

Reading and Writing Geography with the Five Themes of Geography

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PART I.

Purpose: This lesson is designed to enable students to use the fundamental concepts of geography as they develop their reading and writing skills.

Grade Level: middle school or high school students.

Time: Two or three 50 minute class periods.

Audience: The audience for this packet is urban, middle school or high school students who have significant gaps in social studies background knowledge and who need practice reading critically and writing effectively. It can easily be modified for students reading below grade level, or secondary ELL learners. Class timed will vary with the students. This lesson can be used as a weekly activity.

Assumption: It is assumed that students would already have already been introduced to text features

Minnesota Standards: This activity will impact all the 4-8 and 9-12 standards but it will depend on which of the NGS Zip Code essays are selected.

Objectives: Students will

- Name the five important themes of geography.
- Comprehend the basic geography terms, *scale, location, region, longitude, latitude, environment, geography, culture and culture traits*,
- Describe ways in which people affect the Earth around them.
- Describe ways in which the natural environment affects people.
- Describe movement into and out of a community.
- Locate places on a globe or map.
- Compare longitude and latitude.
- Students will be able to write a paragraph with a topic sentence and supporting content
- Students will understand the difference between assertions presented as facts and statements of fact supported with evidence.

Rationale: Many the students come into geography classes reading and writing significantly below grade level and are often missing knowledge of basic geography terms. At the same time, most of them have acquired a set of geographical knowledge with which they navigate around their community. This lesson attempts to activate the students prior geographical knowledge, introduce a limited amount of background images/knowledge about the wider world, and give explicit, sequential instruction on basic geography concepts.

Materials:

1. Copies of ZIP USA sections of National Geographic Magazines
2. Tree Map graphic organizer.
3. Six Double Entry Journal sheets.
4. Writing prompt.

Procedure:

1. Introduce topic of the lesson, The Five Themes of Geography. The five themes come out of two simple questions. Geography is concerned with the questions of ‘Where?’ and ‘Why there?’
2. Hand out the Tree Map graphic organizer and direct students to skim article for the title and the five themes and topic sentences . Direct students to fill in supporting information for the five themes as they read the chapter. (Reading and information gathering on the Tree Map can be begin with remaining time in class and be completed as homework or continued the next class session)
3. Ask students to share graphic organizers when they finish reading. Discuss parallels between what they read and what was read by other members of the class. What terms were used? What themes are common several of the essays?
4. Hand out Double Entry Journal sheet and have students complete it. Discuss entries if time permits. (10 to 15 minutes)

This part of the lesson can be repeated several times during the term until the students seem to ready to write.

PART II. Writing for National Geographic

6. Hand out writing prompt and direct students to write an article about their community using the terms, concepts and structure they have seen in their reading.
7. Peer Review; when the articles are finished students should exchange their articles. Using the concept tree they should evaluate their articles according to the routine established. They should also write a commentary on how well this article captures the sense of their place.
8. As a class have a discussion about what sort of photos should be added to the essays to match the NGS style. Students with digital cameras may want to illustrate their essay.

Tree Map

Name _____

Date _____

Hour _____

Before you read - skim the chapter and

1. Fill in the title of your ZIP USA article.
2. Find the five themes of geography and fill them in the five blanks of the first row.

As you read the read the chapter

3. List supporting ideas and examples for each theme..

TITLE _____

Themes					
example 1					
example 2					
example 3					
example 4					
example5					

_____ (Chapter Title)

Double Entry Journal

Name _____

Date _____

Hour _____

Now that you have read the chapter and recorded the concepts and terms that were new to you, let's go over those important concepts and terms and get them in your long-term memory.

First, complete the double entry journal below.

List the terms and concepts that you have learned.	Tell what you know about these concepts.

Writing Prompt

Tree Map of Your Neighborhood/ZIP Code Area

Name _____ Date _____ Hour _____

Now you are really going to make those concepts and terms belong to you with this final activity. You are going to create an articles about your neighborhood (ZIP Code areas)using what you have learned

PART A

1. Fill in the title of your ZIP USA article.
2. Find the five themes of geography and fill them in the five blanks of the first row.
3. List supporting ideas and examples from your neighborhood/ZIP Code area for each theme..

TITLE _____

Themes					
example 1					
example 2					
example 3					
example 4					
example5					

