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PRACTICE - ASSESS - DIAGNOSE

Level
5

180 Days of **GEOGRAPHY** for Fifth Grade



Location

Place

Human-
Environment
Interaction

Movement

Region

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INTRODUCTION

With today’s geographic technology, the world seems smaller than ever. Satellites can accurately measure the distance between any two points on the planet and give detailed instructions about how to get there in real time. This may lead some people to wonder why we still study geography.

While technology is helpful, it isn’t always accurate. We may need to find detours around construction, use a trail map, outsmart our technology, and even be the creators of the next navigational technology.

But geography is also the study of cultures and how people interact with the physical world. People change the environment, and the environment affects how people live. People divide the land for a variety of reasons. Yet no matter how it is divided or why, people are at the heart of these decisions. To be responsible and civically engaged, students must learn to think in geographical terms.

The Need for Practice

To be successful in geography, students must understand how the physical world affects humanity. They must not only master map skills but also learn how to look at the world through a geographical lens. Through repeated practice, students will learn how a variety of factors affect the world in which they live.

Understanding Assessment

In addition to providing opportunities for frequent practice, teachers must be able to assess students’ geographical understandings. This allows teachers to adequately address students’ misconceptions, build on their current understandings, and challenge them appropriately. Assessment is a long-term process that involves careful analysis of student responses from a discussion, project, practice sheet, or test. The data gathered from assessments should be used to inform instruction: slow down, speed up, or reteach. This type of assessment is called *formative assessment*.



HOW TO USE THIS BOOK

Weekly Structure

The first two weeks of the book focus on map skills. By introducing these skills early in the year, students will have a strong foundation on which to build throughout the year. The last two weeks allow students to practice naming states and capitals. Each of the remaining 30 weeks will follow a regular weekly structure.

Each week, students will study a grade-level geography topic and a location in the world. Locations may be a town, a state, a region, a continent, or the whole world.

Days 1 and 2 of each week focus on map skills. Days 3 and 4 allow students to apply information and data to what they have learned. Day 5 helps students connect what they have learned to themselves.



Day 1—Reading Maps: Students will study a grade-appropriate map and answer questions about it.



Day 2—Creating Maps: Students will create maps or add to an existing map.



Day 3—Read About It: Students will read a text related to the topic or location for the week and answer text-dependent or photo-dependent questions about it.



Day 4—Think About It: Students will analyze a chart, diagram, or other graphic related to the topic or location for the week and answer questions about it.



Day 5—Geography and Me: Students will do an activity to connect what they learned to themselves.

Five Themes of Geography

Good geography teaching encompasses all five themes of geography: location, place, human-environment interaction, movement, and region. Location refers to physical and absolute and relative locations or a specific point or place. The place theme refers to the human characteristics of a place. Human-environment interaction describes how humans affect their surroundings and how the environment affects the people who live there. Movement describes how and why people, goods, and ideas move between different places. The region theme examines how places are grouped into different regions. Regions can be divided based on a variety of factors, including physical characteristics, cultures, weather, political factors, and many others.

HOW TO USE THIS BOOK *(cont.)*

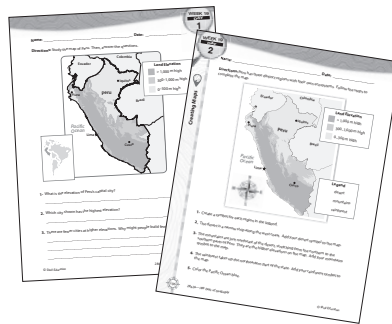
Using the Practice Pages

The activity pages provide practice and assessment opportunities for each day of the school year. Teachers may wish to prepare packets of weekly practice pages for the classroom or for homework.

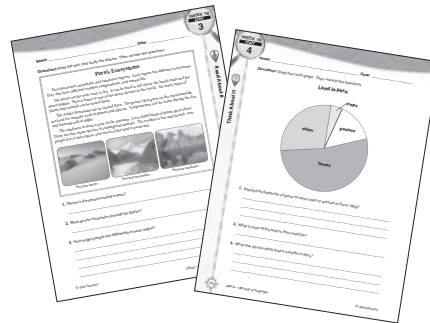
As outlined on page 4, each week examines one location and one geography topic.



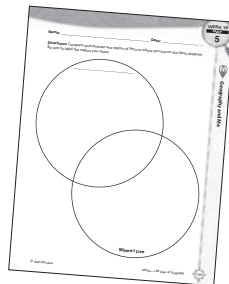
The first two days focus on map skills. On Day 1, students will study a map and answer questions about it. On Day 2, they will add to or create a map.



Days 3 and 4 allow students to apply information and data from texts, charts, graphs, and other sources to the location being studied.

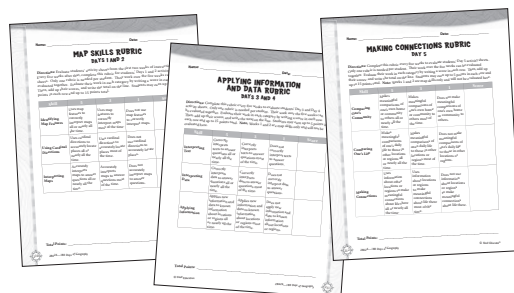


On Day 5, students will apply what they learned to themselves.



Using the Resources

Rubrics for the types of days (map skills, applying information and data, and making connections) can be found on pages 210–212 and in the Digital Resources. Use the rubrics to assess students' work. Be sure to share these rubrics with students often so that they know what is expected of them.





Name: _____ Date: _____

Directions: Study the map of Mexico. Then, answer the questions.



1. Name at least one city on the Pacific coast.

2. Name at least one city on the coast of the Gulf of Mexico.

3. What is the capital of Mexico?

4. Name the three countries that border Mexico.

5. Name the southernmost city on this map.





Name: _____ Date: _____

Directions: Read the text in the box. Use the information to shade the Appalachian Region on the map. Then, create a legend to show what the shaded region is.

The Appalachian region is in the southeast part of the country. It includes all of New Brunswick, Nova Scotia, and Prince Edward Island. It includes the far eastern tip of Quebec. It also includes the part of Newfoundland and Labrador that is close to Nova Scotia.



Legend



Name: _____ Date: _____

Directions: Follow the steps to complete the map.

1. Most people in Israel are Jewish. But Jerusalem, Rahat, and Nazareth are home to many Muslims as well. Circle these cities on the map.
2. Color Israel green.
3. Use the clues in the box to label the countries that border Israel.

- Egypt is southwest of Israel.
- Lebanon borders Syria and the Mediterranean Sea.
- Jordan is east of the Jordan River.
- Syria is northeast of Israel.

Name: _____ Date: _____

Directions: Study the timeline of railways in Australia. Then, answer the questions.

1850s—First railways open in Victoria, New South Wales, and South Australia.

1860s—Tasmania opens first railway.

1870s—West Australia and Queensland open first railway.

1880s—Northern Territory opens first railway.

1910s—Australian Capital Territory opens first railway.

1930s—Companies begin using a standard-size railway on an interstate track.

1950s—Diesel engines are introduced.

1970s—Steam engines are completely removed.

1990s—A standard-size interstate track is completed.

1. How might Australian states and territories benefit from building railways?

2. Why might people have wanted to build a standard-size interstate track?

3. Why do you think it took so long to complete the standard-size railway?

Name: _____ Date: _____

Directions: Think of a landform near you. Examples include mountains, canyons, valleys, rivers, deltas, and plains. Complete the chart about the landform you choose.

What is the name of the landform?	Where is it located?
Describe the landform.	
Draw the landform.	
How is it similar to and different from Uluru?	