

Hands-on History



SEP  
9358

# Geography

ACTIVITIES



Shell Educational Publishing

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# Overview of Activities

## **Land and Water Forms** (pages 12–16)

*Fantasy Island*—In this activity, students learn to differentiate land and water features. Students start by labeling blank maps of imaginary lands. Then, they play charades to reinforce their knowledge of land and water forms. Finally, they create their own fantasy islands using these features.

## **Map Components** (pages 17–23)

*Which Way to the Pencil Sharpener?*—In this lesson, students define map components and examine their uses. Students first examine a map of a known area, such as their school, making conclusions about map components. Then, students create maps on their own and use those maps to complete treasure hunts.

## **Map Projections** (pages 24–37)

*Perspective Detectives*—In this activity, students take photographs of familiar objects in unfamiliar ways, analyze photographs taken by other students, and examine several old maps to hypothesize about their purposes and perspectives. Finally, students create maps of their classroom using their unique photographs from the beginning of the activity.

## **Latitude and Longitude** (pages 38–55)

*Grid and Bear It!*—In this activity, students learn to use latitude and longitude to identify absolute location. Students will read a brief introduction, diagram and act out latitude and longitude, play a version of the old game *Battleship* to reinforce their knowledge, and create books to help them remember the process of finding latitude and longitude.

*Read, Read, Read Your Map*—In this activity, students review the process of finding latitude and longitude of a location by working in pairs, practice finding latitude and longitude by “hunting” for their teacher, and strengthen their knowledge by creating songs about latitude and longitude.

## **Climate** (pages 56–70)

*Weather or Not*—In this lesson, students learn the factors that determine an area’s climate and how to read a climate graph. They use this knowledge to identify major cities based on their climates and create tableaux to demonstrate major climate patterns and how they relate to location.

## **Vegetation** (pages 71–80)

*Growing Pains*—Students investigate the ties between climate patterns and vegetation. They plant crops to reinforce their knowledge and to infer implications for global hunger. Finally, they create acrostic poems explaining climate patterns and vegetation in their own words.

## **Plate Tectonics** (pages 81–85)

*Rock Your World*—Students investigate four types of plate movement—convergence, divergence, subduction, and faulting—using a puzzle and class readings. Then, students use simple movement to create skits of plate movement and its effects on the physical environment. (This lesson was created by Diana Jordan of Kenmore Middle School in Arlington, Virginia.)

# Overview of Activities *(cont.)*

## **Natural Disasters** *(pages 86–102)*

*There's Trouble Brewin'*—Students identify the causes and effects of various natural disasters and how humans adapt to places susceptible to these events. Students create trading cards of natural disasters and play a game to collect a complete set of cards.

## **Global Water Issues** *(pages 103–117)*

*Water, Water, Everywhere*—In this activity, students analyze the importance of fresh water to everyday life. Students take a virtual tour of some of the world's water-stressed areas, answer questions about access and availability, and then create news reports.

## **Cultural Identity** *(pages 118–127)*

*Culture Quest*—In this activity, students explore the factors that determine people's cultural identities. Students compare and contrast languages and religions, after which they create and perform monologues for characters from other cultures.

## **Economics** *(pages 128–138)*

*Money Makes the World Go 'Round*—In this activity, students analyze the connections between physical geography and the ways that people make money. They research physical and economic characteristics of a country and engage in an auction to draw conclusions about geography and economics.

## **Political Systems** *(pages 139–150)*

*Who's in Charge?*—In this activity, students investigate the main types of government and compare how power is distributed in each system by experiencing life under each type of system. Then, they create mobiles of the different types of governments.

## **Architecture** *(pages 151–155)*

*Home Sweet Home*—Students examine photographs on the Web of architecture from around the globe and analyze examples of how architecture reflects the physical geography of a region. Then, they engage in a creative writing activity to synthesize their knowledge.

## **Human-Environment Interaction** *(pages 156–166)*

*Balancing Act*—Small groups study specific types of human-environment interaction (HEI) and then create raps about the causes and effects of HEI.

## **Final Project** *(pages 167–173)*

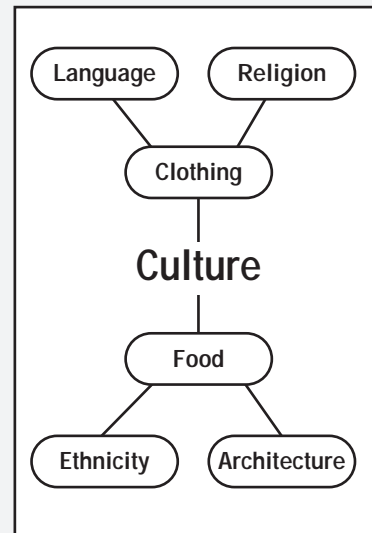
*Countries, They're GRRRRreat!* In this final project, students create cereal boxes advertising the countries of their choice, using principles of advertising art and the skills from this series. Their projects will reflect the physical and cultural geography of their chosen countries.

# Culture Quest

## Overview

In this activity, students explore the factors that determine people’s cultural identities. Students compare and contrast languages and religions, then create and perform monologues of characters from other cultures.

The answer key for student reproducibles is located at the end of the lesson. It is helpful for the teacher to examine such keys before beginning the lesson or distributing any reproducibles to the class. This type of advance inspection will (1) improve teacher understanding and presentation, (2) prepare the teacher for possible alternative student responses, (3) help with classroom time management, and (4) result in optimum focus and effectiveness for the activity.



## Objective

- Students will understand the nature and complexity of Earth’s cultural mosaics.

## Central Question

Does culture cause more unity or more division?

## Materials

You will need to prepare and/or provide the following:

- Internet websites or other research resources
- *Friend Cards* (one per student), page 120
- *Cultural Identity Notes* (one per student), page 121
- overhead transparency of *Cultural Identity Notes*
- *World Religions Handout* (one per student), page 122
- overhead transparency of *World Religions Handout*
- *Monologue Research* (one per student), page 123
- *Monologue Practice Assessment* (cut apart; one per student), page 124

## Answer Keys

*Friend Cards Key* ..... page 125  
*Cultural Identity Notes Key* ..... page 126  
*World Religions Handout Key* ..... page 127

# Culture Quest *(cont.)*

## Directions

### Day One

1. As your students enter your room, give each one a *Friend Card*.
2. Ask for volunteers to read the words on their cards out loud. After several have read their cards, ask students to think about what each card means.
3. Tell students the cards all say *friend* or *friends* in different languages. (Because of differences among languages, some of the pronunciations are approximate.)
4. There are approximately 6,809 languages in the world. Ask your students, "In an increasingly interconnected world, what problems might this cause?"
5. Ask students to circulate around the room, looking for people with words for *friend* that are similar to theirs. Have them group themselves according to any similarities that they note. Ask the following questions:
  - What are the similarities among your languages?
  - How might geography relate to the similarities and differences?
  - Why are some groups larger than others?
6. Pass out copies of *Cultural Identity Notes*. Fill in the information as a class (using the answers on page 126 as reference), and answer of your students' questions.

### Day Two

1. Distribute copies of the *World Religions Handout*.
2. Give your students about ten minutes to connect religions by their similarities and to highlight differences between religions.
3. Ask your students the following questions:
  - Are there more similarities or more differences among these religions?
  - How might having different religions in a region create conflict? Unity?
4. *Arts Integration*: A monologue is a speech given by one person, describing his or her thoughts, feelings, and actions. Your students will create and perform monologues depicting fictional people from other cultures.
5. Assign each student a country or allow students to choose their own.
6. Pass out copies of *Monologue Research*.
7. Give your students ample time to research their characters, using the Internet or other research resources.
8. Suggest to your students that they create simple costumes for their characters, to add realism to their performances.

### Day Three

1. Place students into small groups of three or four.
2. Distribute copies of the *Monologue Practice Assessment*.
3. Tell students they will practice their monologues in small groups. The other members of the groups will assess the performances and offer suggestions for improvement. When students are ready, have them do their monologues for the whole class. You may wish to videotape the performances.

# Friend Cards

Vriende (vreen da)	Nazdardru (naz dar droo)
Amis (ah mee)	Sokulgan (so kool gan)
Freunde (froyn da)	Filoi (fee loy)
Amici (ah mee chee)	Pagkakaibigan (pag ka kai bee gan)
Venner (vay ner)	Kawan (kah wan)
Bekendte (bey kend ta)	Mitra (mee tra)
Cairde (kair da)	Miuchi (mee oo chee)
Amigos (ah mee goes)	Chou (choo)
Sadiq (sa deek)	Vriendin (vreen den)
Drugá (droo ga)	Rafiki (rah fee kee)
Priatelstvo (pree a tell stva)	Umngane (oom gahn)
Prieten (pree ay ten)	Gwaa de (gwah day)

# Cultural Identity Notes

