

Surviving the Five Themes: Using Geographic Skills to Survive in the Wild

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Grade Level 6-8
Duration 2-3 class periods

National Standards

GEOGRAPHY

Element One: The World in Spatial Terms

1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information
2. How to use mental maps to organize information about people, places and environments in a spatial context

3. How to organize the spatial organization of people, places and environments on Earth's surface.

Element Two: Places and Regions

4. The physical and human characteristics of places

Element Five: Environment and Society

14. How human actions modify the physical environment

AZ Standards

ELA

Reading

Key Ideas and Details

6.RI.1 and 7.RI.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

8.RI.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Writing

Production and Distribution of Writing

6.W.4, 7.W.4, and 8.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Arizona Social Science Standards

Skills and Processes

Historians and Social Scientist gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.

6.SP3.2 Use evidence to develop claims and counterclaims in response to compelling questions in the time period and region studied.

7.SP3.2 Use evidence drawn from multiple sources to develop and support claims and counterclaims in response to compelling questions.

8.SP3.1 Create and answer compelling and supporting questions that reflect enduring issues in the field of history and social science.

Geography

The use of geographic representations and tools helps individuals understand their world.

6.G1.1 Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions.

7.G1.1 Use and construct maps and other geographic representations to explain the spatial patterns of cultural and environmental characteristics.

8.G1.1 Use geographic tools and representations to analyze historical and modern political and economic issues and events.

7.G1.2 Analyze various geographic representations and use geographic tools to explain relationships between the location of places and their environments.

Human-environment interactions are essential aspects of human life in all societies.

7.G2.1 Explain how cultural demographic patterns, economic decisions, and human adaptations shape the identity of nearby and distant places.

7.G2.2 Analyze cultural and environmental characteristics that make places both similar and different.

Overview

Who doesn't want to survive? By viewing the five themes through the eyes of a survival expert, students will be challenged to find the connections to their own simulated survival situation.

Purpose

This lesson is designed to be a fun way to give students (who have already been introduced to the Five Themes of Geography) the chance to gain a deeper, more nuanced understanding of them. Students will apply the five themes as a tool to help

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them survive in the natural world while also learning the basics of survival from an expert.

Materials

- Reference Sheet: Overview of the Five Themes of Geography
- Surviving the Five Themes Project Expectations and Scoring Guide
- Physical maps of the world that students can easily access in class
- Devices with access to the internet
- Art supplies

Objectives

The student will be able to:

1. Apply the Five Themes of Geography to a survival situation.
2. Collect and report information.
3. Draw conclusions as to how they can use the Five themes of Geography as effective strategies to survive in the natural world.
4. Work cooperatively.

Procedures

Prerequisite Skills: Students know the 5 Themes of Geography. If this has not been taught already, an appropriate lesson can be found at <https://geoalliance.asu.edu/5Themes>

SESSION ONE

1. Introduce the lesson by having students respond to the following quick write questions: Have you ever been lost? Describe the situation. Assuming you do not have cell phone coverage (or no phone), what would be the top 3 items you would want to have with you? What is the most important advice you could give yourself or another person if lost? What is the worst place you could be imagine finding yourself lost?
2. Review responses with classroom discussion.
3. Distribute the Reference Sheet that reviews the Five Themes. Explain that the 5 Themes will be used in this lesson.
4. Project the YouTube video Survivorman/Masterclass/Fire with Flashlight (1:29 min)
<https://www.youtube.com/watch?v=71ayGEHbzZM>
5. Discuss how to match the Five Themes to any survival situation. Replay the video and ask

students to identify any of the 5 Themes with which this video aligns.

6. Distribute the Surviving the Five Themes Project Expectations and Scoring Guide worksheet. Explain the expectations of this assignment. Groups will watch another episode (or more to find one that appeals to the group) of Survivorman and create a report. The report must include a map of the area where the survival story takes place. The report can take several forms: Slideshow, essay, poster, pamphlet, art form, diary, newspaper article, skit, video, interview, etc. Everyone in the group must work together. First, they will watch the video and independently write down their ideas of how to apply the 5 Themes to this episode. Then the group will compare responses and select the best responses.
7. Divide students into small groups. Have students begin the assignment.

SESSION TWO

1. Project another Survivorman clip and have the class apply the Five Themes best demonstrated in Survivorman's actions.
2. Review expectations for group work.
3. Allow time for completion of tasks.

SESSION THREE

1. Allow time for completion of tasks.
2. Have students present their reports.

Assessment

ELA and Geography

The reports can be graded using the Scoring Guide. Mastery will be considered a score of 80% or higher.

Extensions

Students can be given the opportunity to develop their ideas further by creating their own Survivorman episode through recording themselves or their team "surviving" in their own elements, wherever they may be (like middle school?).

Sources

Survivorman Masterclass Clip on YouTube:
www.youtube.com/watch?v=71ayGEHbzZM