr. Seuss • Atlases for each student • Students will view maps found on the Internet • • • 	<ul style="list-style-type: none"> • • • • • 	
Anticipatory Set/Introduction [Inquiry Question is required] (Req.): What are the 5 themes of geography?		
Instructional Sequence/Procedure (Req.):		
<ol style="list-style-type: none"> 1. LOCATION: Relative Location: Explain to students that there are 2 types of location: absolute and relative. Explain to students that relative location gives an example of approximately where a place is – for example “My house is by Whitey’s.” The teacher should ask students to give the relative location of where their house is in the city. Once students have a good grasp of relative location, look at a map of the United States and ask them to give relative location using the map of the U.S. 2. Absolute Location: Explain to students that absolute location is more specific and gives the exact location of where a place is located. Ask students what would give a person the exact location of their house. Students should understand that their address gives the exact location of where their house is located. Once students understand that addresses are absolute locations introduce the concept of the global grid and latitude and longitude. Give multiple examples of how to use latitude and longitude to find absolute location. Once students understand the 		

concept of latitude and longitude call students to the overhead and have them find locations on the globe using latitude and longitude.

3. PLACE: Have the students grab a pencil and piece of paper. Tell students to list as many characteristics about their elementary school as they can remember. Walk around the outside and inside of the school building and have students write down characteristics about the building. Once back in the classroom, using the LCD projector, create a spreadsheet with feeder elementary names and the name of the intermediate. Ask students for characteristics of the different schools. When completed listing the characteristics, students will note the similarities and differences between the buildings.
4. HUMAN-ENVIRONMENT INTERACTION: Explain to the students that you are going to read The Lorax by Dr. Seuss. This is a book that students should be familiar with, but explain to students they need to listen for how the environment changes from the beginning of the book to the end of the book. When the teacher has finished reading the book, lead a discussion about how the environment changed in the book. Then, lead a discussion about how we have changed our local and global environment. Also, as part of the discussion students should note how we are affected by the environment.
5. MOVEMENT: Ask students to name anything that they see in the classroom. Students will name a variety of things that they see in the classroom. Ask students where these items come from in the world. Some items the students may know and some they may not know. Lead a discussion about how these things move around the world. Undoubtedly, a student will say books or textbooks. This is the perfect opportunity to discuss how ideas are exchanged.
6. REGION: Refer back to the spreadsheet that was created when learning about the theme of Place. The students should be able to identify regions within the school buildings they attended in the past and at their current school. Usually the 1st grade classrooms are by each other and so on. Using the Internet, prior to class, find maps that show different regions using the LCD projector.
7. Extending the Lesson: The 5 themes of geography are referred to throughout the school year as students learn about ancient civilizations. Students will be able to give absolute and relative locations, describe a place, identify regions, determine why people decided to settle where they settled, and explain movement of goods and people.
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Formative Evaluation (Req.): Check for understanding after discussing each theme

Assessment (Req.): Test at the end of the introductory unit

Iowa Core Curriculum Standards Used (Req.):

- Geography, grade 6-8: Understand the use of geographic tools to locate and analyze information about people, places, and environments.
- Geography, grade 6-8: Understand how geographic and human characteristics create culture and define regions.
- Geography, grade 6-8: Understand how human factors and the distribution of resources affect

the development of society and the movement of populations.

- Geography, grade 6-8: Understand how physical processes and human actions modify the environment and how the environment affects humans.
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Common Core Curriculum Standards Used (Opt.):

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NGS Standards Used (Req.):

- How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information
- The physical and human characteristics of places
- The characteristics, distribution, and migration of human populations on Earth's surface
- How human actions modify the physical environment
- How physical systems affect human systems
- The changes that occur in the meaning, use, distribution, and importance of resources
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Five Themes of Geography Used (Req.):

- Location
- Place
- Human-Environmental Interaction
- Movement
- Region

School District Standards and Benchmarks (Opt.):

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21st Century Universal Constructs (Opt.):

Other Disciplinary Standards (Opt.):

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Other Essential Information (Opt.):

Other Resources (Opt.):

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