



# 5 Themes of Geography

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Social Studies  
Grades 3–5



## Introduction

Students will engage in a virtual scavenger hunt to explore the 5 themes of geography. Students will then work with peers to create a visual product that reflects the information they gathered on their virtual scavenger hunt. Once the visual product is complete, students will share them with the class.

## Learning Objectives

Students will:

- ([CCSS.ELA-LITERACY.RI.5.4](#)) Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- ([CCSS.ELA-LITERACY.RI.3.5](#)) Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- ([CCSS.ELA-LITERACY.RI.5.7](#)) Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

## Materials Needed

- Access to computers/laptops/Wifi
- Program that can be used to create a document or presentation (Microsoft Word or Powerpoint)
- Pre-made scavenger hunt task cards

## Procedure

1. Students will need to have background knowledge related to the 5 themes of geography (location, place, region, human/environment interaction, and movement). Depending on the needs of your students, you may do a mini-lesson on the 5 themes as a part of this lesson to provide background or complete a lesson prior to starting this lesson to provide them with the necessary background knowledge.
2. Pre-Made Scavenger Hunt Task Cards: The students will be given a deck of scavenger hunt cards. Each deck will have a card for each of the 5 themes of geography. These cards will need to be made prior to the lesson as follows:
  - **Location Card:** This task card will ask the students to find the location (absolute location and/or relative location) of a specific place. This place can be somewhere significant. For example, it may ask the students to find the location of the Grand Canyon. The students will utilize online resources to provide the absolute location (latitude and longitude coordinates) and/or relative location (city, county, and state).

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- **Place Card:** This task card will ask the students to describe the physical and human features of a specific place. For example, the card may ask the students to describe the physical and human features of Yellowstone National Park.
  - **Region Card:** This task card will ask the students to describe the features that make a physical area unique or different from other areas. For example, the card may ask the students to describe the various regions (boroughs) of New York.
  - **Human/Environment Interaction Card:** This card will ask the students to find ways in which people have affected a particular area and how that area has affected people. For example, the card may ask the students to describe the changes in the New Orleans of 1960 and present day New Orleans. They may also describe New Orleans before and after Hurricane Katrina.
  - **Movement Card:** This card will ask the students to describe how people, animals, things or ideas move around in a particular area. For example, the students may describe how and why certain foods are only available in and shipped to certain areas during certain parts of the year. They may also describe how trends that originate in one area become trends in other areas as they are moved virtually.
3. Allow the students the opportunity to work in small groups with the task cards. The groups will utilize online resources to help them with the task cards and will utilize software programs (such as Microsoft Word or Powerpoint) to create a document or presentation as evidence that they have found the necessary information for each task card. This could be in the form of a poster, collage, slideshow or other visual product. This part of the activity will likely take up most of the class period. You may instruct students to finish their presentation/product as homework.
  4. After creating their visual products, the students should be provided with an opportunity to present their work to their peers.

## Evaluation

A rubric should be created to evaluate the visual products. This rubric should evaluate the students on the following:

- **Completeness:** were all of the tasks fully addressed?
- **Accuracy:** were the tasks addressed with correct information?
- **Attractiveness:** how well is the product organized and designed to appeal to the audience?
- **Collaboration:** does the product reflect a group effort?

It is advised to review this rubric with the students prior to allowing them to start on the product.