“Teaching Geography”

(Chapters 1 & 2)

“One Perspective”

&

“Two Blades of a Scissors”
Why do we study Geography?

“To find out why something we know “for sure” here is wrong over there and why something that works for someone else where they are won’t necessarily work for us here”
3 main ideas

1. The importance of “Where”

2. Teaching Geography inductively rather than deductively

3. Beware of the “Misleading-Map-Detector”
The Geographical Scissors

REGIONAL GEOGRAPHY
- many topics
- one area
- reference maps

TOPICAL GEOGRAPHY
- one topic
- many areas
- thematic maps
The Geographical Scissors - 1

**Reference maps**
use a variety of symbols
to show how different things occur together in an area

**Thematic maps**
use a few conventional symbols
to show how one specific thing is arranged in an area
The Geographical Scissors - 2

Reference maps
show how information from many thematic maps fits together in one area

Thematic maps
put some information from a reference map into wider perspective
Thematic Map

This kind of map uses a few conventional symbols (e.g. dots) to show the pattern of one thing, usually in a large area.

Plantations with more than 100 enslaved persons in 1860

- 10 plantations

Data source: J.F. Hart
### Conventional Thematic Map Symbols

<table>
<thead>
<tr>
<th>Symbols</th>
<th>Often Used to Show</th>
</tr>
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<tbody>
<tr>
<td>area shading</td>
<td>geology, vegetation, race, language</td>
</tr>
<tr>
<td>choropleth</td>
<td>population density, income, education</td>
</tr>
<tr>
<td>dots</td>
<td>crops, population, religions, businesses</td>
</tr>
<tr>
<td>flowlines</td>
<td>migration, trade, ocean currents</td>
</tr>
<tr>
<td>isolines</td>
<td>temperature, rainfall, elevation</td>
</tr>
<tr>
<td>pictorial</td>
<td>architecture, monuments, park views</td>
</tr>
<tr>
<td>scaled</td>
<td>city population, mine production, GNP</td>
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<tr>
<td>(e.g. circles)</td>
<td></td>
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Tactics for Using Both Blades of the Geographical Scissors

A good geography teacher uses a number of different tactics to help students use both blades of the geographical scissors. What are some of them?
Tactics for Using Both Blades of the Geographical Scissors

- Readings about one, questions about the other
- Specific place in room for each perspective
- Prop such as book, flag, hat, etc.
- Different media or visual-aid design
- Roles assigned to different students
- Field trips, homework to complement in-class
- Test question from each perspective