The Five Themes of Geography Learning Stations

Station One: Reading
The 5 Themes Overview: Read p. 8-13 and complete the reading guide.
-Need: Geography Tools and Concepts textbook and copies of the reading guide
What are the five themes of geography? What purpose does each theme serve?

Station Two: Research
Learn about Human Environment Interaction. Research to find out more information on Endangered Species.
*What is HEI?
-Need: books on endangered species, copies of activity

Station Three: Reasoning
Use deductive reasoning to determine the setting of your story. Use secondary sources to attain information about a country’s region.
What is deductive reasoning?
What is setting?
What is a region?
-Need: Copies of regional reasoning; books on Nepal, Peru, Canada, India, Sweden, Brazil, USA, Japan, Cuba, Kenya

Station Four: Listening/Reading
Read the information on map skills and then view the videos provided online. Complete the reading activity and questions for p.22-23 of JS. If you do not finish, then complete this activity for homework.
-Need: JS Vol. 114, No.2, Copy of map skills information, videos (see wiki), headphones, (extra: Myths and Facts about Hemispheres)

Station Five: Grammar
Complete the grammar activities. When you are finished, use the key to check your work.
-Need: Copies of grammar activities

Station Six: Interpreting images
Use various images to describe physical and human characteristics of place.
Need: Images of Egypt (Sahara Desert/Pyramids); The Grand Canyon; Niagara Falls; The Statue of Liberty; The Great Wall of China; Mount Everest.

Station Seven: Current Events
Use the articles provided to create your current event summary. Be sure to use the graphic organizer first!
-Need: articles, glue, graphic organizers
<table>
<thead>
<tr>
<th>Questions, Main Ideas, Terms</th>
<th>Notes:</th>
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<tbody>
<tr>
<td>1) Explain the purpose of the Five Themes of Geography.</td>
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<td>2) Describe in your own words the meaning of Human-Environment Interaction.</td>
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<td>3) Define <strong>deductive reasoning</strong>.</td>
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<td>3) Define <strong>setting</strong>.</td>
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<td>3) Define <strong>region</strong>.</td>
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<td>4) Explain why geographers divide the planet into four hemispheres.</td>
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<td>5) Describe: In what ways can using correct grammar help you?</td>
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<td>6) Explain the difference between physical and human characteristics of place.</td>
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Teacher comments:
The Five Themes of Geography Learning Stations Checklist

Station One: Reading
__Read p. 8-13.
__Complete the Reading Guide.
__Grade your work and put it in the tray.
__Complete your Reflection Sheet.

Station Two: Research
__Read the article about Human-Environment Interaction.
__Complete “E is for Endangered,” and put it in the tray.
__Challenge yourself (if time).
__Complete your Reflection Sheet.

Station Three: Reasoning
__Define deductive reasoning, setting, and region.
__Complete “Regional Reasoning,” and put it in the tray.
__Complete your Reflection Sheet.

Station Four: Listening/Reading
__Log in.
__Read p. 10-11, “Location.”
__Watch the videos provided
__Log out.
__Read p. 22 in JS
__Complete “Hemisphere Helper, and put your work in the tray.” “HW if you don’t finish in class.
__Challenge yourself (if time), and put your work in the tray.
__Complete your Reflection Sheet. “HW if you don’t finish in class.

Station Five: Grammar
__Complete the grammar activities.
__Check your work using the key, and put it in the tray.
__Complete your reflection sheet.
__If time allows, you may read quietly.

Station Six: Interpreting images
__Match the pictures and captions.
__Check your work.
__Complete the “Place” activity, and and put it in the tray.
__Complete your reflection sheet.

Station Seven: Current Events
__Choose an article to read, and then read it! :)
__Answer the questions in the graphic organizer. (Use complete sentences.)
__Write your summary in paragraph form using the graphic organizer.
__Cut and paste the graphic organizer into your Current Events notebook.
__Turn in your notebook (1st block: green crate; 2nd block: blue crate; 3rd: pink crate; 4th: black crate)
Station One: The Five Themes of Geography

Reading Guide

Essential Concept:
- Explain the purpose of the Five Themes of Geography.

Instructions: Read all the directions first!
- Read p. 8-13 (Geography).
- Complete the reading guide.
- Check your work.
- Complete your Reflection Sheet.
Station Two: Research

Essential Concept:
- Describe in your own words the meaning of Human-Environment Interaction.

Instructions: Read all the directions first!
- Complete “Capital E for Endangered.”
- Complete your Reflection Sheet.
- Challenge: Research a different endangered species, and create a card that includes the following:

  - Name of species
  - A short description of the species.
  - An approximation of the species’ population.
  - An explanation of why the species is endangered.
  - A description of the ways scientists hope to preserve the species.

*Be sure to draw a picture and write a paragraph using complete sentences.
Station Three: Deductive Reasoning

Essential Concepts:
- Explain the meaning of the following terms:
  - deductive reasoning
  - setting
  - region
- Use deductive reasoning to determine the setting of your story.

Instructions: Read all the directions first!
- Read the information on deductive reasoning, setting, and
- Complete “Regional Reasoning.”
- Complete your Reflection Sheet.
Station Four: Listening/Reading

Essential Concept:
- Explain why geographers divide the planet into four hemispheres.

Instructions:
- Log on to a computer.
- Read the section on “Location,” p. 10-11 (Geography).
- Watch the videos about “Hemispheres and Seasons” on Mrs. Heilmann’s website.
- Complete the “Hemisphere Helper” activity on p. 22-23 of Junior Scholastic.
- Complete your reflection sheet.
- Challenge: Complete the “Myths/Facts” activity, and then check your answers.

*If you do not complete the “Hemisphere Helper” activity on p. 22-23, you must do so for homework.*
Station Five: Grammar

Essential Concepts:
- Identify proper and common nouns.
- Use proper capitalization and punctuation.
- Correctly place the apostrophe for singular and plural possessive nouns.
- Add semicolons to correct run-on sentences.

Instructions: Read all the directions first!
- Complete the grammar activities assigned. (See Mrs. Heilmann for activity assignments.)
- Check your work using the key. (Get this from Mrs. Heilmann.)
- Complete your reflection sheet.
- If time allows, you may read quietly.
Station Six: Interpreting Images

**Essential Concept:**
- Explain the difference between physical and human characteristics of place.

**Instructions:** Read all the directions first!
- Match the images to the captions, and check your work.
- Complete the “Place” activity.
- Complete your reflection sheet.
Station Seven: Current Events

Essential Concept:
-Summarize and reflect on a current events article.

Instructions: Read all the directions first!
-Use the articles provided to create your current event summary. Be sure to use the graphic organizer first!

-Cut and paste the graphic organizer, article, and summary into your Current Events notebook.

-Turn in your Current Events notebook for grading.
HUMAN/ENVIRONMENT INTERACTION

How do humans and the environment affect each other? We change the environment and then sometime Mother Nature changes it back. For example, floods in the mid-West, Hurricane Emily (Cape Hatteras), and earthquakes and mudslides in California.

There are three key concepts to human/environmental interaction:

Humans adapt on the environment.
Humans change, or modify, the environment.
Humans depend on the environment.

People depend on the Tennessee River for our water and transportation. People change, or modify, our environment by heating and coolings buildings for comfort. People adapt to the environment by wearing clothing that is suitable for summer and winter; rain and shine.

All places on Earth have advantages and disadvantages for human settlement. One person’s advantage may be another person’s disadvantage. Some like the excitement of large cities whereas others prefer remoteness. Environment is not just trees, spotted owls, and rain forests. Environment is a feeling. What is the environment of a big city? Boston? Los Angeles? Dallas? How have we adapted to or changed our landscape? For example, in the Sudan even though everything is seemingly barren, the land sustains farmers and nomadic herders. People and animals have adapted to a hot, dry climate.

LOCATION

"Where are we?" is the question that the theme Location answers. Location may be absolute or it may be relative. These locations, whether relative or absolute, may be of people or places.

An absolute location is a latitude and longitude (a global location) or a street address (local location).

Florence, AL is 34°46’ North latitude and 87.40’ West longitude
Paris, France is 48°51’ North latitude and 2.20’ East longitude
Marshall Islands are 10°00’ North latitude and 165°00’ East longitude

Relative locations are described by landmarks, time, direction or distance from one place to another and may associate a particular place with another.
PLACE
What kind of place is it? What do you think of when you imagine China? Japan? Russia? Saudi Arabia?

Places have both human and physical characteristics, as well as images.

Physical characteristics include mountains, rivers, soil, beaches, wildlife, soil. Places have human characteristics also. These characteristics are derived from the ideas and actions of people that result in changes to the environment, such as buildings, roads, clothing, and food habits.

The image people have of a place is based on their experiences, both intellectual and emotional. People’s descriptions of a place reveal their values, attitudes, and perceptions.

How is your hometown connected to other places? What are the human and physical characteristics of Florence? How do these shape our lives?

MOVEMENT

The movement of people, the import and export of goods, and mass communication have all played major roles in shaping our world. People everywhere interact. They travel from place to place and they communicate. We live in a global village and global economy.

People interact with each other through movement. Humans occupy places unevenly on Earth because of the environment but also because we are social beings. We interact with each other through travel, trade, information flows (E-Mail) and political events.

Not only do humans move but also ideas move; fashions move; fads move. What is an example of an idea that moves? Fashion? Fad? How do we depend on people in other places? How would our lives change if our movement options changed? What would happen if we traveled by camel or horse? How do we move from place to place? How do we actually get food?
Place Activity

Directions: On a separate sheet of paper, explain how each of these images represent human characteristics of place as well as physical characteristics of place.
REGION

A region is the basic unit of study in geography. A region is an area that displays a coherent unity in terms of the government, language, or possibly the landform or situation. Regions are human constructs that can be mapped and analyzed.

There are three basic types of regions.

Formal regions are those defined by governmental or administrative boundaries (i.e., United States, Birmingham, Brazil). These regional boundaries are not open to dispute, therefore physical regions fall under this category (i.e., The Rockies, the Great Lakes States).

Functional regions are those defined by a function (i.e., TVA, United Airlines Service area or a newspaper service area). If the function ceases to exists, the region no longer exists.

Vernacular regions are those loosely defined by people’s perception (i.e., The South, The Middle East).

What region do we live in? What type of region is it? What are its characteristics? South, North Alabama, the Shoals, the University community? What states do you define as the South? The Northeast? The Bible Belt? What characteristics and perceptions go along with these regions?

Deductive Reasoning is one of the most valuable skills that a student can have. Sherlock Holmes is a good example of someone who uses deductive reasoning to solve problems or mysteries. Deductive reasoning is a process by which a person draws conclusion based on previously known facts.
The Setting of a Story

The setting of a story is the time and place of the story.

The setting of a story tells us where the story takes place. For example, a story about a princess might take place in a castle. A story about a pirate might take place on an island.

The setting of a story also tells us when the story happens. For example, a story about a space explorer might take place in the future. A story about a knight might take place in the past.

If you made a story, where and when would your story take place?
Hemispheres Myths and Facts
Directions: Read each statement, and label it “Myth” v. “Fact”

________ Since Earth is perfectly round, the Northern and Southern hemispheres are two halves of a ball.

________ Toilets flush counterclockwise in the Northern Hemisphere and clockwise in the Southern Hemisphere.

________ It’s always colder in the Northern Hemisphere.

________ Polar bears and penguins live together near both the North and South poles.

________ The Western world is the same thing as the Western Hemisphere.

Now check your answers while reading “Myths and Facts About Hemispheres.”