

# GEOGRAPHY

Get It ➡

Get It Clear ➡

Think It Through ➡

This toolkit can be used to help students understand more about any place as they apply the themes of geography:

- Location
- Characteristics of a place
- Movement
- Region
- Relationships within and among places

To pre-assess what they know about geography and how to use a map, ask them to use the map maker kit “a map tells many things” to show one place. And/or ask them to draw illustrations of important geography terms (see the vocabulary list).

Then select and sequence activities that will help students achieve the geography standards for your grade level.

Examples have been provided for three grade cycles.

### Map the Geography Learning Journey

Standards:

Focusing Question: \_\_\_\_\_

Construct the focusing question based on the standards. Then note topic, terms, activities for each week.

	M	T	W	Th	F
<b>Topic/Question of the Week</b>  Vocabulary					
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<b>Topic/Question of the Week</b>  Vocabulary					

Assessment— \_\_\_ Make a presentation    \_\_\_ Write a booklet    \_\_\_ Make a display  
 \_\_\_ Write and illustrate a guide    \_\_\_ Make an atlas

## Geography Vocabulary

Use these words to help student learn about places and find examples of the themes of geography: characteristics of a place, location, movement, region, relationships in a place.

K-1	2	3	4	5	6-8
above around below down home in inside left map middle neighborhood out outside right up	alley city community country county direction east far map key north sign south state street trade west	border boundary cardinal direction compass distance environment location global metropolitan northeast northwest North Pole pollution population resource southeast southwest South Pole symbol urban	altitude Antarctic Circle Arctic Circle area continent eastern equator exact location flood control hemisphere journey landform latitude longitude mobility navigate population density province rain forest region technology time zone western	absolute location central business district deforestation desertification developed developing ecosystem human characteristics intermediate direction irrigation land use legend migration natural vegetation physical characteristics raw material relative location rural urban	agriculture cartography geographical map industrialization international linear scale linkage manufacturing industry international dateline meridian political map population distribution Prime Meridian raw material relief map revolution rotation settlement patterns shifting cultivation taiga terrace thematic map tropic

*Note: Use words from other grades as relevant.*

Performance Descriptors: Draw pictures or find pictures that show what each word means; translate the words; use these words to describe and explain a place.

**Example**

TOPIC: Chicago Geography

OUTLINE		VOCABULARY	
1. Chicago Neighborhoods  2. Chicago Landmarks  3. Chicago Transportation  4. How Chicago has changed		neighborhood landmark location distance transportation community geography transform improve build environment region area construction progress direction cardinal direction intermediate direction  <i>Add more words each week.</i>	
Read to Learn: Week 1	Read to Learn: Week 2	Read to Learn: Week 3	Read to Learn: Week 4
<i>What we'll read this week to learn about this topic:</i>	<i>What we'll read this week to learn about this topic:</i>	<i>What we'll read this week to learn about this topic:</i>	<i>What we'll read this week to learn about this topic:</i>
<i>Newspaper articles about neighborhoods</i>	<i>Book about Chicago landmarks</i>	<i>Book about kinds of transportation</i>	<i>Story about Chicago history</i>

*Reading Goals we will work on as we read about the topic:*

*State Goal 1: Read with **understanding** and **fluency**.*

*State Goal 5: Use the language arts for **inquiry** and **research** to **acquire, organize, analyze, evaluate, and communicate** information.*

**Example**

TOPIC: U.S. Geography

OUTLINE		VOCABULARY	
1. U.S. locations  2. U.S. regions  3. U.S. transportation  4. How the United States has changed		boundary location distance transportation geography transform improve build environment region area construction country direction cardinal direction intermediate direction  <i>Expand this list each week.</i>	
Read to Learn: Week 1	Read to Learn: Week 2	Read to Learn: Week 3	Read to Learn: Week 4
<i>What we'll read this week to learn about this topic:</i>	<i>What we'll read this week to learn about this topic:</i>	<i>What we'll read this week to learn about this topic:</i>	<i>What we'll read this week to learn about this topic:</i>
<i>Newspaper articles about important places in the U.S.</i>	<i>Book about U.S. region</i>	<i>Book about transportation</i>	<i>U.S. history textbook</i>

*Reading Goals we will work on as we read about the topic:*

*State Goal 1: Read with **understanding** and **fluency**.*

*State Goal 5: Use the language arts for **inquiry** and **research** to **acquire, organize, analyze, evaluate, and communicate** information.*

### Example of a Geography Outline

TOPIC: Geography of \_\_\_\_\_ (any place)

OUTLINE		VOCABULARY	
1. important locations  2. characteristics of places  3. transportation  4. changes		boundary distance geography improve environment area direction location transportation build region construction distance  <i>Expand this list each week.</i>	
Read to Learn: Week 1	Read to Learn: Week 2	Read to Learn: Week 3	Read to Learn: Week 4
<i>What we'll read this week to learn about this topic:</i>  <i>Newspaper articles about this place</i>	<i>What we'll read this week to learn about this topic:</i>  <i>Book about this place</i>	<i>What we'll read this week to learn about this topic:</i>  <i>Book about transportation</i>	<i>What we'll read this week to learn about this topic:</i>  <i>History about this place</i>

*Reading Goals we will work on as we read about the topic:*

*State Goal 1: Read with **understanding** and **fluency**.*

*State Goal 5: Use the language arts for **inquiry** and **research** to **acquire, organize, analyze, evaluate, and communicate** information.*

State Social Studies Goals: Goal 17 – Geography Goal 16 – History

## Who lives where? Why? How?

Note one fact in each rectangle.

You can collect facts that show one kind of thing. For example, you can collect facts about locations, facts about transportation, facts about the natural environment, facts about different kinds of places.

Then use your facts to show geography in charts and maps.

Kind of Geography Facts I'm Collecting: \_\_\_\_\_


## MAP MAKER KIT: A MAP TELLS MANY THINGS

Map Title: \_\_\_\_\_

A large empty rectangular box for drawing a map. In the bottom right corner of this box, there is a smaller rectangular box labeled "KEY" for a legend.

**Use this map to tell many things about one place.**

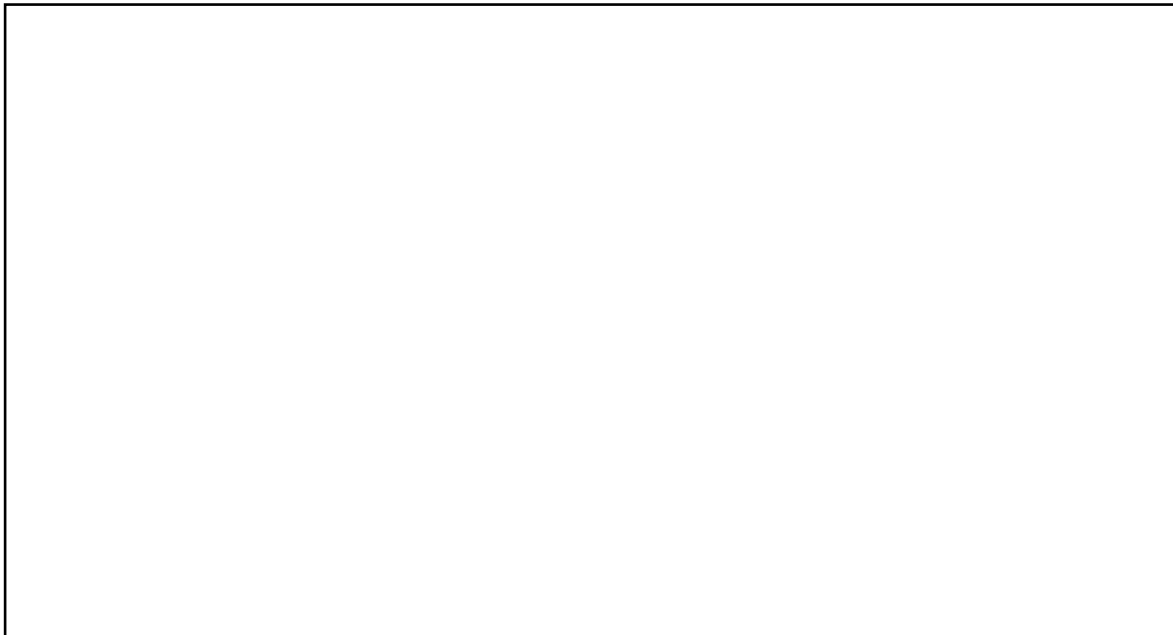
- Show its location.
- Show its characteristics.
- Show its parts.
- Show its connections.



## MAP MAKER KIT: A PLACE HAS CHARACTERISTICS

Map Title: \_\_\_\_\_

Place Name: \_\_\_\_\_



<b>KEY</b>			
<input type="checkbox"/>	land	<input type="checkbox"/>	_____
<input type="checkbox"/>	water	<input type="checkbox"/>	_____
<input type="checkbox"/>	buildings	<input type="checkbox"/>	_____

**A map tells about a place. Use this map to tell the *characteristics* of one place.**

1. Tell what you would see if you were in that place.
2. Give the map a title. Then write the name of the place on the PLACE NAME line.
3. Choose colors for land, water, and buildings. Color those parts of this place with those colors and put them in the Key.
4. What are two things that help make this place special? Make a symbol for each one and put it into the Key. Use those symbols to show those things on the map.

**KEY IDEA: A Place has characteristics**

Have students use words and pictures to complete this chart.  
It should compare and contrast two places.

<b>Place 1:</b> _____ <b>Its Characteristics</b>	<b>Place 2:</b> _____ <b>Its Characteristics</b>

**WRITING GEOGRAPHY:**

Write two sentences that describe each place.  
Then write two sentences that tell how each place is different from the other. Then write one sentence that tells a way these two places are alike.

## MAP MAKER KIT: A PLACE HAS A LOCATION

Map Title: \_\_\_\_\_

		<table border="1"><tr><td><b>KEY</b></td></tr></table>	<b>KEY</b>
<b>KEY</b>			

### Use this map to show the exact location of a place.

1. Give the map a title.
2. Put a north arrow on the map. That is an arrow that points to the north.
3. Use a number symbol to stand for the place. Make it Number 1. Put that number in the Key and write the name of the place there, too. Then use it to show the place on the map.
4. Use the two lines on the map to help show where places are. Label them as streets or lines of latitude and longitude.
5. Show where other places are, too. Use numbers to show them on the map and to list them in the Key.
6. Add more parts to the map. Add streets, parks, or other places that are near this place.
7. Use your map to tell the story of a day in this place. Use the place numbers as part of your story. Then other people can guess where the story happens.

**Key Idea: A Place has a Location**

List five different places.  
 Then describe the location of each place.  
 Tell where it is.  
 Use two different ways to explain its location.

Place	Location--Explain where it is.

**WRITING GEOGRAPHY:**

Write directions to find a place. Choose one of these places from your chart. Then give someone the directions and the chart and ask them to match the place with the directions.

**KEY IDEAS:**

- **A place has a location**
- **People make choices based on relative location**

Use words and pictures to complete this chart.

<b>Where is one store?</b>	<b>Where is another store?</b>
Why would people want to work in that location?	Why would people want to work in that location?
Why would people want to shop in that location?	Why would people want to shop in that location?

***Planning Geography***

*Choose another location for a store.*

*Where would you locate it?*

*Draw a map to show its location.*

*Then tell its “strategic” location--that is, tell why this is a good location for the store:*

- > for getting good workers*
- > for getting customers*

## MAP MAKER KIT: MOVEMENT LINKS PLACES TOGETHER

Map Title: \_\_\_\_\_

<b>SCALE</b>					<b>KEY</b>			

### Make a map to show how transportation links places.

1. Give the map a title.
2. Put locations on the map. Use the Key to tell what is in each location.
3. Draw transportation links on the map.
4. Use the map scale to show how far apart each of the places is.
5. Make a compass “rose” that shows all the cardinal and intermediate directions.
6. Write directions to get between places on the map. Tell why people would travel between those places.

**KEY IDEA: Movement is a way to link places.**

Choose one place.

Tell ways in which movement links it to other places.

Put each way in the column on the left.

Then, in the column on the right, tell how that link helps people in that place to meet needs.

<b>LINK</b> Kind of movement that helps to link this place to another.	<b>IMPORTANCE</b> How this link helps people to meet needs.

**WRITING GEOGRAPHY**

Pretend you have a job that helps people to get things from one place to another. Write about your work. Tell why it is important.

## WRITING GEOGRAPHY

What is geography?

Write your own geography book! You can work on this by yourself or as a team.

First, outline your book. You can use this chart to do that.

The idea this part of the book will explain	Kind of information I'll use to explain it

Here's an example:

<u>Idea</u>	<u>Kind of Information</u>
A city has many parts.	Kinds of Chicago homes Kinds of businesses Places to learn
People travel in a city.	Streets and highways Buses and trains
A city has many connections	What comes to Chicago from other cities

Then write the book!

It can be a picture book, a book with maps, or even a POP-UP book!

Start with an introduction.

Be sure to include maps.