

2012

## Learn the Five Themes of Geography

Barry Eberhard

*Wapsie Valley Jr./Sr. High School, Fairbank, Iowa*

*Let us know how access to this document benefits you*

Copyright ©[2012?] Barry Eberhard



This work is licensed under a [Creative Commons Attribution 4.0 License](https://creativecommons.org/licenses/by/4.0/).

Follow this and additional works at: <https://scholarworks.uni.edu/oermaterials>



Part of the [Geography Commons](#)

---

### Recommended Citation

Eberhard, Barry, "Learn the Five Themes of Geography" (2012). *Open Educational Resources*. 157.  
<https://scholarworks.uni.edu/oermaterials/157>

This Lesson Plans is brought to you for free and open access by the Open Educational Resources at UNI ScholarWorks. It has been accepted for inclusion in Open Educational Resources by an authorized administrator of UNI ScholarWorks. For more information, please contact [scholarworks@uni.edu](mailto:scholarworks@uni.edu).

## Learn the Five Themes of Geography

Barry Eberhard – Wapsie Valley Jr./Sr. High School, Fairbank, Iowa

Grade Level (Req.): 7th grade	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.): 1-3 class periods	Goal (Req.): Students will identify the five themes of geography.	
	Objective (Req.): Students will be given the opportunity to learn the five themes of geography and the relationship between them.	
Materials Needed (Req.):	New Vocabulary (Opt.):	
<ul style="list-style-type: none"> <li>• Outline maps of world and specific continents</li> <li>• Atlas as needed</li> <li>• Inflatable globe</li> <li>• Pencil and paper</li> <li>• Prepared notes about the five themes of geography</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	
<p>Anticipatory Set/Introduction [Inquiry Question is required] (Req.): What are the five themes of geography? I begin this particular lesson by inflating the globe in front of the class and by “struggling” to blow it up. This has always gotten the attention of the class as they aren’t sure what will be happening. After it is blown up, then we will “bump” it around the class as I ask them if they know the five themes of geography. I will also ask them to describe the area of the globe that their right thumb landed on when they caught it (latitude/longitude; climate; relationship to another close area on the globe; anything about the area in the news lately...)</p>		
<p>Instructional Sequence/Procedure (Req.):</p> <ol style="list-style-type: none"> <li>1. As we pass the globe around, I quiz students on their knowledge of the globe.</li> <li>2. We then go into a detailed discussion of the five themes of geography and their relationship to one another. How you create your notes about the themes is up to you, but I focus on the relationship factor with each theme.</li> <li>3. We also go into finding latitude and longitude using a globe and the specific maps that are with each student. For example, if a student’s thumb landed on South Africa, we would discuss each theme in detail and the relationship that the country has with the rest of the world. Each student would have to find South Africa on any of the maps that they have in front of them and then we proceed from there.</li> <li>4. Depending on the length of time you have and the detailed discussions that can ensue this lesson can take only one class period or end up at a 3-4 day activity. I generally introduce the globe one day and introduce the themes and then go into more detail on the second day.</li> <li>5.</li> <li>6.</li> </ol>		

- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.
- 20.

Formative Evaluation (Req.): I will quiz students on their ability to list, describe, and relate the five themes of geography. In addition they are quizzed on their ability to find latitude and longitude on a map with cities that I present.

Assessment (Req.): Chapter tests are standard assessments with me and then in addition I will spot quiz at any point during the school year since the five themes and the ability to use latitude and longitude play a role in every unit covered. My spot quizzes involve the first few minutes of class with a handful of students so that all students end up getting assessed formally and informally.

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 physical and human characteristics create 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 and human processes shape the Earth's surface and major ecosystems.
- Geography, grade 6-8: Understand how human actions modify the environment and how the environment affects humans.
- Geography, grade 6-8: Understand how culture affects the interaction of human populations through time and space.
- Geography, grade 6-8: Understand how cultural factors influence the design of human communities.
- 
- 
- 

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.
- 
- 
- 
- 

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

- 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, distribution, and migration of human population on Earth’s surface
- How human actions modify the physical environment
- How physical systems affect human systems
- 
- 
- 

Five Themes of Geography Used (Req.):

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

School District Standards and Benchmarks (Opt.):

- 
- 
- 

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

Other Disciplinary Standards (Opt.):

- 
- 
- 
- 
- 

Other Essential Information (Opt.):

Other Resources (Opt.):

- 
- 
- 
-