

NAME: \_\_\_\_\_



# Location - A Matching Game

This activity is designed to help you develop your skills with location and using an atlas.

## Step 1

Choose **five to ten major cities** in North America. List them in a chart like the one below, giving their approximate **latitude** and **longitude**. You may use an atlas to help find their **absolute**, or exact, locations. An example has been provided for you. While you are doing this, also think about how you could describe the city's **relative** location, by looking at the features around it.

City Name	Latitude	Longitude
Boston	42° N	71° W

## Step 2

After choosing your five to ten cities, and completing the chart, **create three cards for each city** following the example below. Each card provides some information about a particular city.

<b>Boston</b>	<b>Latitude: 42°N</b> <b>Longitude: 71°W</b>	<b>- on the Atlantic Ocean</b> <b>- Northwest of Cape Cod</b> <b>- in Massachusetts</b> <b>- east of Springfield</b>
<b>Name Card</b>	<b>Absolute Location Card</b>	<b>Relative Location Card</b>

## Step 3

Once you have completed all the cards, write your own rules for a matching game. Think about these things:

How will you decide who goes first?

What will one turn mean? How long will each turn last?

What points will be awarded for correctly matching three cards?

## Step 4

Put all your cards in a pile and mix them about. Then, with three or four friends, play your game. Be sure to have your atlases handy to help you as you play.

When you're finished, mix in a partner's cards to make the game even more challenging!

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# Place - Writing a Short Essay

Choose one state from the Northern United States (i.e., Montana), and one from the southern United States (i.e., Florida). **You may choose any two states you wish.**

1. Use the chart like this one to **collect information** about the two states you have chosen:

State Name	Physical Characteristics	Vegetation	Animal Species	Where People Live
Montana				
Florida				

2. Next, **write a five-paragraph essay**, using each of the column titles as the topic of the paragraph. In each paragraph, compare the two states.
3. You may choose to present your information in an **alternate form**, such as a booklet. In that case, each column title would be the topic for each page. If you are choosing a booklet, then be sure to illustrate your work with drawings, cut-outs, clippings, etc., that help reinforce your message.
4. **Share** your work with the class.

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# Regions - Creating a Model or a Diorama

1. Choose a region from the list that you have not researched before. If there is one listed that you would rather study, then you may choose that one instead.

<b>Great Plains</b>	<b>Tundra</b>	<b>Rocky Mountains</b>	<b>Canadian Shield</b>
<b>Yucatan Peninsula (rainforest)</b>		<b>Sonora desert</b>	<b>St. Lawrence lowlands</b>
	<b>Florida Everglades</b>		

2. Collect information on your chosen region that shows **why it is unique** from all others. For this activity, focus on **physical features** and **vegetation**.
3. After you have collected your information, **design and create a model or a diorama** of the region you have chosen. **Label** the items on your model, perhaps providing captions on small pieces of paper. **Display** your model or diorama for your class to see. You may even want to present it to your classmates.

**When designing your model/diorama, think about these things:**

- What will I choose to show?
- How can I create these items?
- Which labels, and possibly captions, could I include to show my understanding of the region I have chosen?
- How will I present my model to my class?

You can use a variety of things to help create your model. Here are some suggestions:

**plasticine or clay      paper      popsicle sticks      paint**  
**old, small toys from home (i.e., animal figurines, people, trees, etc.)**  
**markers**

Enjoy **sharing your model** with your class!

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# Human and Environmental Interactions - Endangered Animals

**For this activity you will conduct some research to find which animals in North America are considered threatened or endangered.**

List a few of them here:

_____	_____
_____	_____
_____	_____

Next, choose your favorite animal from the list and circle it.

**Here are some important questions to think about as you conduct your research on this animal:**

- a) Why is this animal endangered?
- b) How many of these creatures remain in the wild?
- c) Have human activities contributed to its threatened state?
- d) How are people working to preserve this species?
- e) Any other important facts you might wish to include

Once you have collected all your information, **present your findings on a display board, or as a booklet.** On your display or in your booklet, include as much detail as you can about questions c) and d) above.

**As you create your display or booklet, consider the following:**

- What will I choose to show?
- How can I locate illustrations for this display, or will I make my own drawings?
- Which labels, captions, or charts could I include to show my understanding of the endangered animal I have chosen?
- How will I present my project to my class?

As an alternative to these presentation methods, you may wish to create a PowerPoint presentation on the computer, and present it to your class. You will be able to use a variety of clip art illustrations if you choose this format.

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# Movement - Products We Use Daily

Choose an object that interests you from the list below and circle it.

If you wish to research an object of your own, then write it on the blank.

- |              |               |          |                 |
|--------------|---------------|----------|-----------------|
| orange       | automobile    | computer | MP3-type player |
| baseball bat | basketball    | egg      | surfboard       |
| skateboard   | pair of jeans | backpack | notebook paper  |

My choice: \_\_\_\_\_

Conduct some research into the product you have chosen to find answers to the following questions. Write your answers in complete sentences.

1. Where is this product manufactured?

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2. How is this product transported from where it is manufactured to my city or town?

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3. How long does it take to transport it to my city or town?

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**Present your findings in both written form, such as a short report, and on a map showing the journey the product takes. You may use a map your teacher provides, or you may create your own.**

**Display your findings, and share your information with your class.**

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# Creating My Own State, Province, or Country



**If you could live ANYWHERE in North America, think about where you would like to live. Do you prefer warm places or cold? Would you prefer to live in the north, south, east, or west of the continent? Do you like big cities, small towns, or rural areas? What kind of physical features do you like?**

Next, follow these steps:

1. Choose a location in North America.
2. Create your own state, province, or country, in this location and give it a name.
3. Draw a map of your state, province or country showing its town and cities, its vegetation, and its physical features. Include a legend to show the various features.
4. Think of other items for your place (i.e., climate, precipitation, tourist attractions, etc.).
5. Show where it can be found in North America.
6. Display your completed map, fully colored and labeled.

**Attach to your map a chart like the following example that gives more details about your invented place.**

<b>Geographic</b>	<b>Details about Your Invented State, Province, or Country</b>
<b>Theme</b>	
<b>Location</b>	
<b>Place</b>	
<b>Human/ Environmental Interactions</b>	
<b>Movement</b>	
<b>Regions</b>	