Foundations of Geography

A unit of study for grades 6-7

Written by

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Purpose of Unit

The study of geography is often thought to be dull and boring. It doesn't have to be that way. Investigate the collection of material to find several different ways to "hook" students on the study of geography.

This unit was written to provide support material and extension material for the Foundations of Geography curriculum taught in 6th and 7th grades. It is designed as a "pick and choose" collection. Hopefully, you will find something to inspire and motivate your students in the study of our Earth.

Location

Where are things located? A location can be specific (for example, it can be stated as coordinates of longitude and latitude or as a distance from another place) or general (it's in the Northeast).

Place

What makes a place different from other places? Differences might be defined in terms of climate, physical features, or the people who live there and their traditions.

Human-Environment Interaction

What are the relationships among people and places? How have people changed the environment to better suit their needs?

Movement

What are the patterns of movement of people, products, and information? A study of movement includes learning about major modes of transportation used by people, an area's major exports and imports, and ways in which people communicate (move ideas).

Regions

How can Earth be divided into regions for study? Regions can be defined by a number of characteristics including area, language, political divisions, religions, and vegetation (for example, grassland, marshland, desert, rain forest).

Unit Project

Overview

This lesson plan can be done daily or every other day as determined by the instructor. It may be done onetime a week. The current events from the newspaper, television, news magazines, and radio provide excellent sources of teaching with the five themes of geography. This will make the student use and hopefully read the newspaper beyond sports and cartoons. An excellent reinforcement of the skills of latitude and longitude will be used, and map reading as well.

Purpose:

The purpose is to teach students to use the five themes of geography; 1) location, 2) place, 3) human interaction and the environment, 4) movement and communication, and 5) regions. The student will use any media source- TV, radio, newspapers, magazines, etc. By using the five themes they will break down and analyze the news event. The news event must be world news.

Objectives:

1. The student will find out how world events affect him.
2. The student will use the latitude and longitude of the city involved.
3. The student will use and reinforce his place-geography skills.
4. The student will use the five themes of geography.
5. The student will develop over the period of a school term an awareness of how world events, geography, and cultures go hand in hand.

Resource Materials:

- *USA Today* Newspaper (first section and pages 3,4, 5 and others for world news.)
- *Current Events* magazine
- CNN or Headline News on TV
- *Time* and *Newsweek*
- *National Geographic* mini articles in the front and back of the magazine

** Some newspaper companies will let schools have a discount price and will deliver daily the newspaper you need.

Activities & Procedures:

- The student will cut out of the newspaper or take notes from a television or radio source and will tape the article into a spiral notebook.
- S/he will then number and date it.
- After reading the article using SQRRR reading methods, students will list the five themes of geography and find them in the news article.
- Students will then locate the city of the story with exact latitude and longitude and write it down. They will use an atlas or a globe.

The following day the student will share the information with the class and show on a flat map or globe where the city and various news events took place. The credit will be worth 20 points per day per student. The teacher will check each week to see if the student is doing the notebook correctly.

Tying It All Together:

The students turn their notebooks at the end of each nine week grading period for credit. The teacher scores on the basis of: following the directions, five themes, world news, and neatness. Ten to 20 points per article. Usually 40 x 10 = 400 points. Teachers can do what they like. This can be done weekly, one time a week if desired.

As a culminating event, students will make a world map handmade of a large size of plywood (8 ft. by 4 ft.). The students will draw in and locate all the countries that made the news. For a visual, the area should be marked with a pin.

The news notebook can be done cooperatively and done by groups of twos: one holding and keeping the notebook and the other locating the news story..

Adapted from:
http://www.col-ed.org/cur/sst/sst168.txt

Culminating Project

Demonstrating knowledge of the 5 themes of geography while researching your community.

1. As a total group, decide what kind of product you want to end up with.
    a. Corel Presentation/Microsoft PowerPoint
    b. Mural
    c. Poster(s)
    d. Other
2. Divide your class into groups of 5.
3. Assign each group a section of questions.
4. Use the textbook, atlases, maps, and then internet to research and answer the questions.
5. Incorporate the information into the assigned product.

Location

1. Using the glossary of your textbook, list 5 terms that could be used to describe the location of your community.
2. Without looking at any map, draw a map of the route from your school to the mall.
3. Using a city or state map, describe the location of your community relative to a large body of water.
4. Using an atlas, state the approximate latitude and longitude of your community.
5. Write a paragraph explaining the reasons why your family originally moved to your community. Make sure you include reasons why they chose this particular location.
6. What is your favorite fast food restaurant? Suggest two reasons why it decided to locate there.
7. What is the largest business in your community? Suggest two reasons why the company decided to locate there.

Place

1. Describe 5 physical features of your community. (This might include the type of climate, mountains, deserts, rivers, lakes, type of trees or other natural vegetation.)

2. State one natural process which destroys part of the environment of your community. (Examples might include hurricanes, volcanoes, tornadoes, earthquakes, floods, etc.)
3. Using the almanac, look in the index under "United States of America." Search for the subtitle "States, individual." Find your state and answer these questions.
    a. What is the population of your state?
    b. What percentage of the people in your state are Caucasian?
    c. What percentage of the people in your state are Black?
    d. What percentage of the people in your state are Hispanic?
    e. What percentage of the people in your state are Asian?
    f. What are the top 3 industries of your state?
    g. What are the 3 chief crops grown in your state?
    h. What is the per capita income of your state?
    i. What percentage of people in your state are unemployed?
4. Draw a map of the ethnic neighborhoods in your community.
5. In one paragraph, briefly describe the foods, churches, and major celebrations that are typical of your community.

Interaction With the Environment

1. Make a list of 5 needs of people in your community that are provided by the local environment.
2. Find one wilderness (forest, desert, or wetlands where no one lives and which has been left untouched) near your community.
3. Tell one way in which people of your community have adapted to the environment and one way in which people have modified or changed the environment.
4. Find one example of how people in your community have changed the environment and then experienced an unpleasant surprise as a result of doing so.
5. Find one example of how people in your community have changed the environment and then experienced a pleasant surprise as a result of doing so.

Movement

1. In the past, what has caused people to move into your community? In the present, is there anything to cause people to move out of your community?
2. How do people in your community learn of new ideas?
3. Draw a map of the main transportation routes in your community. Are there any physical obstacles (mountains, dams, rivers, etc.) that prevent movement within your community?
4. In one paragraph, briefly describe what would happen to your community if a major highway were to be closed down due to a natural disaster.

Region

1. Using a map of US regions, list the states that are included in your region.
2. List 5 things, both physical and human, that these states have in common.
3. List 2 things, one physical and one human, that make your region very different from other regions of the US.
4. Give an example of one stereotype that people from other regions of the country believe about your region.
5. Every state is broken down into physical regions. For example, a state might be divided into a mountainous region and a coastal region. List the physical regions of your state.

Culminating Project

Demonstrate your knowledge of the 5 themes of geography while researching a foreign country.

Directions:

Now that you have become an expert in the field of geography, create a presentation to demonstrate what you have learned. Choose a country to showcase your knowledge. Use the template below to create your presentation.

Microsoft Powerpoint file: country.ppt

Five Themes of Geography (Mr. Help)

Objective: Students will identify and explain the "Five Themes of Geography".

Materials Needed:

- Paper
- Pencil
- Map
- pencils
- Glue
- Scissors
- Butcher paper or large pieces of construction paper
- Pictures from newspapers
- Magazines
- Internet access

Lesson Duration: 70-minute class period

Activity

Step 1: Have students create a poster using the acronym showing the Five Themes of Geography – Mr. Help.

M ovement

R egion

H uman-

E nvironment Interaction

L ocation

P lace

Step 2: Have students apply the "Five Themes of Geography" to their own area/city and give local examples (using words and pictures) of each theme. Use the following websites to help locate examples of each theme:

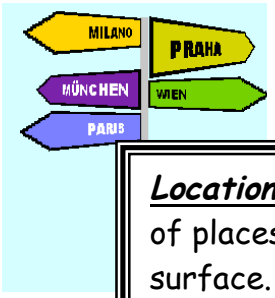
http://www.funsocialstudies.learninghaven.com/articles/fivethemes.htm
http://www.nationalgeographic.com/resources/ngo/education/themes.html
http://www2.una.edu/geography/statedepted/themes.html

Student Product: Create a class mural or a small group collage, showing examples of the "Five Themes of Geography" by using pictures cut from magazines, newspapers, the internet, etc. Label the mural, or collages with the five themes, and then glue the pictures around the names of those themes.

Closure: Have the students share the posters and murals they created –telling why they categorized pictures under particular themes. Discuss the pictures and examples with the class as they are shared, to ensure the students understand the concepts and categories. Some pictures may have evidence of more than one theme, and that should be discussed as the students present information.

Assessment or evaluation: Use the class mural or small group collage and the discussion as a means of evaluating students' understanding of the "Five Themes of Geography".

Extension: Students could read additional information about the five themes or watch a video describing examples of the five themes.



Geography

Location is the position of places on the Earth's surface.

- Hemispheres
- Coordinates
- Directions
- Distances
- Relative positions of continents/countries

People are linked by the ***movement*** of people, ideas, and products.

- Human migration
- Transportation
- communication

Regions are variously-sized areas with common characteristics.

- Political
- Physical
- Economic
- Cultural
- Social
- Urban

Places have distinctive physical and human characteristics.

- Landforms
- Earthquakes/volcanoes
- Weather
- Population distribution/growth

Human-Environment Interaction

People depend upon, adapt to, and change the environment.

- Natural resources
- Economics of land use
- Planning new buildings

Activities for Teaching Location

At the start of the school year, invite students to create from memory an outline map of the world. (As an alternative, students might draw a map of the United States or of their state, if those will be the focus of the year's curriculum.) Collect the maps. At the end of the school year, repeat the activity. Then bring out the maps that the students created in the first days of school. How have their maps changed? Are their end-of-year maps a big improvement over those drawn at the start of the year?

Literature around the world

Invite students to identify on a world map the locations of some of their favorite books and book characters. Among the characters that might be included are Paddington Bear (Peru), Heidi (Switzerland), Ferdinand the Bull (Spain), Strega Nona (Italy), Red Riding Hood (Germany), Madeline (France), and Ping (China).

Design a country

Challenge students to dream up their own countries and to create maps of those countries. The maps should show natural (rivers, mountains) and human-made (highways, major cities) features. Students should name their countries and decide which products will provide the economic basis of their countries, etc.

Map puzzles

Collect state and regional maps from around the United States. Cut selected pieces from those maps. (The size of the "piece" might vary depending on the grade you teach. In the middle elementary grades, the pieces might be about 2 inches square.) Students can use place names, natural features (lakes, rivers), and other clues on the map pieces to try to figure out which state each map piece is from. Students might do this activity in small groups. Each group might have copies of the same five map pieces. Which group can un-puzzle the map pieces first?

Create an atlas

Assign each student the name of a state or a country. Provide the student with a large sheet of drawing paper. The student creates a map of the country showing major cities, natural features, and landmarks. A fact box on each map might provide standard information about country size, population, etc. Put together all the students' maps to create a class atlas.

Virtual Window on the World

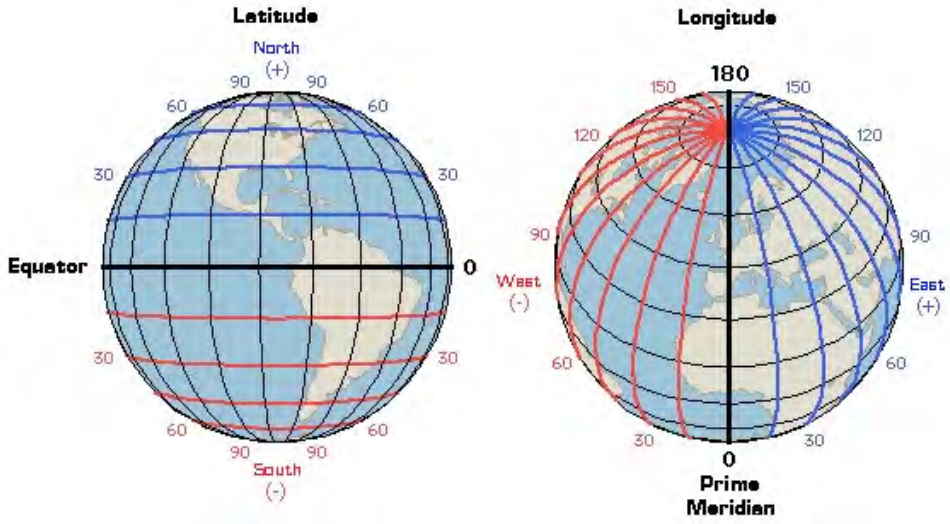
Degree Confluence Project:
At the Intersection of Geography and Technology

The world has 64,442 latitude and longitude degree intersections, counting each pole as one intersection. Of these, 47,650 meet the goals of the Degree Confluence Project, and about 12,000 are actually on land. Currently, 703 people have visited or attempted a confluence. At any place on Earth, a confluence is no more than 49 miles away.

The goal of the project is to visit each of the latitude and longitude integer degree intersections in the world, and to take pictures at each location. The pictures, and stories about the visits, will then be posted on the website. http://confluence.org/

The project is an organized sampling of the world. There is a confluence within 49 miles (79 km) of you if you're on the surface of Earth. Confluences in the oceans and some near the poles have been discounted, but there are still 11,120 to be found.

Alex Jarrett of the Degree Confluence Project invites you to help by photographing any one of these places. Visit http://www.educationworld.com/a_curr/curr354.shtml for more information as well as experiences from teachers who joined this project.



Mapmaker, Mapmaker, Make Me A Map

Interactive Web sites that take the input of users and search for just the right map materials can be a useful tool in the classroom. Follow your "sense of direction" to these online mapmakers.

Map Machine (http://plasma.nationalgeographic.com/mapmachine/) from National Geographic is one of the best mapping resources on the Internet. In addition to its enviable collection of traditional maps, available as a part of the "Map Machine Atlas," the site offers what it calls a "View from Above." In this section, maps made with information from satellite observations use color to vividly illustrate the types of vegetation of areas and the depth of bodies of water. Map Machine also has political maps that show the dividing lines between countries and states and physical maps that display the types of land to be found in a given area.

MapBlast! (http://www.mapblast.com/(z2gli3alzqo2wn32ztihyh45)/Home.aspx) will send you into orbit with a well-prepared map! Whether you are simulating a trip to another country, a vacation to Canada, or a local excursion, this Web site has the map for you. This site also creates driving directions between points and can help you locate all kinds of points of interest. Links to regional weather and news will help students in researching a specific city and its climate.

MapQuest (http://www.mapquest.com) is one of the best-known map resources on the Web. At this interactive site, enter locations that you would like to find and maps are generated for you. The maps include highways, streets, and bodies of water.

Yahoo! Maps (http://maps.yahoo.com/py/maps.py) is another site that provides MapQuest maps upon request. The more information you can supply, the more accurate the maps will be. On the MapQuest site, you may zoom in or out on a map to find other locations in the vicinity.

Much like MapQuest, Maps On Us (http://www.mapsonus.com/) also generates maps at your request. Enter an address, and this Web site will do the rest. You might choose to pan in any direction from a given point; zoom far in, zoom far out, or view the map in less detail. One unique feature to Maps On Us is its ability to plan routes, for free. Your students may submit their own addresses or select national landmarks and calculate the distance between them, with directions. You might have the class find a route from your school to the White House!

Lost??

One of the most complete sources of maps on the Internet is the Perry-Castaneda Library Map Collection (http://www.lib.utexas.edu/maps/index.html) from the University of Texas Library Online. This site offers maps of the world, Asia, Europe, the United States, and more. Each area has a listing of the types of maps that you might choose from. Historical, political, and topographic are just a few of the special maps you will see.

The Great Globe Gallery (http://www.staff.amu.edu.pl/~zbzw/glob/glob1.htm) is one of the coolest geography sites on the Internet. The extensive list of maps provided here includes almost every type of map imaginable; even 3-D images of Earth grace this dynamic site. Don't overlook this colorful alternative to flat, outdated maps!

Perhaps you are looking for maps to use with your students as worksheet and test materials. Outline Maps (http://www.eduplace.com/ss/maps/index.html) from the Silver Burdett Ginn Teacher Activity Center has unlabeled maps of Africa, Asia, North America, the world, and more. You might print these maps and use them with your class to practice naming various countries of a region, states, or to label landforms, etc. A very practical and valuable resource!

A Month of Mapping Literature

Brief Description
Take your students on a world tour with literature!

Objectives
Students read and discuss a new story or book each day. Students plot the locations of the story or book on a world map or globe.

Materials Needed

- teacher-selected children's or young-adult literature,
- a world map or a globe,
- markers or pushpins

Lesson Plan
Students can learn much about the world by reading literature that takes place in other locales. Use this lesson to start a world literature read-aloud month in your classroom.

Each day, have students read aloud a new book or story. Discuss where the story takes place.

Call on students to plot the locations of the story or book on a world map or globe using markers or pushpins.

Following are some classic children's titles that work well with this activity. Supplement the list with your own favorite titles!

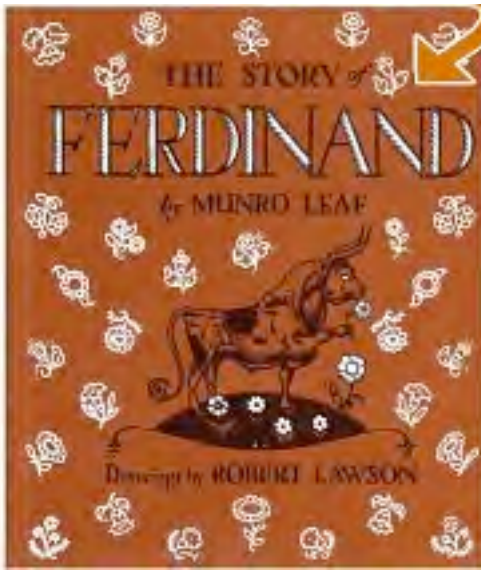
- *The Story of Ferdinand,* by Munro Leaf (Spain)
- *Strega Nona,* by Tomie de Paola (Italy)
- *Little Red Riding Hood,* by the Brothers Grimm (Germany)
- *Madeline,* by Ludwig Bemelmans (France)
- *Paddington Bear,* by Michael Bond (Peru)
- *The Little Mermaid,* by Hans Christian Andersen (Denmark)
- *Heidi,* by Johanna Spyri (Switzerland)
- *The Story About Ping,* by Margerie Flack (China)
- *Katy No-Pocket,* by Emmy Payne (Australia)
- *Anansi the Spider* (a folktale from Ghana)

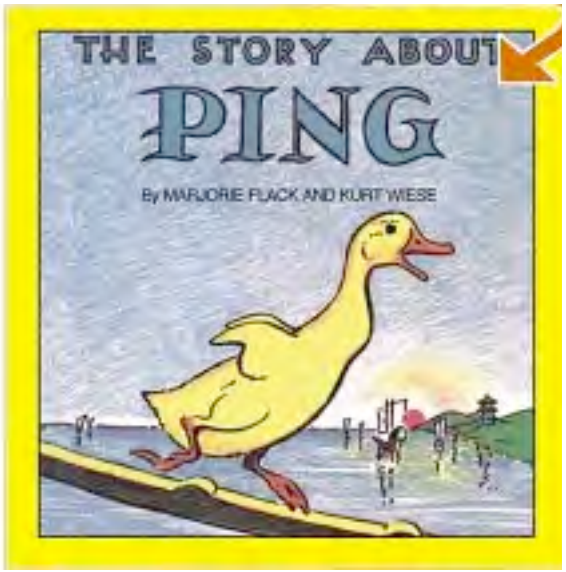
Extension 1: If they plot the locations on a map, students can extend a piece of yarn from the map to a display of each book cover.

Extension 2: Each day, select a different student to draw a picture of the cover or illustrate a scene from the book read. Then extend a piece of yarn from the map to the student's picture.

Assessment

Observe how well students read and discuss each book or story. Evaluate students' abilities to correctly pinpoint a location on a map or globe.





Then and Now

Objectives

Students list the similarities and differences between historical and current street maps of their city, town, or region. Students identify points of interest on historical and current maps of their city, town, or region.

Materials Needed

- historical maps of your region from the local public library
- current street maps of your local region
- paper
- pens or pencils
- computer with Internet access (optional)

Lesson Plan

Before using the lesson, contact your local public library about available local historical maps. Arrange a class visit to the library to study the historical maps.

Bring in current local street maps (enough for groups of three or four students) or print out street maps from Web sites such as MapQuest or MapBlast!.

Review general information about the current maps. Arrange the class into small groups of three or four students. Distribute the maps or map printouts from the Web sites.

Discuss the information on the maps (for example, street names, points of interest).

Ask students to imagine that it is the year 1900 (or other year in the past of maps available at the library) and that they are looking at a map of their city or town. Ask students what they think a map of that time might show. List students' responses on a sheet of paper.

On the day of the field trip, bring the current maps or map printouts and the list of students' responses about historical maps to the library.

At the library, help students study the historical maps. Have them compare the historical maps to the current maps. Discuss the similarities and differences. Ask students to compare their expectations of what the historical map might show with the places the actual map does show.

Create a Globe

Brief Description: Students create globes using balloons, papier mâché, and other common materials.

Objectives
Students create a globe from common materials. Students demonstrate ability to follow directions.

Materials Needed

- a large plastic bowl
- flour
- water
- salt
- a spoon
- plastic wrap or another cover for the bowl
- a globe
- sheets of newspaper
- several small bowls (one bowl per group)
- balloon (one per student)
- blue tissue paper
- construction paper
- scissors
- markers
- world maps (optional)
- glue

Lesson Plan
Before the lesson, save newspapers or have students collect newspapers and bring them to class. This lesson should be completed over two days.

Day 1
Prepare the paper mâché mixture in the large bowl by combining 1 part flour, 2 parts water, and 1-2 tablespoons of salt. Mix well to a consistency of thick glue. Cover the bowl to prevent the mixture from drying out.

Show students a globe. Discuss the items on the globe. Tell students they are going to work in small groups to create their own globes.

Arrange students into small groups. Have students cover their desks with sheets of newspaper.

Distribute balloons, paper mâché mixture in small bowls, and blue tissue paper. Let students blow up their balloons and help them tie knots in the balloons.

Help students cover the balloons with the paper mâché mixture and then put blue tissue paper over the paper mâché mixture. Let the globes dry overnight.

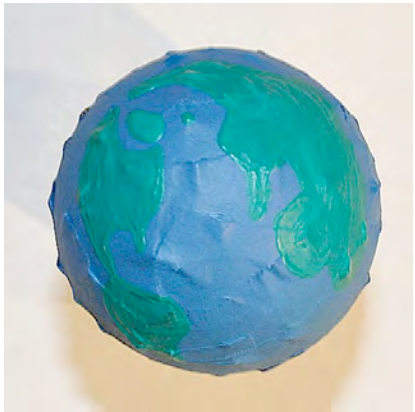
Day 2
Tell students to get in their Day 1 groups. Distribute the construction paper, scissors, glue, and markers to each group.

Tell students to look at the globe or a world map. Have students cut out, color, and label the continents and glue them onto their globes. Tell students to also make labels for the major oceans.

Variation: Have students paint their globes blue instead of using blue tissue paper.

Extension: Have students draw and label the equator and the International Date Line on their globes.

Assessment:
Evaluate students' participation and ability to follow directions to complete the activity.



Made in...

Brief Description
Students plot on a world map where items of clothing were made.

Objectives
Students read clothing labels. Students plot on a world map where the clothes were made.

Materials Needed
- world map
- pushpins

Lesson Plan
1. Ask students where they think their clothes were made. Then ask students to check the clothing labels on two different items of clothing they have on. Tell students to write the clothing items and the names of the countries on a piece of paper.

2. Have students locate the countries on a world map and plot the locations with pushpins. Total the kinds of clothing and number of different countries.

Variation: Repeat the activity using various foods.

Assessment
Evaluate students' answers, participation, and abilities to locate countries on a world map.

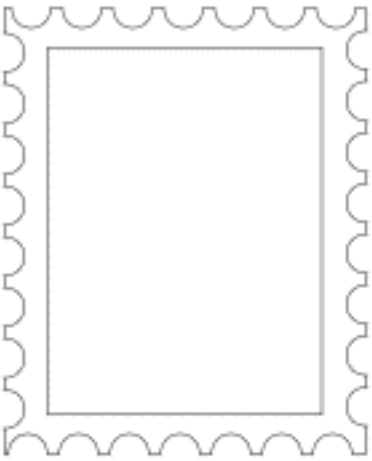
Activities for Teaching Place

Create a postage stamp or a postcard

Assign each student the name of a country (or a state, if states are the focus of your curriculum). The student must research that country and design a postage stamp to be used by its citizens. The stamp might have on it a physical feature, person, or landmark that the country is noted for. Students present their stamps to the class, explaining why they chose to use the image they used. Older students might design postcards. On one side, they draw an image representative of a place. On the other side, they write a message that provides readers with several clues about the place. Post students' cards on a bulletin board. Number each card. Give students a week to read all the cards on their own and to jot down their best guesses as to the place. At the end of the week, students can turn over the cards to learn the correct answers. Who correctly guessed the most places?

Weather report

Assign each student the name of a city. (This might be a city in the United States if that is the focus of your curriculum. Or select cities from around the world.) On the first school day of each month, students collect information about the weather in that city. They can compare from month to month and plot high and low temperatures over the course of a year. Which city has the warmest year-round weather? the coolest? Which city has the widest range of temperatures? Which city has weather most like the weather in your city?



Activities for Human Environment Interaction

The Lorax

Read aloud the book *The Lorax* (by Dr. Seuss), a wonderful example of human-environment interaction for all ages. Talk about the different characters in the book. How do students feel about each of them? Who does each character symbolize? How is each character affected by the Once-ler? Who is the Somebody?

Wants and needs

Invite students to make a list of the things they would want to have to have a good life. Which of those things do they really need? How many of those things they really need can be found in the natural environment? Which things must be made by people?

A picture is worth ...

Help students collect pictures of your town over the years. How is the town different in appearance today from the way it looked many years ago?

A 'Boring' Lesson in Geography

Is this town *really* boring?

That's the question lots of people ask when they walk into the Post Office in Boring, Maryland, a town of about 450 people 20 miles north of Baltimore. For the citizens of Boring, well, they're not offended by the question; they're use to it--and they take it with humor, because most of them like their town just the way it is!
"We're always afraid that we are going to be ridiculed," Boring postmaster Mary Jane Pusey told the *New York Times*. "But, in fact, most people who visit here wish they had a place like this to come home to. They want a little Boring in their lives."

THE LESSON
Having a difficult time getting your students to focus? Are their brains (or your brain) already on summer vacation? I've got just the solution for you! Gather together an encyclopedia, some atlases, and other detailed U.S. maps---and let your students go! Challenge them to search the country for silly, offbeat, or otherwise unique city and town names. Following are just a few of the names I located in a quick scan:

- Zap, North Dakota
- Santa Claus, Indiana
- Noodle, Texas
- Frostproof, Florida
- Zigzag, Oregon
- Whynot, Mississippi

FOLLOW-UP ACTIVITIES:

Map Skills - Choose ten of the unusual town names that your students found and provide activities that challenge students to apply their newfound geography skills. (Here's where your knowledge of grade-level geography skills will come in handy.) At lower grades you might ask students to tell whether each town is east or west of the Mississippi River. In the middle grades you might ask students to identify the region in which each city/town is found. At the upper grades, you might challenge students to identify each town's longitude/latitude location.

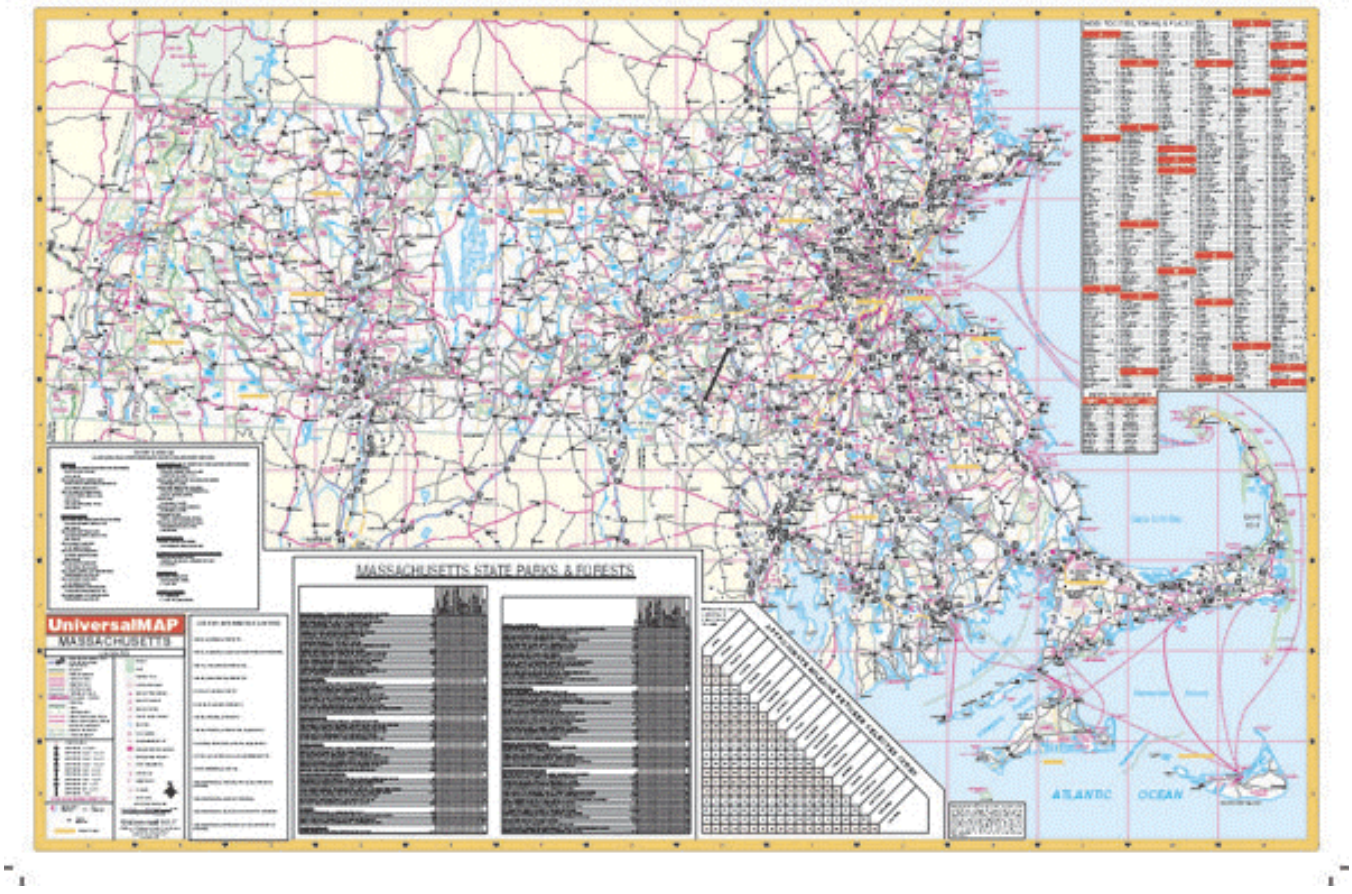
Alphabetical Order - Invite students to alphabetize the list of town names they found.

Creative Writing - Students might work in cooperative groups to complete this exercise. Unusual town names often result in humorous newspaper headlines. For example, this headline appeared in an Illinois newspaper: "Normal Man Weds Oblong Woman." (Normal and Oblong, of course, are Illinois town names and not adjectives describing the betrothed!) Invite students to create their own fun headlines!

Poetry - Poet Stephen Vincent Benet penned this stanza about American town names:

I have fallen in love with American names,
The sharp names that never get fat,
The snakeskin titles of mining claims,
The plumed war bonnet of Medicine Hat,
Tucson and Deadwood, and Lost Mule Flat.

Invite your students to author their own poems using the list of unique town names they found.



Activities for Teaching Movement

The products we use

Where do the products we use originate? Invite students to collect labels from foods, clothing, toys, and other products they use. Where do those products come from? What percentage of those products are made in your state? your country? other continents? Are we dependent on products from all around the world? Talk about how products made outside your community might get there.

Roots

Where did students' families come from? Ask students to find out about their families' roots. That information might be plotted on a class chart so students can see the roots they share with others in the class. In addition, let students tell what they know about when and why their ancestors came to the United States and how they got here.

License plates from all around

Challenge students to keep track of the different license plates they see in the course of a week. (If possible, you might go to some place where students could observe a wide range of license plates.) What states do those plates represent? What might a license plate tell you about a state? For a follow-up writing activity, students might write letters to the Department of Motor Vehicles in each state. In their letters, they might ask for information about the state's license plates.

Map Your Favorite Sports Team's Next Road Trip

Brief Description

Students track a professional sports team across the country.

In this lesson, students will:

- correctly read a map scale,
- use a map scale to calculate the number of miles covered by a sports team in a trip,
- calculate the cost of a trip.

Materials Needed

- sports section of a newspaper or game schedules of local sports teams
- computers with Internet access
- copies of U.S. road maps
- paper
- pens or pencils

Lesson Plan

- Ask students to name their favorite sports teams. Help students check the sports section of the newspaper, game schedules, or team Web sites to find out where the teams will play upcoming road trips.
- Hand out U.S. maps, and challenge students to trace the route the team will take on the road trip. Have students use the scale of miles to figure out the number of miles the team will cover in that trip.
- Have older students use Web pages of national airlines to figure out how much it would cost them to go along on the road trip!

Variation: Have older students work against one another in teams. Have each team search a variety of airline sites to determine the most cost-effective flights. The team who completes the challenge with the lowest fares wins!

Activities for Teaching Regions

Map your school region

Create a map that shows the areas in which students live. Invite each student to add a pin to the map to indicate the location of his or her home. What conclusions can students draw from the map? Do more students live in one "region" of the "school region" than in others? Why might that be so?

Time zones

While your students are sound asleep tonight, students in some other parts of the world are sitting at their school desks. Why is that? Talk with students about time zones. How do time zones affect students' lives? How do time zones affect them as they fly from place to place? What time is it right now in other parts of the world? (For this activity, you might use the Internet resource www.worldtimezone.com)

Bingo

Invite students to create their own bingo cards. They should label each column on the bingo card with a region of the United States. (Use whichever region arrangement appears in your students' text or your local curriculum; if there are more than five regions, students select five regions to use on their cards.) Invite students to draw in each square in the column the outline of a different state in that region. The teacher will draw the name of a state from a bag full of paper slips labeled with each state's name. Who gets bingo first?

Regions in your community

Invite students to look at the neighborhoods in their community. Talk about why those neighborhoods developed where they did. Neighborhoods develop for many reasons. They might develop around factories (jobs) or a church, a hill or a lake. What can you learn about your community from its neighborhoods? Is there a part of your community that might be called the shopping region or the factory region or the farm region? What other regions might be part of your community?

Edible Topographical Geography

Materials Needed

- graham crackers
- vanilla cake frosting
- blue sprinkles
- yellow sprinkles
- green food coloring
- mini marshmallows
- Hershey kisses
- Flower-shaped sprinkles
- red licorice
- large foil sheet (approximately 15" x 10") adapt to the size of the map
- frosting tubes of different colors (white, black, blue)

Directions:

1. Spread out the large foil sheet
2. Line the sheet with graham crackers.
3. Cover the graham crackers with an even layer of white frosting. (the base)
3. Cut the licorice sticks lengthwise in half.
4. Lay out the basic shape of the state, country, etc. you are going to be creating.
   a) Sketch it out first on paper –to scale.
   b) Place the licorice sticks on the drawing
   c) Move the licorice over to the cake icing.

Making the mountains, rivers, valleys, deserts etc

5. For lower mountains, use mini-marshmallows
   a. color them with green food coloring
6. For the higher mountains, use marshmallows but add the Hershey Kisses on top (using cake icing as 'glue').
7. Valleys - flower-shaped sprinkles
8. Deserts –yellow sprinkles
9. Rivers – blue sprinkles or blue frosting
10. Coast-line - white icing
11. Regional markings - draw thin lines using black icing from a tube.
12. Oceans – blue sprinkles.
13. Label borders by making a sign attached to a toothpick. Stick it into a mini marshmallow. Place the marshmallow onto the cake icing in the appropriate place.

Adapted from:
http://www.teachers.net/lessons/posts/1299.html

Physical Geography & Edible Maps

The students will learn physical geography about a state or a country by making an edible map. They will use different edible objects to display the different geographical landmarks of that state or country.

Objective:

Using a physical map for reference, students will make an edible map, that shows the major physical features of their country or state.

Background Information:

This activity can be used for any country or state! The students should have reference maps to get the information to make the maps. Have the dough pre-made and divided for the class. The dough is really greasy so you might want to keep that in mind for your classroom set-up. If you are using this for the first grade, you may want to make an outline of the state or country, to help them manipulate the dough, and laminate it.

Concepts:

Students will be able to describe the representations of the edible physical map to the rest of the class. If you want to expand on this, you could have the students research and write up information on each of the physical characteristics of that state or country.

Materials:

- dough recipe
  - smooth peanut butter
  - powdered milk
  - powdered sugar
  - white corn syrup
- reference map
- wax paper (if needed)
- different colored sprinkles
- blue icing
- chocolate chips
- M&Ms
- red pull-apart licorice
- pre-made map outline (if needed)

Dough Recipe:

** 2 cups smooth peanut butter*
** 2 1/2 cups powdered milk*
** 2 1/2 cups powdered sugar*
** 2 cups white corn syrup*

Procedures:

1. Pre-make and separate the dough at home.

2. Give each student or group of students (two or three at the most), a reference map to find the geographical features.

3. Give each student or group a portion of the dough.

4. Have the students shape the dough to represent the state or country.

5. Once the map is shaped, have the students place the edible objects that represent the landmarks accordingly.

6. When the map is finished, have the student or groups share their map with the rest of the class. (Ask the students to look for any corrections that are needed).

7. EAT!!!

Assessment:

If you had the students write up information on the major physical features, you can grade this portion according to the requirements. Otherwise, the only assessment for the map would be that the students have the landmark representations accurately placed and are able to tell the class about their maps.

Adapted from:
http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Social_Studies/Geography/GGR0053.html

Geography with Truckers

Trucker Buddy International is a nonprofit 501(c)(3) organization dedicated to helping educate and mentor schoolchildren via a pen pal relationship between professional truck drivers and children in grades 2-8. Trucker Buddy matches classes of students with professional truck drivers. Every week drivers share news about their travels with their class. Once a month, students write letters to their drivers. Students' skills in reading, writing, geography, mathematics, social studies, and history are enhanced and learning is fun. Since 1992, Trucker Buddy has helped educate over a million schoolchildren and introduced them to caring, compassionate men and women, professional truck drivers.

Trucker Buddy is an award-winning program (Most Significant Service Award, Truck Writers of North America 1994, and 1997 RPM Xtra Mile Award.) Trucker Buddy has been featured in hundreds of publications and television reports including *PEOPLE Magazine, Reader's Digest, Family Circle*, CNN Headline News, Charles Osgood File, and the *Wall Street Journal*.

http://www.truckerbuddy.org/

Why connect with a Trucker Buddy?

- Witnessing potential
- Letter-writing experience
- Map skills (track the trucker's route on a large map)
- Chart/graph miles covered daily/weekly/monthly/yearly
- Christian service opportunity

Trucker Buddies are at times able to work out a visit to the school, as with Warren Seventh-day Adventist Elementary School in Warren, MA.

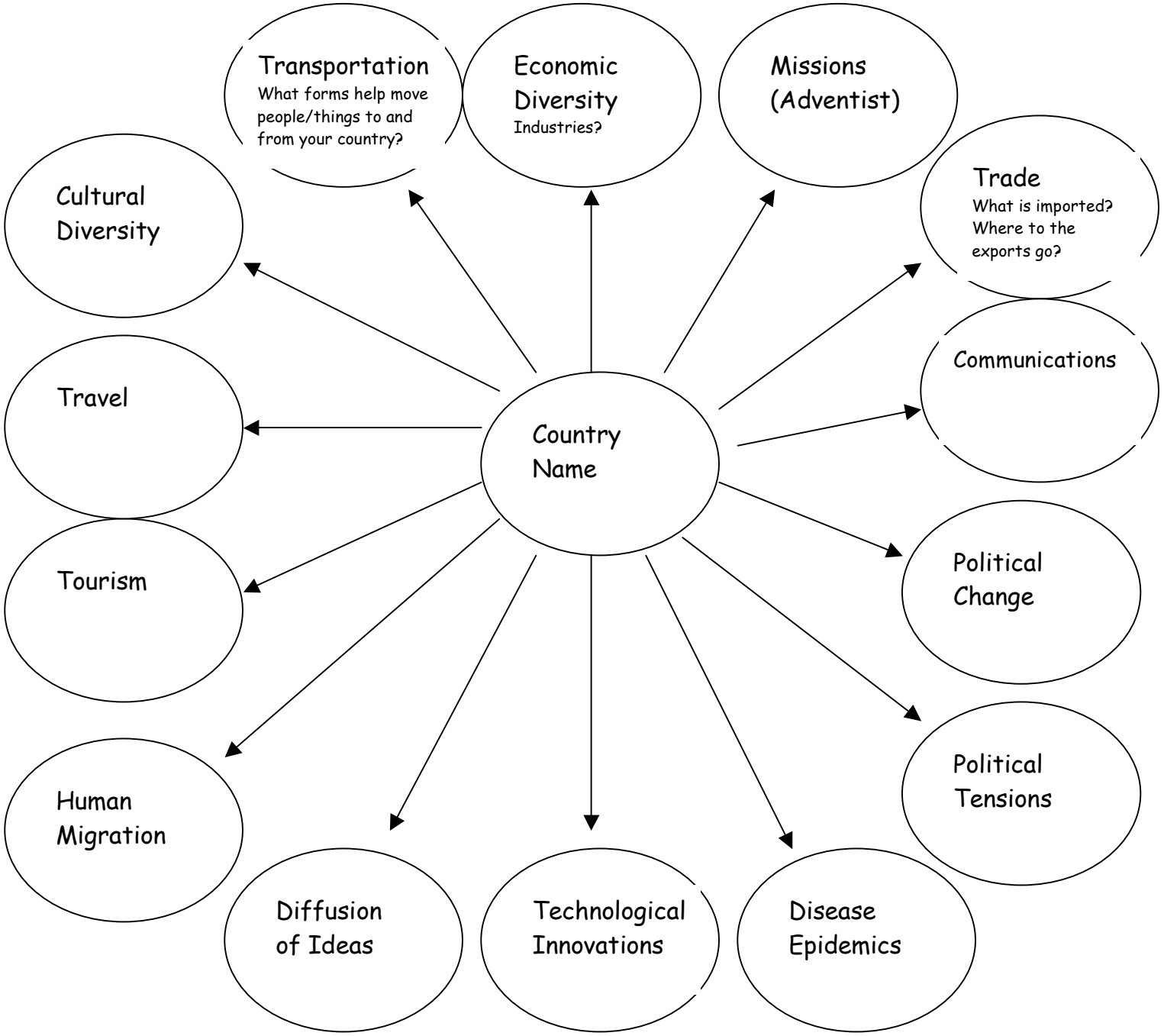
Mathew and Barbara Damm have been trucker buddies with Browning Elementary School's 5th grade class. They created a blog to communicate with the students. Students email back and forth to the Damms using an account set up with www.gaggle.net. (free filtered email for schools) The students have been an incredible witness to the trucker couple - praying for them and sharing with them.

Connectivity and Dependability

Name _____ Date _____

Directions: Choose a country to research. Investigate to find how this country is connected to and dependent upon the rest of the world. Be sure to track your sources!

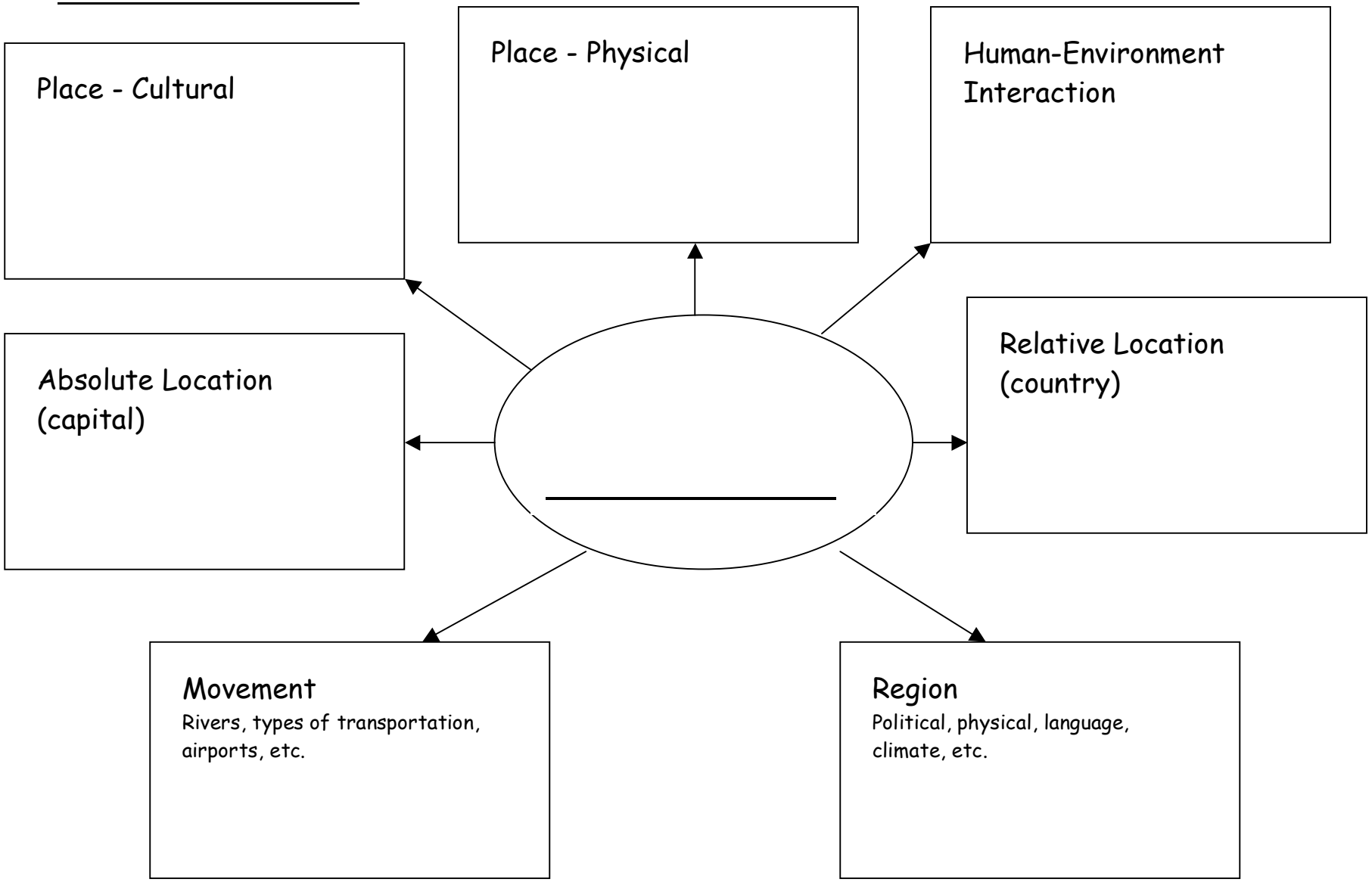
Extension: Use your information to write a 3-5 page paper to convey your information.



Five Themes of a Nation

Name _____

Date _____



What Do You Know About Latin America?

Name _____ Date _____

Fill in as much as you can for each topic. Then do research to complete the chart.

3 Central American Countries	3 Island Countries	3 Capitals
3 Rivers	3 Natural Resources	3 Types of Music
3 Languages	3 Foods	3 Bodies of Water

What Do You Know About Europe?

Name _____ Date _____

Fill in as much as you can for each topic. Then do research to complete the chart.

2 Mountain Ranges	4 Countries on a Peninsula	5 Capitals
3 Major Rivers	3 Major Islands	3 Nations That Explored the World
3 Micro-States (smaller than Rhode Island)	4 Famous Landmarks	3 Foods We Eat (that originated in Europe)

What Do You Know About Africa?

Name _____ Date _____

Fill in as much as you can for each topic. Then do research to complete the chart.

3 Countries Other Than Egypt	3 Major Rivers	2 Regions
1 Well-Known Landmark	3 Capital Cities	3 African Animals
2 Major Mineral Resources	3 European Countries That Established Colonies	3 Foods

What Do You Know About Asia?

Name _____ Date _____

Fill in as much as you can for each topic. Then do research to complete the chart.

2 Very Populated Nations	3 Major Bodies of Water	2 Major Crops
3 Major Religions	1 Mountain Range	3 Major Land Features
2 Major Mineral Resources	3 Other Things You Know About Asia	3 Foods

What Caused the City?

Name _____ Date _____

Directions: Break into pairs. Do research on your town/city. Put a red check next to the facts which apply to your city. Be ready to share your findings with your classmates.

1. Location: Our city arose because it was located on a major body of water.
   - This city arose because it is a port city on the seacoast.
   - This city arose as a port city on a major river.
   - This city arose because it is located where a major river meets the sea.
   - This city arose as a port on a major lake.
   - This city arose along a river in a semi-desert region.
   - Other:

2. Place: Our city arose because of certain physical features.
   - Our climate has sunny days and little rainfall.
   - Our community has a cheap source of electricity.
   - Other:

3. Interaction: Natural resources caused the rise of our city.
   - This city arose because of its forests and the resulting timber industry.
   - This city arose as a distribution center for the crops grown in the surrounding farming region.
   - This city exploded in population when a valuable mineral was discovered nearby.
   - This city arose when wildcatters struck oil near here.
   - This city exploded in size when it gathered together all of the ingredients for making steel.
   - This city exploded in size when it gathered together all of the ingredients for making cars.
   - This city grew because the ingredients for aluminum helped create the airplane industry.
   - This city grew because the ingredients for making aluminum helped create the shipping industry.
   - This city exploded in size when silicon was used to produce computer chips.
   - Other:

4. Movement: Transportation caused our city to grow.
   - This city grew because of the rise of the railroad.
   - This city grew because of the rise of the shipping industry.
   - This city grew because it became the hub of a highway network.
   - This city grew because it became a major hub of the airline industry.
   - This city grew because it became a hub for Adventist Education.
   - This city grew because it became a hub for Adventist Healthcare.
   - Other:

5. Region: Our city became the heart of the region.
   This city was the cultural hearth (birthplace) of the nation.
   This city is the national capital.
   This city is the state capital.
   This city is the region's financial center.
   This city is the region's manufacturing center.
   This city is the region's educational center.
   This city is the region's cultural center.
   This city is the center of professional sports in the region.
   This city serves as the region's center for health care.

Jumbled Geography

Directions: Divide students into 3 groups. Each group is responsible for finding only those facts that relate to its category – Depend, Adapt, Modify. The first part of class should be spent deciding which categories the statements belong in. During the second half of class, one person from each group should present the list. When the same fact is claimed by more than one group, the class should take a vote to determine where it goes.

A. **Depend** upon the environment – People involved in farming, fishing, mining raw materials, and tourism depend upon the air, water, and land. This is how they make a living.

B. **Adapt** to the environment – This means leaving the environment unchanged. It means changing your life to fit it. Environmentalists, especially those concerned with preserving the wilderness, like to leave the air, water, and land alone. People interested in good health as well as tourism often try to preserve things as they are. The biggest category of people, are those who adjust their lifestyles (clothing, housing, sports) to fit the environment.

C. **Modify**/change the environment – People change the environment when they build roads, bridges, canals, dams, harbors, and buildings. Any time people create pollution they are changing the environment.

Statements

1. A farmer in Iowa raises pigs and corn.
2. President Teddy Roosevelt ordered the building of the "Big Ditch" – the Panama Canal.
3. Congress set aside millions of acres of wilderness. These are wild places where hikers may visit, but not bring motorized vehicles.
4. A coal miner in West Virginia blasts coal out of the ground.
5. Eskimos in Alaska ride snowmobiles to school.
6. Fishermen on the coast of Maine catch lobsters.
7. City planners in New Orleans dredge and re-design the harbor.
8. Nebraska farmers use water from the underground lake known as the Ogallala Aquifer to irrigate their farms.

9. Ski resorts in Vail and Aspen, Colorado, build condominiums up the sides of the Rocky Mountains, trying to preserve as much of the forest and natural beauty as possible.
10. People with asthma and other lung problems tend to move to Phoenix, Arizona, where the air is pure and clean.
11. A high school in the Appalachian Mountains builds its new football stadium in a valley.
12. A farmer grows sunflowers on the flat plain of North Dakota.
13. A cattle rancher in Wyoming lets his herd graze on the plains without doing it damage.
14. Copper miners in Bingham Canyon, Utah, carve out copper from a gigantic open-pit mine.
15. A plantation owner in Puerto Rico harvests bananas which grow naturally in the rainforest.
16. Huge dams have been built on the Colorado River to prevent flooding, irrigate farms, and produce electricity.
17. Lumberjacks in Coos Bay, Oregon, use the rushing river to carry logs to the sawmill.
18. Schoolchildren in Oshkosh, Wisconsin, wear earmuffs in the wintertime.
19. You will find oil wells right on the front lawn of the state capitol building in Oklahoma City.
20. The infamous Watergate Hotel was built on the banks of the Potomac River in Washington, D.C.
21. Until the late 1970s, industries and cities along the Great Lakes freely polluted the lakes with chemical waste and sewage.
22. Businesses in Rapid City, South Dakota, welcome tourists who visit the Black Hills, especially Mount Rushmore.
23. North Carolina forbids buildings to be constructed above the ridge line of the Blue Ridge Mountains.
24. Oregon forbids the construction of motels, restaurants, and other commercial buildings along its beaches.
25. Gambling casinos have been built along the boardwalk facing the ocean in Atlantic City, New Jersey.
26. Farmers in Pennsylvania's Susquehanna River Valley use fertilizer which has polluted the Chesapeake Bay.

27. Skyscrapers and a wonderful aquarium surround Boston's harbor, which has been modernized.
28. Dams along the Columbia River in Oregon and Washington allow salmon to swim upstream to their home beds.
29. Gardeners in Pasadena, California, raise flowers for the floats in the annual Rose Bowl parade.
30. Barges travel from Pittsburgh to Cincinnati on the Ohio River.
31. Chicagoans drink Lake Michigan.
32. The oil tanker Exxon Valdez crashed in Alaska, spilling 10 million gallons of oil into the sound.
33. Texas and Oklahoma farmers in the River Valley use the river to irrigate their cotton farms.
34. Floridians are beginning to question whether their wetlands should be filled in with dirt and concrete for new buildings.

Answers

1. Depend
2. Modify
3. Adapt
4. Depend; adapt
5. Adapt
6. Depend
7. Modify
8. Depend; modify
9. Adapt; modify
10. Adapt
11. Adapt; modify
12. Depend
13. Adapt; depend
14. Depend; modify
15. Depend
16. Depend; modify
17. Depend
18. Adapt
19. Modify
20. Modify
21. Modify
22. Depend
23. Adapt
24. Adapt
25. Modify
26. Modify
27. Modify
28. Adapt
29. Depend
30. Depend
31. Depend
32. Modify
33. Depend
34. Depend; adapt

adapt (ə-dp t')

v., **a·dapt·ed, a·dapt·ing, a·dapts.**
v.tr.
To make suitable to or fit for a specific use or situation.
v.intr.
To become adapted: *a species that has adapted well to winter climes.*
[Middle English *adapten*, from Latin *adaptāre* : *ad-*, ad- + *aptāre*, to fit (from *aptus*, fitting; see apt).]

adaptedness **a·dapt'ed·ness** *n.*
SYNONYMS *adapt, accommodate, adjust, conform, fit, reconcile.* These verbs mean to make suitable to or consistent with a particular situation or use: *adapted themselves to city life; can't accommodate myself to the new requirements; adjusting their behavior to the rules; conforming her life to accord with her moral principles; fitting the punishment to the crime; couldn't reconcile his reassuring words with his hostile actions.* ***ANTONYM*** **unfit**

Five Themes of Geography

S E E K D R D Y R Y E C V Q B S T V O L F V I D K O E R A F
K D V E K W I W V D R O M Y B E P E A Y I Q Y A V U M S A J
U S A I D A U V U P Q R S F L D A N E D U T I T A L P R R H
L K P O T A S T E K V N P I N C G C J A S T T F K E M G Q Q
H R Z N R A I N C R W B I L W U Z P H H J Q N H F I S N R J
V A C O W G L U O Q S E H V A W X N Z E T N E M N R E V O G
E M T V N P T E W I F L S G T B E T T R S T B G P Y Q I H T
Y D R O S F Q L R C G T E J H F M N B Y J D G H A L N C B C
U N L C T D M T B X P E M W O J E F S W I Y Y F T N X T I B
K A M L I T X X S E W M R U W M M E E M S K E I Z M L L B R
S L M O U N T A I N S F Q Z E J W F I P Q T W K O J A V K I
L E B G D S T A F Q M D K V Q E J L T P H S K R A P L H U D
A Q I V A R C L N U B E O K X K R P I Z G F C K J W G Y G G
F I Y R E T C Z S C N M D Y X J R L C Z J E U Y V X E D K E
R U R S O C P I J V L O C A T I O N Z T D O P Q I P S T A S
Q J E P X T C O I H U J Y C X R K V T Q G C M U V P P W S B
E D P I O U C R O A R J I M H P I L R U D H P Z S G B Z E X
C Z C S G R O A Z T U A F Y Z M S Q H P N I K D O H K N J I
C I R O C N T K F J R N H S E U K T D U B D B A L X B I W W
L C T D M W W S J O Q M Z V T Q K I R D I M K E R U T L U C
A K O E N H X Z K G Y S V L I C K W M H U M A N I R G J G R
N G N K O O Z H M W G M A J Z A N N S K S C W X V D Q Z N Q
D T T Z I M V F Y Y O D Z W Z N X Y N B K H T M S X A X E E
S P S T G E Y O H P Z B H R B C O A Q S B T Y I M N Q N C M
C I I Q I S W K Q D G T J Z X J Y F U G B W W E W A V A D W
A L P W L O Y V N B J W R D V N Q J Z Y B N S M M J L A F O
P P E L E M I N I N G E A B M D B W X R G Y R R P P Z T Z I
I C P Q R W N X I K E F S K B L W X V H A N Z G J C Z N W V
N C G Q X A D F X C A K U M F D Z W K T V H K K H C V T P K
G E X R R A S K K P D E I L Y X T O T E A Q D P M M C I M X

AIRPORTS
BEACHES
BRIDGES
CITIES
CORNBELT
CULTURE
DESERT
ENVIRONMENT
FACTORIES
FARMING
GOVERNMENT
HOMES
HUMAN
LANDMARKS
LANDSCAPING
LANGUAGE
LATITUDE
LOCATION
LONGITUDE
MINING
MOUNTAINS
MOVEMENT
MUSIC
PARKS
PLACE
REGIONS
RELATIVE
RELIGION
RIVERS
ROADS
SHIPS

Weather and Climate

E L G E P V Z S S M L O S V I C H X J F N Q I S H U V W K K
F N E I P F V S B A N G R T Q M P D U N H D U U P F U W F C
E J A E P D F L H E M L T S E R O F N I A R K B C E N C K F
A D P C W O D A N R O T L W P P F I G N A G K T S H A D O W
U L U V I A J Y Y T N L I N I W P H U Y Z A H R G S N O W C
R H T T I R R U B S S Z C J B N L E T D C M C O Q J U A J T
J F A I I G R D O T O W W E W A D R S R Y Q T P N B I S B Q
R X C Y T T K U S E O T N A N L C N E A H H X I C Q A R I W
C M B E S U A H H J N I X D A I H P W W D C Y C L O N E L P
A B N H I J D L J O R F V Q D V I L A D J F O A N E K W R H
T E O S X H N E W A M R H K T M E A E N S H J L T I V L U U
N S N J X Y D C M D C J O L K X O Z T I I C B A M S X J T J
O L A J D R I N M M O Z E O G L D W V W F A M M Z L D W R A
C Q B O N N T G J T P N C F S Z I U C N B I A L R A A J R I
O O N C C P S R E J L B P Y L Z G Y Y L L R H X W E T R C N
Y P N A A A V B E S E A U Y L S L V E C K Z U E G E D I L U
P T F T V A X I D S I Y N X F Q S B X Q U T F P M H X A V P
M A S A I Y O P X U E Z S T Y V P X N K C A M P U L W T A A
B G N V A N N T K F G D Y U F A U F E N B F E D E T N I N C
F N T Y Z G E L H E H C D I M U H R Q D H R E Z T B L S B E
A Q U J A J M N X T I L P R E C I P I T A T I O N O W H X C
K B N A Y P O O T T K E H Z R A V E N T I Q W C N Q E J D I
W O D A V X M S C A Q Y D O U Q S Y U R F U U U A P I D L L
R S R B T W G R N J L P R E S S U R E B G N S R X H W F M K
R D A W G P A I K X P K Q P T J E U L Q S W A R T C R U B G
B U O J X B A U I D T F O C W A Z Q G Z U G N E F O J E X U
V L O Z U R A T F K S C A M C J O J J B D U V N N R M L A X
N K E S Y T I D I M U H K J A Y P V V F V V V T Q W H Z R J
G C P W C J X H M S M Z L T N I D R Z Q K O U S C P R L J I
Z L Z Z S H K Y L R T Q F T O J A W X R N K Q S X Y C H H Q

AIR
ALTITUDE
CLIMATE
COAST
CONTINENTAL
CURRENTS
CYCLONE
DESERT
FRONT
HIGHLAND
HUMID
HUMIDITY
HURRICANE
ICECAP
JETSTREAM
LATITUDE
LEEWARD
MARINE
MONSOON
PRECIPITATION
PRESSURE
RAIN
RAINFOREST
SAVANNA
SHADOW
SNOW
STEPPE
SUBARCTIC
SUBTROPICAL
TEMPERATURE
TORNADO
TUNDRA
WEST
WIND
WINDWARD

Physical Features

B K N C P T Q R L A L D B N T P Y D W P L T U Q A H V X P W
I A P R C K I B Q X R Y I H I R Z A H L F P F T N Y H Z H Y
P I S Q L X B P D H V C G Z A A A Y A B V Z L L L O S Q R L
X U K I U N I T G Y U G H U E B T K E L E T E G G V O D F F
W U H A N N P L W F E H T I D P E N X U R U A S C O O G R T
R Y O F A V M C W C H S Y M P W G M U W A C I A D U X W A X
A T O L L G M V P X E P J O E E B R R O A H N Q Y K L J M L
A T X Q B H Z S O U N D L N C C L G Y N M A B E R V O B D F
K E A G M B X K T I A K X A S V L A Y R L U L G F I G M W S
O R S J J Q X U F Z C M G S T Q X O G G G L U K F J W J Y J
I S Y T I J H Y H H F D Z Q M E N V P O A Y I I A N Q Z R P
I S T H M U S J B Y Q C T K P V A W O V X V S T Y J V R H A
J C B Q Z F I J I S L N P X E Y S U Z B W G R V P Q C W L L
A K W G T F A I Y I U Y P F N U Y N R U A I T O L Y F R D A
W C U I P Y E Y W G N O A Q I V L J Z R B X I L D Y Q Z X R
L X K O W M I H Q A Q U D L N S P R E U G F A C T O Y Q O L
R L F F E O Z V Y U G O K Q S E L V T L V M R A N Y A X L Z
L L A F R E T A W Q C Z C J U Y I A M E W U T N X H Q B K X
O M F P O A T L E D K X E C L R R C H N V R S O C M G B Z J
I R Z C F D O R R I K D N M A Y E Q A N I D U J K T U E P R
E E Z R V N F G S M T T F G X X R A J A V N R Z K E L G V C
T A I C E K H F D E Q T H P S M D Y E H U O D O Q T F X P X
Z G S L H Y Y V V J W C L V Z N D A S C L A L H J P K D A B
Z T Q H M T C L P C K N A Z X S C P I U E L O Y N F K A Q C
D N A L S I T Z D V B I R P J M K C G W P R D I A M U J I N
C R U D P J L D V I Z A Q E E Y M N V C N Y F K S E E O G T
C D V R T J T B M S I L Z Y V O N R S Z D E J W F E D N U E
C Y V F U W L T F P L P E X U F C O T V G Q M G K F V A S L
W D G T L X Q T F N F A R M F K R O I K V R K A R L O N P P
J S L W J N Y C X L R M C U G I C P S P P H C G R J I K R F

ARCHIPELAGO
ATOLL
BASIN
BAY
BIGHT
CANAL
CANYON
CAPE
CHANNEL
DELTA
ESTUARY
FJORD
GULF
ISLAND
ISTHMUS
LAGOON
LAKE
MOUNTAIN
PENINSULA
PLAIN
PLATEAU
RIVER
SEA
SOUND
STRAIT
TRIBUTARY
VALLEY
VOLCANO
WATERFALL

Forces That Change the Earth

X I R A N L O Y Q P L Z L M I W J C W G H R W O N L X I G O
C H X I B D A N F O L A F K H J O L O D D E I P O S H P G O
A C Z X O R X C L F T H R Q N R D G U N A O P A I D S P W I
H Z T V Q L G D I N O I R R E W E F F T V D Z H S A Q V C M
T S E H J G P H E M V O S W O N X P H X Y E H L O M K J I V
E R A C J H Y N I F E T S U R C N E A B G A R A R G T L U V
C C C N S O I V A F M H G A Q F R D N L A B A G E A F C A Q
S C I N O T C E T D G E C B C I G I R Y Q J J U I M N V A X
W N V C N R P Q T V H A I X N I A E L V H X T N V N B C D L
C T I O P A W Y J Y T R S G V H D P R W O W D Q Q R G O Y D
G Q C N G I Q P R Y M T R U T R R O Q V W L B Z L G O V Y S
H K G Y L N W L B O J H T P X D G F M L Q M C K M E D A M A
E H L D K L V S O K V Q D L F W O D W P H S Q A A H H C Z L
W O F Z S Z M B L F R U B Y U O M N H H N Z Y E N U P Z M P
H X B C B A X H O O J A X E U A T I R C I H Z X W O Y Y M F
Z A E M I Q R M B K S K P K T X F W M N C T E U N A G D B M
A U J Z P F U V B D O E H K Z O X X N W N X M Q P O Q L I X
T E B G R A D N J M L M Z R H E F I U T S K V W L S N O V S
B L Q B F A L L U J K W U J K X X X M T F I D O W A T E R G
O G C N M N H F D Q X V Z B B N W C I S H X E V O C U I A I
P R S C R P V D Q R C H V K F H V S R Y B G S M I B R M L B
S G Q E L G P T M L F V Y Q R O N D Y T I I F E W Z W O V V
F E J E R R L P A Q G L A C I E R C Q Y D H F Z D M I R V B
R U T K R Z M U N Q H F U I D I Z R G B W Q V F Q R B T R W
V T G F Q V V B T N R E Y R F X G M S G D H Y M P M W R Q Y
E V E O I Y C W L H T S E T S V Z W H I X B A K F A V A L W
S J M X L R V M E A C P J Z L C O N V E C T I O N H P R D T
M K E J S N R R L P Q A Q B S X F V Y S J A Q D Y Y M F A Y
V H R U L N N P N G A H P S O A R V H U Q C F F C U F B Z C
P H T T Z F T S H Y X K C E N Y W B L S F K N G I E G H U E

ACID
CHEMICAL
CONTINENTAL
CONVECTION
CONVERGING
CORE
CRUST
DRIFT
EARTHQUAKE
EROSION
FAULT
GEOLOGY
GLACIER
LAVA
MAGMA
MANTLE
PLATE
RAIN
RIFT
TECTONICS
VOLCANO
WATER
WEATHERING
WIND

Resources

United Streaming Links

Understanding Places: Geography Basics (20:00)
Three case studies in Europe, Africa and Latin America show how descriptions help us understand a place. Students see how descriptive information may be based on landforms of a region, such as mountains, deserts or sea coasts. They also see how they can learn about a place by focusing on living patterns of a region - its political and economic systems, languages and religions. Exquisite videography takes viewers to West African rain forests, Alpine villages and the central plateau of Mexico.

Geography Basics: Globes, Maps, and Graphs (20:00)
The earth is an enormously complex, constantly changing planet. Because of its complexity, we use visual devices to simplify and keep track of its changes. Students see how globes, maps and graphs portray geographic information.

Geography Basics: Landforms and Living Patterns (20:00)
The earth's surface constantly changes by natural and human causes. Landforms affect the concentration of population, as well as agricultural and recreational activities. Natural resources often influence the economy of a region.

Geography of the USA (19:00)
The diversity of the United States is tremendous, ranging from glaciers in Colorado to deserts in New Mexico, from bustling cities like Atlanta to a giant midwestern cornfield. This video explores areas located within our fifty states, noting the similarities and differences in its landforms, climate and regions.

Concepts in Nature: Why Animals Love Geography (14:08)
"Why Animals Love Geography" helps students understand why various animals live where they do, and how they adapt to their environment. The difference between physical geography and human geography is explained, as well as the role conservation plays in geography. Students are also shown that the human presence affects animals in different ways, including where and how they live.

Geography of the World: Europe: Land and Resources (23:10)
This program opens with a journey down the Rhine River, picturesquely displaying all the European countries it passes through. Europe is often called a continent, but it is actually a large peninsula that extends westward from the great landmass of Asia. The countries of Europe are usually grouped into major sub-regions such as the British Isles, Western Europe, Scandinavia, Central Europe, Southern Europe and Eastern Europe. Viewers will learn about the topography and location of each area and the countries that are included in each area. Also described are Europe's many navigable rivers including the Rhine, the Danube, the Seine and the Thames. There are mountain ranges, such as the Alps and the Sierra Nevadas and plains suitable for agriculture. The climatic conditions during each season are also covered.

Internet Links

http://www.uwsp.edu/geo/internet/physical_geog_resources.html - Links for studying physical geography sponsored by the University of Wisconsin – Stevens Point.

http://www.canadainfolink.ca/geog.htm - Resources for teaching and learning about Canadian geography.

http://www.nationalgeographic.com/resources/ngo/education/ideas58/index.html - Lessons and activities designed for grades 5-8.

http://www.nationalgeographic.com/resources/ngo/education/ideask4/index.html - Lessons and activities designed for grades K-4.

http://www.kented.org.uk/ngfl/subjects/geography/index.htm - Teaching resources for teachers.

http://home.att.net/~rmmwms/other/geoteachers.html - A portal of links for teachers teaching geography.

http://www.lizardpoint.com/fun/geoquiz/ - Quizzes designed to promote learning.