

Geography Reading Extravaganza

- Overview:** This lesson uses a variety of reading strategies with fiction/nonfiction books in the geography classroom.
- MN Standard:** V. Geography; E. Essential Skills
1. The student will use maps, globes, geographic information systems and other sources of information to analyze the natures of places at a variety of scales. Benchmark: 1) Students will demonstrate the ability to obtain geographic information from a variety of print and electronic sources.
- Objectives:**
- Students will be able to incorporate reading strategies into reading beyond textbooks.
 - Students will be able to evaluate the role geography plays on the setting of a story.
- Grade Level:** 4 – 8 (may be adapted for high school)
- Time:** Quarter/Semester Project
- Required Materials:** Fiction/nonfiction book chosen by student
Geography Reading Extravaganza Outline
Extravaganza Checklist
Reading Strategies Guide

Suggested Procedure: At the start of the quarter/semester inform students that will be incorporating a fiction/nonfiction book of their choice into geography class. Use the *Geography Reading Extravaganza Outline* to explain the process to the students. The teacher should check that every student has a book by the second week of class that they will enjoy and that is at their reading level. See the *Geography Reading Extravaganza Outline* for further explanation regarding the details of the project.

Throughout the quarter/semester students will spend one day a week reading for a portion of the hour. The teacher should model this time by reading as well. The *Reading Strategies Guide* has a series of tasks that students will be working on before, during, and after reading their book. Using the *Extravaganza Checklist* students are allowed some choice in selecting strategies that they feel comfortable with, as well as two concluding tasks for all students.

At the conclusion of project break the class up into groups to allow them a chance to share their work with their classmates. Allow students who would like to share their work with the entire class the opportunity if they choose.

Assessment: The teacher has a number of options to assess student performance. Ideally the teacher will assess at each stage of the reading; before, during, and after. More emphasis can be placed on the two required components (the map and setting evaluation) that are to be completed by all students after their reading.

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Geography Reading Extravaganza Outline

This year in Geography we will focus on a number of themes including the migration of people, human interaction with the environment, political divisions, economic issues, and world cultures. These topics are very broad and can mean different things to different people; therefore we are going to have an opportunity to study one of the topics on a more individual level.

In addition to the above topics the theme of world exploration and travel is central to geography. Explorers are people who travel, often risking life and limb, into an unknown (at least to them) region of the world. The explorer/s that you choose to read about may be from any time period in history, including people who are still exploring today. Travel books (not travel guide books) are also quite common and may be used for this project.

Now that we have a background, let the fun begin!

First and foremost I want you to choose a book that you will enjoy to read and that is at your reading level. The book must fit into one of the above topics of study but as mentioned these topics are very broad. When choosing a book, consider the following categories:

- 1. Historical Non-Fiction** This is a book that is written as historical fact, after extensive research or after being involved firsthand in an event.
- 2. Historical Fiction** This is a book that takes place in a real location, may include real events, and may feature real characters, however, the author has made up characters, details, and/or plot in some way.

Once again it is essential for you to choose a book that you will enjoy and that is at your reading level. You will be doing a number of different activities with the book and it will be a long quarter if you are bored or find it too difficult. If you have a difficult time I have a list of some possible books you can read but you are in no way limited to these books.

WHERE CAN YOU FIND A BOOK? Here are three options-

1. Well the library is a great place to start. Our school media centers may be a place to start. However, I would recommend the Anoka County Library, especially the branch by Northtown. Don't be afraid to ask a librarian for help. That is what they are there for. If the book you are interested in isn't at the branch you visit you can have it sent there so ask the librarian. You may also check out what the library has to offer by visiting: <http://www.anoka.lib.mn.us/> Click on **Catalog** to use the search tools to find books on specific subjects, authors, or titles.
2. Since you will be using the book all quarter it may be advisable to purchase the book. My hope is that it ends up being one of you favorite books. If, not at the end of the quarter I look for volunteers to donate books to classroom the geography library for extra credit.
3. I have a small selection of books you can read for this project, but this is the last option.

WHAT SHOULD I DO ONCE I HAVE FOUND A BOOK?

You should first show the book to me for approval. If I approve the book, I will hand you a detailed list of activities you will be doing throughout the quarter with your book.

OTHER STUFF

On the last few days of school we will have the Geography Book Extravaganza Party. During this time you will share with your classmates a number of the activities that you worked on during the quarter; some that you choose and some that I choose. You will be given class time each Friday (or Thursday on weeks we don't have school). This time will be used for reading and/or working on the book activities with no exceptions and no talking. Much of this quarter project will take place in class but you will need to spend some time reading and writing on your own as well.

Geography Book Extravaganza Activity Checklist

This form will be turned in with your report

Name _____

Book Title _____

What geographic topic(s) are covered in the book? _____

Author _____

Number of pages _____

Points Choose one requirement for each section.

Possible

Before reading the book

Due by week 2

 /20 pts 1. FLIP How did this strategy help you _____

 /20 pts 2. KWL How did this strategy help you _____

 /20 pts 3. SQ3R How did this strategy help you _____

During the book

Due/check-in week 5/6

 /20 pts 4. Bookmarks How did this strategy help you _____

 /20 pts 5. Double-Entry Journals How did this strategy help you _____

 /20 pts 6. Insert Note-taking How did this strategy help you _____

After reading the book

Due week 8

 /20 pts 7. RAFT How did this strategy help you _____

 /20 pts 8. Book Review How did this strategy help you _____

 /20 pts 9. Teacher-student (only if you do #6 Insert Note-taking)
How did this strategy help you _____

 /60 pts Total Points _____

In addition to the above activities all students will:

10. Create a map that displays the setting of the story. The map should be detailed and incorporate many relevant connections to geography such as: climate, vegetation, site & situation, and cultural features. Be sure to include TODALSS. Your map will be graded on neatness, inclusion of TODALSS, and clarity of the setting to the map.
11. Write an opinion paper on how the story would change if the setting took place in another culture, climate, or political/economic system. Your paper will be graded on how well you incorporate class topics such as culture, climate, or political/economic geography into connections from your book.
12. At the end of the quarter everyone will participate in small group discussions in which each person share:
 - Brief summary of the book (characters, plot, setting)
 - The map showing the geographical setting (#10).
 - Your view of changing the setting of the book to another climate, culture or political/economic system (# 11).

Reading Strategies Guide

Before Reading

1. *FLIP* Use the chart below to examine a couple of books that you are considering reading. The questions/answers will guide into choosing a good book, as well as help you understand what the book is about.

Questions	Book #1	Book #2
<p>Friendliness:</p> <ul style="list-style-type: none"> -How friendly is the story? -How do the first couple pages look to you? -Is the type readable? -Does the first few paragraphs make you want to read more? 		
<p>Language:</p> <ul style="list-style-type: none"> -How many new words/terms do see? -How difficult was the author's writing for you? 		
<p>Interest:</p> <ul style="list-style-type: none"> -In what ways was the story interesting to you? -Do you want to read the book? Why or why not? 		
<p>Prior Knowledge:</p> <ul style="list-style-type: none"> -Did knowing some things about the story in advance help you understand the better? How? -Were there things about the story you wish you knew more about? -What were they? 		

2. *KWL* In the first column write down anything you know about the subject of the book or hypothesize about subject/characters. In the second column list some questions that you have about the subject, characters, or setting of the book. In the final column write down any answers to the questions you asked as well as other general information that you learned.

Know	Want to Know	Learned

3. *SQ3R* This reading strategy stands for: Survey, *Question*, Read, *Recite*, and Review.

- **Survey** means to preview the book; look at the title, examine the jacket cover, read the list of chapters, and examine pictures in the text if included. Additionally, survey means to read the preface or a few paragraphs of the book.
- As you start chapters write down **questions** you would like to have answered. These questions could be based on your survey, from prior knowledge, or created by looking at the title of chapters.
- **Read** to answer the questions you have developed.
- **Recite** means to summarize the material from a section or chapter into your own words and to answer the questions that you have formulated.
- **Review** is to go back and examine your questions/answers along with your summaries within 24 hours of reading them.

This skill helps before, during, and after reading a book, therefore if you choose this strategy it will be used for all three options on the checklist.

During Reading.

4. *Bookmarks* Create a bookmark by folding a piece of computer paper into thirds. As you read the book use the book mark to write down thoughts, questions, or visual images that you encounter in the reading. The bookmark(s) will assist you with other activities after you are finished with the book so be detailed.

5. *Double Journal Entry* Using your notebook divide the page into two columns. In one column summarize ideas from the book (setting, character profiles, plot, geographic connections...). In the second column write your own thoughts about the remarks you made in the first column as well as any questions that you have.

6. *SQ3R* See #3 on before reading strategies (page 1).

After Reading Activities

7. *RAFT* This strategy stands for *Role, Audience, Format, and Topic* and it allows you a lot of room for creativity. The first step is to choose the role you want to write from. For example, maybe you want to take on the role of one of the characters from the book or the author of the book. Next you need to choose the audience to whom you will be writing (maybe another character, the book's publisher, etc...). The third task is to choose the format in which you will be writing (newspaper article, poem, love letter, advertisement, or cartoon). Lastly you will choose a topic to write about (commentary on the book, comparison to another book, how the book connects to geography).

8. *Book Review* Imagine that you are reviewing this book as a critic for National Geographic Magazine. Write an article that might appear in the magazine examining how the book relates to human migration, culture, political/economic geography, or human interconnections with the environment. You may also want to analyze connections to one or more of the Five Themes of Geography.

9. *SQ3R* See #3 on before reading strategies (page 1).