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## Five Themes of Geography and India

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## Five Themes of Geography and India

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Grade Level (Req.): 6th-12th grade (easily adaptable to all ages)	Content Area (Req.): World Geography, Human Geography, Physical Geography	Unit (Opt.):
Connections to Other Disciplines (Opt.): <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>		
Time Frame (Req.): May take one class period (for review) plus time for discussion if needed. It may take more than one class period if it is used as an introduction to the Five Themes.	Goal (Req.): The purpose of this lesson is to give the teacher an opportunity to teach, reinforce, and use the five themes of geography with a specific country.	
	Objective (Req.): Students will be able to reinforce the five themes of geography using a real life example.	
Materials Needed (Req.): <ul style="list-style-type: none"> <li>• Map of the world (large classroom)</li> <li>• Map of India (National Geographic)</li> <li>• Magazine articles/pictures of India from website/magazines</li> <li>• Overheads with the Five Themes of Geography Definitions (optional)</li> <li>•</li> <li>•</li> <li>•</li> </ul>	New Vocabulary (Opt.): <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	
Anticipatory Set/Introduction [Inquiry Question is required] (Req.): With a large wall map showing ask students, where India is located? When students answer India is in Asia. Ask specifically where? If students are having trouble have one student come to the large map of Asia and show the class where India is located. Explain to students that we first looked at India's relative location (general vicinity) and then India's absolute location (exact spot).		
Instructional Sequence/Procedure (Req.): <ol style="list-style-type: none"> <li>1. Anticipatory set.</li> <li>2. Next using some pictures from magazines, or a website, ask students what India would be like. Show students the pictures and have them describe the picture to the class. When they describe the place, show them the pictures and explain to them that these descriptions are either human or physical characteristics of a place.</li> <li>3. Talk about the pictures and ask how humans have fit into their environment or what changes they have made to fit into this place. Explain to students that this is an example of human/environment interaction (human modifying their environment to fit and/or the earth dictating what humans can and cannot do).</li> <li>4. Ask students what kind of products we would buy from India. When they give you examples, you will explain to them that these are examples of movement (it is out connection to India and the rest of the world).</li> <li>5. Talk to the students about the different regions of India (back of the map). Ask what these places have in common. When they talk about a place and what it might have in common with</li> </ol>		

other places this is an example of region.

6. \*It should be noted that even though in this specific examples, we are dealing with India, you can adapt this exercise to fit any specific region or place in the world. I like to use it at the beginning of every regional unit I start with because it reinforces the key concepts of the five themes.

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Formative Evaluation (Req.): Class discussion

Assessment (Req.): Have the students complete a worksheet surrounding the five themes – need to be created.

Iowa Core Curriculum Standards Used (Req.):

- 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.
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Common Core Curriculum Standards Used (Opt.):

- Speaking and Listening, grade 6-12: Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on specific grade level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
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NGS Standards Used (Req.):

- How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.

- How to use mental maps to organize information about people, places, and environments in a spatial context.
- How to analyze the spatial organization of people, places, and environments on Earth's surface.
- The physical and human characteristics of places.
- That people create regions to interpret Earth's complexity.
- 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 on Earth's surface.
- The characteristics, distribution, and migration of human population on Earth's surface.
- The characteristics, distribution, and complexity of Earth's cultural mosaics.
- The patterns and networks of economic interdependence on Earth's surface.
- The processes, patterns, and functions of human settlement.
- How the forces of cooperation and conflict among people influence the division and control of 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.
- How to apply geography to interpret the past.
- How to apply geography to interpret the present and plan for the future.

Five Themes of Geography Used (Req.):

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

School District Standards and Benchmarks (Opt.):

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21<sup>st</sup> Century Universal Constructs (Opt.):

Other Disciplinary Standards (Opt.):

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Other Essential Information (Opt.):

Other Resources (Opt.):

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