

G E O G R A P H Y**Grade Five**

Subject: Geography

Concept: The Five Themes of Geography: Let's Get Civil!

Grade Level: 5th Grade

Objective: To understand the ways people have adapted to and modified their environment in the United States.

Materials: Social Studies class text book on Geography chapter with key terms, chapter on the Civil War; additional materials and resources about the Civil War.

Timeline: 2 Weeks

Instructional Procedures:

1. Students define the key terms for both the Geography [human-interaction] chapter as well as the Civil War chapter in their class text book.
2. Students discuss and answer pre-reading questions [located in the textbook] regarding both human-interaction and the Civil War.
3. Teacher explains and reviews the concepts of industrial / manufacturing of the North and the cotton / farming of the South.
4. Students discuss the different environmental / land resources of the North and that of the South, and compare.
5. Teacher divides class into two teams: North and the South.
6. Each team is further divided into three sub teams: research, writing, and speaking/presenting.
7. Teacher presents information about the Civil War through various resources: United Streaming, videos/movies, books and opens for class discussion.
8. Teacher presents reasons for the Civil War: slavery and states' rights. Class discussions are held and chapter reading takes place --- students "popcorn" read the chapters related to the Civil War in their textbook. Students answer chapter assessment questions in the back of the chapter in their notebook.
9. Each team begins their "Let's Get Civil" project by brainstorming questions about their area of the United States with respect to the environmental/land/natural resources that were used to generate income/financial resources. The questions must follow the *Who, What, Where, When, Why and How* format. A total of 20 questions must be generated.
10. The Research team begins to answer the question using various resources: books, internet web sites, etc.; The Writing team begins outlining the 1000-word essay; the Speaking team begins to identify ten bullet points and write the points on individual index cards. The teams unite and compare notes.
9. Each North and South team compares and presents their findings.
10. Final class discussion is held.

Integrated Curriculum: English/Language Arts; Team Building; Presentation/Communications Skills

Assessment:

1. Completion of key term definitions in student notebook
2. Completion of pre-reading questions in student notebook
3. Participation in teacher-student discussions
4. Participation in "popcorn" reading of chapter
5. Participation in teams
6. Generation of 20 questions and follow up answers
7. Completion of 1000 word essay [typed and double space with bibliography]
8. Participation in final class discussion