

FIVE THEMES of GEOGRAPHY

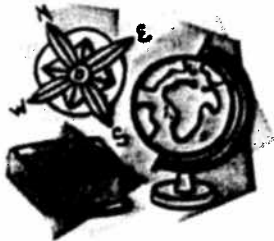


Extension Packet



The five themes of geography include:

- LOCATION
- PLACE
- REGION
- HUMAN-ENVIRONMENT INTERACTION
- MOVEMENT



Name _____

Class _____



Introducing **LOCATION**

The theme of LOCATION is the basis of geography. It asks the question, "Where is it?" Everyday we are faced with opportunities to answer such a question silently to ourselves and sometimes as a response to someone's question. As we watch the news or read the newspaper, we organize the information we hear in many ways. One category always exists – **location**. **Everything happens somewhere.**

Still we ask, though, "Where is that, anyway?" And the response can take two forms – **relative** or **absolute location**.

Here is an example of how one could answer a "location" question:

Where is Manila? Answer: It is at 15 degrees north and 121 degrees east.

Yes, that is where Manila is and always will be, absolutely. Giving the latitude and longitude of a place is the *absolute location*.

This type of response is not the normal way people would give an answer if having a conversation, however. More often the response relates the place to another place, as in the following:

Question: Where is Manila? Answers: In the northern part of the Philippines. South of Japan. Near Vietnam.

These answers are examples of *relative location*. They describe the location of a place in general instead of exactly.

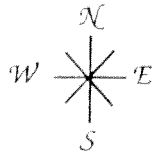


Never Eat Soggy Waffles

Relative Location

Name _____

Have you ever walked out of a shopping mall and forgotten where you and your family had left the car? Some of us are born with a natural sense of direction and can easily figure out where we are and in which direction to go to get where we want to be. If we don't have that natural ability, we can still learn to find our way around. One purpose of a map is to help you do just that. Most maps have a compass printed on them, similar to this:

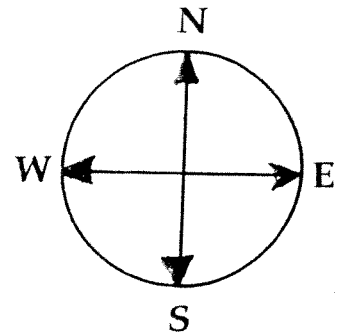
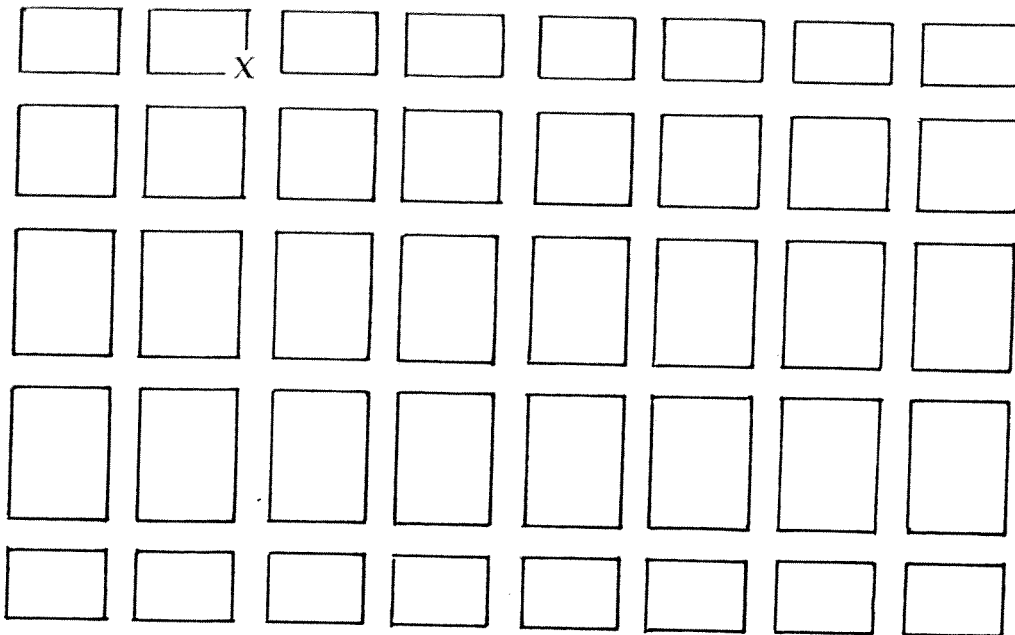


Waffles." Knowing the points of direction on a map won't do you much good unless you can match north on the map to north from where you are standing. You could look for some natural points of reference, such as a mountain range or body of water that always lies in the same direction. Another point of reference is the sun. The sun rises in the east and sets in the west. In the Western Hemisphere, when the sun rises, shadows point toward the west. As the morning progresses, they move towards the southwest. At noon, they are slightly to the south; as afternoon progresses, they point towards the southeast; and at sunset they point east.

To help remember the order of the directions around the compass, try this: "Never Eat Soggy

Use the map on this page and follow these directions. Trace the route on the map:

Start at X, go south 3 blocks, east 1 block, north 2 blocks, east 3 blocks, south 1 block, west 2 blocks, north 2 blocks, west 2 blocks. Where do you end up?



Now draw a map of your school yard and give a friend directions to a certain place in it.

Name _____

WORLD LATITUDE AND LONGITUDE PRACTICE*

Give the countries for the following locations:

1. 40 N. Lat. 105 W. Long.

2. 10 S. Lat. 45 W. Long.

3. 60 N. Lat. 105 E. Long.

4. 30 N. Lat. 105 E. Long.

5. 20 S. Lat. 135 E. Long.

6. 80 N. Lat. 45 W. Long.

7. 30 N. Lat. 60 E. Long.

8. 30 N. Lat. 45 E. Long.

9. 20 N. Lat. 105 W. Long.

10. 60 N. Lat. 105 W. Long.

11. Using relative directions, explain how to leave this school and get to your house.

Introducing **PLACE**

Every place on earth has its own special qualities that make it different from other places. To understand a place one has to understand two general things about it -- **physical** and **human characteristics**.

Physical characteristics are things determined by nature, such as *climate, landforms, vegetation (plants), animals, and types of soil.*

Human characteristics can be defined by the culture of a place, such as the *language, religion, clothing, architectural (building) styles, and government beliefs.* Human characteristics are man-made. The routes of transportation, communication networks, and the choices people make for business and entertainment also influence the characteristics of a place.

To describe a place with just physical characteristics does not give a person a complete understanding of the place. One must include the human aspects as well. For example, a travel brochure describing a place with many beaches, a warm climate, and tropical vegetation may sound appealing. You could, however, be on your way to Cuba, a place with physical characteristics similar to Florida. Not mentioning the human characteristics of a dictatorship/communist style government, Spanish-speaking people, and a much different standard of living would be deceiving to the person reading the brochure.

Similarly, an English-speaking, well-planned city with highway access could be Denver, Colorado, or Atlanta, Georgia. With similar human characteristics, the two places are still very different because of their physical surroundings.

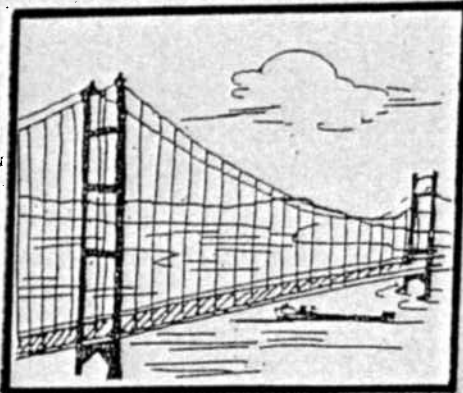
Place is a theme of geography that makes up a mental picture of a place with people going about their daily lives in their familiar environment. *Place is the "personality" of geography.*

HUMAN CHARACTERISTICS of a PLACE - *Man Made Places*

KNOW THE LANDMARKS

A few places in the United States are so special, they have become national symbols.

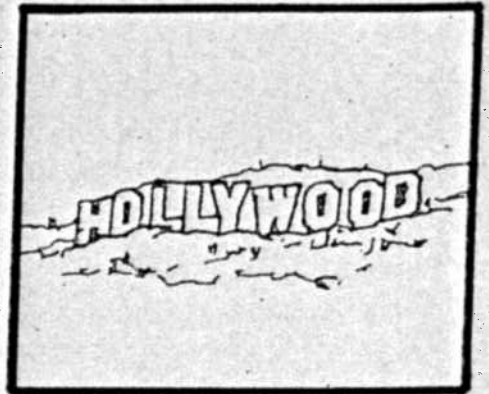
Try this: Name the following landmarks. If you can, tell where they are located and what makes them so important.



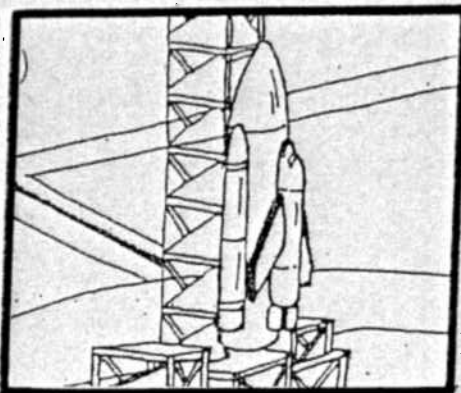
1



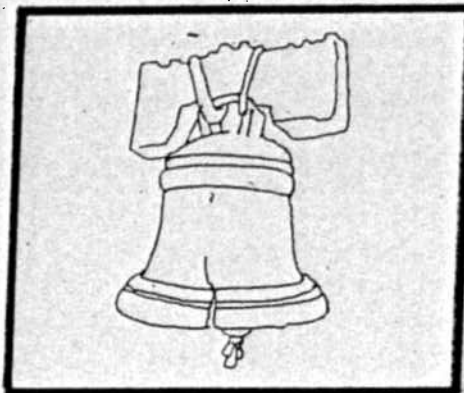
2



3



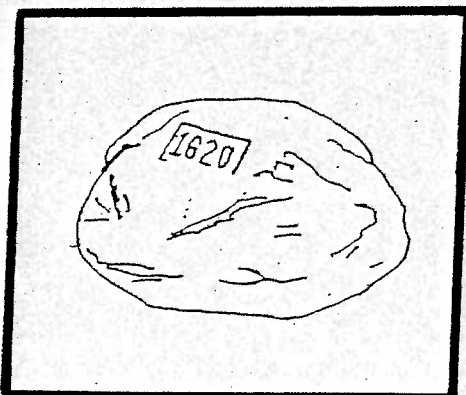
4



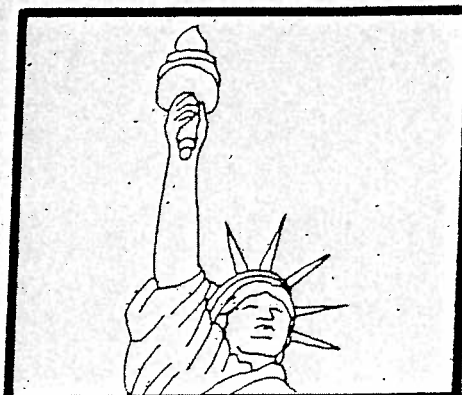
5



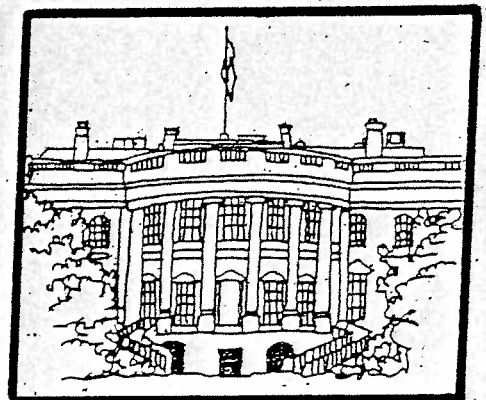
6



7



8



9



Make a picture postcard for a landmark where you live. Share your card with a friend.

Write down the
RUBRIC:

Physical vs. Human Geography: LANDMARKS of the WESTERN HEMISPHERE

A **landmark** is a structure or site identified and preserved because of its historical significance and/or its importance to the culture which created it. Landmarks can be a part of physical or human geography or both.

1. Brainstorm some famous landmarks of the world in the space below.

2. Look at your brainstormed list. Circle any landmarks that are found in the western hemisphere (North and South America). Then write an *H* for human, a *P* for physical or a *B* for both, next to each of your examples to classify the type of geography each is.

ASSIGNMENT Create a postcard about a landmark of the **Western Hemisphere** using the large index card provided by the teacher. View some of the sample postcards displayed in class to get an idea of what the postcard should look like. The postcard is worth 30 points (5 of which come from the quality and neatness). Follow these guidelines and check them off as you complete them:

___ 1. Choose a landmark you have visited or always liked or have wondered about. It can be a physical or human landmark. For example: the Amazon Rainforest, Niagara Falls, Disney World or New York City.

___ 2. View some of the sample postcards displayed in class to get an idea of what the postcard should look like.

___ 3. The **front of the postcard** must include:

- A DETAILED picture drawing - FULLY COLORED-with background (minimum white) about the chosen place. It should look like a photograph was taken of the place. (10 pt)
- A colored or decorated border around the front of the postcard and a BOLDLY written identification phrase to show the name of your place (pencil will NOT be accepted. For example: *Having a Blast in Colorado Springs* or *Welcome to Mackinac City!*) (5 pt)

___ 4. The **back of the postcard** must include:

- A letter written to the teacher, parent, or friend about what this place is like. You can write as if you've taken a trip there or about facts you know about the place. Follow the format at the bottom of this page. This is a "postcard style" letter- 5-7 sentences in length beginning with *Dear (whoever you are writing to)*, and ending with *Sincerely, your name*.
- The letter should be handwritten in your best writing or computer typed to fit the back of the postcard and then cut out and glued on back of the postcard. (10 pt)

FRONT OF POSTCARD



BACK OF POSTCARD

Dear Mom,

I've been having a ball in New York City. Did you know it is the biggest city in the USA? It is crowded, but there is a lot to see like the Empire State Building and Broadway. My favorite place I visited was the Statue of Liberty. Lady Liberty sure is tall! Tomorrow we will go to the stock market. See you soon!

Love,
Marianne

INTRODUCING REGION

Geographers often divide the world into units of study called *regions*. A region is a large area that is different from the areas around it. It can be defined by a single characteristic or by several. An area can also be part of more than one region.

Natural regions are identified with natural features. These features are controlled by nature, not mankind, and may include things like climate or landforms (tropical region, the Rocky Mountain region, etc.).

Cultural regions are defined by features that people create. Some cultural features, such as cities and crops, are easy to see. Others, such as religious beliefs, are mainly invisible.

A region's natural or cultural features can change. As a result, regions can change in character, shape, or size. For example, the Sahara Desert is a natural region that changes depend on how much rainfall it receives over time. The desert expands and *recedes*, or shrinks depending on this. A country, such as Iraq, is a cultural region going through a political change. Describe the types of regions you are a part of.

SKILLS ACTIVITY

Using Special Geography Graphs

“Everybody talks about the weather,” Mark Twain is supposed to have said, “but nobody does anything about it.” The great humorist was both right and wrong. People have always talked about the weather. Where we live and what we do are all affected by weather and climate.

Because weather is such a big part of life, people have tried to do something about it. For example, hundreds of years ago people in Europe tried to get rid of thunderstorms by ringing church bells. Today, people “seed” clouds with chemicals to try to cause rainfall.

Trying to “do something” about the weather is not very successful. Geographers have managed to do one thing very well, however. That is to gather information about weather and climate. One of the ways geographers do this is by making a climate graph. It usually shows average precipitation and average temperature.

Get Ready

A climate graph is really two graphs in one. Look at the climate graph on this page, for the city of São Paulo, Brazil.

The graph has two parts: a line graph and a bar graph. The line graph shows temperature. The scale for temperature is along the graph’s left side. The bar graph shows precipitation. The scale for average precipitation in inches is along the right side of the graph. Finally, along the bottom of the graph are the labels for months of the year.

A good way to learn more about climate graphs is to make one of your own. You will need:

- a sheet of graph paper
- a lead pencil
- two different colored pencils



➤ During which months do you think most thunderstorms occur in South Carolina?

Try It Out

- A. Draw a grid.** Use the graph paper and the lead pencil to draw a large square. Divide the square into 10 horizontal rows and 12 vertical rows.
- B. Label the grid.** At the top of the graph, write Charleston, the name of the city you will graph. Using the lead pencil, copy the labels on the climate graph as shown on the previous page. Put labels for temperature on the left side of the graph. Put labels for precipitation on the right side. Finally, put labels for the months of the year along the bottom of the graph.
- C. Make a line graph.** The data on this page is for Charleston, South Carolina. Use the temperature data to plot a line graph. Use the climate graph on the opposite page as a model. Plot your line graph with one of the colored pencils.



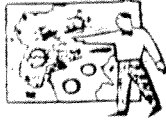
- D. Make a bar graph.** Now use the data for precipitation to make a bar graph. Use the climate graph on the opposite page as a model. Plot your bar graph with the other colored pencil.

Charleston, South Carolina		
	Temperature (Fahrenheit)	Precipitation (inches)
January	48	3.5
February	51	3.5
March	58	4.5
April	65	3.0
May	73	4.0
June	78	6.5
July	82	7.0
August	81	7.0
September	76	5.0
October	67	3.0
November	58	2.5
December	51	3.0

Apply the Skill

Use the steps below to practice reading your climate graph.

- Compare differences in temperature.** (a) Which month has the highest temperature in Charleston? (b) Which month has the lowest?
- Compare differences in precipitation.** (a) Which months have the highest precipitation? (b) Which month has the lowest?
- Describe the climate.** Temperature and precipitation are two major factors that determine a climate. Using the information presented in the climate graph, how would you describe Charleston's climate?



NAME _____

REGIONS

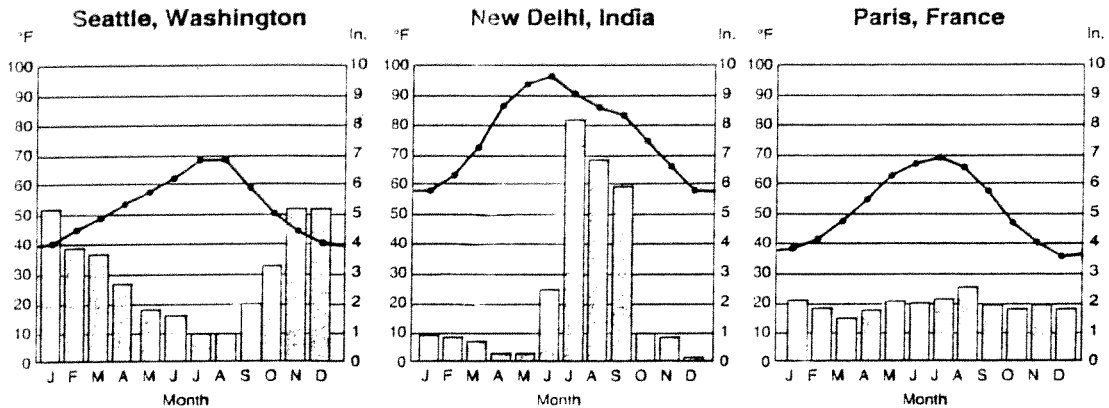
Directions: Use the maps on pages 44-53 in the atlas to answer these questions.

- Based on Map 2 on page 45, which region has the greatest number of states? _____
- The Great Plains on Map 2 are part of what two regions on Map 1? _____
- Which four regions are named for physical features on Map 2? _____

- Compare Map 2 (pg 45) with the environments map (pg 44). Which two regions have the most cropland? _____
_____ Predict which economy is important in these two regions.

- Compare Map 2 (pg 45) with the World Climate Map (pg 14-15) and the World Political Map (pg 12-13). Where in the world would you find a region whose climate is most like that of the southwestern USA? _____

Directions: Read about world climates and climate graphs on pages 14-15 in the atlas. Then use the climate graphs found below to answer the questions.



Line graphs show temperature. Bar graphs show precipitation.

- Which city has the greatest annual range of temperatures? _____
- What is the warmest month in New Delhi? _____
- What are the two coolest months in Seattle? _____
- In which city is precipitation most even throughout the year? _____
- Which city has the highest total precipitation? _____

INTRODUCING MOVEMENT

People in distant places affect us everyday. For example, we are entertained and informed by people we never meet in person. Their messages come from us in a variety of ways. *Movement* refers to the way people, goods, services, and ideas travel from place to place. Geographers can use this geographic theme to study such things as *population density and distribution* to determine where and why people live in certain areas of the world.

People and goods (and some services) travel from place by means of transportation. Ideas and some services move from place to place through people speaking together, by electronic means such as computers, televisions, or telephones, or by written word.

We are linked with other places in many ways. Railroads are examples of physical *linkages* or connections. Birthplaces are an example of mental linkages. Can you describe other types of linkages?

Patterns of movement depend upon a variety of things. Some animals and people *migrate*, or move to another area for different reasons. We buy more and more goods and products made in other countries as well as ship goods to other places. This is called *importing and exporting*. Find some examples among your own things and tell where they were made.

YOUR INTERNATIONAL PENCIL

In these days of geographic interdependence, just looking at a map is no longer sufficient in teaching how societies depend on each other for their individual and collective good. Since some countries have more resources and labor skills than others, and those resources are not evenly distributed, global interdependence has become a reality that can reach every child through this activity. The ordinary "American" pencil is a good example of how this interdependence affects all our lives.

Let's first think about the wood. Cedar trees from Oregon and California are best for pencils because of their straight grain. The lumberjacks are dependent on manufacturers of saws, axes, chains, and ropes. The main fiber of their ropes is a product called sisal, which is imported from Eastern Africa, Brazil, Haiti, and Nava. Transporting the logs to mills involves heavy equipment and oil products, which we obtain from Alaska, Mexico, Saudi Arabia or the British North Sea.

Logs are milled into slats which travel to assembly factories like the one in Wilkes-Barre, Pennsylvania. Pencil lead is a mixture of graphite, clay, waxes, or gums. The graphite is mined in Sri Lanka (formerly Ceylon), an island in the Indian Ocean. It is imported to America on a freighter, which was probably made in Japan, registered in Liberia to a French-Dutch shipping company, and run by an international crew. The clay comes from Mississippi, and the wax, or gum, is imported from Mexico. These are added to the graphite for texture and strength.

The pencil lacquer coating is composed mainly of castor oil from beans imported from tropical Africa. The black lettering on the pencil is a combination of carbon black and resins, manufactured in factories in Texas.

The metal band is an alloy of zinc and copper. The zinc is mined in the United States, Canada, Australia, Russia (formerly the USSR), and Ireland. The copper is shipped from Bolivia, Chile, or Zambia, Africa.

The production of the eraser involves imports of pumice from Italy, oil from Indonesia and rubber from plantations in South America.

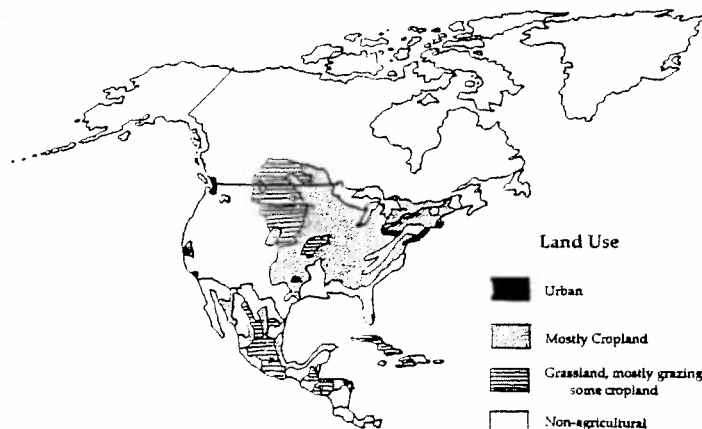
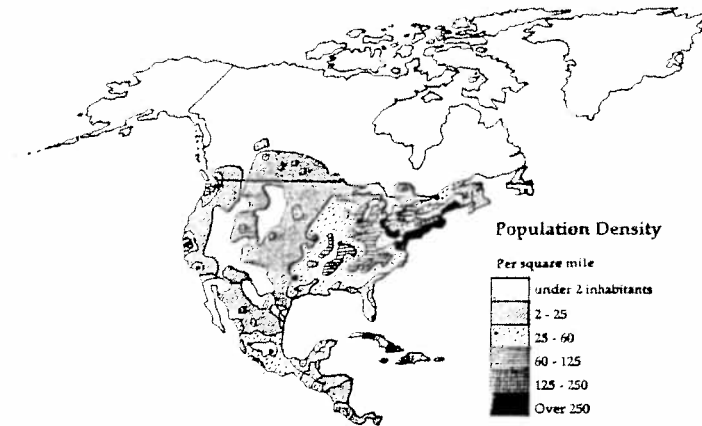


WHERE IN THE WORLD IS EVERYONE?

If you had a choice, where would you live in the United States? The bustling city? The mountains? Maybe you would prefer a cattle ranch or a blueberry farm. Whatever the choice, North America is made up of land ranging from densely (*close, packed, thick*) populated cities to sparsely (*thinly, hardly anything at all*) populated mountain areas and grazing land. The maps on this page show two things: **Population density**, or how many people (on average) live in one square mile of a given area, and **Land Use** for a given land area, such as **urban** (city-housing, businesses, factories), **cropland** (farms/rural), etc. Use the maps to answer the following items.

1. Compare the maps. What types of land use correspond to areas that are populated by less than 25 people per square mile? _____
2. List two things the land might be used for in **non-agricultural** (non-farming) areas. _____
3. Where does the **most densely** populated area of North America appear? _____
4. Give a reason **why** you think this area is so densely populated. _____
5. Do you think other areas of the world have densely populated areas similar to those of North America? Why?

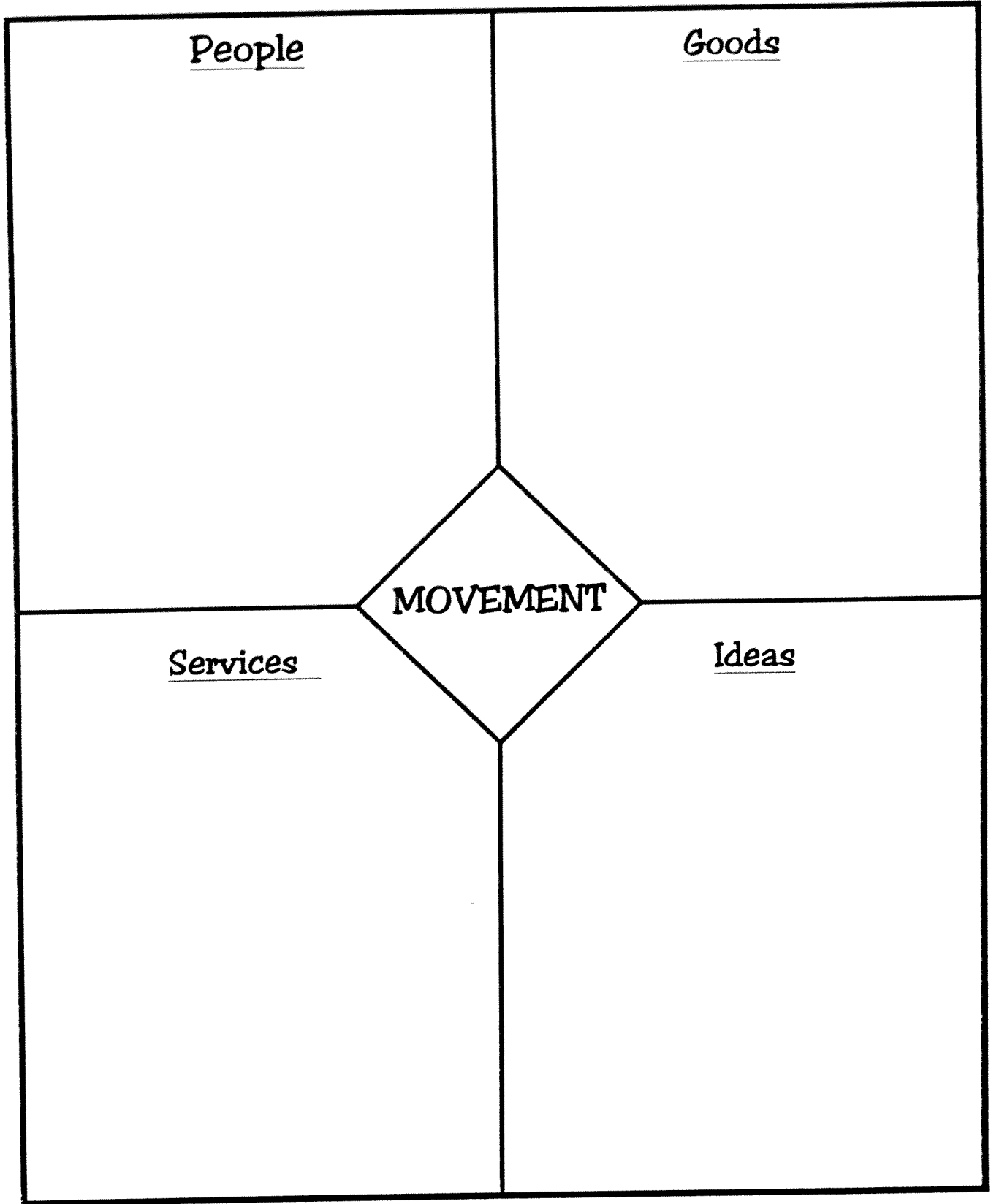
6. What relationship (connection) do you see between population and land use? (*Hint: analyze both maps & look for patterns.*)



DIRECTIONS: Use pictures and words in the boxes to show how people, goods, services and ideas move from place to place in the world. Give at least three examples in EACH box and color the pictures.

Name _____

Hour _____ Date _____



(JOURNAL ACTIVITY)

INTRODUCING HUMAN-ENVIRONMENT INTERACTION

The set of conditions in which people live is known as their *environment*. An area's environment includes its land, water, climate, plants, and animals. There are many kinds of physical and human environments around the world.

This geographic theme includes a study of the way the world appears because of how humans have interacted with the environment. Geographers look at how people and their physical environment affect each other. For example, the area that is now New York City has changed a great deal over time because of human behavior. Can you think of ways we have changed the environment? _____

People depend on their environment to satisfy their basic needs. Among these needs are those for fresh water, food, clothing, fuel, and shelter. The world depends on *natural resources*, any material found in nature that people use and value, for these needs. What natural resources do you depend on? _____

People must adjust or make *adaptations* to the conditions in which they live. For example, different climates require different clothing. Some conditions of the environment cannot be controlled or changed, like the weather or natural disasters. Other conditions can be changed, such as the use of *irrigation* to bring water to dry areas.



HUMAN-ENVIRONMENT INTERACTION

DIRECTIONS: Read Earth's Dwindling Resources in the Junior Scholastic magazine and complete the following activities. **ALL ANSWERS ARE FOUND IN THE READING.**



OCEANS

1. What are three things that pollute the oceans? _____
2. Coral reefs are called the "rainforests of the sea" because they are home to _____ marine species.
3. By 2050, what percentage of coral reefs will be destroyed if nothing is done to prevent climate change and pollution? A. 50% B. 70% C. 25%



WATER

4. How many people in the world have NO access to safe drinking water? _____
5. More than _____ children under age 5 die each _____ from diseases related to unsafe water and poor sanitation.



AIR

6. What percentage of the world is exposed to unsafe levels of air pollutants? _____
7. Name three things that put toxic gases in the air. _____
8. Air pollution can increase people's risk of heart disease and _____.

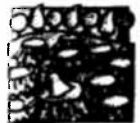
WILDLIFE

9. Nearly one in _____ mammals is at risk of disappearing forever.
10. List three of the most endangered animals. _____



FORESTS

11. Every second, more than an _____ of forest is destroyed.
12. What are two major causes of deforestation? _____ & _____
13. _____ can speed up global warming by releasing greenhouse gases into the atmosphere.



OIL



14. Oil is often referred to as _____.
15. What are two ways we use oil? _____ & _____.
16. Burning oil releases carbon dioxide, a major greenhouse gas. Instead, people may start to rely on what other sources of energy? _____

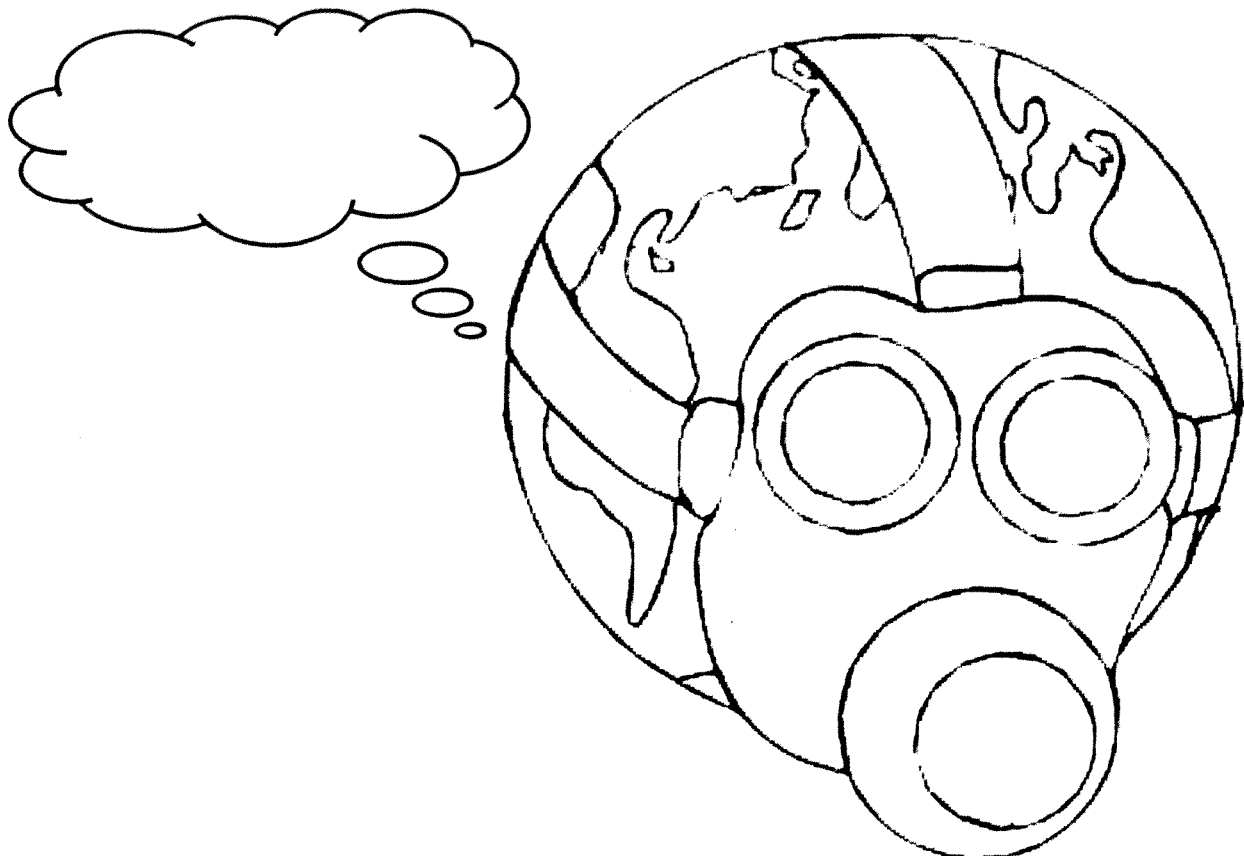
—————→ FAST FACTS ←————

Read the "Fast Facts" on page V. Which fast fact "shocked" you the most and why?

17. Fast Fact that shocked me: _____

18. Why: _____

19. The **cartoon** below depicts the earth in a mask. Color the cartoon and then write down a caption or saying about the picture in the cloud next to.



FIVE THEMES of GEOGRAPHY

Directions: Practice your understanding of the five themes of geography by using your hometown for each item below. Answer the question and then draw and color a picture to represent your answer.

Human-Environment Interaction

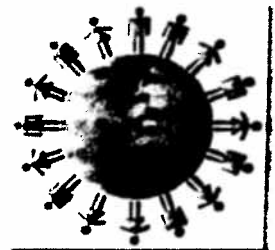
Give an example of how people interact with the environment where you live.

What might be a "geographic signature" of your town?

PLACE

REGION

Name some regions you think your town belongs in.



LOCATION

What is the absolute location of the school?

Use relative location to describe its location.

MOVEMENT

Name one thing that comes into your town and one that goes out.

In: _____ Out: _____

How are they moved?
