

Using Literature to Introduce the Five  
Themes of Geography: ...*If you Grew up  
with Abraham Lincoln*, by Ann McGovern

Illinois Geographic Alliance  
Summer Institute – 2005  
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**Grade Level:**

5<sup>th</sup> grade, adaptable to 4<sup>th</sup> through 6<sup>th</sup>

**Format:**

Students will listen to a read aloud of ...*If You Grew Up with Abraham Lincoln*, by Ann McGovern. As they listen they will be looking for examples of the five themes of Geography and record them. Afterwards they will plot on a map of Eastern US the places mentioned in the book.

**Time Needed:**

Two forty minute sessions, time for extensions if applicable

**Materials Needed:**

A copy of ...*If You Grew Up with Abraham Lincoln*, by Ann McGovern  
Worksheet "Five Themes of Geography" – one for each student  
Overhead of Worksheet "Five Themes of Geography"  
Map of the Eastern Half of the US for each student or pairs of students  
A Wall map of the Eastern Half of the US or an overhead map of same.

**Standards:**

National Geography Standards

5. That People Create Regions to Interpret Earth's Complexity

Illinois State Standard

16.A.2c Ask questions and seek answers by collecting and analyzing data from historic documents, images and other literary and non-literary sources.

**Objectives:**

1. Students will sort facts about Abraham Lincoln into the five themes of geography.
2. Students will identify places in Illinois related to Abraham Lincoln's History on a Map.

**Goals:**

1. Students will gain an understanding of the five themes of geography.
2. Students will increase their map skills.
3. Students will learn about the life of Abraham Lincoln

**Prior Knowledge:**

A basic understanding of Maps, i.e. using relative location, reading a map legend

## Procedure:

### DAY ONE

#### **Activate Prior knowledge:**

Ask student what they know about Abraham Lincoln, take answers verbally.

#### **Model Learning:**

Using the facts shared by students place them correctly on an overhead of the *Five Themes of Geography* graphic organizer, one fact for each theme. Discuss what each theme means and have students explain each in their own words. They may want to write a brief description on their worksheet to remind them what each means while you read. Explain to students that as you read a story about Abraham Lincoln they should be listening for facts and place them correctly on their worksheet.

#### **Lesson:**

Read aloud from ...*If You Grew Up with Abraham Lincoln*, by Ann McGovern. After reading, process information by using overhead to record information students found. Discuss with class if each volunteered fact is placed correctly, why, or were it should go.

#### **Closure:**

Have five students state a theme and what it means in their own words.

### DAY TWO

#### **Activate Prior Knowledge:**

Ask students to recall what they learned about Abraham Lincoln yesterday, eventually focus on Places. Show overhead created previous day.

#### **Model Learning:**

Find Kentucky to model for students how to use a map. Read through Legend and point out features on the map.

#### **Lesson:**

Assign different students places to find. Give a few minutes to find these places, circulate the room to help students. When most students have successfully found their place have students come up to map on overhead or on wall to show where the place is. Ask class to agree or disagree. Using relative location, ask who has a place relative to the first place found. For example, if you start with Lincoln's birthplace in Kentucky, you would ask who found the state north of Kentucky where Lincoln moved when he was almost eight.

#### **Places to find:**

Kentucky

Hodgenville, Kentucky

Indiana

Ohio River

New Orleans

Mississippi River

New Salem, Illinois

Springfield, Illinois

Washington, DC

Continue this using other geographic features such as, "What river empties into the Mississippi River near St. Louis". Focus on Illinois geography.

***Closure:***

Have five students state a theme and what it means in their own words.

**Adaptations:**

Special needs learners could benefit from having their own copy of the book to look at or a recording of the book to listen to at their own speed.

Gifted learners could be asked to repeat the activity with a parent or friend, or another biography of Abraham Lincoln written at a higher reading level.

**Extensions:**

Students could repeat the activity using facts about their own life and plot them on a map of their hometown.

**Potential Problems:**

Students without experience with maps will find it hard to locate places on the map.

Students may place many of the facts on their worksheet incorrectly and need a new sheet when reviewing answers after the read aloud.

**Evaluation:**

Students work will be collected and given one point for each fact that is placed correctly, and miss one point for each fact that is incorrectly placed. The use of maps will be assessed by teacher observations during class activity.

# FIVE THEMES OF GEOGRAPHY

Name: \_\_\_\_\_

<b>Regions</b>	<b>Movement</b>	<b>Human- Environment Interactions</b>	<b>Place</b>	<b>Location</b>

# FIVE THEMES OF GEOGRAPHY

KEY – Answers may vary

<b>Regions</b>	<b>Movement</b>	<b>Human- Environment Interactions</b>	<b>Place</b>	<b>Location</b>
<ul style="list-style-type: none"> <li>• Cabins on the frontier were one room Log Cabins.</li> <li>• Children worked at an early age to help the family.</li> <li>• Children only went to school in the winter when they weren't needed on the farm</li> <li>• Deerskin Moccasins to Leather shoes</li> <li>• Coonskin cap to black hat made of silk</li> </ul>	<ul style="list-style-type: none"> <li>• Traveled hundreds of miles on Horseback</li> <li>• Crossed the Ohio River by Ferry</li> <li>• People traveling west had to walk, ride horseback, ride in wagons, or in stagecoaches</li> <li>• People floated on rivers in canoes, big flatboats, or steamboats.</li> <li>• Farmers came from 50 miles away to have their wheat milled</li> <li>• Lincoln traveled to Washington by stagecoach and train</li> </ul>	<ul style="list-style-type: none"> <li>• Abe's father had to chop away bushes and vines to make a path in the woods</li> <li>• Lincoln had a bearskin rug</li> <li>• Cutting wood to make split rail fences</li> <li>• Gathered nuts and berries for food, hunted in woods</li> <li>• People chopped down trees to make way for roads</li> </ul>	<ul style="list-style-type: none"> <li>• Woods of Indiana were full of Birds and Wild animals</li> <li>• East Began to get more crowded</li> <li>• Heavy Rains sometimes flooded the land and spoiled crops, sometimes there was not enough rain</li> <li>• Mill in New Salem</li> <li>• People made medicines themselves</li> <li>• People had strange ideas about what caused sickness</li> <li>• Springfield had 1,000 people living there</li> <li>• In the summer cows, chickens and hogs walked around everywhere</li> </ul>	<ul style="list-style-type: none"> <li>• Lincoln was born in Kentucky</li> <li>• Moved to Indiana as a boy</li> <li>• Moved to New Salem. Illinois as a young Man</li> <li>• Later Moved to Springfield Illinois</li> <li>• Moved to Washington DC</li> </ul>