28

NATURE AND SCOPE OF GEOGRAPHY TEACHING

28.1 Introduction

This proposed course aims at explaining the nature of the subject and outlines its objectives. It focuses on the wide range of topics included in the syllabi of primary schools. It throws light on methods of teaching suited to this particular level. It draws attention to the use of teaching learning aids specially the globe and the maps in the class-room.

This course includes three exemplary units showing how contents and methods of teaching go together, complementing each other. In the process it attempts to enrich knowledge and clarify basic concepts as well as technical terms. They are infact the building blocks of knowledge. Effort, however, has been made to develop these concepts in a graded and sequencial manner, hoping to broaden your own perspective and deepen your interest in the subject.

28.2 Objectives

After studying this lesson you will be able to :

- explain the importance of geography in primary school curricula;
- describe the nature of geography as a school subject;
- outline the aims of teaching geography;
- identify the range of topics of geographical significance at the primary school stage;
- list methods of teaching geography at primary level;
- recognise the importance of using a globe, maps, pictures and other teaching learning aids in geography.

28.3 Place of Geography in School Curriculum

Not very long ago, the world was thought to be very big. Peoples in those days were living in isolated pockets as though cut off from one another. They had hardly any occasion to visit other parts of the world; not even if their own country. Nor they had any opportunity to know about their counterparts in other countries of the world. School geography was one of the handy subjects then, through which people could satisfy their curiosity about the distant lands and peoples.

Rapid and revolutionary developments in the field of transport and communication have now changed the entire picture. Today people in different walks of life find it easy to visit distant parts of the world and interact with other people. Thousands of tourists now visit places around the world just to spend their holidays.

More importantly, we are now constantly exposed to the news and commercial advertisements from other parts of the world through newspapers, periodicals, radio, television and cinema etc. Telecast of interenational sport events has also brought peoples of the world very close together. Personal contacts can also be developed with people in other parts of the world through surface and airmail, cables, direct conversation on telephone and through "E Mail." We now trade and exchange hundreds of articles of daily use with people from different countries. In other words, the world has been shrinking very fast in terms of time taken to cover huge physical distances.

Under the changed circumstances the importance of school geography has enhanced considerably. It has to explain and systematise these evergrowing economic, commercial, cultural, educational and political contacts among different peoples of the world. It is for the geography teacher to place them in proper perspective and with a degree of objectivity. The task of school geography is not only to bring "the great, wide, beautiful, wonderful world" into the classroom but also to offer its rational and humane explaination. Thus, with the rapid shrinking of the world, the geographic education has received a boost. making it indispensable in any school curricula.

* The job of the geography teacher at this level is two- fold : (a) to bring the great, beautiful, wonderful world into the class-room: and (b) to offer its rational and humane explanaton suited to children's comprehension level.

28.4 Nature of Geography

(a) There are four-fold functions of Geography as discipline the are: Description of the Eaths Surface : Verbal narrations of places and people made by the traveller himself had the earliest seeds of geography. It was but natural that written travelogues formed an important part of earliest literature in many parts of the world. Such factual and systematic accounts of different parts of the world gave birth to one of the earliest, popular sciences-geography, where the word 'Geo' stands for the earth and 'graphy' for its description. A systematic description of the earth's relief and surface features, both of land and water, forms the core of geography, particularly at this stage.

(b) Explanation of various Geographical Phenomena in terms of location & distribution: The subject of geography studies locations of various physical and cultural elements systematically. Location with mathematical precision is described in terms of intersection of degrees of latitude and longitude. Locations are also described in terms of distances from the equator and the nearest sea. Likewise altitude of a place above the mean sea level is also taken into account. The climate of a place can be deduced with the help of such physical locational factors. For appreciating human and economic activities, the location are described in terms of their proximity to natural resources, means of transport and population clusters, their density and distribution. Such a systematic study of location forms the grammar of geography. The locational analysis further helps in finding out corelation if any between physical, human and economic factors which are at play simultaneously. In view of this, geographers prefer to define their subject as a science of locations and distributional patterns.

(c) Helps in Visualisation of Personality of a Region: Of late, geography as a science is valued for its potential to conceptualise a distinct personality of a region. To give a very broad example we may undertake an imaginary journey from Calcutta to Haridwar. We would be moving all the time along the absolutely flat plains made exclusively of rich alluvial soil, every inch of which has been brought under the plough leaving hardly any trace of its original forest cover. The entire region is populous, studed with small villages and large towns humming with industry of one sort or the other. We call such a large region by a single domennature of the Ganga plains although it is divided into three states and several regional dilects.

The personality of such a region stands out more vividly when it is compared with its equally well marked neighbouring regions of the lofty Himalayan mountain on the one hand and the plateau land of penisnsular India. Even such distinct broad regions are further sub-divided into medium sized or very small sized sub-regions on different bases. For this purpose, it correlates information in regard to relief and terrain, climatic conditions, soil type, natural vegetation, natural resources and consequent human and economic activities. Therefore, regionalisation is the key word of modern geographic thought.

(d) Analysis of interplay between Man & Environment : Finally, the soul of geography in general and school geography in particular, lies in describing and analysing inter-play between man and his environment. It is of interest to note how man has been influenced by the environment and in turn the man also modifies the environment either to promote his own interest or to his own detriments. The balance and an equlibrium between man and enviornment is under serious threat from ever increasing numbers on one hand and the blind rat race for raising standards of living by promoting consumerism on the other.

* The four-fold functions of geography as a discipline are to : a) describe the earth's surface comprising various relief features; b) explain various physical-cum-geographical phenomena in terms of location and distribution; c) help visualise personality of a region; and d) analyse inter-play between man and environment.

INTEXT QUESTIONS 28.1

1. Fill in the blanks with suitable words from a list provided at the end :

(i) The word "Geo" stands for the ———— and graphy for its ————.

(ii) An account written by a traveller of his travels is known as ————.

(iii) Geography is a science of ———— and ————.

(iv) By 'shrinking world' we mean that the distances are covered in ———— time with relativeease and comfort.

(v) ———— is the key word of modern geographic thought.

(vi) The main function of geography is to analyse inter- play between———— and ————;

(List of words : description, distribution, earth, environment, lesser, locations, man, regionalisation, travelogue.)

28.5 Aims of Teaching Geography

According to the national pattern of education first ten years of schooling have been devoted to general education, so that it can serve as a sound foundation for diversified education that can be provided at subsequent stages. In this pattern of general education, elements of geography do occupy a place of pride though under different nomenatures such as environmental studies, local studies, nature study, social studies and everyday or general science. The broad curricula frame-work of social studies is often based on the principle of progressively widening mental horizons of children from home and school to the country and the world in the first five years i.e. the primary school stage. it is then followed with the introduction of geography as a part composite course in social studies.

The aims of teaching geographic elements at the school level are :

- to acquaint the learner with his or her environemnt;
- to provide opportunities to the learner to participate in programmes of clean-liness, environment upkeep and beautification of home and school;
- to help the learner to observe in daily life the interplay between man and envi-ronment;
- to impress on the learner that the natural resources are a sacred trust that be-longs to the generation yet to come;
- to convince the learner that the natural resources deserve to be utlised scientifically aviodling their wastage;
- to bring home to the learner that people living in villages and towns or big cities depend heavily upon each other;
- to help the learner appreciate how people all over the world depend upon each other and hence the need for international cooperation; and

- to point out to the learner how being man has been trying to free himself/ herself from the constraints of environment through the use of science and technology in daily life.
- geography impresses upon learner's mind that the natural resources are a sacred trust that belongs to the generations yet to come.
- geography emphasises the need to utilise resources scientifically avoiding their wastage at every step.
- geography points out how people the world over depend upon one another and hence the need for promotion of international understanding and cooperation.

28.6 Review of Existing Elements of Geographic Education

A quick survey of syllabi at the primary school stage confirms that there exists a wide range of topics of geographical significance. However, they generally being a part of an integrated social studies syllabus, their treatment cuts across subject boundaries, as it should, at this stage. Furthermore, the general practice is that a single teacher takes care of the entire domain of social studies, if not almost all the subjects.

In such a situation, there is a strong case for assisting the primary school teacher in defining and clarifying the basic concepts and equipping him or her with additional information for his or her own enrichment of knowledge. It is common knowledge that mere interesting methods of teaching are not a substitute for sound knowledge of the subject. Therefore, such a [illegible] approach may go a long way in laying strong foundation of general ed[illegible]. Further[illegible] there is pressing need to make the new generation more inquisitive and analytical in its approach and is informed with scientific temper.

Listed below are the broad topical areas and the related geographic concepts that call for definition and clarification on the part of the teacher :

- Identification and description of local land features, water bodies, common trees, domesticated animals, their feed and uses, wild animals as found in circus or a zoo.
- Identification and possibly collection of samples of local crops-cereals, pulses, oilseeds, fruits, vegetables and other food crops.
- Classification of land as per the uses it is put to viz- forests, pastures, farms, settlements etc.
- Description of local kharif and rabi crops, agricultural tools and implements, modern machinery, means of irrigation and sources of drinking water.
- Identification and description of common metals, the place of their origin and the uses to which they are put.
- Identification of sources of energy-conventional and non-conventional; and their comparison.
- Description of basic occupations of man.

- Describe local and regional means of tranport, their merits and demerits, arranging them in specific sequence such as from oldest to the latest or from slowest to the fastest.

- Describe various means of communication from slowest to fastest and clasifying them into personal and mass means of communication.

- Explain how the combined result of rapid growth of transport and communication promoted local, national and international trade.

- Explain the cyclic nature of time e.g. (a) day and night; (b) fortnights and months; (c) seasons and a year.

- Develop a sense of space including distances, directions and scales used in a map. Also includes hierarchy of administrative units.

- Locate four major mentropolitan cities and their important characteristics.

- Explain the development of human resources, distribution and density of poplation, problems of population explosion and its remedies.

Identifying things, places, relief features is important. It must be followed up with their suitable classification on the basis of their functions and other characteristics. Establishing simple cause and effect relationships between various physical and human phenomena is even more important. A teacher's job is to explain and clarify basic concepts scientifically. Such concepts may be related to cyclic nature of time, a sense of space, distance and directions, a hierarchy of areal / administrative units from home and village or town to the world as a whole, landforms and land use and the way transport, communications and trade have revolutionised our life in recent years.

* Geography helps to develop time sense and the cyclic nature of time.
* Geography brings home a sense of space-distances, directions and the scale used in the map.
* Geography makes it easy to understand an areal/administrative hierarchy of units from village to the big world.
* Geography explains clearly how the world has been shrinking with rapid progress in the means of transport and communications followed by trade.

INTEXT QUESTIONS 28.2

1. Write T against statements that are true and F against the false ones :

i) The first ten years of formal schooling in India are devoted to general education leaving no scope for optional subjects.

ii) This practice does not help the learner to opt for the subject of one's choice at plus two stage.

iii) Keen observation of interaction between man and environment clearly shows that environment alone dictates choices, if any, to the man.

iv) In the modern world the urban populations hardly need to depend on rural populations.

v) Primary curriculum is generally based on the principle of widening mental horizons of children.

2. Fill in the blanks from the options provided in the bracket at the end of each statement :

i) Natural resources really belong to ———— generations (present/future)

ii) The wastage of natural resources can be avoided if they are used ————. (scientifically/widely)

iii) World's many problems can be solved through international ———— (competition/cooperation)

3. Make correct pairs from the two columns:

(a) cereal	(i) gram
(b) fruit	(ii) groundnut
(c) oilseed	(iii) mango
(d) pulse	(iv) tomato
(e) vegetable	(v) wheat

28.7 Methods of Teaching

'What to teach' and 'how to teach' are the perenial questions to be answered by the teacher. Of them the first question, namely "what", is far more important than the other. Unless one is very clear of what to teach, he or she may not be able to decide how to teach it. The answer of how to teach would automatically follow from what you want to teach. Presuming you are clear about what to teach in terms of all its selective details let us move to answer the broad ways or techniques a teacher can employ to ensure learners full and active participation with rapt attention.

Travelogue method, story telling method, playway and activity method and obiservation method are some of the useful methods at this stage. Let us take them one by one.

(a) Travelogue Method

This method is in tune with the spirit of the subject. It can be used in varied situations to realise the objectives the teacher has in mind. Accordingly he decides upon the means and mode of transport. For instance he may choose air travel on a bright sunny day if he wants the child to have a bird's eye view of our

Northern Plains from Dibrugarh in the east to Amritsar in the west. In such a case he can vividly describe the floods and flood plains of Brahmaputra valley, the flight over Sundarbans and the delts can help to explain tidal forests, distributaries and thick population in flat and fertile river plains. Air travel can also point out meandering rivers, continuous farms and fields with hardly any trace of forests. Also it can draw attention to the dense network of roads and railways.

Traveloguce method can also be used to describe very specific and even minor details say of a teagarden by chosing either Assam or Darjeeling hill slopes. The teacher, however, has to decide the points he or she wants to make out emphatically and in what sequence. A logical sequence may be desirable. It may be interespersed with questions to be raised by him or herself and then encourage children to raise their querries to satisfy their curiosiy. For instance, the teacher may touch the following points in a sequence : nature of terrian with gentle slope; specially made deep trenches to drain out water; the shrubs of tea interspersed with all shady trees; the cloudy sky, humid and hot weather, frequent showers; the female labour their dress and baskets on their backs, their nimble fingure. the visit to factory-talk with manager, tea taster labour and factory workers. He/she may touch production, quality and exports.

If one has to bring home to sharp difference between the nature of terrain along our long froniters then three air flights should be enough. The fist flight may take off from Bhuj and land at Amritsar. For most part it would be a lowlying sandy desert with hardly any population. It is only after Ganganagar where Indira Gandhi canal has been recently developed that the region has come to life. In Punjab it is the network of canals and sugarcane fields that mark our land frontiers with Pakistan. Camel is the only dependable beast of burden in the deserts. There are hardly any modern means of transport and one has to be content with camel tracks.

Similar flight from Chandigarh to Leh may throw light on snowy and highly mountainous nature of our land frontiers with China. Even such a short flight of an hour or so may convince us how difficult it is for our jawans to depend such hostile frontiers spread over hundreds of kilometres from Karakoram to Arunachal Pradesh passing through J & K; Himachal Pradesh, Uttar Pradesh, Sikkim and Arunachal Pradesh. The third stretch along the Myanmar border would be through the most thickly forested terrain.

In the travelogue method journeys can be undertaken with the locally available means and modes of transport. It can be a camel in the desert, a mule, a yak or a llama and an allpaka in high mountains. Let us visit Greenland where the green colour is totally conspicuous by its absence. Firstly we fly over the entire big island to note that it would have been better if it was named whiteland. There is nothing but snow and ice and rivers, if any, are simply made of nothing but ice and snow. They are called glaciers. We may undertake a journey by wheeless carts called sledges. These may be drawn either by reindeer or Caribou or white polar dogs. A single sledge may be drawn jointly by eight to twelve dogs at a time. Such a wonderful journey may keep children and their teacher all the time on his or her toe. The teacher should feel proud if he or she can answer the questions raised by children as given below : (i) Why do eskimo males, fermales and children dress alike unlike in India and many other countries ? (ii) Why is a hood

attached to the dress of female Eskimos? (iii) Why are the sledges without any wheels? (iv) Is it not foolish on the part of these people to make houses of ice to keep themselves warm? (v) How long does it take for them to build an igloo? (vi) Why are these igloos dome shaped and not rectangular lie our houses? (vii) Why do they keep a hole at the top of an igloo? (viii) How do they make their beds to keep themselves warm in a house made of ice? (ix) What fuel do they use for cooking and lighting? (x) How do they keep deadly cold winds away from entering into their igloos? (xi) Do reindeer and dogs eat the same food and where from do each of them get it? (xii) How to reindeer's hooves help them in feeding themselves? (xiii) How do eskimos get their food? (xiv) What weapons do they use? (xvi) Can you ever imagine how ingenious is the harpoon they use and the kayak in which they hotly pusue their hunt? It may thus be summed up that a travelogue method can also be used to promote children's thinking so that they can establish cause and effect relationship in almost every detail of daily life. In order to make travelogue very vivid a teacher should use maps exttensively. Children would enjoy their imaginary flights if they could think that they have crossed seas and continents, rivers and forests etc.

(b) Story Telling, Dramatisation and Role Playing

All the three are closely related to one another and are popular among children. Story telling is indeed an art and the other two call for skills. A geography teacher can make very good use of these techniques. He or she, however, must take pains to cultivate these arts. A teacher must be a good story teller, especially at the primary school stage. He or she must be good in dramatization and directing students in role playing.

Geography and social studies together have a good scope for story telling. Short simple and imaginative stories can bring home to the child how early man succeeded, perhaps accidentally in making fire and how he tamed a wild wolf into a faithful dog, the way he must have tamed other animals like poultry, goat, sheep, cattle, horse, camel, yak, llama and even an elephant. The invention of a wheel can also be a fit subject for story telling.

Geography also provides scopes for narrating stories of discoverers or explorers like Columbus, Magallan Vasco-da-gama and Livingstone. Likewise stories of adventures like Scott and mountaineres like Edmund Hillary and Tenzing Norke. Even the feats of astronaughts like Armstrong and Eldrin can be exploited by the teacher in making geography an interesting subject in more than one ways.

Let us take the story of Columbus who was responsible for the discovery of the new world to bring home certain facts of geographic significance. Christopher Columbus was an Italian seaman. He was a brave, adventurous and ambitious man who fully believed in the spherical nature of the earth. In order to prove his faith he planned an entirely new mission of reaching the eastern world consisting of India and China via West, which no one else had even thought of before his mission was sponsered or financed by the king of spain. So far sea man succeeded in discovering quite a few distant parts of the world only by navigating along or parallalled to the coast. He was the first to enter deliberately into the hgh unchartered seas. When his ships began to move steadily towards the west away from the known lands of europe and Africa, his sailors became very upset. They were

afraid of tumbling down the edge of the earth losing their precious lives. Their ships with masts were assisted by northeast trades-the permanent winds of the tropical Atlantic Ocean. This made them think that even if they decide to stop their unmission and return home it would be a very difficult task in the face of unfavourable direction of winds in their return journey. They planned a secret meeting againt Columbus and decide to tie him with ropes and throw him into the sea. Columbos came to know of it and put the mutiny down with a heavy hand. After reaching land / some islands he named them Indies. To him it appeared that he was very close to India.

On reaching some islands he wanted to replenish him food supplies. But the local people were found unfriendly and non-coperative. He met their chief and pleaded for food. When no favourale reply came from him, Columbus threatened him that he had supernatural powers and as a proof there of he would blacken the face of the moon the next day. For Columbus it was nothing but one of the lunar that occur periodically and predicted in advance. On the following day the natives believed in Columbus's supernatural powers and agreed to provide him and his man with ample food.

Children may also be encouraged to narrate stories of explorers, discoverers, adventurers, mountaineers etc. They can play different roles of persons such as the Pygmies of the Congo, Eskimos of the Tundra, the forest guards of national parks, the poachers who illegally hurt animals in protected or reserved forests.

(c) Playway /Activity Methods

Learning takes place when learners are actively involved in the teaching learning process. Such children's activity based methods stress learning by doing. They may include collecting specimen, collecting pictures and making scrapbooks, makes models, stamp collection and the like.

(i) Collection of samples or specimens is a good activity for beginners. In geography it has a very wide scope. Children may collect specimens of food grains such as cereals and millets, pulses, oilseeds and exhibit them by sticking them on cardboard. They can move or collect specimens of soils, rocks, tree leaves, flowers etc. In the area of stamp collection, they may start with stamps on flowers, birds, animals and the like. The children can be helped to display their collections in an organised manner. Each collection may be got supported by basic information such as its uses, characteristics and areas where found.

(ii) Collecting pictures of hill stations, places of interest, river, dams or reservoirs, wild life, means of transport and communications, cities and activities like farming, mining, fishing and manufacturing for making out thematic scrapbook, can be very instructive. Such systematically prepared scrapbooks may be exhibited in the class. Good ones among them may be preserved for subsequent batches of students to guide and inspire them.

(iii) Making of models can perhaps be most instructive activity for children to express their ideas on concepts. They may be asked to prepare models of mountain peaks and passes; mountain ranges and isolated hills; plains and plateaus; river, dams and canals; sea shore features and the like. The material

to be used may be inexpensive such as clay, saw, dust, fine sand, paper mache, plaster of paris or even waste materials.

(d) Observation Method

Geography is essentially an observational sciences. Young children are serious about things which exist near and around them. The geography teacher can capitalise on this fact to clarify certain concepts which may be otherwise difficult to conceptualise directly from the text books or by other teaching methods. The learning experiences may be consciously provided to the children to have direct experience of geographical phenomena. The children should be encouraged to observe systamatically, record and interpret or analyse the facts observed. For example they are asked to observe the daily weather conditions like amount of sunshine, rain, cloudiness etc, record them with specific pictorial symbols and interpret them for a weak or a fortnight. They are encouraged to refer and compare their analysis with that of the weather analysis commercially available (weather maps in the news papers), local observations of streams, soils etc can be undertaken. They can be taken to nearby market area and asked to observe the flow of different commodities.

* Geography is an interesting subject as it is closely related to life and every day experiences.
* It is found to create interest among children if it is woven around their life and daily experiences.
* Effective methods of teaching geography include (a) Travelogues; (b) Story telling, dramatization and role playing; and (c) Playway methods such as collection of specimens and their exhibition, collecting pictures and making scrapbooks and model making and observation method.

INTEXT QUESTIONS 28.3

1. Match the following correctly :

i) Role Playing	a) Relief features
ii) Travelogue (by air)	b) Food grains, pulses, oil seeds
iii) Story Telling	c) The layout of the Himalaya
iv) Model Making	d) The hill station of India
v) Specimen Collection	e) An Eskimo hunting a seal
vi) Scrap Book	f) Columbus threatens to black out moon.

28.8 Teaching - Learning Aids in Geography

For a teacher of geography the globe of the earth, maps and models are the three indispensable tools. He or she cannot do any thing without their help. Each one of them is more than a thousand words worth. Let us discuss them one by one as

tools of geography.

(a) The Globe

It is the nearest approximation of the earth. Without its use, the teacher cannot explain the shape of the earth. It is only by handling the globe that the teacher can explain successfully the axis of the earth, its end points - the North Pole and the South Pole, the Equator and the grid of latitude and longitude, and how the intersection of the two helps in locating any place on the earth with precision. It is with the help of the globe that one can form correct idea of location, size and shape of ocean and continents. The globe alone gives the idea of rotation and revolution of the earth causing day and night and seasons. It also shows how the equator divides the earth into two equal hemispheres

(b) Maps

Maps are the soul of geography. They can be drawn on a plane surface and can be rolled or folded to make them more handy. Maps can be incorporated in books and newspapers etc. Maps are of various kinds. At the primary school stage political maps from tehsil to world level need to be used as often as possible. The map is incomplete without indication of directions, particularly the North, the scale and a legend about conventional symbols used on the same. By class III or IV, the students should be introduced to the atlas - a handy collection of maps. At the primary stage, the maps should not be crowded with too many details. It is desirable to have a separate map for different purposes such as relief map, railway map, road map and the like.

(c) Three Dimensional Models

Geography teacher is well advised to have a set of models particularly of relief features such as hills, mountains, mountain peaks and passes, mountain ranges, valleys, plains and plateaus, deltas and the like. These models clarify the ideas without leaving any doubt about their appearance. Children can also be encouraged to make such models of their own. The best one can be stored and exhibited by the teacher in the classroom from time to time.

* The globe is the nearest approximation of the Earth.
* Unlike maps, it is accurate in all respects and shows the size and shape of oceans, continents and countries correctly.
* Maps are soul of geography. They are more handy and can be drawn on any plain surface, they can be rolled or folded and incorporated in books and newspapers etc.
* Three dimensional models of relief features are highly instructive.

INTEXT QUESTIONS 28.4

Fill in the blanks from the options listed at the end :

i) The ——— is the nearest approximation of the earth

ii) —— are easy to handle and can be drawn on any plain surface.

iii) Map is incomplete without (a) ——, (b) ——— and (c) ———

(list of tips : scale, direction, legend, maps, globe.)

WHAT YOU HAVE LEARNT

In this lesson we have studied the importance of geogrpahy. With rapid shrinking of the world, the usefulness of geography has grown considerably. It has become an indispensable part of any school curricula worth the name. You have also studied the nature of geography. From the systematic description of the earth, it has become a science of locations and distributions. It has the tremendous potential to conceptualise personality of any region. It focuses on the inter-play between man and environment where man has been trying successfully to overcome constraint put by the environment. You have also learnt the aims of teaching geography and reviewed the elements of geography in the existing primary school curricula. Subsequently, the focus was shifted to methods and teechniques of teaching geography at primary level. Travelogue, story telling, dramatization, role playing and other playway methods such as collection of samples, collection of pictures and making scrapbooks and finally the models making have also been explained.

TERMINAL QUESTIONS

1. Explain the role of geography in primary school curriculum.
2. What change has it undergone as a result of the rapid shrinking of our world?
3. What four distinct function does the geography perform? Explain each briefly.
4. What are the broad aims of teaching geographic elements in primary schools?
5. What is the scope of geogrpahy teaching at the primary school levels?
6. Why is travologue method of teaching geography suitable at the primary school level?
7. Show with suitable examples how you would teach topic of Tea-Estates in India.
8. Choose the topic of life of the Eskimos and show how you would establish cause and effect relationship's by taking five suitable examples.
9. Write down the story of how Columbus succeeded in discovering an entirely new or unknown world.
10. Describe how a wide range of food crops can be classified by children in a play-way method.
11. What is a scrap book? Explain with concrete examples how it can be used to create and sustain interest among children in the subject of geography.
12. How do models made by children help them to clarify their ideas. Select any five land-forms to elaborate your answers.

CHECK YOUR ANSWERS

INTEXT QUESTIONS

28.1

(i) earth; description. (ii) travelogue. (iii) locations; distributions. (iv) lesser. (v) regionalisation. (vi) man; environment.

28.2

(1) (i) T; (ii) F; (iii) F; (iv) F; (v) T.

(2) (i) future; (ii) scientifically; (iii) cooperation.

(3) (i) a-v; (ii) b-iii); (iii) c-ii; (iv) d-1; (v) e-iv.

28.3

1.(i) - e; (ii) - c; (iii) - f; (iv) - a; (v) - b; (vi) - d.

28.4

(i) globe; (ii) maps; (iii) scale, direction and a legend.

TERMINAL QUESTIONS

1. See 28.3
2. See 28.3
3. See 28.4- a, b, c and d.
4. See 28.5
5. See 28.6
6. See 28.7 - (a)
7. See 28.7 (a : 2nd paragraph)
8. See 28.7 (a : 5th paragraph)
9. See 28.7 (b : paragraph 4 and 5)
10. See 28.7. c-(i)
11. See 28.7. c-(ii)
12. See 28.7. c-(iii)