

Lesson Plan

New Hampshire and the Five Themes of Geography

This is an adaptation of a lesson plan prepared by Timothy Tenasco while participating in a past New Hampshire Historical Society summer institute.

What Students Learn

Students learn the five themes of geography and will be able to explain how they relate to the New Hampshire landscape by using visual representations of that landscape.

Procedures

- Review (or explain) to students the five themes of geography as described by the Joint Committee on Geographic Education of the National Council for Geographic Education and the American Association of Geographers:
 - Location** — Where are things located? A location can be specific (for example, it can be stated as coordinates of longitude and latitude or as a distance from another place) or general (it's in the Northeast).
 - Place** — What makes a place different from other places? Differences might be defined in terms of climate, physical features, or the people who live there and their traditions.
 - Human–Environment Interaction** — What are the relationships among people and places? How have people changed the environment to better suit their needs?
 - Movement** — What are the patterns of movement of people, products, and information? A study of movement includes learning about major modes of transportation used by people, an area's major exports and imports, and ways in which people communicate (move ideas).
 - Regions** — How can Earth be divided into regions for study? Regions can be defined by a number of characteristics including area, language, political divisions, religions, and vegetation (for example, grassland, marshland, desert, rain forest).
- Choose four pictures from maps, magazines, newspapers, and photographs that represent each of the five themes of geography in New Hampshire.
- Create a booklet illustrating these five themes. The booklet should begin with a title page. Each subsequent page should focus on a theme with the definition highlighted somewhere on that page. Each photograph or illustration must relate to the theme on the page and should include a caption describing its applicability.

- Additional activities may be used in conjunction with creating booklets. Gary Hopkins's *Education World* Web site offers many suggestions. Adaptations of those which might easily be incorporated into the present assignment include the following:

ABC Community Book (Place) Invite students to create an ABC book to describe their community, county, or region. The word used for each letter might describe a unique physical feature, the weather, or the people and their traditions. When completed, the book should tell a reader unfamiliar with the area what life is like there.

Postage Stamp (Place) Assign students New Hampshire, or even their region, county, or community. The student must research the assigned area and design a postage stamp to be used by its residents. The stamp might have on it a notable physical feature, person, or landmark. Students present their stamps to the class, explaining why they chose to use the image they used. Older students might design postcards. On one side, they draw an image representative of a place. On the other side, they write a message that provides readers with several clues about the place. Post students' cards on a bulletin board. Number each card. Give students a week to read all the cards on their own and to jot down their best guesses as to the place. At the end of the week, students can turn over the cards to learn the correct answers. Who correctly guessed the most places?

Growing Population (Human–Environment Interaction) Collect population statistics for your area as far back as they are available—1767 in New Hampshire. Students can create graphs to show how the town's population has changed over the decades. How has population change affected the town?

Commuter Graph (Movement) Help students create a graph to show how far their parents travel to work each day. A different bar will represent people who commute less than 5 miles, 6 to 10 miles, 11 to 20 miles, 21 to 30 miles, and more than 30 miles. Provide a map for students to show the different places people travel.

License Plates (Movement) Challenge students to keep track of the different license plates they see in the course of a week. (If possible, you might go to some place where students could observe a wide range of license plates.) What states do those plates represent? What might a license plate tell you about a state? For a follow-up writing activity, students might write letters to the Department of Motor Vehicles in each state. In their letters, they might ask for information about the state's license plates.

Lesson Materials

Maps and Atlases of New Hampshire
New Hampshire Travel Guides and Brochures
New Hampshire Magazines

Bibliography

Hopkins, Gary. "Five Times Five: Five Activities for Teaching Geography's Five Themes"
Education World
(http://www.education-world.com/a_lesson/lesson071.shtml), 2001
(access August 8, 2003).

Assessment Tools and Techniques

Group Discussion and Checklist for Satisfactory Completion of Booklet

Curriculum Information

Information relating to the *New Hampshire History Curriculum* refers to the K-12 resource in two volumes developed by the New Hampshire Historical Society in partnership with Public Service of New Hampshire, the New Hampshire Department of Education, and the New Hampshire Council for the Social Studies. The K-6 volume is available on-line through the school programs section of the Society's Web site (<http://www.nhhistory.org>).

Grade Level

Middle School and High School

New Hampshire Social Studies Standards

Geography 1, 2, 4, 5

New Hampshire History Curriculum Focus Topics

Boundaries

Natural Environment and People

Culture, Races, and Ethnic Groups

New Hampshire History Curriculum Eras

1968–Present: Contemporary United States