

The 5 Themes of Geography: Mystery Colonies

Created by: Rebecca Menard
School and District Names not available

Grade Level (Req.): 8th grade	Content Area (Req.): American History	Unit (Opt.):
Connections to Other Disciplines (Opt.): <ul style="list-style-type: none"> • Geography • • 		
Time Frame (Req.): Three 50 minute class periods	Goal (Req.): To help students understand the 5 themes of geography and apply these themes to researching the original 13 colonies.	
	Objective (Req.): Students will be able to identify each of the 13 colonies using clues based on the 5 themes of geography.	
Materials Needed (Req.): <ul style="list-style-type: none"> • 5 themes of geography explanation worksheet • Computers and Internet • Overhead projector • • • • 	New Vocabulary (Opt.): <ul style="list-style-type: none"> • • • • • 	
Anticipatory Set/Introduction [Inquiry Question is required] (Req.): Which of the 13 colonies is the Mystery Colony? What are the 5 themes of geography?		
Instructional Sequence/Procedure (Req.): <ol style="list-style-type: none"> 1. Day 1: Start the lesson by reading each of the 5 themes aloud in class and discussing each one. Possible discussion questions are attached. 2. Day 2: In Computer Lab. Students will choose a partner and select a "Mystery Colony" to research. They will create clues for each of the 5 themes of geography for their Mystery Colony. They will utilize the textbook and the Internet to create a poster with the 10 clues and two pictures for their Mystery Colonies. All research will be completed today using 5 themes of geography explanation worksheet. Students will also select 2 pictures to place on their poster. 3. Day 3: Students will construct their posters with 10 clues and 2 pictures. (First 20 minutes). Then the posters will be hung and the partners will complete a gallery walk to attempt to solve each of the Mystery Colonies of the other 12 posters. This will be a competition to see which group correctly solves all 13 Mystery Colonies the quickest. 4. 5. 6. 7. 8. 9. 10. 11. 		

- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.
- 20.

Formative Evaluation (Req.): Using an overhead projector or LCD, show pictures and have the students pick out the 5 themes of geography. This can be done individually or in groups. Check for understanding.

Assessment (Req.): Poster

Iowa Core Curriculum Standards Used (Req.):

- History, grade 9-12: Understand the role of culture and cultural diffusion on the development and maintenance of societies.
- History, grade 9-12: Understand the effects of geographic factors on historical events.
- Geography, grade 9-12: Understand the use of geographic tools to locate and analyze information about people, places, and environments.
- Geography, grade 9-12: Understand how physical and human characteristics create and define regions.
- Geography, grade 9-12: Understand how human factors and the distribution of resources affect the development of society and the movement of populations.
- Geography, grade 9-12: Understand how physical and human processes shape the Earth's surface and major ecosystems.
- Geography, grade 9-12: Understand how human actions modify the environment and how the environment affects humans.
- Geography, grade 9-12: Understand how culture affects the interaction of human populations through time and space.
- Geography, grade 9-12: Understand how cultural factors influence the design of human communities.
-

Common Core Curriculum Standards Used (Opt.):

-
-
-
-
-

NGS Standards Used (Req.):

- How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information
- How to analyze the spatial organization of people, places, and environments on Earth's surface
- The physical and human characteristics of places
- How culture and experience influence people's perceptions of places and regions
- The physical processes that shape the patterns of Earth's surface
- The characteristics and spatial distribution of ecosystems and biomes on Earth's surface
- 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

Five Themes of Geography Used (Req.):

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

School District Standards and Benchmarks (Opt.):

-
-
-

21st Century Universal Constructs (Opt.):

Other Disciplinary Standards (Opt.):

-
-
-
-
-

Other Essential Information (Opt.):

Other Resources (Opt.):

-
-
-
-

Location:

1) Get out atlases and find Absolute Locations for various world or US cities.

2) What is the Relative Location of Davenport?

Answer: Davenport is North of St Louis, West of Chicago, East of Des Moines, and South of Minneapolis.

Place:

1) What are the Human Characteristics of Davenport?.

2) What are the Physical Characteristics of Iowa?

Answers: Great Plains, Mississippi River, flat, prairie, good farmland, 4 seasons

Human Environment and Interaction:

1) How do people in Iowa effect the environment?

Answers: Farming, plowing, fertilizing, using pesticides, and building dikes.

2) How does the environment affect the people in Iowa?

Answers: Tornadoes, flooding, thunderstorms, and blizzards.

Movement:

1) What are the imports of Davenport?

Answers: Fertilizer and raw materials for tractors.

2) What are some exports of Davenport?

Answers: Tractors, and Isabel Blooms

3) What are some ideas that have come to Davenport from somewhere else?

Answers: Pizza came from Italy.

Region:

1) What is a Functional Region in Iowa and why?

Answer: Des Moines, because the laws made there affect the entire state. Williams Intermediate School, because the students surrounding it go to school there.

2) How many Formal Regions are you in right now?

Answers: Your chair, the classroom, the building, the area code, the zip code, the school district, city, county, state, country, continent, hemisphere.