

Unit 1: Journey Filipinas

Lesson 3: Geography of the Philippines

Developed by Judith Miguel

Background

Geography is the study of the locations and distributions of features on the earth, how its features affect human life, as well as, how the earth is affected by human activities. Geography plays a significant role in the shaping of a people, who must adapt to its environment in order to survive. Their understanding of the environment influences the choices, livelihood, beliefs, and traditions created by a culture. This lesson examines the geographical features of the Philippines in order for students to understand how its environment can impact the people who live there and how the people can impact changes in the environment.

Connections to NCSS Standards

People, Places, and Environment: The students will relate their personal experiences to happenings in other environmental contexts, encouraging students to use data and apply skills in analyzing human behavior in relation to its physical and cultural environment.

Lesson Objectives

The students will be able to:

- Identify the 5 themes of geography
- define geographical terms and locate real examples throughout the world
- locate the Philippine Archipelago on a world map
- learn the location of the major geographical features of the Philippines
- understand how geographical features may influence the livelihood of a culture, and how people can affect changes in the environment

Time: 2-3 weeks

Materials

Teacher

- transparency of “Philippines: Regions and Provinces” map
- “Philippines: Regions and Provinces” map outlined on a larger scale on butcher paper and glued to plywood

Student

- “Journey Around the World” Journal
- Geography Terms Booklet
- modeling clay

Procedure

A. Opening: The 5 Themes of Geography

1. Ask the class, “What is “Geography?” List the students’ ideas on the board.
2. Tell the class that “Geography” is the study of the earth, which includes the study of the locations and distributions of features on the earth.
3. Write on the board, “5 Themes of Geography,” and tell the class that their ideas on geography can be grouped into the Five Themes of Geography:
 - a. Location
 - b. Place
 - c. Human/Environment Interaction
 - d. Movement
 - e. Regions
4. After briefly describing each theme, ask the class to help you classify their ideas into the five themes. Also include new ideas the class may have after introducing the themes.
5. Next to the five themes, write “Connections to Us” and challenge the students to use the themes to help make connections on how geography affects us in our current situation.

6. Tell the students that geography plays a significant role in the shaping of a people, who must adapt to its environment in order to survive. Their and our understanding of the environment influences the choices, livelihood, beliefs, and traditions created by a culture, including our own.

B. Places and People of the Philippines

1. Display a variety of pictures of geographic features of the Philippines without labeling them or telling them where they are located, and have the students observe each picture.
2. Challenge the students to locate and consider the type of people that may reside at the places presented - if any - and in their "Journey Around the World" Journal, have them describe what they think life might be like for the people living there.
3. Allow time for students to share their thoughts about the pictures.
4. After all students have shared, reveal that all the pictures were taken from different areas of the Philippine Islands.

C. Geography Terms

1. Explain to the students that they will become familiar with some geographic terms that they will use to help them better understand the geographic features of the Philippine Archipelago.
2. Share the list of geographical terms and explain that they will need to create a booklet of these terms:
 - a. island
 - b. sea
 - c. bay
 - d. strait
 - e. trench
 - f. mountain
 - g. archipelago
 - h. mountain range

- i. peninsula
- j. plain
- k. river
- l. valley
- m. volcano
- n. stream
- o. hills
- p. rainforest
- q. forest
- r. lake
- s. isthmus
- t. gulf

3. Using resources as the encyclopedia, dictionary, atlas, and pre-approved websites, have the students research each term, including the definition and a real example that can be located on a world map.
4. In creating their own booklet, the students must include for each term, the definition, an accurate drawing that shows what the definition means, and a map section showing where the feature exist on earth. The geographical feature and its surrounding areas must be labeled.
5. Allow students to use their booklet to review terms before discussing further about the Philippine Archipelago.

D. Geographical Features of the Philippines

1. Share that Philippines is located in the Asian Continent, specifically in Southeast Asia, along with its neighboring countries, Malaysia, Brunei, Singapore, Indonesia, and Taiwan. Have the students locate Southeast Asia on the wall map of The World.
2. Further share that the Philippine Archipelago encompasses a total of 7,107 islands, covering a total land area of 300,000 square kilometers. The Philippine Islands are divided into 3 major groups,

which are further divided into 17 regions, then subdivided into 79 provinces:

- a. Luzon
 - Ilocos Region
 - Cagayan Valley
 - Central Luzon
 - CALABARZON
 - MIMAROPA
 - Bicol Region
 - Cordillera Administrative Region
 - National Capital Region (Metro Manila)
 - b. Visayas
 - Western Visayas
 - Central Visayas
 - Eastern Visayas
 - c. Mindanao
 - Zamboanga Peninsula
 - Northern Mindanao
 - Davao Region
 - SOCCSKSARGEN
 - Caraga
 - d. Autonomous Region in Muslim Mindanao
3. Remind the students that “regions” are the physical and human characteristics, which make places alike and different. Regions can change over time due to the changes in climate, economic conditions, accessibility of trade routes, and other factors. Regions change and help to predict the needs of the people and the effects on the environment. Regions help us learn to manage the differences and similarities of the diverse cultures that may exist in a region. Clarify and compare “regions” and “provinces” to that of “states,” “cities,” and “towns.”
 4. Explain to the students that, in small groups, they will research the regions of the Philippines, locating the major geographical features of that region, and completing their Regions of the Philippines Chart:
 - a. Type of Geographical Feature
 - b. Name, Region Location

- c. Observations
 - d. Discoveries – What important information did you discover?
 - e. Implications of possible influences on people and culture existing there?
 - f. Implications of possible affect on the environment as a result of human activity?
 - g. Wonderings – Further questions group may have.
 - h. Photographs or accurate illustrations of each geographical feature. Pictures may include actual people that are found living there
5. Outline the 17 regions of the Philippines and assign small groups to each region and allow time for the small groups to research the major geographical features within their region.
 6. After about a week, have each group present their investigated geographical features and display a copy of their photographs or illustrations directly on top of the large map of the Philippines. Collect the research charts to combine into an informational booklet of “The Geographic Features of the Philippines.”

E. Closing: Making Connections

1. As each group is presenting, have the audience take notes divided into 3 areas:
 - a. Important Information
 - b. Interesting Details
 - c. Personal Connections & Reflections
2. After all presentations are completed, have the students share their connections/reflections and other thoughts in a class conversation about what they’ve learned from each others’ presentations.

Suggested Assessment

A Century of Challenge and Change: The Filipino American Story

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Each student will articulate in written format, how the geography of the Philippines may affect the people living there, and how the people may affect changes in the environment.

Enrich/Expand

In their small groups, have students create a contour map of the geographical features of the Philippines that they have researched, directly onto the class map of the regions and provinces. Have students use modeling clay to mold out their features and label each feature respectively.

Have students look further into their regions to learn more of the people that live there, and have them compare it with their initial assumptions. Allow students to add pictures of the people to their respective locations on the class map, along with important and interesting information they discovered about them.

Resources

Print

1. Connections Reflections Chart (pdf file)

Online

1. "The Five Themes of Geography." (2000). <http://www.nationalgeographic.com/resource/s/ngo/education/themes.html>
2. "Atlas: Philippines." <http://www.infoplease.com/atlas/country/philippines.html>
3. "Philippines: Geography, Maps, and Information." <http://geography.about.com/library/maps/blp/philippines.htm#maps>
4. Short, David A. (2006). "Philippines-Archipelago." <http://philippines-archipelago.com/intro.htm>
5. Leveson, David J. (2002). "Contour Maps Menu."

http://academic.brooklyn.cuny.edu/geology/leveson/core/linksa/contourmaps_menu.html

6. "Photo Gallery." <http://marsantos.tripod.com/photo.htm>
7. <http://www.theodora.com/wfbcurrent/philippines/index.html>