

Location/Place

Human-Environment Interaction

Movement

Regions

FROM KALAMAZOO TO TIMBUKTU

Monti Caughman
South Carolina Geographic Alliance
monti@sc.edu

OVERVIEW

This lesson uses children's literature to introduce the Five Themes of Geography and will assist students in acquiring geographic knowledge and skills.

CONNECTION TO THE CURRICULUM

This geography lesson can be taught in social studies and language arts.

SOUTH CAROLINA SOCIAL STUDIES ACADEMIC STANDARDS

- K-5.1 Identify the location of school, home, neighborhood, community, city/town, and state on a map.
- K-5.2 Provide examples of personal connections to places, including immediate surroundings, home, school, and neighborhood.
- K-5.3 Construct a simple map.
- K-5.4 Recognize natural features of the environment, including mountains and bodies of water, through pictures, literature, and models.
- 1-1.2 Summarize ways in which people are both alike and different from one another in different regions of the United States and the world, including their culture, language, and jobs.
- 1-1.3 Compare the daily life of families across the world – including the roles of men, women, and children: typical food, clothes, and style of homes: and the ways the families earn their living.
- 1-2.1 Identify a familiar area or neighborhood on a simple map, using the basic map symbols and the cardinal directions.
- 1-2.2 Compare the ways that people use land and natural resources in different settings across the world, including the conservation of natural resources and the actions that may harm the environment.

SOUTH CAROLINA SOCIAL STUDIES LITERACY ELEMENTS

- F. Ask geographic questions: Where is it located? Why is it there? What is significant about its' location? How is its location related to that of other people, places, and environments?
- G. Make and record observations about the physical and human characteristics of places
- H. Construct maps, graphs, tables, and diagrams to display social studies information
- I. Use maps to observe and interpret geographic information and relationships
- L. Interpret calendars, time lines, maps, charts, tables, graphs, flow charts, diagrams, photographs, paintings, cartoons, architectural drawings, documents, letters, censuses, and other artifacts

GRADE RANGE

Pre-K – 1 / Levels of difficulty may be adjusted for use at any grade level

TIME

2 - 50 minute periods

MATERIALS NEEDED

From Kalamazoo to Timbuktu by Harriet Ziefert ISBN 1-59354-091-4

World map

Drawing paper

Crayons/colored pencils

OBJECTIVES

Students will listen to the story and identify examples of the five themes of geography.

Students will compare and contrast locations in the story by completing a Venn diagram.

Students will draw a map and retell the story.

PROCEDURES

1. Begin the lesson by asking students to define geography and give examples of geography.

You can also ask the students to identify objects in the classroom that are connected to geography.

2. Introduce the Five Themes of Geography to the students. Use examples from literature recently used in the classroom and also local examples that the students are familiar with to facilitate understanding.

Examples: In *How My Parents Learned to Eat*, the location was Japan. Myrtle Beach has both physical and cultural characteristics of place - it is near the ocean and has a beach.

It also has many restaurants and tourist attractions. *The Great Kapok Tree* has examples of *human-environment interaction* – the effects of cutting down trees in the rain forest.

Movement – different ways students travel to school. Region – different areas of the school – 1st grade hall, cafeteria, etc.

3. Display and review the Five Themes chart and remind students to look for examples of the Five Themes not only in text, but also in illustrations.
4. Read the book, *From Kalamazoo to Timbuktu* to the students. On a world map, point out the locations mentioned in the book.
5. Have the students give examples from the book of the Five Themes of Geography.
6. Make a large Venn diagram display with the students to compare and contrast two locations in the book. Example: Hawaii and Timbuktu – compare and contrast the physical and cultural characteristics of each place.
7. Make a class list of examples of movement from the story in the order they occurred. Give students a large sheet of drawing paper and have them each map the story based on the movement list.

EVALUATION

Informal assessment

Five Themes examples from the literature selection

Map/have students retell the story

LESSON EXTENSIONS

1. An easy Concentration Game can be made by writing the rhyming words from the book on index cards. Have the students mix the cards up and lay them face down. The students take turns drawing cards and matching up rhyming words.
2. Have students make hemisphere sun catchers and label the continents.
3. Have students draw the route the children took on desk or outline maps and label the continents.

MATERIALS PROVIDED

Five Themes chart

RESOURCES

From Kalamazoo to Timbuktu by Harriet Ziefert ISBN 1-59354-091-4

BACKGROUND INFORMATION

Research has shown that literature and geography instruction have an attractive connection. Literature bridges the gap between students and faraway places that enable teachers to create a learning environment that stimulates being in a place. Students achieve early geographic literacy skills more quickly when they are exposed to high quality children's literature. (From *Journal of Geography*)

INTEGRATING GEOGRAPHY ACROSS THE CURRICULUM

Title of Book/Author:

Five Themes of Geography

Location/place (setting):

Human/Environment Interaction (characterization):

Movement (plot):

Regions (Theme):

Language Arts

Social Studies (History, Government, Economics)

Science

Math

Other Curriculum Areas
(Ex: Technology)

Literary Genres for Teaching the Five Themes of Geography

Realistic Fiction - Mystery, Adventure, Humor, Horror

Historical Fiction - War Story, Biographical

Fantasy - Animal Story, Ghost Story or Supernatural
Fiction, Time Fantasy, Space Fiction, Science Fiction,
and High Fantasy

Folk or Traditional Literature - Myth, Folktale, Folk
Riddle, Folk Lore, Nursery Rhyme, Mother Goose, Fairy
Tale, Epic, Hero Story, Legend, Tall Tale, and Fable

Atlas Newspaper Biography Poetry Drama
Essay Memoir Diary Journal Speech
Picture Book

THE CONTINENT POEM

Tell me if you can,
the earth is made of water and land.

Seven large landmasses you see,
can you name them just for me?

North America you should know,
with South America just below.

Cross the ocean - Europe can't hide,
and there is Asia right beside.

Africa looks like an ice cream cone,
and there's Australia all alone.

Now that's only six, what did we leave out,
it must be Antarctica without a doubt!

That's seven now, I'll give you a star,
if you can tell what the continents are.

THE FIVE THEMES OF GEOGRAPHY AND LITERATURE

Title of Book/Author:

Location of story:

Describe the place where the story occurs:

Examples of Human-Environment Interactions:

Examples of Movement:

Regions:

Connections to other curriculum areas:

THE FIVE THEMES OF GEOGRAPHY

LOCATION

Position on the Earth's surface

PLACE

Physical and human characteristics

HUMAN/ENVIRONMENT

INTERACTION

The relationship between humans and their environment

MOVEMENT

The mobility of people, goods, and ideas

REGION

Areas defined by unifying characteristics

Using the Five Themes of Geography with Literature

Setting

Location

- Where does the story take place?
- What are the relative and absolute locations of the places where events in the story take place?
- How has the location influenced the events or characters in the story?

Place

- Describe the landscape of each setting in the story.
- What makes each place unique?
- Who were the native people of the region?
- Describe any figurative language used to create the setting.
- How have the physical and cultural settings influenced the story?

Characterization

Human-Environment Interactions

- Who are the characters?
- What type of clothing do the characters wear and why?
- How have the characters interacted with the setting?
- How has the setting influenced the behavior or development of the characters?
- What are the relationships between characters?
- Does the setting add to the conflict within the story?

Plot

Movement

- Describe the movements of characters within the setting.
- What major events occur within the setting?
- Is there reference to the movement of people, goods, or ideas within the story?
- How do character movements lead to the conflict?
- How is the conflict resolved?
- What changes occur within the story?

Theme

Regions

- Describe the cultural and physical regions of the story.
- Is there conflict between regions in the story?
- Do the characters “fit” into these regions? Why or why not?
- Is this story similar to others set in different regions? How?

Visiting the World Through the Five Themes of Geography

Location:

- Where is the country (longitude, latitude, continent, hemispheres)?
- How far away from home is it (travel time by plane, distance in miles or kilometers, number of time zones away)?
- What countries are neighbors of this country?

Place:

- Describe the country (size, shape).
- What is the climate (temperature, rainfall)?
- What kinds of physical features are there (mountains, rivers, deserts)?
- Describe the people who live there (nationalities, occupations, traditions).
- How do the plants and animals compare with those at home (alike, different)?

Human/Environment Interaction:

- How do the people use the land (farming, mining, industry, herding)?
- How have people changed the land?
- Where do most people live (on the coast, near a river, in the mountains)?
- Why do you think people settled there (food, water, safety)?
- What kinds of resources exist there (water, plants, minerals)?

Movement:

- How will you travel to the country (route, modes of transportation)?
- Does the country export goods to other places? If so, what and where?
- Does this country import goods to other places? If so, what and from where?
- Why would people move to this country?
- Why would people leave this country?

Regions:

- What language(s) do the people speak?
- What are the political divisions of the country (states, provinces, republics)?
- How is the country similar to any of its neighbors (traditions, languages, climate)?