

2012

## Teaching the Five Themes of Geography: One Grain of Rice at a Time

Kim Daughetee

*Dubuque Senior High School, Dubuque Community School District*

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

Copyright ©[2012?] Kim Daughetee



This work is licensed under a [Creative Commons Attribution 4.0 International 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

Daughetee, Kim, "Teaching the Five Themes of Geography: One Grain of Rice at a Time" (2012). *Open Educational Resources*. 212.

<https://scholarworks.uni.edu/oermaterials/212>

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).

**Offensive Materials Statement:** Materials located in UNI ScholarWorks come from a broad range of sources and time periods. Some of these materials may contain offensive stereotypes, ideas, visuals, or language.

# Teaching the Five Themes of Geography: One Grain of Rice at a Time

Created by: Kim Daughetee

Dubuque Senior High School, Dubuque Community School District

Grade Level (Req.): 7th-12th grade	Content Area (Req.): Geography	Unit (Opt.):
Connections to Other Disciplines (Opt.): <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>		
Time Frame (Req.): One 50 minute class period	Goal (Req.): To help students understand the 5 themes of geography, and apply these concepts to an activity designed to donate rice to an area in the world to help feed the hungry.	
	Objective (Req.): Students will be able to identify and explain the 5 themes of geography.	
Materials Needed (Req.): <ul style="list-style-type: none"> <li>• 5 Themes of Geography explanation worksheet</li> <li>• Overhead projector</li> <li>• LCD projector</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	New Vocabulary (Opt.): <ul style="list-style-type: none"> <li>• Absolute Location</li> <li>• Relative Location</li> <li>•</li> <li>•</li> <li>•</li> </ul>	
Anticipatory Set/Introduction [Inquiry Question is required] (Req.): What are the 5 Themes of Geography?		
Instructional Sequence/Procedure (Req.): <ol style="list-style-type: none"> <li>1. Start the lesson by reading each of the 5 themes aloud in class and discuss each one. Use a pneumonic device to help students remember the 5 themes: LPHMR (Little People Have More Recess). Use 5 themes worksheet for discussion questions.</li> <li>2. View the website <a href="http://freerice.com">freerice.com</a> and discuss the implications of hunger around the world. Have students choose an area of interest (i.e., Social Studies, vocabulary, Math, etc.), and begin answering questions. Have students take notes as they answer questions correctly, they begin to fill their rice bowl 10 grains of rice at a time to help feed people at a specified location around the world.</li> <li>3.</li> <li>4.</li> <li>5.</li> <li>6.</li> <li>7.</li> <li>8.</li> <li>9.</li> <li>10.</li> <li>11.</li> <li>12.</li> </ol>		

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

Formative Evaluation (Req.): Check for understanding of what freerice.com really does

Assessment (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. In addition, this activity may be used as a school-wide initiative to help build character, using the idea of collaboration and competition to encourage and challenge individual classes, individual grades, staff, faculty, administration, etc. to work together to determine who can acquire the most rice.

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.
- 
- 
- 

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.):

- 
- 
- 

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

Other Disciplinary Standards (Opt.):

- 
- 
- 
- 
- 

Other Essential Information (Opt.):

Other Resources (Opt.):

- Freerice.com
- 
- 
-

**Location:**

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

2) *What is the Relative Location of Dubuque?*

*Answer: Dubuque is North of Davenport, West of East Dubuque, East of Waterloo, and South of Minneapolis.*

**Place:**

1) *What are the Human Characteristics of Dubuque?*

*Answers: English-speaking (some Spanish and Marshallese), industrial, agricultural/farming, mostly Christian, (predominately Catholic, Lutheran), German and Irish descent), increasingly ethnically diverse.*

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 some imports to Dubuque?*

*Answers: Jewelry, oil, gas, lobster*

2) *What are some exports of Dubuque?*

*Answers: Tractors,*

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

*Answers: Islamic Center, Muslim religion started in Saudi Arabia. Christian Church, Christianity started in Israel. 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. Dubuque Senior High 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.*