

#9195 GEOGRAPHY PRINCIPLES: THEMES OF GEOGRAPHY

CLEARVUE/eav

2000

Grade Levels: 6-12

20 minutes

1 Instructional Graphic Enclosed



DESCRIPTION

Geographers use five themes to explain and define where people live and why: 1) Location--a specific or relative spot; 2) Place--distinguishes different cultures and broader areas; 3) Relationships within a place--how humans interact with what's around them; 4) Movement--of people from place to place; 5) Regions--identified by cultures and topography.

ACADEMIC STANDARDS

Subject Area: Geography: Places and Regions

- Standard: Understands that culture and experience influence people's perceptions of places and regions
 - Benchmark: Knows the ways in which culture influences the perception of places and regions (e.g., religion and other belief systems, language and tradition; perceptions of "beautiful" or "valuable")
- Standard: Understands the physical and human characteristics of place
 - Benchmark: Understands why places have specific physical and human characteristics in different parts of the world (e.g., the effects of climatic and tectonic processes, settlement and migration patterns, site and situation components)

Subject Area: Behavioral Studies

- Standard: Understands various meanings of social group, general implications of group membership, and different ways that groups function
 - Benchmark: Understands how language, literature, the arts, architecture, other artifacts, traditions, beliefs, values, and behaviors contribute to the development and transmission of culture

INSTRUCTIONAL GOALS

1. To understand why geography is important to humans.
2. To name the five themes of geography.
3. To differentiate between *place* and *location*.
4. To define *global positioning system* and discuss its importance.
5. To describe *language* and name the major language groups spoken worldwide.

6. To explain *culture* and identify its six components.
7. To name the three exclusive religions and two ethnic religions.
8. To understand the difference between *ethnicity* and *race*.
9. To define and give examples of *political institutions*.
10. To understand the concept of movement and its importance in spreading culture.
11. To discuss how cultures are changing through diffusion.
12. To explain what cultural and regional factors define the American Southwest.

VOCABULARY

- | | |
|-------------------------------|----------------------------------|
| 1. absolute location | 16. hearth |
| 2. acculturation | 17. landmarks |
| 3. architecture | 18. languages |
| 4. assimilation | 19. latitude |
| 5. climate | 20. location |
| 6. culture | 21. longitude |
| 7. democracy | 22. material artifacts |
| 8. dictatorship | 23. movement |
| 9. diffusion | 24. place |
| 10. ethnic religion | 25. place names |
| 11. ethnicity | 26. population shifts |
| 12. exclusive religion | 27. race region |
| 13. geography | 28. relationships within a place |
| 14. global positioning system | 29. relative location |
| 15. globalization | 30. religion |

BEFORE SHOWING

1. Ask students if they can name where they go to school or live. Can they locate these places on a map? What are some of the geographical terms, such as city, state, or region that they would use to define these places? Can they define those terms? What are some other geographical terms used to define where people are? Are there any landmarks that help them identify where they live?
2. Conduct an informal discussion on different places the students may have lived or visited that had cultures or landscapes that differ from your area. Have any students been to a place where people spoke a different language? What was it like? Have them describe their experiences.

AFTER SHOWING

Discussion Items and Questions

1. What is *geography*? Why is geography important? What questions does geography try to answer?
2. What is a *map*? What are *latitude* and *longitude*?
3. What are the five themes of geography? Why are these themes important to the study of geography? How do you define *location*? What is the first type of location? How are they defined? What is a *global positioning system*? Does it refer to places or locations? What is

- the second type of location? What is a *landmark*? What are some examples of landmarks from the program? What is a *place name*? Give examples from where you live.
4. How do you define *place*? How do place and location differ? What is a *relationship within a place*? What are the examples of relationship within a place the program discusses? What type of relationship within a place do students have with their environment?
 5. What is *culture*? Give examples of each of these signs from your area.
 6. How is *language* defined? What are the major language groups spoken around the world today that the program discusses? Where are they spoken? What is a *literary tradition*? What are some examples of written communication that makes up a literary tradition? Do students have any experiences with other languages? Encourage them to share their experiences.
 7. How does the program define *religion*? What are the two categories religion falls into? How does the program define *exclusive religion*? Which major world religions are exclusive religions? How does the program define *ethnic religion*? Which major world religions are ethnic religions?
 8. What is *ethnicity*? What is *race*? How do ethnicity and race differ?
 9. How does the program define *hearth*? What are some of the examples of hearths geologists are looking for? How does a geographical factor spread from the hearth? What term is used to describe rapid diffusion today? What example does the program give to illustrate globalization? Where did it start? What is *acculturation*? What are the three types of acculturation?
 10. How do cultures change? How does movement work? What examples does the program give of a population shift?
 11. What is a *region*?

Applications and Activities

1. Have students find their latitude and longitude to the nearest degree. What tools did they use to establish their absolute location?
2. Review the vocabulary by completing the worksheet. (See INSTRUCTIONAL GRAPHICS.)

SUMMARY

This video series is designed to teach and reinforce basic geography principles. Themes of Geography will give an in-depth look at why geography is important and how people use it.

A discussion of the five themes fundamental to the science of geography introduces the complex variations of our world and how these differences affect humans. Examples of footage from various climates and cultures show the range of geographical features visible across the planet. Investigate the diversity of cultural factors such as ethnicity, religion, language, material artifacts, and political institutions as they vary by region. Also learn about what happens when different cultures come into contact with each other.

A narrator takes viewers on a tour of the world's regions and cultures, from city to the desert of the American Southwest. This program will give students new insight into their everyday surroundings and help them understand the importance for humans to know where they are in the world.

RELATED RESOURCES



Captioned Media Program

- Geography Basics: What Is Geography? #9190
- Geography Principles: Civic Units #9191



World Wide Web

The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and "kid safe" sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

- **MAPS OF THE UNITED STATES**

<http://www.usgs.gov/fact-sheets/maps-us/index.html>

The U.S. Geological Survey (USGS) sells a variety of maps of the United States. These include: international and state boundaries and names, rivers and lakes; small, medium, and large maps; map of the United States when the Constitution was written; physical divisions; and several others.

- **A TAPESTRY OF TIME AND TERRAIN**

<http://tapestry.usgs.gov/default.html>

Presents a colorful map of North America, describing the union of two maps—geology and topography. Buttons include "Description of Features," "Boundaries," and other information.

- **GEO GAME**

<http://school.discovery.com/schooladventures/geogame/>

A Discovery School site, click on one of the several landmark pictures to play the "Geo Game." Provides clues for you to choose the correct location.

- **GEOGRAPHY QUIZZES**

<http://geography.state.gov/htmls/geoquizlinks.html>

Play one of the several geography quizzes from all over the world: Africa, Amazon, Asia, Canada, Europe, South America, United States, and the world.

- **THE CIA WORLD FACTBOOK**

<http://www.odci.gov/cia/publications/factbook/menugeo.html>

Provides information on each of the 200+ locations/places of the world with an introduction; and describes its geography characteristics, peoples, government, economy, communications, transportation, military, and transnational issues.

INSTRUCTIONAL GRAPHICS

- THEMES OF GEOGRAPHY



Name: _____

Directions: Answer the questions below by circling the correct answers that belong in the blank spaces.

1 _____ is the area of study that grew out of the questions "Where am I?" And "Where are the things I need to live?"

- a. Geometry
- b. Geography
- c. Geology
- d. Geophysics

2 The "global address" for a particular location is expressed in degrees of _____ and _____ and is referred to as "absolute location." (Circle two.)

- a. ladders
- b. latitude
- c. longitude
- d. shoots

3 The United States military placed a network of low-orbiting satellites called the _____.

- a. global positioning system
- b. satellite tv system
- c. military war system
- d. worldwide geography system

4 With _____, we describe a place by comparing it to one that we already know.

- a. relative location
- b. absolute location
- c. imaginary location
- d. real location

5 The culture of an area, or its customs, beliefs, and ways of doing things, helps to distinguish one _____ from another.

- a. location
- b. whereabouts
- c. climate
- d. place

6 Interactions between people and the natural features around them help to develop the concept of _____ within a place.

- a. dependency
- b. characteristics
- c. relationship
- d. friendship

7 _____ is how people express their thoughts, intentions, and values.

- a. Typing
- b. Language
- c. Literature
- d. Shouting

8 _____ is a system of attitudes and beliefs and often includes organized forms of worship.

- a. Religion
- b. Language
- c. Ancestry
- d. Culture

9 Ethnicity describes where you come from; _____ describes your biological heritage.

- a. geography
- b. relationship
- c. location
- d. race

10 _____ occurs when a dominant culture has contact with, and influence over, another culture.

- a. Assimilation
- b. Acculturation
- c. Preservation
- d. Disappearance

Answers

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