



PUN-ISHING GEOGRAPHY

DESCRIPTION:

These riddles are not really a lesson, but a way of reinforcing which cities are in which nations. They require as much language manipulation and allusion recognition as geographic knowledge.

GRADE LEVEL:

High School

LEARNING OUTCOMES:

When my students finish this activity, they will be able to:

1. Associate cities, nations, and regions.
 - TEKS Alignment
 - 113.15.b.7.A-C - understands the concept of regions;
 - 113.16.b.7.A - describe a variety of regions in the U.S. such as political, population, and economic regions that result from patterns of human activity;
2. Locate these places on a map.
 - TEKS Alignment
 - 113.18.b.4.D - identify and locate major physical and human geographic factors such as landforms, water bodies, and urban centers of various places and regions;
3. Learn to work as a team.
 - TEKS Alignment
 - 113.43.c.23 - uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.

*Excerpted from:

Texas Alliance for Geographic Education. *Young Geographers Alliance: Program Guide*. (San Marcos, Texas: Southwest Texas State University, 1991), 101-102.

FUNDAMENTAL THEMES:

Location

Place

Human and Environmental Relationships

Movement

Regions

RELATED LEARNING OPPORTUNITIES:

Language Skills

CLASSROOM PROCEDURES:

1. Lead a class discussion about how many nations and cities have their names used in everyday language with little or no recognition of the origin of that term or why the term has a geographical allusion in it.

Examples: Italian dressing, Dutch oven, baked Alaska

Ask the students to give their own examples and to explain how the names might have developed.

2. Explain that sometimes it is fun to make silly definitions for these terms.

Example:

Q. What do you call a bad actor from Williamsburg

A. Virginia ham

Q. Is the sky blackening over the Chinese capital?

A. No but it's Beijing.

3. Divide the class into two teams.
4. Give each group a list of definitions and allow them to brainstorm the answers.
5. Conduct a contest to see which team can supply more terms.
 - a. Put the definitions on individual slips of paper and draw one for each team.
 - b. If a team gives the right answer, give that team a point, but ask the next question to the opposing team.
 - c. If a team cannot supply the term, allow them to counter with their own definition and answer. If they successfully counter with their own creation, pass the undefined definition to the other team. If the other team cannot supply the term, retire the definition after giving them the correct answer.

- d. Before the team is awarded the point, the member must locate the city/nation/region on a map. Even if a team has created their own term/definition, they must be able to locate the place on the map.
- e. The team with the highest score wins.

MATERIALS:

1. Handout with definitions
2. Pen and paper

EVALUATION:

Allow bonus points on a future assignment for the winning team.

EXTENSION:

Allow students to illustrate these definitions.