



History and Social Science  
Standards of Learning  
Enhanced Scope  
and Sequence

# World Geography

Commonwealth of Virginia  
Department of Education  
Richmond, Virginia  
2004

Copyright © 2004

by the

Virginia Department of Education  
P.O. Box 2120  
Richmond, Virginia 23218-2120  
<http://www.pen.k12.va.us/>

All rights reserved. Reproduction of materials contained herein for instructional purposes in Virginia classrooms is permitted.

**Superintendent of Public Instruction**

Jo Lynne DeMary

**Assistant Superintendent for Instruction**

Patricia I. Wright

**Office of Elementary Instructional Services**

Linda M. Poorbaugh, Director  
Betsy S. Barton, Specialist, History and Social Science

**Office of Middle Instructional Services**

James C. Firebaugh, Director  
Beverly M. Thurston, Coordinator, History and Social Science, International Education

**Office of Secondary Instructional Services**

Maureen B. Hajar, Director  
Colleen C. Bryant, Specialist, History and Social Science

**Edited, designed, and produced by the CTE Resource Center**

Margaret L. Watson, Administrative Coordinator  
Mary C. Grattan, Writer/Editor  
Bruce B. Stevens, Writer/Editor  
Richmond Medical Park  
2002 Bremono Road, Lower Level  
Richmond, Virginia 23226  
Phone: 804-673-3778  
Fax: 804-673-3798  
Web site: <http://CTEresource.org>

*The CTE Resource Center is a Virginia Department of Education grant project administered by the Henrico County Public Schools.*

**NOTICE TO THE READER**

In accordance with the requirements of the Civil Rights Act and other federal and state laws and regulations, this document has been reviewed to ensure that it does not reflect stereotypes based on sex, race, age, or national origin.

The Virginia Department of Education does not unlawfully discriminate on the basis of sex, race, age, color, religion, handicapping conditions, or national origin in employment or in its educational programs and activities.

The content contained in this document is supported in whole or in part by the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education, and no official endorsement by the U.S. Department of Education should be inferred.

## Introduction

---

The *History and Social Science Standards of Learning Enhanced Scope and Sequence* is a resource intended to help teachers align their classroom instruction with the History and Social Science Standards of Learning that were adopted by the Board of Education in March 2001. The History and Social Science Enhanced Scope and Sequence is organized by topics from the original Scope and Sequence document and includes the content of the Standards of Learning and the essential knowledge and skills from the Curriculum Framework. In addition, the Enhanced Scope and Sequence provides teachers with sample lesson plans that are aligned with the essential knowledge and skills in the Curriculum Framework.

School divisions and teachers can use the Enhanced Scope and Sequence as a resource for developing sound curricular and instructional programs. These materials are intended as examples of how the knowledge and skills might be presented to students in a sequence of lessons that has been aligned with the Standards of Learning. Teachers who use the Enhanced Scope and Sequence should correlate the essential knowledge and skills with available instructional resources as noted in the materials and determine the pacing of instruction as appropriate. This resource is not a complete curriculum and is neither required nor prescriptive, but it can be a useful instructional tool.

The Enhanced Scope and Sequence contains the following:

- Units organized by topics from the original History and Social Science Scope and Sequence
- Essential understandings, knowledge, and skills from the History and Social Science Standards of Learning Curriculum Framework
- Related Standards of Learning
- Sample lesson plans containing
- Instructional activities
- Sample assessment items
- Additional activities, where noted
- Sample resources

## Acknowledgments

---

Donald J. Zeigler, Ph.D.  
Old Dominion University

Helen R. Aspaas, Ph.D.  
Virginia Commonwealth University

Eleanor Joyce  
City of Salem Schools

Martha Smith  
Roanoke County Schools

John Hoffman  
Prince William County Schools

# Basic Geographic Skills

## Standard(s) of Learning \_\_\_\_\_

- WG.1 The student will use maps, globes, photographs, and pictures in order to
- a) obtain geographical information and apply the concepts of location, scale, and orientation;
  - b) develop and refine his or her mental maps of world regions;
  - c) create and compare political, physical, and thematic maps;
  - d) analyze and explain how different cultures develop different perspectives on the world and its problems;
  - e) recognize different map projections and explain the concept of distortion.

## Essential Understandings, Knowledge, and Skills \_\_\_\_\_

*Correlation to  
Instructional Materials*

**Skills** (to be incorporated into instruction throughout the academic year)

Locate places using latitude/longitude on maps and globes.

\_\_\_\_\_

Gather, classify, and interpret information.

\_\_\_\_\_

Compare maps of different scales.

\_\_\_\_\_

Locate places on maps and globes.

\_\_\_\_\_

Interpret maps and globes.

\_\_\_\_\_

Draw maps from memory.

\_\_\_\_\_

Evaluate information.

\_\_\_\_\_

Select the appropriate geographic resource to draw conclusions.

\_\_\_\_\_

Compare and contrast information found on different types of maps.

\_\_\_\_\_

Compare maps and make inferences.

\_\_\_\_\_

Draw conclusions and make inferences about geographic data.

\_\_\_\_\_

Identify and interpret regional patterns on maps.

\_\_\_\_\_

Compare maps and make inferences.

\_\_\_\_\_

Interpret the ideas, concepts, or events expressed by a cartoon, picture, or other graphic media.

\_\_\_\_\_

Identify and explain distortions in map projections.

\_\_\_\_\_

Identify regional patterns on maps and globes.

**Content**

Explain how the use of a variety of sources supports the process of geographic inquiry.

\_\_\_\_\_

Define the following geographic concepts:

- Scale
- Latitude
- Longitude
- Relative location
- Orientation

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Explain that latitude and longitude define absolute location.

\_\_\_\_\_

Explain how relative location describes the spatial relationship between and among places.

\_\_\_\_\_

Explain that a variety of scales are necessary to represent areas when developing maps and the scale determines the amount of detail shown on a map.

\_\_\_\_\_

Explain that a compass rose (directional indicator) identifies map orientation.

\_\_\_\_\_

Explain that a compass rose (directional indicator) to identify and use cardinal directions.

\_\_\_\_\_

Demonstrate the following sources used to obtain information:

- GIS (Geographic Information Systems)
- Field work
- Satellite images
- Photographs
- Maps and globes
- Data bases
- Primary sources

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Identify the following uses of mental maps to organize information:

- Carry out daily activities (e.g., route to school, shopping)
- Give directions to others
- Understand world events

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Explain that people develop and refine their mental maps through both personal experience and learning.

\_\_\_\_\_

Describe the following ways mental maps can be developed and refined:

- Comparing sketch maps to maps in atlases or other resources
- Describing the location of places in terms of reference points (e.g., the equator, prime meridian)
- Describing the location of places in terms of geographic features and land forms (e.g., west of the Mississippi River, north of the Gulf of Mexico)
- Describing the location of places in terms of the human characteristics of a place (e.g., languages, types of housing, dress, recreation, customs and traditions)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Explain that mental maps serve as indicators of how well people know the spatial characteristics of certain places.

\_\_\_\_\_

Illustrate the following ways maps show information:

- Symbols
- Color
- Lines
- Boundaries
- Contours

---



---



---



---



---

Explain that a map is a visual representation of geographic information.

---

Show the following major types of thematic maps:

- Population (e.g., distribution and density)
- Economic activity
- Resource
- Language
- Ethnicity
- Climate
- Precipitation
- Vegetation
- Physical
- Political

---



---



---



---



---



---



---



---



---



---

Explain how maps reflect changes over time in the following areas:

- Knowledge
  - Map of Columbus’s time
  - Satellite images
  - GIS (Geographic Information Systems)
- Place names
  - Formosa, Taiwan, Republic of China
  - Palestine, Israel, Occupied Territories
- Boundaries
  - Africa — 1914, 1990s
  - Europe — Before World War II and after World War II; since 1990
  - Russia and the former Soviet Union
  - Middle East — Before 1948; after 1967
- Perspectives of place names
  - Arabian Gulf v. Persian Gulf
  - Sea of Japan v. East Sea
  - Middle East v. North Africa and Southwest Asia
- Disputed areas
  - Korea
  - Western Sahara
  - Former Yugoslavia
  - Kashmir

---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---

Explain that all maps are distorted representations of the Earth’s surface.

---

Identify the following aspects of the Earth that can be distorted by maps:

- Area
- Shape
- Distance
- Direction

---



---



---



---

Explain that different map projections are developed for specific purposes.

---

Show samples of the following map projections:

- Mercator
- Polar
- Robinson

---

---

---

Identify the following ways in which specific projections are used:

- Mercator — Ship navigation
- Polar — Airline navigation
- Robinson — Data representation

---

---

---

## Sample Resources

---

Below is an annotated list of Internet resources recommended for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

*Alternative Assessment in Geography: 9-12 — Alternative Geography Assessment Items.* Illinois. State University. <<http://www.coe.ilstu.edu/IGA/interact/assess/9-12.htm>>. This Web site provides sample assessments for geography, as well as a classification of test items to national and state standards in geography.

Dana, Peter H. *Map Projections Overview.* University of Texas at Austin. <[http://www.colorado.edu/geography/gcraft/notes/mapproj/mapproj\\_f.html](http://www.colorado.edu/geography/gcraft/notes/mapproj/mapproj_f.html)>. This site provides information on map projections.

*The Geographic Information Systems FAQ.* U.S. Census Bureau - <<http://www.census.gov/geo/www/faq-index.html>>. This site provides information on Geographic Information Systems (GIS).

*Outline Maps — Education Place.* Houghton Mifflin, 2002. <<http://www.eduplace.com/ss/ssmaps/>>. This site permits visitors to print a variety of maps related to this organizing topic.

“Sleuthing for a Lost Ship.” *National Geographic Xpeditions: Geography Standards in Your Classroom.* <<http://www.nationalgeographic.com/xpeditions/lessons/18/g68/ballardsleuthing.html>>. This Web site provides a lesson plan to help students understand the uses of geography. Additional lesson plans can also be accessed from this site.

*Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning: History and Social Science Released Items for Virginia and United States History.* Virginia Department of Education 2003/04. <[http://www.pen.k12.va.us/VDOE/Assessment/Release2003/History/VA-RIBs\\_g11wgeo-1.pdf](http://www.pen.k12.va.us/VDOE/Assessment/Release2003/History/VA-RIBs_g11wgeo-1.pdf)>.

*Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning: World Geography Test Blueprint.* Virginia Department of Education, 2003/04. <<http://www.pen.k12.va.us/VDOE/Assessment/HistoryBlueprints03/2002Blueprint9WG.pdf>>. This site provides assessment information for the course in World Geography.

## Session 1: Sources of Geographic Information

---

### *Materials*

- Examples of the following: Geographic Information System (GIS), field work, satellite images, photographs of geographic features, maps, globes, data bases, and primary sources
- Classroom map that illustrates scale, latitude, and longitude

### *Instructional Activities*

1. Define *geographic information* as that which has to do with places, regions, and environments on the surface of the Earth.
2. Put the following questions on the board or overhead, and instruct students to write their responses to them:
  - What sources do we have to assist us in obtaining geographic information? (Possible answers include “GIS, field work, satellite images, maps, globes, data bases, and primary sources.”)
  - What are longitude and latitude? When are they used? (Possible answers include “in defining absolute locations.”)
  - What is relative location? How is it different from absolute location?
  - What is scale, and how is it used on maps?
  - What purpose does a compass rose serve?
3. Allow a few minutes for students to respond, then divide the class into groups of two or three, and ask the students in each group to compare their answers and develop a single response for their group. After a few minutes, have the groups share their responses.
4. Explain to the students that they will be working with many of these sources throughout the year. Begin to demonstrate the various sources by selecting one or more of the following activities:
  - Have students prepare a map of a location in their area, for example, their yard, a mall, or a ballpark. The map should reflect the location accurately, using scale, a compass rose to reflect relative location, a legend, etc.
  - Have students locate aerial photographs that reflect geographic features, identify the location pictured, and explain the features.
  - Have students prepare a database of geographic information.
  - Have students identify primary sources that provide geographic information.
  - Have students complete a student-selected project approved by the teacher.
  - Provide GIS systems, if available, and instruct students to chart locations identified by the teacher. (See ESRI Web site for more information.)
5. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

## Session 2: Longitude and Latitude

---

### *Materials*

- Outline maps
- Teacher-prepared worksheet requesting students to identify the longitude and latitude of various cities and to name various physical features of those locations

### *Instructional Activities*

1. Review the previous session's activities.
2. Review the concepts of longitude and latitude.
3. Distribute outline maps and teacher-prepared worksheets. Allow a few minutes for students to respond to the questions on the worksheet. Collect the worksheets.
4. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

## Session 3: Relative Location and Map Orientation

---

### *Materials*

- Maps of the students' home area
- Teacher-prepared worksheet instructing students to identify local, regional, and national places and their spatial relationships, as well as map orientation

### *Instructional Activities*

1. Review information from previous sessions.
2. Explain the concepts of relative location and map orientation. Use examples in the immediate vicinity to demonstrate the concepts.
3. Display a map of the students' locality, and ask them to identify the spatial relationships of places, using relative location. Have the class orient the map to their current location.
4. After students demonstrate as a group their understanding of the concepts of relative location and map orientation, distribute the teacher-prepared worksheets for students to complete individually in class or as homework.

## Session 4: Mental Maps of Local Locations; Following Verbal Directions \_\_\_\_\_

### *Materials*

- Teacher-prepared directions to specific places in the local area
- Large map of the local area

### *Instructional Activities*

1. Review information from previous sessions.
2. Instruct students to close their eyes and visualize the drive from their home to school.
3. Ask students to write the directions from their home to school for someone who is unfamiliar with the area.
4. After a few minutes, select students to share their directions with the class. As the students share their directions, instruct the class to make notes of questions that need to be answered in order to follow the directions from the student's home to the school.
5. Explain that we use mental maps every day to go about our normal routines. We also use mental maps to give directions to others. Mental maps are also used when we hear about world events and try to place locations mentioned in the news in their proper context. Explain that the students are going to begin working with mental maps of local areas and then expand to global locations.
6. Instruct the students to write down a set of verbal directions to a local destination as you give them. Explain that when you have finished giving the directions, they are to write down where they would end up if they were to follow the directions. Select a location in the local area that all students are familiar with, and give them verbal directions from a well-known starting location to that destination. Read the directions clearly, and repeat them only once. Allow a few minutes for students to record their response, and then have students share their response with the class. Repeat this exercise a few times, using different destinations and increasing the difficulty of the directions (i.e., their length, their degree of detail) as students become more proficient with the process. Display a local map once students have identified a specific destination, and trace the given directions on it.
7. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

## Session 5: Mental Maps of State Locations

---

### *Materials*

- Large map of Virginia

### *Instructional Activities*

1. Review the concepts from the previous session.
2. Explain that students are now going to locate some state locations, using mental maps. Develop your own descriptions of state locations, or use selections from the following appropriate to knowledge and ability of students:
  - Identify the large city on the Atlantic Ocean and near the Chesapeake Bay. (Virginia Beach)
  - Identify the city at the intersection of I-64 and I-95. (Richmond)
  - Identify the major historic house in the hills around Charlottesville. (Monticello)
  - Identify the river that divides Virginia and Maryland. (Potomac)
  - Identify the state due south of Virginia (North Carolina)
  - Identify the large body of water that borders Virginia to the east (Atlantic Ocean)Have the students respond individually to these descriptions, or divide the class into groups for students to work together to identify the locations. The number of locations to be identified should reflect the abilities of the class.
3. When the class has finished, display a large map of Virginia, and review the descriptions and the students' responses, pointing out the locations on the map.
4. Ask the whole class to name and compare geographic features found in each of the locations identified.
5. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

## Session 6: Mental Maps of U.S./World Locations

---

### *Materials*

- Large world map
- U.S. and/or world unlabeled outline maps

### *Instructional Activities*

1. Review the activity from the previous session.
2. Ask students to share how they mentally “place” distant locations when they hear them mentioned in the news, in television programs, in movies, and in music. Ask them whether they can mentally place such a location on a world map. Ask them whether they can envision the terrain of the location based on their prior knowledge of the location. Ask students on what they base their mental picture (e.g., experience with pictures of the location, a visit to the location, stories/descriptions they have heard or read about the location).
3. Tell students to imagine that they are living in Kansas. Have them place this location mentally on a world map: check some of their responses to the question: Where is Kansas? Then ask them to write down, without looking at any map, the cardinal directions (review this term) they must travel in order to fly the most direct route to each of the following locations:
  - Washington State
  - Belgium
  - Cuba
  - El Salvador
  - Canada
  - Pennsylvania
  - Appalachian Mountains
  - Nile River
  - Hawaii
  - Great Britain
  - Japan
4. Ask the students to check their answers as you point out the directions on a large map of the world.
5. Distribute an unlabeled outline map of the U.S. or the world to each student. Provide students with a list of 10 to 20 locations to place on their map without looking at any resource. Ask the students to identify for each location some aspect of human culture that would be common in that location, e.g., language, type of housing, dress, recreation, customs, or traditions.
6. After students have had time to complete the assignment, move them into groups to share their maps and develop one group map on a fresh unlabeled outline map.
7. After students have completed the group assignment, display a world map with each of the locations identified. Encourage students to compare their individual maps and their group’s map with the display map.
8. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

## Session 7: Different Types of Maps

---

### *Materials*

- Different types of maps
- List of information for students to identify map types

### *Instructional Activities*

1. Review the information from the previous session.
2. With no maps displayed in the room, discuss as a class the various types of information provided on maps. Record student responses.
3. Explain that maps are designed to provide different types of information. Have the students examine examples of different types of maps (e.g., road maps, political maps, climate maps, population maps, physical maps, thematic maps) and the reasons/situations in which they would be used. Examples of many of these maps will be found in the students' textbook.
4. As students look at examples of different types of maps, ask them to identify the types of information contained on *most* maps — that is, common to most of them. Responses may include symbols, color, lines, direction, and boundaries.
5. Ask students to identify information they might need a map to provide for a particular purpose. Post a list of types of thematic maps on the board or overhead. Distribute a list of information needed for students to research using a map or atlas. Instruct the students to identify, using the list of thematic maps displayed, which map would contain the specified information needed. The list of information needed may include the
  - countries that have hottest climates and highest temperatures year round
  - countries that grow wheat
  - boundaries of Europe
  - countries that share languages with England
  - population density of China
  - countries with the highest elevation
  - total annual precipitation of Brazil
  - areas with a high concentration of Spanish speakers
  - distribution of Hinduism
  - countries that have large deposits of coal
  - countries having a gross domestic product the same as or greater than Japan's.
6. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

## Session 8: The Evolution of Maps

---

### *Materials*

- A display map of the U.S. in 1789
- Unlabeled outline maps selected from the following:
  - Formosa; Taiwan; Republic of China (change in place name)
  - Palestine; Israel; Occupied Territories (change in place name)
  - Congo; Zaire; Democratic Republic of Congo (change in place name)
  - Africa in 1914; Africa in the 1990s (changes in boundaries)
  - Europe before World War II; Europe after World War II; Europe since 1990 (changes in boundaries)
  - The former Soviet Union; Russia (changes in boundaries)
  - The Middle East before 1948; Middle East after 1967 (changes in boundaries)
  - Arabian Gulf v. Persian Gulf (perspectives of place names)
  - Sea of Japan v. East Gulf (perspectives of place names)
  - Middle East v. North Africa and Southwest Asia (perspectives of place names)
  - Korea (disputed area)
  - Western Sahara (disputed area)
  - Tibet (disputed area)
  - Kashmir (disputed area)
- A list of these places with an indication of the nature of their evolution

### *Instructional Activities*

1. Review information from the previous sessions.
2. Ask students to describe what a political map of the United States looked like in 1789. Display a large 1789 U.S. map, and ask them to identify the differences between it and a present-day U.S. map.
3. Explain that countries' boundaries change over time. Ask students what may cause countries' boundaries to change. Ask students to identify some countries that have experienced boundary changes throughout history.
4. Ask students whether the actual physical shape of continents changes to any significant degree. Have them explain what causes international boundaries to change if the physical shape of the land does not change.
5. Provide students with unlabeled outline maps of the places listed above. NOTE: These are identified in the *Curriculum Framework* under Standard of Learning WG.1d, "Essential Knowledge" column. Ensure that each map is large enough for the following activity. Also provide students with the list of these places together with the indications of the nature of their evolution. Instruct students to identify the places listed and to reflect them on their maps, using titles, shading, keys, and/or lines. Provide students with atlases and other resource materials, in addition to their textbooks. NOTE: This activity may take more than one session.
6. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

## Session 9: Map Projections; Distortion

---

### *Materials*

- Information on the area of each continent
- Various map projections

### *Instructional Activities*

1. Ask students if they know why the changes identified on the maps during the previous session occurred. Base a class discussion on their responses. Ask students if they know of changes that have occurred in a country's borders so recently that they have not yet appeared in textbooks.
2. Explain that it is not possible to take a round object and flatten its surface out without distorting something. Demonstrate this with an orange peel, a tennis ball, or a baseball. Projections are mathematically derived to move a portion or all of the Earth's curved surface to a flat map. The goal of a good *projection* is to eliminate this distortion as much as possible. Different map projections reflect the Earth's surface differently. Some reflect the size of continents more accurately, while others provide better information for navigational purposes. Display a map of the world, and ask students which continents are bigger. Then provide students with the actual size of each continent, or display a globe for comparison of continent sizes. Display a map that reflects each of the following aspects of the Earth's surface displayed on different map projections:
  - Shape
  - Area
  - Distance
  - Direction

NOTE: A mnemonic device to help students remember is "SADD." Instruct students to compare the size and shape of Greenland with that of South America, using different map projections.
3. Demonstrate the following map projections, and explain how each one is used:
  - Mercator — ship navigation
  - Polar — plane navigation
  - Robinson — data representation

Encourage students to speculate about why different projections may be used for different purposes
4. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

## Session 10: Review

---

### *Materials*

- None identified

### *Instructional Activities*

1. Show a video or slides that illustrate the various concepts of geography learned in this unit as a review for the assessment.

## Session 11: Assessment

---

### *Materials*

- Assessment

### *Instructional Activities*

1. Administer the assessment. Sample assessment items can be found at Attachment A.

## Attachment A: Sample Assessment Items

*NOTE: The teacher will need to provide the options as they may differ based on the map used.*

Provide a map with various locations identified. Ask students to identify what locations are close to (relatively located) different positions on the map. For example:

**1. What river is located close to the Chesapeake Bay?**

- A \_\_\_\_\_
- B \_\_\_\_\_
- C \_\_\_\_\_
- D \_\_\_\_\_

Provide a map with longitude and latitude lines identified. Write multiple choice questions that ask what locations on the map are identified by specific longitude and latitude, for example:

**2. What location is found at 90W longitude and 30N longitude?**

- A \_\_\_\_\_
- B \_\_\_\_\_
- C \_\_\_\_\_
- D New Orleans

Ask two or three questions about specific locations.

Provide a map, and ask students to identify the distance between two points on the map. Sample questions may include:

**3. How far is it from location A to location B on the map provided?**

- A \_\_\_\_\_ kilometers
- B \_\_\_\_\_ kilometers
- C \_\_\_\_\_ kilometers
- D \_\_\_\_\_ kilometers

Provide a map, and ask students to identify items based on their orientation from one item to another. For example:

**4. What ocean is west of California?**

- A \_\_\_\_\_
- B \_\_\_\_\_
- C \_\_\_\_\_
- D \_\_\_\_\_

Provide a map with a map key, and ask students to identify the location of specific symbols. An example is a map with various economic activities indicated, such as fishing, industrial areas, mining, and/or lumber mills, together with questions such as:

**5. What cities depicted on the map have mining activities?**

- A \_\_\_\_\_
- B \_\_\_\_\_
- C \_\_\_\_\_
- D \_\_\_\_\_

Provide samples of different maps, and ask students to identify specific information depicted on the map. For example:

**6. On the map provided, which of the following information is provided?**

- A Population density
- B Ethnic distribution
- C Precipitation
- D Political divisions

Provide different map projections, and ask students to identify the map most likely to provide specific information.

# Physical Geography, Regional Geography

## Standard(s) of Learning

---

- WG.2 The student will analyze how selected physical and ecological processes shape the Earth’s surface by
  - a) identifying regional climatic patterns and weather phenomena and their effects on people and places;
  - b) describing how humans influence the environment and are influenced by it;
  - c) explaining how technology affects one’s ability to modify the environment and adapt to it.
  
- WG.3 The student will apply the concept of a region by
  - a) explaining how characteristics of regions have led to regional labels;
  - b) explaining how regional landscapes reflect cultural characteristics of their inhabitants;
  - c) analyzing how cultural characteristics, including the world’s major languages and religions, link or divide regions.
  
- WG.4 The student will locate and analyze physical, economic, and cultural characteristics of world regions: Latin America and the Caribbean, Europe, United States and Canada, North Africa and Southwest Asia, Sub-Saharan Africa, Russia and Central Asia, South Asia, Southeast Asia, East Asia, Australia and the Pacific Islands, and Antarctica.
  
- WG.10 The student will analyze how the forces of conflict and cooperation affect the division and control of the Earth’s surface by
  - a) explaining and analyzing reasons for the different spatial divisions at the local and regional levels;
  - b) explaining and analyzing the different spatial divisions at the national and international levels;
  - c) analyzing ways cooperation occurs to solve problems and settle disputes.

## Essential Understandings, Knowledge, and Skills

---

*Correlation to  
Instructional Materials*

**Skills** (to be incorporated into instruction throughout the academic year)

Compare maps and make inferences related to the physical and ecological processes. \_\_\_\_\_

Interpret the ideas, concepts, or events expressed by pictures or other graphic media as they relate to the physical and ecological processes. \_\_\_\_\_

Apply latitude to help identify climate zones. \_\_\_\_\_

Interpret charts, diagrams, and climographs. \_\_\_\_\_

Select the appropriate geographic resources to draw conclusions about the physical and ecological processes. \_\_\_\_\_

Draw conclusions and make inferences about data. \_\_\_\_\_

Gather, classify, and interpret information. \_\_\_\_\_

Explain cause-and-effect relationships. \_\_\_\_\_

Identify and interpret regional patterns on maps and globes. \_\_\_\_\_

Locate areas (regions) on maps and globes. \_\_\_\_\_

Draw conclusions and make generalizations about data.

\_\_\_\_\_

Analyze photographs and pictures and make inferences.

\_\_\_\_\_

Draw conclusions and make generalizations about information.

\_\_\_\_\_

Explain charts comparing two or more geographic concepts.

\_\_\_\_\_

Identify primary ideas expressed in graphic data as they relate to geographic concepts.

\_\_\_\_\_

Identify and locate regions, continents, oceans, and major features on maps and globes.

\_\_\_\_\_

Compare maps and make inferences.

\_\_\_\_\_

Identify regional patterns.

\_\_\_\_\_

Participate in problem solving.

\_\_\_\_\_

**Content**

Identify the following common characteristics that define climate:

- Temperature
- Precipitation
- Seasons (hot/cold, wet/dry)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Explain how the interplay of the following elements influence regional climate patterns:

- Influence of latitude
- Influence of winds
- Influence of elevation
- Proximity to water

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Label and describe the following world climate regions:

- Low latitudes — e.g., tropical wet, tropical wet and dry, arid, semiarid, highland
- Middle latitudes — e.g., semiarid, arid, Mediterranean (dry summer subtropical), humid continental, marine west coast, highland
- High latitudes — e.g., subarctic, tundra (subpolar), icecap

\_\_\_\_\_

\_\_\_\_\_

Identify the climate that would probably exist in the following vegetation regions:

- Rain forest
- Savanna
- Desert
- Steppe
- Middle latitude forests
- Taiga
- Tundra

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Identify the regions where the following weather phenomena occur and are unique to that region:

- Monsoons — South and Southeast Asia
- Typhoons — Pacific Ocean
- Hurricanes — Atlantic Ocean
- Tornadoes — United States

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Explain how climate and weather phenomena affect the following areas of people’s lives in different regions:

- Crops
- Clothing
- Housing
- Natural hazards

---



---



---



---

Explain how the following physical and ecological processes shaped the Earth’s surface:

- Earthquakes
- Floods
- Volcanoes
- Erosion

---



---



---



---

Explain the following ways humans influence their environment:

- Water diversion/management
  - Aral Sea
  - Colorado River
  - Aswan High Dam
  - Canals
  - Reservoirs
  - Irrigation
- Changing landscapes
  - Agricultural terracing (e.g., China, Southeast Asia)
  - Polders (e.g., Netherlands)
  - Deforestation (e.g., Nepal, Brazil, Malaysia)
  - Desertification (e.g., Africa, Asia)
- Environmental changes
  - Acid rain (e.g., forests in Germany, Scandinavia, China and Eastern North America)
  - Pollution (e.g., Mexico City, Chernobyl, oil spills)

---



---



---



---



---



---



---



---



---



---

Explain how the environment has the following impact on humans:

- Settlement patterns
- Housing materials
- Agricultural activity
- Types of recreation
- Transportation patterns

---



---



---



---



---

Explain the following technological innovations and how they have expanded the capacity of people to modify and adapt to their physical environment:

- Agriculture (e.g. fertilizers, mechanization)
- Energy usage (e.g. fossil fuels, nuclear)
- Transportation (e.g. road building, railways)
- Automobiles (e.g. parking lots, suburbs)
- Airplanes (e.g. airport expansion, noise)

---



---



---



---



---

Explain that *regions* are areas of Earth’s surface that share unifying characteristics.

---

Explain that geographers create and use regions as organizing concepts to simplify the world for study and understanding.

---

Show the following examples of physical regions:

- Sahara
- Taiga
- Rain forest
- Great Plains
- Low Countries

---



---



---



---



---

Show the following examples of cultural regions:

- Language
  - Latin America
  - Francophone world
- Ethnic
  - Chinatowns
  - Kurdistan
- Religion
  - Islam
  - Buddhism
- Economic
  - Wheat Belts
  - European Union (EU)
- Political
  - North Atlantic Treaty Organization (NATO)
  - Organization of African Unity (OAU)

---



---



---



---



---



---



---



---



---



---

Explain how regional labels reflect people’s perceptions of the following areas:

- Middle East
- Sun Belt
- Rust Belt

---



---



---

Explain how the following regional landscapes reflect the cultural characteristics of their inhabitants:

- Architectural structures
  - Religious buildings (e.g., mosques, churches, synagogues, temples, pagodas)
  - Dwellings (e.g., tiled roofs in Mediterranean, chalets in Switzerland, thatched roofs in Pacific Islands, tents and yurts in Central and Southwest Asia, castles in Europe)
- Statues and monuments of local, national, or global significance
  - Taj Mahal (India)
  - Kaaba (Mecca)
  - Western Wall (Jerusalem)
  - Dome of the Rock (Jerusalem)
  - Church of the Holy Sepulcher (Jerusalem)
  - Pyramids (Egypt)
  - Kremlin (Moscow)
  - Eiffel Tower (Paris)
  - Virginia State Capitol Building (Richmond)
  - Washington Monument (Washington, D.C.)
  - White House (Washington, D.C.)
  - Lincoln Memorial (Washington, D.C.)
  - Statue of Liberty (New York City)

---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---

Describe how cultural characteristics link or divide regions, and identify examples reflected in each of the following:

- Language:
  - Arab world — Arabic \_\_\_\_\_
  - Hispanic America — Spanish \_\_\_\_\_
  - Brazil — Portuguese \_\_\_\_\_
  - Canada — French/English \_\_\_\_\_
  - Switzerland — multiple languages \_\_\_\_\_
  - English — world language \_\_\_\_\_
- Ethnic heritage:
  - former Yugoslavia — Serbs, Croats, Bosnians, Albanians \_\_\_\_\_
  - Burundi and Rwanda — Hutus and Tutsis \_\_\_\_\_
  - United States, Switzerland — unity in multiple-ethnicity countries \_\_\_\_\_
  - Korea and Japan — predominantly single ethnicity \_\_\_\_\_
  - Cyprus — Greeks and Turks \_\_\_\_\_
- Religion as a unifying force:
  - Hinduism \_\_\_\_\_
  - Buddhism \_\_\_\_\_
  - Judaism \_\_\_\_\_
  - Christianity \_\_\_\_\_
  - Islam \_\_\_\_\_
- Religion as a divisive force:
  - Conflicts between Hindus and Muslims in Pakistan and India \_\_\_\_\_
  - Conflicts between Catholics and Protestants in Northern Ireland \_\_\_\_\_
  - Jews, Christians, and Muslims all claiming Jerusalem as their religious heritage site \_\_\_\_\_

Compare and contrast differing sets of ideas, beliefs, and behaviors. \_\_\_\_\_

Describe how physical, economic, and cultural characteristics influence regional development. \_\_\_\_\_

Use the information provided in each regional plan. \_\_\_\_\_

Explain the following ways human interaction with the environment affects the development of a region: \_\_\_\_\_

- Human interaction with environment
  - Deforestation — Amazon Basin, Nepal, Malaysia \_\_\_\_\_
  - Acid rain — Black Forest \_\_\_\_\_
  - Decreased soil fertility — Aswan High Dam \_\_\_\_\_

Explain how each of the following criteria contributes to the determination of a country’s relative importance: \_\_\_\_\_

- GDP (Gross Domestic Product) \_\_\_\_\_
- Land size \_\_\_\_\_
- Populations size \_\_\_\_\_
- Resources \_\_\_\_\_

Explain how the following elements of the physical environment, such as major bodies of water and mountains, influence the economic and cultural characteristics of regions: \_\_\_\_\_

- Water: \_\_\_\_\_

- Rio Grande — Boundary \_\_\_\_\_
- Ob River — Flows northward into Arctic Ocean \_\_\_\_\_
- Zambezi River — Water power \_\_\_\_\_
- Ganges and Brahmaputra Rivers — Flood hazard \_\_\_\_\_
- Mountains:
  - Rocky Mountains — Create rain shadows on leeward slopes \_\_\_\_\_
  - Himalayas — Block moisture to create steppes and deserts in Central Asia \_\_\_\_\_

Describe divisions as regions of the Earth’s surface over which groups of people establish social, economic, and political control. \_\_\_\_\_

Summarize the following examples of spatial divisions at the local and regional levels:

- Neighborhoods \_\_\_\_\_
- Election districts \_\_\_\_\_
- School districts \_\_\_\_\_
- Regional districts (e.g., bus lines, waste disposal, conservation districts, planning districts, area code zones) \_\_\_\_\_
- Cities \_\_\_\_\_
- Counties \_\_\_\_\_
- States \_\_\_\_\_

Explain the following reasons for spatial divisions:

- Desire for government closer to home \_\_\_\_\_
- Need to solve local problems \_\_\_\_\_
- Need to administer resources more efficiently \_\_\_\_\_

Explain that spatial divisions may generate conflict or cooperation. Explain the following reasons for the conflict and cooperation at the local and regional levels:

- Reasons for conflict:
  - Boundary disputes \_\_\_\_\_
  - Cultural differences \_\_\_\_\_
  - Economic differences \_\_\_\_\_
  - Competition for scarce resources \_\_\_\_\_
  - Political advantages (e.g., gerrymandering) \_\_\_\_\_
- Reasons for cooperation:
  - Natural disasters \_\_\_\_\_
  - Economic advantages (attract new businesses) \_\_\_\_\_
  - Cultural similarities, ethnic neighborhoods \_\_\_\_\_
  - Addressing regional issues (e.g., waste management, magnet schools, transportation) \_\_\_\_\_

Describe the following examples of spatial divisions at the national and international levels:

- Countries \_\_\_\_\_
- Economic and political alliances:
  - North Atlantic Treaty Organization (NATO) \_\_\_\_\_
  - European Union (EU) \_\_\_\_\_
  - Organization of Petroleum Exporting Countries (OPEC) \_\_\_\_\_
  - North American Free Trade Agreement (NAFTA) \_\_\_\_\_
  - Commonwealth of Nations \_\_\_\_\_
  - United Nations \_\_\_\_\_



## Sample Resources

---

Below is an annotated list of Internet resources recommended for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

- “Geography 370: Climatology — Climate Regions, Fall, 2003.” Sonoma State University. <<http://www.sonoma.edu/users/f/freidel/climate/370regions.htm>>. This site provides information on various climate regions.
- Guide to the Science of the Atmosphere.* USA Today. <<http://www.usatoday.com/weather/resources/basics/wworks0.htm>>. This site provides links to graphics and other information on various weather phenomena.
- Outline Maps — Education Place.* Houghton Mifflin, 2002. <<http://www.eduplace.com/ss/ssmaps/>>. This site permits visitors to print a variety of maps related to this organizing topic.
- “Polders and Dykes of the Netherlands.” <<http://geography.about.com/library/weekly/aa033000a.htm>>. This site provides information on the ways the Dutch reclaim dry land from the sea.
- Subject Access: World Geography, Languages, and Regional Information.* Discovery Channel School. <<http://school.discovery.com/schrockguide/world/geog.html>>. This site provides links to many Web sites on geography.
- Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning: History and Social Science Released Items for Virginia and United States History.* Virginia Department of Education 2003/04. <[http://www.pen.k12.va.us/VDOE/Assessment/Release2003/History/VA-RIBs\\_g11wgeo-1.pdf](http://www.pen.k12.va.us/VDOE/Assessment/Release2003/History/VA-RIBs_g11wgeo-1.pdf)>.
- Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning: World Geography Test Blueprint.* Virginia Department of Education, 2003/04. <<http://www.pen.k12.va.us/VDOE/Assessment/HistoryBlueprints03/2002Blueprint9WG.pdf>>. This site provides assessment information for the course in World Geography.
- The World Factbook 2002.* U.S. Central Intelligence Agency. <<http://www.cia.gov/cia/publications/factbook/>>. This site contains searchable information on all countries.

## Session 1: Weather Phenomena and Their Effects on the Environment \_\_\_\_\_

### *Materials*

- Class notes
- Video, slides, or photographs of the effects of weather phenomena

### *Instructional Activities*

NOTE: These activities and the activities throughout the course will require students to annotate multiple outline maps. It is recommended that students acquire a notebook to store their maps. The notebook should be organized by organizing topics, using tabs. After grades have been recorded, maps should be saved in the notebook for use as a resource when preparing for assessments or projects. The teacher may choose to give a notebook grade after providing students with a list of the maps that should be present in their notebooks. Class notes will be given at the teacher's discretion.

1. Explain that the next sessions will examine the effects of ecological processes on the Earth's surface as well as the division of the Earth into *regions* (areas of the Earth's surface that share unifying characteristics). The impact of conflict and cooperation on the divisions of the Earth will also be examined.
2. Display the following on the board or overhead:  
Weather phenomena:
  - Monsoons — South and Southeast Asia
  - Typhoons — Pacific Oceans
  - Hurricanes — Atlantic Ocean
  - Tornadoes — United StatesHave the students identify the characteristics of each of these weather phenomena. Encourage students not only to describe each phenomenon but also to identify the most probable location(s) for it to occur.
3. Show a video, slides, or photographs that reflect the long term effects on the Earth's surface of these various weather phenomena.
4. Ask students to identify the effects of these weather phenomena on the climate. Ensure that the matters of crops, clothing, housing, and natural hazards are addressed during the discussion.
5. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

## Session 2: The Impact of Ecological Processes on the Environment \_\_\_\_\_

### *Materials*

- Photographs or slides of the impact of earthquakes, floods, volcanic eruptions, and erosion
- Outline map of the world with only countries and continents listed

### *Instructional Activities*

1. Review the information from the previous session.
2. Explain to students that in addition to the impact weather phenomena have on the physical environment, the environment is also impacted by other processes: earthquakes, floods, volcanic eruptions, and erosion. Describe each of these processes, explaining how they occur and what their specific impact may be. If possible, display photographs or slides that reflect these impacts.
4. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

## Session 3: The Influence of Human Activity on the Environment \_\_\_\_\_

### *Materials*

- Video, slides, or photographs that illustrate dams, canals, reservoirs, irrigation, polders, terracing, deforestation, desertification, acid rain, and pollution
- A political map of the world that has very little information, thus providing room for students to enter information

### *Instructional Activities*

1. Review the information from the previous session.
2. Explain that although nature impacts the physical features of the Earth's surface greatly, humans also have a significant impact on the environment. Ask students to suggest ways human activities may affect the physical features of the Earth.
3. Provide an unlabeled outline map of the world to each student. Instruct students to indicate on their map the following impacts of humans on the environment. You may wish to assign a key or color for students to use when they mark their maps. As you display each impact on the board or overhead, show the location on a map in the front of the room. NOTE: This may take more than one session.
  - Water diversion/management
    - Aral Sea
    - Colorado River
    - Aswan High Dam
    - Canals
    - Reservoirs
    - Irrigation
  - Landscape alteration
    - Agricultural terracing (e.g., China, Southeast Asia)
    - Polders (e.g., Netherlands)
    - Deforestation (e.g., Nepal, Brazil, Malaysia)
    - Desertification (e.g., the Sahara in Africa, desert regions in India)
  - Environment alteration
    - Acid rain (e.g., forests in Germany, Scandinavia, China, and Eastern North America)
    - Pollution (e.g., Mexico City, Chernobyl, oil spills)
4. Use videos, slides, and/or photographs to provide visual examples of the effect of humans on the environment.
5. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

## Session 4: The Influence of Technology on the Environment; The Impact of the Environment on Humans

---

### *Materials*

- Video, slides, or photographs that illustrate the impact of technological advances in agriculture, energy usage, transportation, automobiles, and airplanes on the environment

### *Instructional Activities*

1. Remind students that they have already studied the impact of weather phenomena, physical and ecological processes, and human activity on the Earth's surface. Explain that other factors also affect the Earth's surface. Ask students if they can think of what these other factors may be.
2. Explain that technological advances have had an impact on the Earth's surface. Have students suggest how.
3. Display the following information on the board or overhead and discuss each influence as it is displayed. Provide visual examples, if they are available.  
Influence of technology on the environment:
  - Agriculture (e.g., fertilizers, mechanization)
  - Energy usage (e.g., fossil fuels, nuclear)
  - Transportation (e.g., road building, railways)
  - Automobiles (e.g., parking lots, suburbs)
  - Airplanes (e.g., airport expansion, noise pollution)
4. Ask students to identify any possible impacts of the environment on humans. Guide discussion to include the following:
  - Settlement patterns
  - Housing materials
  - Agricultural activity
  - Types of recreation
  - Transportation patterns
5. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

## Session 5: Physical Regions

---

### *Materials*

- Political and physical maps of the world
- Photographs or slides that reflect the characteristics of the physical regions

### *Instructional Activities*

1. Review the information from the previous sessions.
2. Ask students to explain how their state and nation are divided. Students may suggest physical or cultural divisions. Ask students why these divisions occur. Prompt discussion by suggesting that the divisions help us to understand different areas.
3. Ask whether the boundary lines between these divisions (regions) are visible or imaginary. Ask if the region boundaries change. If the students agree that they may change, ask what may cause such change.
4. Explain that the Earth is divided into *regions* based on common unifying characteristics. This division into regions assists in studying and understanding the world. Regions may be defined by *physical* or *cultural* characteristics. These regions are found in the various parts of the world: Latin America and the Caribbean, Europe, United States and Canada, North Africa and Southwest Asia, Sub-Saharan Africa, Russia and Central Asia, South Asia, Southeast Asia, East Asia, Australia and the Pacific Islands, and Antarctica.
5. Display the following terms on the board or overhead:
  - Sahara
  - taiga
  - rain forest
  - great plains
  - low countriesInstruct students to define these terms. Make sure they understand that these terms are regional labels that have been given to world regions based on unifying physical characteristics of these regions. Distribute an unlabeled outline map of the world, and instruct students to identify these regions on the map.
6. Ask the students to identify the specific physical characteristics of the regions they defined.
7. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

## Session 6: Cultural Regions

---

### *Materials*

- Map of the world

### *Instructional Activities*

1. Review information from the previous session.
2. Explain to students that in addition to physical regions, the world is divided into cultural regions. Ask students to suggest some different cultural divisions. Record their responses on the board or overhead.
3. Display the following list of cultural regions on the board or overhead. Add additional regions as desired:
  - Language
    - Latin America — Spanish
    - Francophone world — French
  - Ethnicity
    - Chinese
    - Kurdistan
  - Religion
    - Islam
    - Buddhism
  - Economic
    - Wheat belts
    - European Union (EU)
  - Political
    - North Atlantic Treaty Organization (NATO)
4. Distribute an unlabeled outline map of the world to students, and instruct them to draw a line around or color each of these regions, using different colors for each type of region. Have them indicate with symbols or lines where cultural regions overlap, e.g., the Francophone world overlaps with a wheat belt in France.
5. Explain that different areas/countries may share characteristics that put them in the same language region but in different economic regions.
5. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

## Session 7: Regional Landscapes and Cultural Characteristics

---

### *Materials*

- Large maps of the continents or of the world
- Photographs of cultural characteristics identified in the list below (NOTE: These are identified in the *Curriculum Framework* under Standard of Learning WG.3b, “Essential Knowledge” column.)
- Unlabeled outline maps

### *Instructional Activities*

1. Review the cultural regions studied in the previous session.
2. Provide students with maps of each continent or a map of the world large enough to allow for easy placement of photos of each item in the list below. Explain that certain regions of the world are referred to by a specific title, for example, the Middle East, the Sun Belt, or the Rust Belt. Illustrate these regions on a display map. Instruct students to develop a key to annotate their individual maps with these regions.
3. Provide photographs of the cultural characteristics listed below, and instruct students to annotate their individual maps with pictures or drawings to reflect the location of each example. Provide research material in the classroom, or have the students use the computer lab. NOTE: This may be done as a small group project and continued for the regions identified in Session 8.

#### Cultural characteristics

- Architectural structures
    - Religious buildings (e.g., mosques, churches, synagogues, temples, pagodas)
    - Dwellings (e.g., tiled roofs in Mediterranean, chalets in Switzerland, thatched roofs in Pacific Islands, tents and yurts in Central and Southwest Asia, castles in Europe)
  - Statues and monuments of local, national, or global significance
    - Taj Mahal (India)
    - Kaaba (Mecca)
    - Western Wall (Jerusalem)
    - Dome of the Rock (Jerusalem)
    - Church of the Holy Sepulcher (Jerusalem)
    - Pyramids (Egypt)
    - Kremlin (Moscow)
    - Eiffel Tower (Paris)
    - Virginia State Capitol Building
    - Washington Monument
    - White House
    - Lincoln Memorial
    - Statue of Liberty
4. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

## Session 8: Language and Ethnicity as Region Links

---

### *Materials*

- Large maps of the continents or of the world

### *Instructional Activities*

1. Repeat the activity from session 7 for the following information:
  - Language
    - Arab world — Arabic
    - Hispanic America — Spanish
    - Brazil — Portuguese
    - Canada — French/English
    - Switzerland — multiple languages
    - Many part of the world — English
  - Ethnic heritage
    - former Yugoslavia — Serbs, Croats, Bosnians, and Albanians
    - Burundi and Rwanda — Hutus and Tutsis
    - Cyprus — Greeks and Turks
    - United States, Switzerland — examples of multiple-ethnicity countries
    - Korea, Japan — examples of predominantly single-ethnicity countries
2. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

## Session 9: Religions as Region Divider

---

### *Materials*

- Map
- Short stories or news articles about the division between Hindus and Muslims in Pakistan and India; between Catholics and Protestants in Northern Ireland; and among Jews, Christians, and Muslims in Jerusalem.

### *Instructional Activities*

1. Review information from the previous session.
2. Ask students whether most of them cheer for their school's athletic teams during games. Ask them why they do this. Ask them to share their favorite professional baseball, basketball, or football team. A variety of answers may be given. If so, ask the students how they can all cheer for the same school team and not for the same professional team. What causes them to prefer one team to another? One television show over another? One music group?
3. Explain that people within the same culture may have similar points of view about an issue. When groups share the same interests or background, they often become united in one cause — for example, they may all want the same team to win. Explain that people within the same culture sometimes have opposite views on certain issues. These opposing views often lead to conflict or division within the culture. Ask students to provide examples of a culture being united by one cultural factor and divided by another. Remind students that they have already identified two characteristics that people share — language and ethnicity.
5. Ask students whether it is possible for something to be a dividing factor for some and a uniting factor for others. Explain that religion is an example of a characteristic that can unite or divide. Provide the following examples, and explain them to the students:
  - Religion as a unifying force
    - Hinduism
    - Buddhism
    - Judaism
    - Christianity
    - Islam
  - Religion as a divisive force
    - Conflicts between Hindus and Muslims in Pakistan and India
    - Conflicts between Catholics and Protestants in Northern Ireland
    - Jews, Christians, and Muslims all claiming Jerusalem as their religious heritage site
6. Illustrate on a map where each of these religious conflict are centered. Provide some background on the practices and beliefs of each religion.
7. Provide passages for students to read about these conflicts. Show a video that provides background information on these conflicts.

## Session 10: Local and National Spatial Divisions

---

### *Materials*

- A map of the local area that shows city and county boundary lines
- A map of national and international boundaries

### *Instructional Activities*

1. Review information from the previous session.
2. Remind students that when the United States was colonized, there were no cities, counties, or other political divisions. Ask students to speculate why the nation began to assign boundary lines for various regions. Suggest problems that would occur if there were no divisions of the regions.
3. Display the following possible reasons for spatial divisions:
  - Desire for government closer to home
  - Need to solve local problems
  - Need to administer resources more efficientlyAsk students what local problems may need to be solved.
4. Display the definition for *spatial division* on the board or overhead. Explain that spatial divisions generate cooperation and conflict just as cultural divisions do. Also, spatial divisions often serve to define areas of government responsibility and control. Display the following examples of spatial divisions:
  - Neighborhoods
  - Election districts
  - School districts
  - Regional districts (e.g., bus lines, waste disposal, conservation districts, planning districts, area code zones)
  - Cities
  - Counties
  - States
5. Display a map of different spatial divisions. Distribute unlabeled outline maps to students, showing their locality, state, or the United States. Provide a list of spatial divisions for the students to annotate on their map.
6. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

## Session 11: Spatial Divisions: Cooperation and Conflict

---

### *Materials*

- None identified

### *Instructional Activities*

1. Remind students that in the previous session they learned that communities need spatial divisions to define responsibility for control. Explain that sometimes these divisions are not always governmental but may be cultural. Display the following reasons for cooperation among and within spatial divisions, and discuss each with the class:
  - Dealing with natural disasters
  - Economic advantages (attract new businesses)
  - Cultural similarities, ethnic neighborhoods
  - Addressing regional issues (e.g., waste management, magnet schools, transportation)Share with the students examples of each of these reasons for cooperation.
2. Explain that while spatial divisions provide definition for government control and boundaries for services as well as centers for ethnic groups, they can also lead to conflict. Display the following reasons for conflict, and discuss each with the class:
  - Boundary disputes
  - Cultural differences
  - Economic differences
  - Competition for scarce resources
  - Political advantages (e.g., gerrymandering)Share with the students examples of each of these reasons for conflict.
4. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

## Session 12: International Spatial Divisions

---

### *Materials*

- Unlabeled outline maps of the world
- Overhead with cultural and political divisions listed

### *Instructional Activities*

1. Review information from the previous session.
2. Explain that just as the United States is divided into states, counties, cities, and districts, the world is similarly divided into various spatial divisions. Ask students to recall some of the regional divisions already studied. After students have listed several, display an overhead of the types of regional divisions already studied.
3. Display the following list on the board or overhead one at a time. Instruct students to annotate unlabeled outline maps to reflect these various divisions as they are explained in class. NOTE: This may take more than one session.
  - Countries
  - Alliances — economic and political
    - North Atlantic Treaty Organization (NATO)
    - European Union (EU)
    - Organization of Petroleum Exporting Countries (OPEC)
    - North American Free Trade Agreement (NAFTA)
    - Commonwealth of Nations
    - United Nations
    - Red Cross/Red Crescent
    - Organization of American States (OAS)
    - League of Arab States
    - Association of Southeast Asian Nations (ASEAN)
    - African Union
4. Explain to students that these divisions are the result of the following:
  - Differences in culture, language, religion
  - Retention of historical boundaries
  - Imperial conquest and control
  - Economic similarities and differences
5. Discuss each of these reasons providing examples of each from history or current events.

## Session 13: Spatial Divisions and Conflict

---

### *Materials*

- Outline world maps

### *Instructional Activities*

1. Review information from the previous session.
2. Remind students that, as with other divisions, political spatial divisions can result in conflict. That conflict can be caused by the following reasons:
  - Boundary and territorial disputes — e.g., Syria/Israel, Western Sahara/Morocco, China/Taiwan, India/Pakistan, Iraq/Kuwait
  - Cultural differences (language, religion) — e.g., Indonesia, Canada (Quebec), Ireland, Sudan
  - Economic differences — e.g., fertile land, access to fresh water, access to coast, fishing rights, natural resources, different economic philosophies
  - Ethnic differences — e.g., Balkans, Cyprus, Rwanda and Burundi, Kashmir
  - Nationalism.
3. Instruct students to annotate a world map with these areas, using symbols or drawings to reflect the cause of the conflicts. Notes explaining the reason for the conflict as well as the outcome should be attached to the maps or secured in the student's notebook of class notes.

## Session 14: Spatial Divisions and Cooperation

---

### *Materials*

- None identified

### *Instructional Activities*

1. Review content from the previous session.
2. Explain that, while countries do have conflict between and within their boundaries, cooperation among nations does exist. Ask students if they can think of examples where countries cooperate.
3. Display the following examples of international cooperation, and explain each example:
  - Humanitarian initiatives — e.g., Red Cross/Red Crescent
  - Economic alliances — e.g., China and United States, multinational corporations, North American Free Trade Agreement (NAFTA), Organization of Petroleum Exporting Countries (OPEC)
  - Cultural alliances — e.g., Francophone world, Commonwealth of Nations
  - Military alliances — e.g., North Atlantic Treaty Organization (NATO)
  - Problem-solving alliances — e.g., Antarctica Treaty, United Nations (UN) peacekeepers, Law of the Sea
  - Programs to promote international understanding — e.g., Peace Corps
  - Alliances for environmental preservation
  - Foreign aid.

## Session 15: Assessment

---

### *Materials*

- Assessment

### *Instructional Activities*

1. Administer the assessment. Sample assessment items can be found at Attachment A.

## Attachment A: Sample Assessment Items

---

*NOTE: the teacher should identify specific information that students should label on maps. Use items 1-6 as a guide to develop those instructions.*

1. **Annotate an unlabeled outline map of the world with world climate regions and specific vegetation regions.**
2. **Place on an unlabeled outline map of the world the areas where the following weather phenomena would most likely occur: monsoons, typhoons, hurricanes, tornadoes.**
3. **Identify on an unlabeled outline map of the world specific cultural regions where heavy concentrations of Buddhism would be found.**
4. **Using an unlabeled outline map of the world, identify countries that are members of NATO.**
5. **Using an unlabeled outline map of the world, identify the area known as the Middle East.**
6. **Place on an unlabeled outline map of the world specific statues and monuments in their proper country or location.**

7. **What country changed its borders by reclaiming land from the sea with the construction of polders?**
  - A France.
  - B Netherlands. \*
  - C Norway.
  - D Finland.
8. **The dominant languages in Canada are**
  - A French and Spanish.
  - B English and German.
  - C French and English. \*
  - D Italian and Spanish.
9. **Serbs, Croats, Bosnians, and Albanians are ethnic groups in**
  - A the former Soviet Union.
  - B Saudi Arabia.
  - C Austria.
  - D the former Yugoslavia. \*
10. **Conflict between Jews, Christians, and Muslims have created major division in**
  - A Ireland.
  - B England.
  - C Jerusalem. \*
  - D Baghdad.

# Population

## Standard(s) of Learning

---

- WG.5 The student will compare and contrast the distribution, growth rates, and characteristics of human population in terms of settlement patterns and the location of natural and capital resources.
- WG.6 The student will analyze past and present trends in human migration and cultural interaction as they are influenced by social, economic, political, and environmental factors.
- WG.11 The student will analyze the patterns of urban development by
  - a) applying the concepts of site and situation to major cities in each region;
  - b) explaining how the functions of towns and cities have changed over time;
  - c) describing the unique influence of urban areas and some challenges they face.

## Essential Understandings, Knowledge, and Skills

---

*Correlation to  
Instructional Materials*

**Skills** (to be incorporated into instruction throughout the academic year)

Compare maps and make inferences.

\_\_\_\_\_

Identify and interpret regional patterns on maps.

\_\_\_\_\_

Draw conclusions and make generalizations about data.

\_\_\_\_\_

Explain cause-and-effect relationships as they relate to human population.

\_\_\_\_\_

Interpret charts and graphs as they relate to human population.

\_\_\_\_\_

Interpret population pyramids.

\_\_\_\_\_

Analyze data and interpret patterns of human population.

\_\_\_\_\_

Identify and interpret regional human migration patterns on maps.

\_\_\_\_\_

Identify primary ideas about human migration expressed in graphic data.

\_\_\_\_\_

Draw conclusions and make generalizations about human migration data.

\_\_\_\_\_

Explain cause-and-effect relationships as they relate to human migration.

\_\_\_\_\_

Gather, classify, and interpret information related to the concepts of site and situation.

\_\_\_\_\_

Draw conclusions and make generalizations about information related to the concepts of site and situation.

\_\_\_\_\_

Explain cause-and-effect relationships related to the concepts of site and situation.

\_\_\_\_\_

Identify and interpret regional patterns on maps as they relate to the concepts of site and situation.

\_\_\_\_\_

Locate area on maps and globes related to the concepts of site and situation.

\_\_\_\_\_

**Content**

Explain that population distribution is described according to location and density.

---

Describe the following human, environmental, economic, and political factors that influence population distribution:

- Natural resources (oil, arable land, water)
- Climate (hot/cold; wet/dry)
- Economic development
- Government policy
- Rural/urban settlement
- Capital resources (transportation, technology)
- Conflicts (refugees)

---

---

---

---

---

---

---

Explain that characteristics of human populations differ over time and from region to region.

Explain the following characteristics of human populations:

- Birth and death rates
- Age distribution
- Male/female distribution
- Life expectancy
- Infant mortality
- Urban/rural
- GDP
- Ethnicity
- Language
- Religion
- Education

---

---

---

---

---

---

---

---

---

---

---

Explain that population growth rates are influenced by human, environmental, economic, and political factors.

---

Describe the following factors that influence growth rate:

- Modern medicine and hygiene
- Education
- Industrialization and urbanization
- Economic development
- Government policy
- Role of women in society

---

---

---

---

---

---

---

Explain the following social, economic, political, and environmental push/pull factors that have influenced human migration:

- Push factors
  - Overpopulation
  - Religious persecution
  - Lack of job opportunities
  - Agricultural decline
  - Conflict
  - Political persecution
  - Natural hazards — Droughts, floods, famines, volcanic eruptions
  - Limits on personal freedom

---

---

---

---

---

---

---

---

- Environmental degradation
- Pull factors
  - Religion
  - Economic opportunity
  - Land availability
  - Political freedom
  - Ethnic and family ties
  - Arable land

---

---

---

---

---

---

---

---

Explain how migrations have influenced the following:

- Language
- Religion and religious freedom
- Customs/traditions
- Cultural landscape

---

---

---

---

Explain how modern transportation and communication are encouraging higher levels of cultural interaction worldwide. Include the following evidence of cultural interaction:

- Diffusion of U.S. culture to other regions
- Popularization of other cultures’ traditions in the United States

---

---

Describe site as the actual location of a city.

---

Describe the following examples of site:

- Harbor sites: New York City; Alexandria, Egypt; Istanbul, Turkey
- Island sites: Paris (originally located on an island in the Seine River), Hong Kong, Singapore
- Fall line sites: Richmond, Virginia
- Confluence sites: Khartoum, Sudan; Pittsburgh, Pennsylvania
- Hilltop sites: Rome, Athens, Jerusalem
- Oasis sites: Damascus, Syria
- Sites where rivers narrow: London, Quebec City

---

---

---

---

---

---

---

---

Describe situation as another name for relative location — the location of a city with respect to other geographic features, regions, resources, and transport routes.

---

Explain that site and situation are important geographic concepts when studying the growth of cities.

---

Describe the following examples of situation:

- Baghdad — Command of land between the Tigris and Euphrates rivers
- Istanbul — Command of straits and land bridge to Europe
- Mecca, Saudi Arabia; Varanasi (Benares), India — Focal point of pilgrimages
- Samarkand, Uzbekistan; Xi’an, China; Timbuktu, Mali; Singapore — Cities that grew up around trade routes (the Silk Road; Trans-Sahara trade; maritime trade)
- Capetown, South Africa — Supply station for ships
- Omaha, Nebraska; Sacramento, California — Cities that grew up along the U.S. Transcontinental Railroad
- Novosibirsk, Vladivostok — Cities that grew up along the Trans-Siberian Railroad

---

---

---

---

---

---

---

---

Explain that patterns of urban development occur according to site and situation.

---

Summarize the following functions of towns and cities:

- Security, defense
- Religious centers
- Trade centers (local and long distance)
- Government administration
- Manufacturing centers
- Service centers

---



---



---



---



---

Use the following examples to explain how the functions of towns and cities have changed over time:

- Rio de Janeiro — Move of Brazil’s capital city from Rio de Janeiro to Brasilia
- Pittsburgh, Pennsylvania — Early function connected to defense, then became steel manufacturing center, later shifted to diverse services (financial, light manufacturing)
- New York City — Changes in trade patterns, coastal and transatlantic trade, trade from Great Lakes via Erie Canal, worldwide trade and finances
- Mining towns, “ghost” towns — Resource depletion, changes in the environment

---



---



---



---

Explain the following powerful influences urban areas have on the world’s cultural, political, and economic ideas and systems:

- Nation-building (monuments, symbols)
- Transportation/communication hubs
- Magnets for migration
- Seed beds of new ideas and technologies
- Diversity, leading to creativity in the arts
- Universities, educational opportunities
- Corporate headquarters/regional offices
- Media centers (news, entertainment)

---



---



---



---



---



---



---



---

Summarize the following problems related to human mobility, social structure, and the environment that may occur as a result of development:

- Transportation problems emerge, especially as automobile travel increases.
- Rich and poor neighborhoods exist in different areas isolated from one another.
- Providing essential services (fresh water, sewage treatment, waste disposal, electricity, schools, clinics) becomes a problem.
- Air, water, and noise pollution increase.
- Sprawl results in conversion of agricultural land to urban uses, especially in North America.
- Rapid immigration results in “shantytowns” on the edges of cities in Latin America, Africa, and Asia.
- In developing countries, major cities are more connected to regions outside the country than to regions within the country.

---



---



---



---



---



---



---

## Sample Resources

---

Below is an annotated list of Internet resources recommended for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

“2003 Comprehensive Revision of the National Income and Product Accounts.” *National Economic Accounts*. U.S. Department of Commerce; Bureau of Economic Analysis. <<http://www.bea.doc.gov/bea/dn1.htm>>. This site provides information on the GDP.

“The Characteristics, Distribution, and Migration of Human Population on Earth’s Surface.” *National Geographic Expeditions: Geography Standards in Your Classroom*. <<http://www.nationalgeographic.com/xpeditions/standards/09/>>. This site provides information on population distribution.

*Outline Maps — Education Place*. Houghton Mifflin, 2002. <<http://www.eduplace.com/ss/ssmaps/>>. This site permits visitors to print a variety of maps related to this organizing topic.

*Subject Access: World Geography, Languages, and Regional Information*. Discovery Channel School. <<http://school.discovery.com/schrockguide/world/geog.html>>. This site provides links to many Web sites on geography.

*Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning: History and Social Science Released Items for Virginia and United States History*. Virginia Department of Education 2003/04. <[http://www.pen.k12.va.us/VDOE/Assessment/Release2003/History/VA-RIBs\\_g11wgeo-1.pdf](http://www.pen.k12.va.us/VDOE/Assessment/Release2003/History/VA-RIBs_g11wgeo-1.pdf)>.

*Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning: World Geography Test Blueprint*. Virginia Department of Education, 2003/04. <<http://www.pen.k12.va.us/VDOE/Assessment/HistoryBlueprints03/2002Blueprint9WG.pdf>>. This site provides assessment information for the course in World Geography.

*The World Factbook 2002*. U.S. Central Intelligence Agency. <<http://www.cia.gov/cia/publications/factbook/>>. This site contains searchable information on all countries.

## Session 1: Population Distribution

---

### *Materials*

- Atlas depicting population trends from early civilizations
- Class notes

### *Instructional Activities*

1. Ask students to suggest factors they would want to consider when selecting a place to live and to give reasons why these factors matter. Ask them to list places they would *not* want to live and why. Encourage them to think internationally. Record their responses.
2. Provide an atlas that reflects the population trends from early civilizations. Instruct students to identify 10 observations about population distribution over time. Encourage them to think, when making their observations, about the reasons people changed their locations. For example, if they indicate that people began to move to certain locations, tell them to identify possible reasons for this movement. Prompt them with historical information.
3. Explain that population distribution is described by location and density. Ensure that all students understand the term *population density*. If desired, illustrate population density by directing half the students in the class to move to one corner of the room. Place a few students in another corner, a few more in another corner, and one or two in the fourth corner.
4. Explain that people move to different locations for different reasons. Review hunter-gatherer societies, explaining that the population began to spread as people searched for food and water. Groups split up as food becomes scarce. Illustrate on a map the patterns of early settlement. Encourage students to identify common elements in the settlement patterns. For example, a source of water may be a key factor in the pattern.
5. Display the following factors that influence population distribution, and discuss each with the students:
  - Natural resources (oil, arable land, water)
  - Climate (hot/cold; wet/dry)
  - Economic development
  - Government policy
  - Urban/rural settlement
  - Capital resources (transportation, technology)
  - Conflicts (refugees)Provide photographs, slides, or maps to illustrate each of the above factors.
6. Ask students to write a sentence about each of these factors, explaining how it would influence population distribution.
7. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

## Session 2: Characteristics of Human Populations

---

### *Materials*

- Class notes
- Almanacs

### *Instructional Activities*

1. Review the information from the previous session.
2. Explain that human population characteristics differ over time and from region to region. Display maps or charts that reflect the following characteristics, and discuss each with the students. An almanac or *The World Factbook 2002* of the U.S. Central Intelligence Agency <<http://www.cia.gov/cia/publications/factbook/>> may be of assistance.
  - Birth and death rates
  - Age distribution
  - Male/female distribution
  - Life expectancy
  - Infant mortality
  - Urban/rural
  - GDP
  - Ethnicity
  - Language
  - Religion
  - Education
3. Provide students with an almanac and other resource materials, and instruct them to prepare a chart that includes the above information for five or six selected countries. Add to the chart literacy rate, number of doctors, type of government, and other teacher-selected factors. NOTE: Select countries that do not have similar statistics so students can compare developing countries and developed countries. Also, select countries that represent each of the world regions. This may take more than one session for students to complete. An alternative is to divide the class in groups and have each group research different countries.
4. Have the students share what they discovered as they completed the charts. Encourage them to consider why these factors vary so much from country to country. Point out that countries with a high death rate and low life expectancy tend to have low literacy rates. Ask students to consider possible reasons for this and what other corresponding or related variables may exist.
5. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

## Session 3: Population Growth Rates

---

### *Materials*

- Class notes
- Historical population chart (teacher-developed)

### *Instructional Activities*

1. Review the information from the previous session.
2. Display a chart that illustrates the population changes of countries over time. Make sure to include countries whose population has grown at rapid rate as well as those whose population has stabilized or declined. Encourage students to consider why a country's population trend would change. Record student responses on the board or overhead.
3. Display the following factors that influence growth rates, and discuss each one with the students:
  - Modern medicine and hygiene
  - Education
  - Industrialization and urbanization
  - Economic development
  - Government policy
  - Role of women in society
4. Refer back to the information students identified on the chart to illustrate each of these factor's influence on growth rates, or prepare a chart reflecting growth rates of other countries.
5. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

## Session 4: Human Migration: Push Factors

---

### *Materials*

- Information on the populations of various countries over the last 100 years. An almanac may provide this information.
- Maps, almanacs, and atlases that illustrate push factors

### *Instructional Activities*

1. Review content from the previous session.
2. Conduct a brainstorming session on *push/pull factors*. Have the students define *human migration*. Ask students to suggest reasons why large numbers of people leave an area. What factors *push* them away? Record their responses on the board or overhead.
3. Display the following factors that push populations to migrate away from an area. Discuss each one, and provide historical examples that reflect the push factor:
  - Overpopulation
  - Religious persecution
  - Lack of job opportunities
  - Agricultural decline
  - Conflicts
  - Political persecution
  - Natural disasters — droughts, floods, famines, volcanic eruptions
  - Limits on personal freedom
  - Environmental degradation
4. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

## Session 5: Human Migration: Pull Factors; Impact of Migrations \_\_\_\_\_

### *Materials*

- Maps, almanacs, and atlases that illustrate pull factors

### *Instructional Activities*

1. Review the content from the previous session.
2. Explain that factors also exist that *pull* people to an area. Brainstorm possible pull factors, recording student responses on the board or overhead.
3. Display the following factors that pull populations to an area. Discuss each one, and provide historical examples that reflect it:
  - Religious freedom
  - Economic opportunity
  - Land availability
  - Political freedom
  - Ethnic and family ties
  - Arable land
4. Ask students what benefits exist for the countries or areas to which people are pulled. Ensure discussion includes information about and examples of the following:
  - Language
  - Religion and religious freedom
  - Customs/traditions
  - Cultural landscape
5. Display examples of cultural interaction due to migrations, such as:, etc.:
  - Diffusion of U.S. culture to other regions (American movies and music in foreign countries)
  - Popularization of other cultures' traditions in the U.S. (ethnic food trends and foreign clothing trends in the U.S.)
6. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

## Session 6: Site and Situation

---

### *Materials*

- Unlabeled outline maps that reflect the location of sites and situations identified in standard WG.11a (one for each student)
- Teacher-developed worksheet for students to locate sites and situations identified in standard WG.11a, using longitude and latitude

### *Instructional Activities*

1. Display the terms *site* and *situation* on the board or overhead, and instruct students to write a definition for each without using any resources. They should write down what they think these terms mean from a geographical perspective.
2. Ask students to share their definitions of *site*. After a few minutes, display the following on the board or overhead:
  - *Site* is the actual location of a city.
3. Distribute the unlabeled outline maps and worksheets. Instruct students to annotate on their maps the following locations and to indicate on their worksheet the approximate longitude and latitude of each:
  - Harbor sites: New York City; Alexandria, Egypt; Istanbul, Turkey
  - Island sites: Paris (originally located on an island in the Seine River), Hong Kong, Singapore
  - Fall line sites: Richmond, Virginia
  - Confluence sites: Khartoum, Sudan; Pittsburgh, Pennsylvania
  - Hilltop sites: Rome, Athens, Jerusalem
  - Oasis sites: Damascus, Syria
  - Sites where rivers narrow: London, Quebec City
4. Ask students to share their definitions of *situation*. After a few minutes, display the following on the board or overhead:
  - *Situation* is another name for relative location — the location of a city with respect to other geographic features, regions, resources, and transport routes.
5. Instruct students to continue with the above activity, using the following information:
  - Baghdad — command of land between the Tigris and Euphrates rivers
  - Istanbul — command of straits and land bridge to Europe
  - Mecca, Saudi Arabia; Varanasi (Benares), India — focal points of pilgrimages
  - Samarkand, Uzbekistan; Xi'an, China; Timbuktu, Mali; Singapore — cities that grew up around trade routes (the Silk Road; Trans-Sahara trade; maritime trade)
  - Capetown, South Africa — supply station for ships
  - Omaha, Nebraska; Sacramento, California — cities that grew up along the U.S. Transcontinental Railroad
  - Novosibirsk, Vladivostok — cities that grew up along the Trans-Siberian Railroad
6. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

## Session 7: Functions of Towns and Cities

---

### *Materials*

- Video, slides, or photographs that reflect the various functions of towns and cities

### *Instructional Activities*

1. Review the content from the previous session.
2. Ask students to explain the difference between rural areas and metropolitan areas. Encourage students to think about availability of shopping, community centers, government operations, open space, agriculture, and other aspects.
3. Explain that cities and towns serve certain functions for the larger community. People often have to travel some distance to purchase certain products, take care of business associated with property and legal issues, and receive some services. Ask students to share if they or someone they know has to travel more than 30 minutes to go to a mall, a courthouse, school, or work. Display the following list of functions of towns and cities, and ask students to explain reasons why rural communities generally do not serve these functions:
  - Security, defense
  - Religious centers
  - Trade centers (local and long distance)
  - Government administration
  - Manufacturing centers
  - Service centers
4. Explain that the functions of cities and towns can change over time. Ask students to suggest reasons why this may happen. Provide the following examples of the change in a city's function, and discuss possible reasons for each:
  - Rio de Janeiro — move of Brazil's capital city from Rio de Janeiro to Brasilia
  - Pittsburgh, Pennsylvania — early function connected to defense, then became steel manufacturing center, later shifted to diverse services (financial, light manufacturing)
  - New York City — changes in trade patterns: coastal and transatlantic trade, trade from Great Lakes via Erie Canal, worldwide trade and finances
  - Mining towns, "ghost" towns — resource depletion, changes in the environment
5. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

## Session 8: Influence of Urban Areas on Regions and Countries

---

### *Materials*

- Class notes

### *Instructional Activities*

1. Review the content from the previous session.
2. Ensure students understand the difference between urban, suburban, and rural areas. Provide examples with which students are already familiar.
3. Explain that urban areas influence a region's and country's cultural, political, and economic ideas and systems. Display the following influences of urban areas on their regions and countries, and discuss each one, providing examples, videos, slides, or photographs to facilitate understanding. Ensure students understand terms that may be new to them:
  - Nation-building (monuments, symbols)
  - Transportation/communication hubs
  - Magnets for migration
  - Seed beds of new ideas and technologies
  - Diversity, leading to creativity in the arts
  - Universities, educational opportunities
  - Corporate headquarters/regional offices
  - Media centers (news, entertainment)
4. Explain that while urban areas provide positive influences on their regions and countries, they also create problems. Display the following problems associated with growth of urban areas, and discuss each one, providing examples, videos, slides, or photographs to facilitate understanding:
  - Transportation problems emerge, especially as automobile travel increases.
  - Rich and poor neighborhoods exist in different areas isolated from one another.
  - Providing essential services, such as fresh water, sewage treatment, waste disposal, electricity, schools, and clinics, becomes a problem.
  - Air, water, and noise pollution increase.
  - Sprawl results in conversion of agricultural land to urban uses, especially in North America.
  - Rapid immigration results in "shantytowns" on the edges of cities in Latin America, Africa, and Asia.
  - In developing countries, major cities are more connected to regions outside the country than to regions within the country.
5. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

## Session 9: Reinforcement through Essay Composition \_\_\_\_\_

### *Materials*

- Computer lab or media center

### *Instructional Activities*

1. Have the students write a two-page essay on an urban area, illustrating the influence of that area on the region and/or country and the problems associated with that area. Provide research time in the media center or computer lab for students to do research for their essay.

**Session 10: Assessment**

---

***Materials***

- Assessment

***Instructional Activities***

1. Administer the assessment. Sample assessment items can be found at Attachment A.

## Attachment A: Sample Assessment Items

---

*NOTE: Teachers should develop questions using available resources. The following may serve as a guide for developing the questions.*

1. **Which countries (cities) on a population-density map have a population of \_\_\_\_\_? NOTE:** Use the map key to fill in specific population.
2. **What is the current population density of \_\_\_\_\_, as shown on a population-density map? NOTE:** Use the map to identify specific locations for students to identify.
3. **Write a brief paragraph identifying and explaining factors that may influence population distribution, as shown on the map of the world provided.**
4. **Using the given maps, answer teacher-developed questions about human population characteristics.**

5. **Factors that push populations to move away from an area include**
  - A limits on personal freedoms. \*
  - B agricultural opportunities.
  - C stable governments.
  - D high standard of living.
6. **Providing security, government administration, trade centers, and service centers are**
  - A activities the government must provide according to the Constitution.
  - B services provided by local industry.
  - C functions of towns and cities. \*
  - D services provided at no cost by the local community.

# Economic Geography

## Standard(s) of Learning

---

- WG.7 The student will identify natural, human, and capital resources and explain their significance by
  - a) showing patterns of economic activity and land use;
  - b) evaluating perspectives and consequences regarding the use of resources.
  
- WG.8 The student will distinguish between developed and developing countries and relate the level of economic development to the standard of living and quality of life.
  
- WG.9 The student will analyze the global patterns and networks of economic interdependence by
  - a) identifying criteria that influence economic activities;
  - b) explaining comparative advantage and its relationship to international trade;
  - c) describing ways that economic and social interactions have changed over time;
  - d) describing and evaluating the formation of economic unions.

## Essential Understandings, Knowledge, and Skills

---

*Correlation to Instructional Materials*

**Skills** (to be incorporated into instruction throughout the academic year)

Compare maps and globes and make inferences.

\_\_\_\_\_

Interpret regional patterns on maps and globes.

\_\_\_\_\_

Identify primary ideas expressed in graphic data.

\_\_\_\_\_

Gather, classify, and interpret geographic information as it relates to resources.

\_\_\_\_\_

Analyze and evaluate geographic resource information.

\_\_\_\_\_

Draw conclusions and make generalizations from data.

\_\_\_\_\_

Explain cause-and-effect relationships as they related to geographic resources.

\_\_\_\_\_

Sequence information related to resources.

\_\_\_\_\_

Explain charts comparing two or more concepts related to the development of countries.

\_\_\_\_\_

Identify primary ideas expressed in graphic data related to the development of countries.

\_\_\_\_\_

Gather, classify, and interpret information related to the development of nations.

\_\_\_\_\_

Draw conclusions and make generalizations about data.

\_\_\_\_\_

Explain cause-and-effect relationships related to the development of nations.

\_\_\_\_\_

Interpret population pyramids related to the development of nations.

\_\_\_\_\_

Compare maps and globes and make inferences as they relate to economic interdependence.

\_\_\_\_\_

Identify regional patterns on maps and globes as they relate to economic interdependence.

\_\_\_\_\_

Identify primary ideas expressed in graphic data related to economic interdependence.

\_\_\_\_\_

Gather, classify, and interpret information related to economic interdependence.

\_\_\_\_\_

Explain cause-and-effect relationships as they relate to economic interdependence.

\_\_\_\_\_

Draw conclusions and make generalizations about data related to economic interdependence.

\_\_\_\_\_

**Content**

Explain that natural substances become resources if and when they become useful to humans.

\_\_\_\_\_

Explain the following uses of energy resources and technology as they have changed over time:

- Wood (deforestation)
- Coal (pollution, mining problems, competition with oil and gas)
- Petroleum (transportation, environmental considerations)
- Nuclear (contamination/waste)
- Solar, wind (cost, aesthetics)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Explain the following ways natural, human, and capital resources determine economic activity in regions:

- Natural resources:
  - Renewable — Soil, water, forests
  - Nonrenewable — Fossil fuels (oil, coal, natural gas) and metals (gold, iron, copper, bauxite)
- Human resources:
  - Level of education
  - Skilled and unskilled laborers
  - Entrepreneurial and managerial abilities
- Capital resources:
  - Availability of money for investment
  - Level of infrastructure
  - Availability and use of tools, machines, and technologies

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Describe the following three levels of classification for economic activity:

- Primary — Dealing directly with resources (fishing, farming, forestry, mining)
- Secondary — Manufacturing and processing (steel mills, automobile assembly, sawmills)
- Tertiary — Services (transportation, retail trade, informational technology services)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Describe the effect of unequal distribution of resources:

- Interdependence of nations/trade in goods, services, and capital resources
- Uneven economic development
- Energy producers and consumers
- Imperialism
- Conflict over control of resources

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Explain, using the following information, how the location of resources influences economic activity and patterns of land use:

- Proximity of economic activity and natural resources: coal, steel; grain, cattle; fishing, ocean; hydro-electric power, aluminum smelting
- Non-proximity of resources to economic activity: Japan — Limited natural resources, major manufacturing region; United Arab Emirates (UAE) — Oil, lack of industry

---



---

Explain that the use of a resource depends on a nation’s culture, values, access to technology, and governmental priorities as they change over time.

---

Explain how the following social and economic priorities influence a culture’s perspective on resources:

- Economic development priorities
- Environmental conservation priorities
- Priorities of indigenous minorities

---



---



---

Describe the following examples of technologies that have created demand for particular resources:

- Steam engine — Demand for coal
- Internal combustion engine (cars and trucks) — Demand for gasoline (petroleum)
- Computer chips — Demand for skilled labor

---



---



---

Explain the following costs and benefits in the use of resources:

- Costs:
  - Resource depletion
  - Environmental degradation
  - Health problems
- Benefits:
  - Production of goods and service
  - Employment opportunities
  - Development of technologies

---



---



---



---



---

Explain that levels of economic development vary from country to country and from place to place within countries.

---

Use the following information to explain how and why economic development varies from one part of the world to another:

- Access to natural resources
- Access to capital resources (investment in technology and infrastructure)
- Numbers and skills of human resources
- Levels of economic development
- Standards of living and quality of life
- Relationships between economic development and quality of life

---



---



---



---



---

Use the following indicators of economic development to assess the standard of living and quality of life of selected countries:

- Population growth rate (natural increase)
- Population age distribution
- Literacy rate
- Life expectancy
- Infant mortality
- Percentage of urban population

---



---



---



---



---

Use the following information to explain how resources and technology influence economic development and quality of life:

- Urban/rural ratio
- Labor force characteristics (primary, secondary, tertiary sectors)
- GDP per capita
- Educational achievement

---



---



---



---

Explain the following criteria that influence economic activity:

- Access to human, natural, and capital resources:
  - Skills of the work force
  - Natural resources
  - Access to new technologies
  - Transportation and communication networks
  - Availability of investment capital
- Location of and ability to exchange goods:
  - Landlocked countries
  - Coastal and island countries
  - Proximity to shipping lanes
  - Access to communication networks
- Membership in political and economic alliances that provide access to markets, e.g., European Union (EU), North American Free Trade Association (NAFTA)

---



---



---



---



---



---



---



---



---



---

Explain that economic activities are influenced by availability of resources, cultural values, economic philosophies, and levels of supply and demand for goods and services.

---

Explain that resources are not equally distributed.

---

Explain that no country has all the resources it needs to survive and grow.

---

Explain the following effects of unequal distribution of resources and its impact on economic interdependence:

- Specialization in goods and services that a country can market for profit
- Exchange of goods and services (exporting what a country can market for profit; importing what a country cannot produce profitably)

---



---

Describe comparative advantage as a situation where countries will export goods and services that they can produce at lower relative costs than other countries.

---

Explain that nations participate in those economic activities compatible with their human, natural, and capital resources.

---

Summarize the following examples of how some countries use their resources to engage in economic activities:

- Japan — Highly industrial nation despite limited natural resources
- Russia — Numerous resources, many of which are not economically profitable to develop
- United States — Diversified economy, abundant natural resources, specialized industries
- Côte d’Ivoire — Limited natural resources, cash crops in exchange for manufactured goods
- Switzerland — Limited natural resources, production of services on a global scale

---



---



---



---



---

Explain the following reasons countries engage in trade:

- To import goods and services that they need
- To export goods and services that they can market for profit

\_\_\_\_\_

Explain that international trade fosters inter-dependence.

\_\_\_\_\_

Summarize how comparative advantage affects international trade using the following information:

- Enables nations to produce goods and services that they can market for profit
- Influences development of industries (e.g., steel, aircraft, automobile, clothing)
- Supports specialization and efficient use of human resources

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Summarize the following spatial relationship changes that occur in economic and social interactions over time. Also, explain how improvements in transportation and communication promote globalization:

- Industrial labor systems (e.g., cottage industry, factory, office, telecommunications)
- Migration from rural to urban areas
- Industrialized countries export labor-intensive work to developing nations
- Growth of trade alliances
- Growth of service (tertiary) industries
- Growth of financial services networks and international banks
- Internationalization of product assembly (e.g., vehicles, electronic equipment)
- Technology that allows instant communication among people in different countries
- Modern transportation networks that allow rapid and efficient exchange of goods and materials (e.g., Federal Express, United Parcel Service, U. S. Postal Service)
- Widespread marketing of products (e.g., Fuji film, Nike, United Colors of Benetton)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Explain that economic interdependence fosters the formation of economic unions.

\_\_\_\_\_

Contrast the following examples of economic unions:

- EU — European Union
- NAFTA — North American Free Trade Agreement
- ASEAN — Association of Southeast Asian Nations
- OPEC — Organization of Petroleum Exporting Countries

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Compare the following advantages and disadvantages of economic unions:

**Advantages of economic unions**

- More efficient industries
- Access to larger markets
- Access to natural, human, and capital resources without restrictions
- Greater influence on world market

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Disadvantages of economic unions**

- Closing of some industries
- Concentration of some industries in certain countries, leaving peripheral areas behind
- Agribusiness replacing family farms
- Difficulty in agreeing on common economic policies

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Explain that, as a global society, the world is increasingly interdependent.

\_\_\_\_\_

## Sample Resources

---

Below is an annotated list of Internet resources recommended for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

*Association of Southeast Asian Nations.* <<http://www.aseansec.org/home.htm>>. This site offers access to information on many aspects of the countries in Southeast Asia.

“European Union institutions and other bodies.” *Europa: Gateway to the European Union.* <[http://europa.eu.int/institutions/index\\_en.htm](http://europa.eu.int/institutions/index_en.htm)>. This Web site introduces and provides information about the EU.

“Indicators on income and economic activity.” *United Nations Department of Economic and Social Affairs, Statistics Division.* <<http://unstats.un.org/unsd/demographic/social/inc-eco.htm>>. This site provides information on the Gross Domestic Product of the world’s countries.

*Office of NAFTA and Inter-American Affairs.* <<http://www.mac.doc.gov/nafta/>>. This site provides access to information about the North American Free Trade Agreement, which aims to increase access to international markets for U.S. exports.

*Organization of Petroleum Exporting Countries.* <<http://www.opec.org/>>. This is the homepage of OPEC, providing access to much information about these oil-exporting countries.

*Outline Maps — Education Place.* Houghton Mifflin, 2002. <<http://www.eduplace.com/ss/ssmaps/>>. This site permits visitors to print a variety of maps related to this organizing topic.

Ruby, Douglas A. “Comparative Advantage as a Basis for Specialization and Exchange.” *The Digital Economist.* <[http://www.digitaleconomist.com/ca\\_4010.html](http://www.digitaleconomist.com/ca_4010.html)>. This site explains the concepts of *absolute advantage* and *comparative advantage* in the world of economics.

*Subject Access: World Geography, Languages, and Regional Information.* Discovery Channel School. <<http://school.discovery.com/schrockguide/world/geog.html>>. This site provides links to many Web sites on geography.

*Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning: History and Social Science Released Items for Virginia and United States History.* Virginia Department of Education 2003/04. <[http://www.pen.k12.va.us/VDOE/Assessment/Release2003/History/VA-RIBs\\_g11wgeo-1.pdf](http://www.pen.k12.va.us/VDOE/Assessment/Release2003/History/VA-RIBs_g11wgeo-1.pdf)>.

*Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning: World Geography Test Blueprint.* Virginia Department of Education, 2003/04. <<http://www.pen.k12.va.us/VDOE/Assessment/HistoryBlueprints03/2002Blueprint9WG.pdf>>. This site provides assessment information for the course in World Geography.

*The World Factbook 2002.* U.S. Central Intelligence Agency. <<http://www.cia.gov/cia/publications/factbook/>>. This site contains searchable information on all countries.

## Session 1: Changes in Energy Resources Use over Time

---

### *Materials*

- Class notes

### *Instructional Activities*

1. Ask students to identify uses for the following resources:

- kerosene
- lamp oil
- wood

Explain that each of these resources were sought after at one time to provide heating, light, and cooking for people living in the United States. Ask students to suggest reasons these resources are no longer a primary source of energy in the United States and to identify what replaced them.

2. Display the following list of energy resources and technology, and explain how they have changed over time. Provide examples, videos, slides, or photographs to facilitate understanding of each resource:

- wood (deforestation)
- coal (pollution, mining issues such as labor unions and mine safety, competition with oil and gas)
- petroleum (transportation, environmental considerations)
- nuclear (contamination/waste)
- solar, wind (cost, aesthetics)

3. Display the following terms on the board or overhead, and instruct students to write down three examples of each:

- natural resources
- human resources
- capital resources

Ask students to share their responses and record them on the board or overhead under column headings for each type of resource. Explain the difference between natural, human, and capital resources. Ask students if any of the recorded responses should be moved to other columns.

4. Instruct students to use their textbooks to identify pictures of the various types of resources. Discuss the pictures they identify.
5. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

## Session 2: Natural, Human, and Capital Resources

---

### *Materials*

- List of resources developed in the previous session

### *Instructional Activities*

1. Display the list of natural, human, and capital resources developed in the previous session. Ask students to consider again if any item should be moved to another column.
2. Display the following list of natural, human, and capital resources and make final corrections or additions to the class list. Provide examples, pictures, photographs, or slides of resources as they are discussed:
  - Natural resources:
    - Soil, water, forests — renewable
    - Fossil fuels (oil, coal, natural gas) and metals (gold, iron, copper, bauxite) — nonrenewable
  - Human resources:
    - Level of education
    - Skilled and unskilled laborers
    - Entrepreneurial and managerial abilities
  - Capital resources:
    - Availability of money for investment
    - Level of infrastructure
    - Availability and use of tools, machines, and technologies

Ensure students understand the difference between renewable and nonrenewable, skilled and unskilled, and the definition of *entrepreneurial* and *infrastructure*.
3. Instruct students to use their textbooks to identify pictures of the various types of resources. Discuss the pictures they identify.
4. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

## Session 3: Levels of Economic Activity

---

### *Materials*

- Pictures representing the levels of economic activity in a selected country
- Poster paper

### *Instructional Activities*

1. Review the content from the previous session.
2. Explain that countries have different levels of economic activity based on their natural resources. Display the following list of levels of economic activity, and provide examples of each:
  - Primary — dealing directly with resources (fishing, farming, forestry, mining)
  - Secondary — manufacturing and processing (steel mills, automobile assembly, sawmills)
  - Tertiary — services (transportation, retail trade, informational technology services)
3. Distribute photos reflecting the three levels of economic activity in a selected country, or arrange for students to use the computer lab to access such photos. Instruct students to divide a large piece of poster paper into three columns and label the columns: Primary Level of Economic Activity, Secondary Level of Economic Activity, and Tertiary Level of Economic Activity. Direct the students to paste or draw in each column pictures of at least six items that accurately reflect that type of economic activity in that country.
4. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

## Session 4: Unequal Distribution of Resources

---

### *Materials*

- Pictures that reflect the uneven distribution of resources
- Class notes

### *Instructional Activities*

1. Review the previous session's content by displaying the students' posters reflecting the levels of economic activity.
2. Display pictures reflecting the uneven distribution of resources. Explain that this uneven distribution impacts national and international relations. Display the following effects of unequal distribution of resources, and discuss and provide examples of each:
  - Interdependence of nations: trade in goods, services, natural resources, and capital resources
  - Uneven economic development
  - Energy producers and consumers
  - Imperialism
  - Conflict over control of resources
3. Explain that the location of resources may influence economic activity and patterns of land use. Display the following examples of this, and provide specific examples, using videos, slides, or photographs:
  - Proximity of economic activity and natural resources: steel manufacturing and coal; cattle raising and grain; fishing and the ocean; aluminum smelting and hydro-electric power
  - Non-proximity of economic activity and natural resources: major manufacturing but limited natural resources (Japan); little industry but abundant oil (United Arab Emirates [UAE])
4. Suggest reasons why some economic activities are located near resources and others are not.
5. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

**Session 5: Resource Use and Culture; Resource Use and Technologies** \_\_\_\_\_***Materials***

- Class notes

***Instructional Activities***

1. Review the content from the previous session.
2. Ask students whether they regularly eat beef products. Explain that in areas of the Hindu religion, cows are considered sacred and therefore cannot be eaten. This is a good example of the way the culture of an area dictates how resources are used.
3. Display the following on the board or overhead:  
Social and economic priorities that influence a culture's perspective on resources include
  - economic development priorities
  - environmental conservation priorities
  - priorities of indigenous minorities.Discuss each of these influences on the use of resources. Provide examples to facilitate understanding. For example, a nation that has a high number of people of a specific religious faith may invest a significant percentage of resources to build religious centers. Also, an area that has experienced recent, long-term drought may invest a large amount of resources to develop water conservation methods. Ensure students know the meaning of *indigenous*.
4. Explain that technological innovations may create a new demand for certain resources at the same time they decrease the demand for other resources. For example, the introduction of the automobile created a high demand for the resources necessary to produce automobiles, such as metal or glass. However, as the automobile gained in popularity, demand for horses as a means of regular transportation decreased.
5. Display the following on the board or overhead:  
Examples of technologies that have created demand for particular resources are the
  - steam engine — demand for coal
  - internal combustion engine (cars and trucks) — demand for gasoline (petroleum)
  - computer chips — demand for skilled labor.Discuss the impact of each of these technologies on the demand for the resources.
6. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

## Session 6: Costs and Benefits of Resources Use

---

### *Materials*

- Class notes

### *Instructional Activities*

1. Review content from the previous session.
2. Explain that the use of resources entails both costs and benefits. Display the following information on the board or overhead, and discuss it with the students, providing examples of each:
  - Costs:
    - Resource depletion
    - Environmental degradation
    - Health problems
  - Benefits:
    - Production of goods and services
    - Employment opportunities
    - Development of technologies

Include in the discussion the problems related to non-renewable resources, such as petroleum.

3. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

## Session 7: Levels of Economic Development

---

### *Materials*

- Photographs, slides, or video depicting contrasting levels of economic development in various countries
- Index cards listing contrasting indicators of levels of economic development, e.g., high population growth, low population growth; high literacy rate, low literacy rate; etc.

### *Instructional Activities*

1. Review content from the previous session.
2. Display the differences between developed and developing nations:
  - Access to natural resources
  - Access to capital resources (investment in technology and infrastructure)
  - Numbers and skills of human resources
  - Levels of economic development
  - Standards of living and quality of life, including healthcare
  - Relationships between economic development and quality of life
  - Distribution of wealth

Provide selected photographs depicting the different levels of economic development of various countries, for example, a photograph of a modern home in the United States with a high level of technology versus a home in rural India; a photograph of cars traveling on an interstate highway versus bicycles or horses traveling down a small rural road. Explain that the level of economic development varies from country to country for a combination of the reasons shown above.

3. Explain that a country's level of economic development is measured by the following indicators:
  - Urban/rural ratio
  - Labor force characteristics (primary, secondary, tertiary sectors)
  - GDP per capita
  - Educational achievement
4. Explain that the standard of living and quality of life of a country is measured by:
  - Population growth rate (natural increase)
  - Population age distribution
  - Literacy rate
  - Life expectancy
  - Infant mortality
  - Percentage of urban population
  - Gender parity
5. Display cards with economic indicators such as high population growth, low population growth, high literacy rate, low literacy rate, etc. Instruct students to identify whether the indicator is common to developed or developing countries.
6. Instruct students to develop a chart to record economic indicators of selected countries. The chart should contain a column for each of the indicators listed in steps 3 and 4 above and a row for each country specified by the teacher. Provide computer access or almanacs for students to complete the chart.
7. Have the students complete the chart for homework, or assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

## Session 8: Criteria That Influence Economic Activity

---

### *Materials*

- Unlabeled outline maps of selected countries
- Atlases
- Almanacs
- Class notes

### *Instructional Activities*

1. Review the types of resources and their uses, the impact of unequal distribution of resources, the ways the culture of a region influences the use of resources, and the definition and tools of measurement of developed and developing nations. Tell students that they will now analyze the global patterns and networks of economic interdependence.
2. Explain that many factors influence the economic activity of a region. These factors include the following:
  - Access to human, natural, and capital resources:
    - Skills of the work force, i.e., human capital
    - Natural resources
    - Access to new technologies
    - Transportation and communication networks
    - Availability of investment capital
  - Location of and ability to exchange goods:
    - Landlocked countries
    - Coastal and island countries
    - Proximity to shipping lanes
    - Access to communication networks
  - Membership in political and economic alliances that provide access to markets, e.g., European Union (EU), North American Free Trade Association (NAFTA).Provide examples of each of these.
3. Distribute unlabeled outline maps and atlases. Instruct students to annotate their maps so that landlocked countries are reflected in green and countries with coastal boundaries are reflected in blue. Also, have them indicate with dotted lines those countries that are members of the European Union, and with dots those countries that are members of the North American Free Trade Association.
4. Provide students with outline maps of five developed nations and five developing nations. Provide students with atlases, and instruct them to write on their maps these nations' literacy rate and GDP. Instruct them to write a paragraph explaining the correlation between education and the level of economic development of a country.
5. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

## Session 9: Comparative Advantage; Interdependence

---

### *Materials*

- Class notes

### *Instructional Activities*

1. Review the content from the previous session.
2. Explain to students that certain countries seem to have a natural advantage over other countries. Use various sports teams as an example. The teams that have more money are able to draw the better players, and the better the players, the more money the teams make, as fans want to see the better players. In addition, sports teams in large populated areas develop a loyal following.
3. Display the term *comparative advantage* on the board or overhead. Explain that comparative advantage means that countries will export goods and services that they can produce at lower relative costs than other countries — i.e., a country enjoys comparative advantage when it has relative advantage over other countries in the production of certain products because it can produce the products at a lower *opportunity cost* (define this term) than the others countries can. Further explanation of comparative advantage, as well as of *absolute advantage*, may be found at the following Web site: <[http://www.digitaleconomist.com/ca\\_4010.html](http://www.digitaleconomist.com/ca_4010.html)>
4. Explain the following effects of comparative advantage on international trade:
  - Enables nations to produce goods and services that they can market for profit
  - Influences development of industries (e.g., steel, aircraft, automobile, clothing)
  - Supports specialization and efficient use of human resources
5. Explain that since no country has all the resources it needs, countries become dependent on other countries to meet their needs. This interdependence as a result of unequal distribution of resources leads to
  - specialization in goods and services that a country can market for profit
  - exchange of goods and services (exporting what a country can market for profit; importing what a country cannot produce profitably).Provide examples of this interdependence. For example, Japan sells manufactured products and purchases food and raw materials to meet its needs.
6. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

## Session 10: International Trade

---

### *Materials*

- Class notes

### *Instructional Activities*

1. Review the content from the previous session.
2. Display the following list of some countries' use of resources:
  - Japan — limited natural resources; highly industrialized
  - Russia — numerous resources, many of which are not economically profitable to develop
  - United States — diversified economy; abundant natural resources; has specialized industries
  - Côte d'Ivoire — limited natural resources; produces cash crops in exchange for manufactured goods
  - Switzerland — limited natural resources; produces highly skilled services for a global marketProvide students with examples of each of these.
3. Explain that countries engage in trade for the following reasons:
  - To import goods and services that they need
  - To export goods and services that they can market for profit
4. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

**Session 11: Changes in Economic and Social Interactions; Economic Unions \_\_\_\_\_*****Materials***

- Class notes

***Instructional Activities***

1. Review content from the previous session.
2. Explain that economic and social interactions change over time. Display the following changes on the board or overhead, and discuss them with the students, providing examples:
  - Industrial labor systems (e.g., cottage industry, to factory, to office, to telecommunications)
  - Migration from rural to urban areas
  - Export by industrialized countries of labor-intensive work to developing nations
  - Growth of trade alliances
  - Growth of service (tertiary) industries
  - Growth of financial services networks and international banks
  - Internationalization of product assembly (e.g., vehicles, electronic equipment)
  - Technology that allows instant communication among people in different countries, i.e., e-mail, voicemail, fax
  - Modern transportation networks that allow rapid and efficient exchange of goods and materials (e.g., Federal Express, United Parcel Service, U. S. Postal Service)
  - Widespread marketing of products (e.g., Fuji film, Nike products, United Colors of Benetton products)
3. Explain that many countries participate in economic unions. Examples of these unions include:
  - EU — European Union
  - NAFTA — North American Free Trade Agreement
  - ASEAN — Association of Southeast Asian Nations
  - OPEC — Organization of Petroleum Exporting Countries
4. Explain that belonging to an economic union has advantages and disadvantages for countries, as shown:
  - Advantages of economic unions
    - More efficient industries
    - Access to larger markets
    - Access to national, human, and capital resources without restrictions
    - Greater influence on world market
  - Disadvantages of economic unions
    - Closing of some industries
    - Concentration of some industries in certain countries, leaving peripheral areas behind
    - Agribusiness replacing family farms
    - Difficulty in agreeing on common economic policies
    - Increased competition between trade blocs may marginalize non-member countries
4. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

## Session 12: Assessment

---

### *Materials*

- Assessment

### *Instructional Activities*

1. Administer the assessment. Sample assessment items can be found at Attachment A.

**Attachment A: Sample Assessment Items**

---

**1. Which of the following resources are considered renewable?**

- A Forests \*
- B Oil
- C Coal
- D Iron

**2. Which of the following is a human resource?**

- A A teacher \*
- B Bank accounts
- C An oil field
- D Machines

**3. An example of tertiary economic activity is**

- A steel mills.
- B retail trade. \*
- C fishing.
- D automobile assembly.

**4. Using a provided atlas or almanac, identify various indicators of levels of economic development specific to certain given countries.**

**5. Using a provided atlas or almanac, identify the resources indigenous to specified countries and explain the ways economic activities in these countries may be impacted by their resources.**



- Land forms
  - Aleutian Islands
  - Hawaiian archipelago
  - Appalachian Mountains
  - Pacific Coastal Ranges
  - Basin and Range
  - Rocky Mountains
  - Great Plains
  - Interior lowlands
  - Atlantic and Gulf coastal plains
  - Canadian Shield
  - Grand Canyon
- Varied climate regions, ranging from tundra in Alaska to tropical wet in Hawaii

**Economic characteristics**

- Major exporters of technology, consumer goods, information systems, and foodstuffs
- Highly developed infrastructures
- Highly diversified economies
- Rich supply of mineral, energy, and forest resources
- North American Free Trade Agreement (NAFTA)
- Multinational corporations
- Center of world financial markets (New York Stock Exchange)
- Sustained economic growth
- Widening gap between rich and poor
- Export of U.S. culture via the global marketplace (e.g., McDonald’s, Coca Cola, music, blue jeans)

**Cultural characteristics**

- Colonized by the Europeans
- Multicultural societies
- Increasingly diverse populations
- High literacy rates
- High standard of living
- Highly urbanized
- Canada’s struggle to maintain a national identity
- Highly mobile populations
- World’s longest unfortified border between the United States and Canada
- Democratic forms of government
- Arts that reflect the cultural heritage of multicultural societies
- North Atlantic Treaty Organization (NATO)
- Cities as centers of culture and trade
  - Toronto
  - Montreal
  - Ottawa
  - Quebec
  - Vancouver, British Columbia
  - Washington, D.C.
  - Chicago
  - New York City
  - Los Angeles
  - Houston

- Cultural landscape
  - U.S. Capitol building
  - Golden Gate Bridge
  - Independence Hall
  - St. Louis Gateway Arch
  - Wheat fields
  - Skyscrapers, shopping malls
  - Bilingual signs
  - Influence of the automobile (e.g., gas stations, motels, interstate highways, drive-up services)

---

---

---

---

---

---

---

---

---

---

Explain the following practical applications of how geography enables students to be informed, active citizens in their communities:

- Recycling programs
- Conversion of land from agricultural use
- Water sources (e.g., dams, reservoirs, wells, pipelines, ocean)
- Airport expansion
- Air quality
- Boundaries (e.g., school zones)
- Bicycle paths
- Mass transit
- City planning and zoning laws
- Energy use
- Location and size of public buildings (e.g., schools, recreation centers, hospitals, and libraries)
- Selection of locations for new stores and businesses

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

Explain that current events are shaped by the physical and human characteristics of the places and regions where they occur.

---

Use the following examples to explain how physical and human characteristics influence current events of places and regions:

- How physical characteristics influence current events:
  - Natural hazards (e.g., flooding, earthquakes, volcanoes, drought)
  - Climate, vegetation
- How human characteristics influence current events:
  - Population distribution
  - Geographic patterns of ethnic diversity
  - A sense of place (emotional attachment to specific locations)
  - Geographic patterns of trade and interdependence (e.g., oil)
  - Geographic patterns of wealth and poverty (developed and developing nations)

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

## Sample Resources

---

Below is an annotated list of Internet resources recommended for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

*Maps of the United States.* United States Geological Survey, United States Department of Interior. <http://info.er.usgs.gov/fact-sheets/maps-us/>. This site provides access to information about geographic maps of the United States, including how to purchase them.

*NYSE: New York Stock Exchange.* <<http://www.nyse.com/>>. This is the homepage of the New York Stock Exchange.

*Office of NAFTA and Inter-American Affairs.* <<http://www.mac.doc.gov/nafta/>>. This site provides access to information about the North American Free Trade Agreement, which aims to increase access to international markets for U.S. exports.

*Outline Maps — Education Place.* Houghton Mifflin, 2002. <<http://www.eduplace.com/ss/ssmaps/>>. This site permits visitors to print a variety of maps related to this organizing topic.

*Subject Access: World Geography, Languages, and Regional Information.* Discovery Channel School. <<http://school.discovery.com/schrockguide/world/geog.html>>. This site provides links to many Web sites on geography.

*United States of America Geography.* Kidport Reference Library. <<http://www.kidport.com/RefLib/UsaGeography/UsaGeography.htm>>. This site provides access to information on the geography of the United States.

*Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning: History and Social Science Released Items for Virginia and United States History.* Virginia Department of Education 2003/04. <[http://www.pen.k12.va.us/VDOE/Assessment/Release2003/History/VA-RIBs\\_g11wgeo-1.pdf](http://www.pen.k12.va.us/VDOE/Assessment/Release2003/History/VA-RIBs_g11wgeo-1.pdf)>.

*Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning: World Geography Test Blueprint.* Virginia Department of Education, 2003/04. <<http://www.pen.k12.va.us/VDOE/Assessment/HistoryBlueprints03/2002Blueprint9WG.pdf>>. This site provides assessment information for the course in World Geography.

*The World Factbook 2002.* U.S. Central Intelligence Agency. <<http://www.cia.gov/cia/publications/factbook/>>. This site contains searchable information on all countries.

## Session 1: Physical Features

---

### *Materials*

- Maps, atlases, and textbooks that contain information on the United States and Canada
- Unlabeled outline maps of the Western Hemisphere or the world
- Pictures or slides of important physical features of the region (listed in step 3 below)

### *Instructional Activities*

1. NOTE: This may take more than one session. Display the following questions on the board or overhead, and instruct students to respond to them in writing:
  - Where is Canada in relation to the United States?
  - What three oceans border the United States?
  - What are the major mountain ranges and other prominent land features in the United States and Canada?
  - What are the major agricultural products of the United States? What are the major agricultural products of Canada?

Divide the class into groups of three or four students each, and instruct the students in each group to share their responses and develop a group response to each question. Allow students to use their textbooks and other available resources. Allow time for groups to share their responses.

2. Distribute unlabeled outline maps and atlases to students, and instruct them to lightly shade the following physical feature on the outline maps and label each feature appropriately:

- Rivers
  - Mississippi
  - St. Lawrence
  - Colorado
  - Columbia
  - Rio Grande
- Other water features
  - Gulf of Mexico
  - Great Lakes
  - Arctic Ocean
  - Pacific Ocean
  - Atlantic Ocean
  - Hudson Bay
- Land forms
  - Aleutian Islands
  - Hawaiian archipelago
  - Appalachian Mountains
  - Pacific coastal ranges
  - Rocky Mountains
  - Great Plains
  - Atlantic and Gulf coastal plains
  - Canadian Shield
  - Grand Canyon
  - Piedmont
  - Niagara Falls

3. Instruct the students to define the following terms or features, using their textbooks or other available resources:

- Continental Divide
- Archipelago

- Basin and ranges
- Interior lowlands
- Varied climate regions, ranging from tundra in Alaska to tropical wet in Hawaii

Display pictures or slides illustrating each of the above terms or features, and discuss them as a class.

5. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

## Session 2: Economic Characteristics

---

### *Materials*

- Pictures, slides, and/or videos that illustrate various aspects of the economies of the United States and Canada

### *Instructional Activities*

1. Review the content from the previous session.
2. Ask students to define the factors that contribute to a region's or a nation's economy. Guide discussion by suggesting natural resources and land use.
3. Ask students to describe factors that contribute to the economies of the United States and Canada. After some discussion, display the following characteristics, and encourage students to respond to the questions or statements listed. Provide resource materials in the class, or have students use the media center or computer lab to answer these questions. Another option is to assign certain questions to different groups and to allow the groups to report the answers to the class. Review the answers with the class by displaying pictures, slides, and/or videos that illustrate the answers or by providing additional information to enhance content understanding
  - **Major exporters of technology, consumer goods, information systems, and foodstuffs.** What products are exported from each country? What technology is exported from each country?
  - **Highly developed infrastructures.** Define *infrastructure*, and identify key elements of the infrastructures of the United States and Canada.
  - **Highly diversified economy.** Describe the various features of the economy of the United States and Canada.
  - **Rich supply of mineral, energy, and forest resources.** Identify the various minerals found in the United States and Canada and the location of each of the major deposits of these minerals. Identify the various sources of energy and their location. Identify the types of forest products and the regions from which they come.
  - **North American Free Trade Agreement (NAFTA).** Describe what this agreement is and how it serves all member nations.
  - **Multinational corporations.** Identify some of these multinational corporations that operate in the United States and Canada.
  - **Center of world financial markets (New York Stock Exchange).** Describe how the New York Stock Exchange functions within a global economy.
  - **Sustained economic growth.** Prepare a chart illustrating the economic growth of the United States and Canada. Include the GDP of both countries over the past 50 years.
  - **Widening gap between rich and poor.** Develop a chart that indicates the percentage of citizens in the United States and Canada who were in the lower, middle, and upper levels of income over the past 50 years.
  - **Consumer mentality.** Examine what products are purchased.
  - **Export of U.S. culture via the global marketplace (e.g., McDonald's Coca Cola, music, blue jeans).** Provide other examples of U.S. culture spreading to other parts of the world.

### Session 3: Cultural Diversity

---

#### *Materials*

- A video reflecting the elements of various cultures of the United States and Canada, and a related, teacher-developed viewing guide

#### *Instructional Activities*

1. Review the content from the previous sessions.
2. Show a video that depicts various cultures of the United States and Canada. Develop a worksheet to guide students' viewing. Ask them to describe the scenery, dress, and other cultural characteristics observed in the video.
3. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

## Session 4: Historical Cultural Characteristics

---

### *Materials*

- None identified

### *Instructional Activities*

1. Review the content of the previous session.
2. NOTE: This may take more than one session. Provide a brief background of the settlement of the United States and Canada. Explain that the early explorers contributed to the present-day culture of the region in which they settled. Provide examples of this by explaining the different aspects of the following cultural characteristics of the U.S. and Canada, providing pictures and videos when appropriate:
  - Colonized by the Europeans
  - Multicultural societies
  - Increasingly diverse populations
  - Canada's struggle to maintain a national identity
  - Democratic forms of government
  - Arts that reflect the cultural heritage of multicultural societies
  - Consumer mentality
3. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

## Session 5: Evolved Cultural Characteristics

---

### *Materials*

- Atlases
- Almanacs

### *Instructional Activities*

1. Review the content of the previous session.
2. Provide resource atlases and almanacs, or have students visit the computer lab or media center to research statistics that support the following statements about the United States and Canada:
  - Both countries have a high literacy rates.
  - Both countries have a high standard of living.
  - Both countries are highly urbanized.
  - Both countries have highly mobile populations.
  - The United States and Canada share the world's longest unfortified border.
  - Both countries are members of multinational alliances, such as the North Atlantic Treaty Organization (NATO).
  - Both countries produce large quantities of waste and pollution.An option is to have the students work in groups and to assign each group one of the above topics to research and then report back to the class.
3. Provide time for students to report to the class on the information they found. Conduct a class discussion on each of these characteristics as they are reported.
4. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

## Session 6: Cultural Landscape

---

### *Materials*

- Pictures or slides of sites and features

### *Instructional Activities*

1. Review content from the previous session.
2. Display pictures of the following structures in the United States, and ask students to identify them:
  - U.S. Capitol building
  - Golden Gate Bridge
  - Independence Hall
  - St. Louis Gateway Arch

Divide the class into groups of three or four, and instruct each group to locate information on one of these structures and prepare a chart or poster that includes its size, age, cost, etc, to present to the class.

3. Display pictures or slides of the following features of the cultural landscape of the United States and Canada, and ask students to explain their significance:
  - Wheat fields
  - Skyscrapers
  - Shopping malls
  - Bilingual signs
  - Influence of the automobile, to include
    - gas stations
    - motels
    - interstates highways
    - drive-up services
  - Duplicated landscape of chain stores
  - Urban sprawl
4. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

## Session 7: Cities

---

### *Materials*

- Maps of the United States and Canada
- Atlases and almanacs

### *Instructional Activities*

1. Review the content of the previous session.
2. Distribute maps of North America, and instruct students to annotate the following locations on their maps:
  - Toronto
  - Montreal
  - Ottawa
  - Quebec
  - Vancouver, British Columbia
  - Washington, D.C.
  - Chicago
  - New York City
  - Los Angeles
  - Houston
  - Miami
  - Boston
  - San Francisco
3. Distribute atlases and/or almanacs, and instruct students to locate the following information on each city and develop a chart comparing the following information for each:
  - current population
  - major industry or industries.
4. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

## Session 8: Assessment

---

### *Materials*

- Assessment

### *Instructional Activities*

1. Administer the assessment. Sample assessment items can be found at Attachment A.

**Attachment A: Sample Assessment Items**

---

**1. Which of the following rivers is located in the central part of the United States and empties into the Gulf of Mexico?**

- A Colorado
- B James
- C Mississippi \*
- D Hudson

**2. The body of water that borders Alaska is the**

- A Atlantic Ocean.
- B Hudson Bay.
- C Labrador Sea.
- D Arctic Ocean. \*

**3. Which of the following cities is in Canada?**

- A Chicago
- B Houston
- C Montreal \*
- D Albany

**4. North America is characterized by a variety of climate regions. Tundra is a climate region in**

- A Texas.
- B the Great Plains.
- C Alaska. \*
- D the Pacific Islands.

**5. The mountain range that extends north and south through the eastern coastal states is the**

- A Rocky Mountains.
- B Cascades Mountains.
- C Appalachian Mountains. \*
- D Pyrenees.

Organizing Topic

# Latin America and the Caribbean

## Standard(s) of Learning \_\_\_\_\_

- WG.4 The student will locate and analyze physical, economic, and cultural characteristics of world regions: Latin America and the Caribbean,....
- WG.12 The student will apply geography to interpret the past, understand the present, and plan for the future by
  - a) using geographic knowledge, skills, and perspectives to analyze problems and make decisions;
  - b) relating current events to the physical and human characteristics of places and regions.

## Essential Understandings, Knowledge, and Skills \_\_\_\_\_

*Correlation to Instructional Materials*

**Skills** (to be incorporated into instruction throughout the academic year)

- Compare maps and make inferences. \_\_\_\_\_
- Identify and interpret regional patterns on maps \_\_\_\_\_
- Identify primary ideas expressed in graphic data. \_\_\_\_\_
- Gather, classify, and interpret information. \_\_\_\_\_
- Draw conclusions and make generalizations about data. \_\_\_\_\_
- Explain cause-and-effect relationships. \_\_\_\_\_
- Explain charts comparing two or more concepts. \_\_\_\_\_
- Identify and locate regions, continents, oceans, and major features on maps and globes. \_\_\_\_\_

### Content

Describe how physical, economic, and cultural characteristics influence regional development. Use the regional information provided below. \_\_\_\_\_

### Countries

- Mexico and Central America
  - Mexico \_\_\_\_\_
  - Belize \_\_\_\_\_
  - Guatemala \_\_\_\_\_
  - El Salvador \_\_\_\_\_
  - Honduras \_\_\_\_\_
  - Nicaragua \_\_\_\_\_
  - Costa Rica \_\_\_\_\_
  - Panama \_\_\_\_\_
- South America
  - Colombia \_\_\_\_\_
  - Venezuela \_\_\_\_\_
  - Guyana, Suriname \_\_\_\_\_
  - French Guiana \_\_\_\_\_
  - Ecuador \_\_\_\_\_

- Peru \_\_\_\_\_
- Bolivia \_\_\_\_\_
- Brazil \_\_\_\_\_
- Paraguay \_\_\_\_\_
- Argentina \_\_\_\_\_
- Uruguay \_\_\_\_\_
- Chile \_\_\_\_\_
- Caribbean \_\_\_\_\_
- Cuba \_\_\_\_\_
- Haiti \_\_\_\_\_
- Jamaica \_\_\_\_\_
- Dominican Republic \_\_\_\_\_
- Puerto Rico (U.S.) \_\_\_\_\_

**Physical Characteristics**

- Major mountain ranges — Andes, Sierra Madres \_\_\_\_\_
- Rain forests \_\_\_\_\_
- Coastal desert — Atacama \_\_\_\_\_
- Reversed seasons south of the equator \_\_\_\_\_
- Amazon River Basin \_\_\_\_\_
- Grasslands: pampas, llanos \_\_\_\_\_
- Tropical climates predominant \_\_\_\_\_
- Volcanoes and earthquakes \_\_\_\_\_
- Archipelagoes \_\_\_\_\_
- Vertical zonation (tierra caliente, tierra templada, tierra fria) \_\_\_\_\_

**Economic Characteristics**

- Diverse economies \_\_\_\_\_
- Subsistence farming \_\_\_\_\_
- Plantation agriculture \_\_\_\_\_
- Slash-and-burn agriculture \_\_\_\_\_
- Cash crops and food crops \_\_\_\_\_
- Haciendas \_\_\_\_\_
- Cattle ranges, gauchos \_\_\_\_\_
- Deforestation \_\_\_\_\_
- Destruction of rain forests \_\_\_\_\_
- Oil resources, Ecuador, Venezuela, and Mexico \_\_\_\_\_
- Heavy smog, pollution — Mexico City \_\_\_\_\_
- Disparity of income distribution \_\_\_\_\_
- North American Free Trade Agreement (NAFTA) — Mexico, Canada, United States \_\_\_\_\_
- Diverse mineral resources (e.g., copper in Chile, iron ore in Venezuela and Brazil) \_\_\_\_\_

**Cultural Characteristics**

- Indian civilizations \_\_\_\_\_
- African traditions \_\_\_\_\_
- Influence of European colonization \_\_\_\_\_
- Predominance of Roman Catholic religion \_\_\_\_\_
- Rigid social structure \_\_\_\_\_
- Mestizos \_\_\_\_\_
- Location of settlements: coastal in South America \_\_\_\_\_
- Megacities, squatter settlements \_\_\_\_\_

- Rapid population growth \_\_\_\_\_
- Out-migration \_\_\_\_\_
- Cultural heritage
  - Music — African influences, calypso, steel drum bands, reggae \_\_\_\_\_
  - Traditional dances \_\_\_\_\_
  - Spanish, Portuguese languages \_\_\_\_\_
- Cultural landscape
  - Pyramids, cathedrals \_\_\_\_\_
  - Haciendas, ejidos (communal land) \_\_\_\_\_
  - Machu Picchu \_\_\_\_\_
  - Tikal \_\_\_\_\_
- Cities as centers of culture and trade
  - Mexico City \_\_\_\_\_
  - Rio de Janeiro \_\_\_\_\_
  - Buenos Aires \_\_\_\_\_
  - Santiago \_\_\_\_\_

Explain the following practical applications of how geography enables students to be informed, active citizens in their communities:

- Recycling programs \_\_\_\_\_
- Conversion of land from agricultural use \_\_\_\_\_
- Water sources (e.g., dams, reservoirs, wells, pipelines, ocean) \_\_\_\_\_
- Airport expansion \_\_\_\_\_
- Air quality \_\_\_\_\_
- Boundaries (e.g., school zones) \_\_\_\_\_
- Bicycle paths \_\_\_\_\_
- Mass transit \_\_\_\_\_
- City planning and zoning laws \_\_\_\_\_
- Energy use \_\_\_\_\_
- Location and size of public buildings (e.g., schools, recreation centers, hospitals, and libraries) \_\_\_\_\_
- Selection of locations for new stores and businesses \_\_\_\_\_

Explain that current events are shaped by the physical and human characteristics of the places and regions where they occur.

Use the following examples to explain how physical and human characteristics influence current events of places and regions:

- How physical characteristics influence current events:
  - Natural hazards (e.g., flooding, earthquakes, volcanoes, drought) \_\_\_\_\_
  - Climate, vegetation \_\_\_\_\_
- How human characteristics influence current events:
  - Population distribution \_\_\_\_\_
  - Geographic patterns of ethnic diversity \_\_\_\_\_
  - A sense of place (emotional attachment to specific locations) \_\_\_\_\_
  - Geographic patterns of trade and interdependence (e.g., oil) \_\_\_\_\_
  - Geographic patterns of wealth and poverty (developed and developing nations) \_\_\_\_\_

## Sample Resources

---

Below is an annotated list of Internet resources recommended for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

*Countries in Latin America & the Caribbean.* University of Texas at Austin.

<<http://lanic.utexas.edu/subject/countries/>>. This Web site provides access to information about the countries studied in this organizing topic.

*Flags of Latin America.* Discovery Channel School.

<<http://school.discovery.com/lessonplans/programs/flagslatinamerica/>>. This site provides a sample lesson plan on Latin America, as well as access to many other geography lesson plans (click “Geography” in the menu at left).

*Outline Maps — Education Place.* Houghton Mifflin, 2002. <<http://www.eduplace.com/ss/ssmaps/>>. This site permits visitors to print a variety of maps related to this organizing topic.

*Subject Access: World Geography, Languages, and Regional Information.* Discovery Channel School.

<<http://school.discovery.com/schrockguide/world/geog.html>>. This site provides links to many Web sites on geography.

*Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning: History and Social Science Released Items for Virginia and United States History.* Virginia Department of Education 2003/04. <[http://www.pen.k12.va.us/VDOE/Assessment/Release2003/History/VA-RIBs\\_g11wgeo-1.pdf](http://www.pen.k12.va.us/VDOE/Assessment/Release2003/History/VA-RIBs_g11wgeo-1.pdf)>.

*Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning: World Geography Test Blueprint.* Virginia Department of Education, 2003/04.

<<http://www.pen.k12.va.us/VDOE/Assessment/HistoryBlueprints03/2002Blueprint9WG.pdf>>. This site provides assessment information for the course in World Geography.

*The World Factbook 2002.* U.S. Central Intelligence Agency. <<http://www.cia.gov/cia/publications/factbook/>>. This site contains searchable information on all countries.

## Session 1: Countries; Physical Features

---

### *Materials*

- Maps, atlases, and textbooks that contain information on Latin America
- Handout listing the Latin American and Caribbean countries to be identified
- Unlabeled outline political and physical maps of the Western Hemisphere or the world
- Pictures or slides of important physical features of the region (listed in step 4 below)

### *Instructional Activities*

1. NOTE: This may take more than one session. Display the following questions on the board or overhead, and instruct students to respond to them in writing:

- Where is Latin America and the Caribbean in relation to the United States?
- What climates do Latin American and the Caribbean countries have?
- What are the major cities in Latin America and the Caribbean?
- What resources are available in Latin America and the Caribbean?
- What physical features are present in Latin American and the Caribbean?
- What ethnic groups are in Latin America and the Caribbean?
- What country or countries colonized Latin America and the Caribbean?
- What languages are spoken in Latin American and the Caribbean?

Divide the class into groups of three or four students each, and instruct the students in each group to share their responses and develop a group response to each question. Allow students to use their textbooks and other available resources. Allow time for groups to share their responses.

2. Distribute unlabeled outline political maps, handouts, and atlases, and instruct students to label the following countries:

- Mexico and Central America
  - Mexico
  - Belize
  - Guatemala
  - El Salvador
  - Honduras
  - Nicaragua
  - Costa Rica
  - Panama
- South American
  - Colombia
  - Venezuela
  - Guyana
  - Suriname
  - French Guiana
  - Ecuador
  - Peru
  - Bolivia
  - Brazil
  - Paraguay
  - Argentina
  - Uruguay
  - Chile
- Caribbean
  - Cuba

- Haiti
- Jamaica
- Dominican Republic
- Puerto Rico

3. Distribute outline physical maps, and instruct students to lightly shade and label the following:
  - Andes mountains
  - Sierra Madres
  - Atacama
  - Amazon River Basin
  - Pacific Ocean
  - Atlantic Ocean
  - Gulf of Mexico
  
4. Instruct the students to define the following terms or features, using their textbooks or other available resources:
  - Altiplano
  - Rain forests
  - Pampas
  - Llanos
  - Volcanoes
  - Earthquake
  - Vertical zonation (how human activities vary across regions and why)
    - Tierra caliente
    - Tierra templada
    - Tierra fria

Display pictures or slides illustrating each of the above terms or features, and discuss them as a class.

5. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

## Session 2: Economic Characteristics

---

### *Materials*

- Pictures, slides, and/or videos that illustrate various aspects of Latin American economy

### *Instructional Activities*

1. Review the content from the previous session.
2. Ask students to define the factors that contribute to the economy of a region or nation. Guide discussion by suggesting natural resources and land use.
3. NOTE: This may take more than one class session. Ask students to describe factors that contribute to the economy of Latin America. After some discussion, display the following characteristics, and encourage students to respond to the questions or statements listed. Provide resource materials in the class, or have students use the media center or computer lab to answer these questions. Another option is to assign certain questions to different groups and to allow the groups to report the answers to the class. Review the answers with the class by displaying pictures, slides, and/or videos that illustrate the answers or by providing additional information to enhance content understanding.
  - **Subsistence farming.** What crops are grown?
  - **Plantation agriculture.** What is the difference between subsistence farming and plantation agriculture?
  - **Slash and burn agriculture.** Define this process
  - **Cash crops and food crops.** Define the term *cash crops*, and identify products Latin America sells domestically and internationally.
  - **Haciendas.** How do these differ from American homes?
  - **Cattle ranges, gauchos.** Compare these to the image of the American cattle and cowboy.
  - **Deforestation.** What is causing this? What problem does it create for Latin America? What problem does it create for the world?
  - **Destruction of rain forests.** What is causing this? What problem does it create for Latin America? What problem does it create for the world?
  - **Oil resources in Venezuela, Mexico, and Ecuador.** How much oil do these countries have available? Who is their biggest customer? Who is their biggest competitor?
  - **Heavy smog, pollution in Mexico City.** What physical features contribute to the smog problem in Mexico City? What human activities make it worse?
  - **Disparity of income distribution.** Describe what this means. Illustrate the disparity with facts obtained from atlases or the Internet.
  - **North American Free Trade Agreement (NAFTA).** What countries are parties to this agreement? How do these countries work together through NAFTA?
  - **Diverse mineral resources, e.g., copper in Chile, iron ore in Venezuela and Brazil.** How are these minerals extracted? What are their uses? Are these resources considered renewable or non-renewable?

### Session 3: Cultural Diversity

---

#### *Materials*

- A video that reflects the cultures of Latin America and the Caribbean, and a related, teacher-developed viewing guide

#### *Instructional Activities*

1. Review the content from the previous sessions.
2. Show a video that illustrates various cultures of Latin America and the Caribbean. Develop a worksheet to guide students' viewing. Ask them to describe the physical environment, human adaptations to the environment, climate, dress, and other cultural characteristics observed in the video.
3. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

## Session 4: Historical Cultural Characteristics

---

### *Materials*

- None identified

### *Instructional Activities*

1. Review the content of the previous session.
2. Provide a brief background of the settlement of Latin America. Explain that the early explorers contributed to the present-day culture of the region. Provide examples of this, and explain the different aspects of the following cultural characteristics, providing pictures and videos when appropriate:
  - Indian civilizations and current themes associated with indigenous people, such as the Chiapas and Amazonian Indians
  - African traditions
  - Influence of European colonization
  - Predominance of Roman Catholic religion
  - Rigid social structure/changing gender roles
  - Meztizos
  - Location of settlements, e.g., coastal in South America
  - Megacities, squatter settlements
  - Rapid urbanization
  - Out-migration
3. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

## Session 5: Cultural Landscape

---

### *Materials*

- Videos, CDs, or tapes of Latin American music
- Pictures or slides depicting Latin American pyramids, cathedrals, haciendas, ejidos, Machu Picchu, Tikal

### *Instructional Activities*

1. Review the content from the previous session.
2. Provide examples of Latin American music that illustrate African influences, such as calypso, steel drum bands, and reggae.
3. Display pictures or slides of the following features representing the cultural landscape of Latin America:
  - Pyramids
  - Cathedrals
  - Haciendas
  - Ejidos (communal land)
  - Machu Picchu
  - Tikal

As each picture or slide is displayed, ask students if they can identify the subject and its location. Also ask them to explain why this feature is important to the culture of its region and what the picture shows about life in the region. After the students have responded, provide information on each subject, and discuss it with the class.

4. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

## Session 6: Capital Cities

---

### *Materials*

- Unlabeled outline maps of Latin America
- Atlases and almanacs

### *Instructional Activities*

1. Review the content of the previous session.
2. Distribute maps of Latin America, and instruct students to annotate the following locations on their maps:
  - Havana
  - Mexico City
  - Brasília
  - Buenos Aires
  - Santiago
  - Sao Paulo
  - Rio de JaneiroAsk students to identify what these cities have in common. (They are all capitals.)
3. Distribute atlases and/or almanacs, and instruct students to locate the following information on each city and develop a chart comparing the following information for each:
  - current population
  - economic activities.

## Session 7: Assessment

---

### *Materials*

- Assessment

### *Instructional Activities*

1. Administer the assessment. Sample assessment items can be found at Attachment A.

**Attachment A: Sample Assessment Items**

---

**1. Which of the following countries is in the region known as Latin America?**

- A Laos
- B Brunei
- C Bolivia \*
- D Bermuda

**2. The Caribbean includes**

- A Uruguay.
- B Venezuela.
- C Panama.
- D Jamaica. \*

**3. Physical characteristics of Latin America include**

- A tundra.
- B the Andes mountains. \*
- C taiga.
- D the Cascades Mountains.

**4. Which of the following countries in Latin America has oil resources?**

- A Panama.
- B Venezuela. \*
- C Chile.
- D Paraguay.

**5. The region known as Latin America and the Caribbean includes the following in the cultural landscape:**

- A Taj Mahal
- B Pagodas
- C Machu Picchu \*
- D Skyscrapers

# Europe

## Standard(s) of Learning \_\_\_\_\_

WG.4 The student will locate and analyze physical, economic, and cultural characteristics of world regions: ...Europe,....

WG.12 The student will apply geography to interpret the past, understand the present, and plan for the future by  
a) using geographic knowledge, skills, and perspectives to analyze problems and make decisions;  
b) relating current events to the physical and human characteristics of places and regions.

## Essential Understandings, Knowledge, and Skills \_\_\_\_\_

*Correlation to  
Instructional Materials*

**Skills** (to be incorporated into instruction throughout the academic year)

Compare maps and make inferences. \_\_\_\_\_

Identify and interpret regional patterns on maps \_\_\_\_\_

Identify primary ideas expressed in graphic data. \_\_\_\_\_

Gather, classify, and interpret information. \_\_\_\_\_

Draw conclusions and make generalizations about data. \_\_\_\_\_

Explain cause-and-effect relationships. \_\_\_\_\_

Explain charts comparing two or more concepts. \_\_\_\_\_

Identify and locate regions, continents, oceans, and major features on maps and globes. \_\_\_\_\_

### Content

Describe how physical, economic, and cultural characteristics influence regional development. Use the regional information provided below. \_\_\_\_\_

### Countries

Location of countries, with particular emphasis on countries listed (determined by their per capita GDP, land size, and population)

- GDP
  - Switzerland \_\_\_\_\_
  - Luxembourg \_\_\_\_\_
  - Sweden \_\_\_\_\_
- Land size
  - Ukraine \_\_\_\_\_
  - France \_\_\_\_\_
  - Spain \_\_\_\_\_
- Population
  - Germany \_\_\_\_\_
  - United Kingdom \_\_\_\_\_
  - Italy \_\_\_\_\_
  - France \_\_\_\_\_

**Physical Characteristics**

- Part of large landmass called Eurasia \_\_\_\_\_
- Peninsulas \_\_\_\_\_
  - Iberian \_\_\_\_\_
  - Italian \_\_\_\_\_
  - Scandinavian \_\_\_\_\_
  - Jutland \_\_\_\_\_
- Islands \_\_\_\_\_
  - Great Britain \_\_\_\_\_
  - Ireland \_\_\_\_\_
  - Sicily \_\_\_\_\_
- Fjords \_\_\_\_\_
- Mountains \_\_\_\_\_
  - Alps \_\_\_\_\_
  - Pyrenees \_\_\_\_\_
- North European plain \_\_\_\_\_
- Rivers \_\_\_\_\_
  - Danube \_\_\_\_\_
  - Rhine \_\_\_\_\_
  - Seine \_\_\_\_\_
  - Volga \_\_\_\_\_
- Seas \_\_\_\_\_
  - Adriatic \_\_\_\_\_
  - Aegean \_\_\_\_\_
  - Mediterranean \_\_\_\_\_
  - Baltic \_\_\_\_\_
  - Black \_\_\_\_\_
  - North \_\_\_\_\_
- Oceans \_\_\_\_\_
  - Atlantic \_\_\_\_\_
  - Arctic \_\_\_\_\_
- Strait of Gibraltar \_\_\_\_\_
- Varied climate regions — tundra to Mediterranean \_\_\_\_\_
- Effects of the North Atlantic Drift and prevailing westerlies on Europe’s climates \_\_\_\_\_

**Economic Characteristics**

- Mountain regions — Tourism, recreation, and mineral resources \_\_\_\_\_
- Areas threatened by air and water pollution \_\_\_\_\_
  - Forests (Black Forest) \_\_\_\_\_
  - Cities (Venice) \_\_\_\_\_
  - Rivers (Rhine, Danube, Seine) \_\_\_\_\_
- Development of industrial and transportation centers near mineral deposits, coal and iron ore \_\_\_\_\_
  - Ruhr valley \_\_\_\_\_
  - Po valley \_\_\_\_\_
- Rivers and canals serving as major transportation links \_\_\_\_\_
- Oil reserves in the North Sea \_\_\_\_\_
- Well-educated workforce — industrial and technological societies, banking in Switzerland \_\_\_\_\_
- Advanced farming techniques, high crop yields, fertile soils, black earth (*chernozem*) \_\_\_\_\_
- Well-developed infrastructure \_\_\_\_\_



- Mass transit
- City planning and zoning laws
- Energy use
- Location and size of public buildings (e.g., schools, recreation centers, hospitals, and libraries)
- Selection of locations for new stores and businesses

---

---

---

---

---

Explain that current events are shaped by the physical and human characteristics of the places and regions where they occur.

---

Use the following examples to explain how physical and human characteristics influence current events of places and regions:

- How physical characteristics influence current events:
  - Natural hazards (e.g., flooding, earthquakes, volcanoes, drought)
  - Climate, vegetation
- How human characteristics influence current events:
  - Population distribution
  - Geographic patterns of ethnic diversity
  - A sense of place (emotional attachment to specific locations)
  - Geographic patterns of trade and interdependence (e.g., oil)
  - Geographic patterns of wealth and poverty (developed and developing nations)

---

---

---

---

---

---

---

---

---

---

## Sample Resources

---

Below is an annotated list of Internet resources recommended for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

*The Euro: Our Currency.*

<[http://europa.eu.int/comm/economy\\_finance/euro/notes\\_and\\_coins/notes\\_images\\_en.html](http://europa.eu.int/comm/economy_finance/euro/notes_and_coins/notes_images_en.html)>. This site, the European Commission's Web site on the euro, offers downloadable images of the different denominations of the recently instituted currency.

“Historical Annual Real Gross Domestic Product Per Capita (GDPPC) for Baseline Countries /Regions (in 2000 dollars) 1971–2003.” Economic Research Service, U.S. Department of Agriculture.

<<http://www.ers.usda.gov/data/macroeconomics/HistoricalRealPerCapitaIncomeValues.xls>>. This site is an Excel spreadsheet providing data on the World's Gross Domestic Product.

“Notre Dame.” *Paris.org*. <<http://www.paris.org/Monuments/NDame/>>. This site provides pictures and historical information on the Cathedral of Notre Dame in Paris.

*Outline Maps — Education Place.* Houghton Mifflin, 2002. <<http://www.eduplace.com/ss/ssmaps/>>. This site permits visitors to print a variety of maps related to this organizing topic.

*Subject Access: World Geography, Languages, and Regional Information.* Discovery Channel School.

<<http://school.discovery.com/schrockguide/world/geog.html>>. This site provides links to many Web sites on geography.

*Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning: History and Social Science Released Items for Virginia and United States History.* Virginia Department of Education 2003/04. <[http://www.pen.k12.va.us/VDOE/Assessment/Release2003/History/VA-RIBs\\_g11wgeo-1.pdf](http://www.pen.k12.va.us/VDOE/Assessment/Release2003/History/VA-RIBs_g11wgeo-1.pdf)>.

*Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning: World Geography Test Blueprint.* Virginia Department of Education, 2003/04.

<<http://www.pen.k12.va.us/VDOE/Assessment/HistoryBlueprints03/2002Blueprint9WG.pdf>>. This site provides assessment information for the course in World Geography.

*The World Factbook 2002.* U.S. Central Intelligence Agency. <<http://www.cia.gov/cia/publications/factbook/>>. This site contains searchable information on all countries.

“World Gross Domestic Product and Population, 1997.”

<<http://www.cia.gov/cia/di/products/hies/graphics/figure04.pdf>>. This site provides circle graphs of the world Gross Domestic Product.

*xe.com: The Universal Currency Converter* ®. <<http://www.xe.com/ucc/>>. This site calculates up-to-the-minute exchange rates between the currencies of the world's countries.

## Session 1: Countries; Physical Features

---

### *Materials*

- Maps of Europe, atlases, almanacs, and other resources providing information on Europe
- Unlabeled outline physical and political maps of Europe

### *Instructional Activities*

1. NOTE: This may take more than one session. Display the following questions on the board or overhead, and instruct students to respond to them in writing:

- Where is Europe?
- What countries make up the European continent?
- What continents border Europe?
- What buildings and monuments dot the cultural landscape of Europe?
- What major physical features are located in Europe?
- What major bodies of water border Europe?

Divide the class into groups of three or four students each, and instruct the students in each group to share their responses and develop a group response to each question. After a few minutes of group work, instruct the groups to check and correct their responses by using available textbooks, atlases, almanacs, maps, or other available resources. Review the group responses through a class discussion. Explain that the students will answer all of these questions through the study of Europe.

2. Distribute unlabeled outline political maps, almanacs, and atlases to students, and instruct them to label on the outline map the following countries:

- Switzerland
- Luxembourg
- Sweden
- Ukraine
- France
- Spain
- Germany
- United Kingdom
- Italy
- France

3. Distribute outline physical maps, and instruct students to lightly shade and label the following:

- Peninsulas
  - Iberian
  - Italian
  - Scandinavian
  - Jutland
- Islands
  - Great Britain
  - Ireland
  - Sicily
- Mountains
  - Alps
  - Pyrenees
- Rivers
  - Danube
  - Rhine

- Seine
  - Volga
  - Seas
    - Adriatic
    - Aegean
    - Mediterranean
    - Baltic
    - Black
    - North
  - Oceans
    - Atlantic
    - Arctic
  - Strait of Gibraltar
3. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

## Session 2: Countries; Profile of a Nation

---

### *Materials*

- Maps, almanacs, and atlases that provide information on Europe
- Handout: European project instructions (below)

### *Instructional Activities*

1. Review the content from the previous session.
2. Instruct the students to develop a chart with the countries of Europe listed in the left column and having three additional columns with the headings “Gross Domestic Product (GDP),” “Land Area” and “Population.” Instruct the students to use their textbooks, almanacs, and atlases to fill in each column with the appropriate information on each country.
3. Assign a student project on Europe by distributing and reviewing project directions, such as those shown below. NOTE: Alter these directions to fit your schedule and your students’ needs.

### ***Profile of a European Nation***

Directions: Prepare a report that includes the following information on a European country that you select or that your teacher assigns:

- Type of climate
- Language(s) is spoken
- Physical features reflected on a map
- Important cities and their functions
- Economic information, such as GDP, resources, industries, whether the country is a member of the European Union
- Global influence, if any, e.g., stock exchange, United Nations Security Council
- Cultural information, such as ways the landscape of the selected country reflects the culture of Europe (e.g., language(s) of signage, churches)
- Ethnic groups, including the issue of the migrant-worker population and the country’s response to this issue
- A summary of two-to-four current news stories about the selected country

Compile the above information into a booklet, and design a cover for the booklet that reflects an aspect of the selected country.

4. Provide a due-date for the project and the date set for research in the media center or computer lab.

## Session 3: More Physical Features; Climates

---

### *Materials*

- Maps
- Pictures or slides of important physical features of the region (listed in step 1 below)
- Climate map of Europe
- Unlabeled outline maps of Europe

### *Instructional Activities*

1. Review the maps completed in session 1 on the major physical features of Europe. Discuss the following terms with the students, and illustrate examples of them through pictures or slides:

- Eurasia (include Ural Mountains)
- fjords
- North European plain
- tundra
- North Atlantic Drift
- polders

Point out examples of these physical features on the map of Europe.

2. Distribute unlabeled outline maps of Europe and atlases containing climate information. Instruct students to color-code the different climate regions of Europe. Instruct students to write down the lines of latitudes that run through Europe and North America. Direct students to then write a brief paragraph, using available resources, to explain the effects of the North Atlantic Drift and prevailing westerlies on Europe's climates.
3. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

## Session 4: Exchange Rates and Currency Exchange

---

### *Materials*

- Current exchange rate between the euro and the dollar
- Imitation money representing the euro as well as the currencies of several European countries that do not use the euro. NOTE: See the Web site [http://europa.eu.int/comm/economy\\_finance/euro/notes\\_and\\_coins/notes\\_images\\_en.html](http://europa.eu.int/comm/economy_finance/euro/notes_and_coins/notes_images_en.html) for downloadable images of the euro.
- Chart showing current exchange rates between the currencies of various European countries. NOTE: See the Web site <http://www.xe.com/ucc/> for up-to-the-minute rates.

### *Instructional Activities*

1. Review content from the previous session.
2. Discuss the economy of Europe. Include in the discussion the problems created by having so many countries that are located so close together using different currencies.
3. Divide the class into several different “countries,” one that uses the euro and others, such as Great Britain, Switzerland, Denmark, and Sweden, which do not. Distribute money in various denominations to each country (or have the students make it.)
4. Conduct a simulation in which students travel about the room visiting other countries. Prepare and display a large chart on the board or overhead showing the exchange rates between the selected countries’ currencies. As students travel from one country to another, have them exchange their money, using these rates, so that they can make purchases there. Every three or four minutes, update the rates slightly in one direction or another. Allow enough time for students to develop an understanding of how complicated it can be to move from one country to another with different currencies and with constantly changing exchange rates. At the end of the simulation, ask students if any of them felt they were losing money in the exchanges as the rates changed. Point out that in the real world, additional loss occurs because every time such an exchange is made by a bank or other financial entity, a small fee or commission, usually a percentage, must be paid to the entity making the exchange.
5. Discuss with students the reason why changing exchange rates may be a greater problem in a continent like Europe, which has so many small countries close together, in contrast to North America, which has only two large countries. Instruct students to examine a map of Europe and identify the countries in which exchanging money would be most frequent because they are located in such a small geographic area. For example, the Benelux countries (Belgium, Netherlands, Luxembourg) were the first to cooperate — a forerunner of the European Union.
6. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

## Session 5: The European Union

---

### *Materials*

- Unlabeled outline map of Europe

### *Instructional Activities*

1. Review the content from the previous session.
2. Divide students into groups of three or four, and have the groups research/read information on the European Union (EU). Have them label a map to reflect the countries that have joined the European Union and prepare a report on
  - the history of the European Union
  - the expansion of the European Union
  - a comparison of the European Union and the North American Free Trade Agreement in terms of total population, number of member nations, combined GDP, etc.
  - the euro (countries using the common currency, why some do not, advantages, etc.)
  - the economic impact of the European Union among member and non-member nations
3. Have the groups present their report to the class.
4. Conduct a discussion on the advantages and disadvantages of adding new members to the European Union.
5. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

## Session 6: Economic Characteristics

---

### *Materials*

- Map of Europe

### *Instructional Activities*

1. Provide an explanation of how the following characteristics contribute to the economy of Europe. Provide pictures, slides, or videos of the characteristics. Discuss each of the following as it is displayed on the board or overhead:
  - Europe has extensive and spectacular mountain regions. Identify ways European mountains support economic activity, e.g., tourism, recreation, source of minerals. Identify the mineral resources found in the mountains. Do mountains serve as borders in Europe? Why, or why not?
  - Air and water pollution are impacting areas of Europe. Include an explanation of the sources of the pollution in
    - forests (Black Forest)
    - cities (Venice)
    - rivers (Rhine, Danube, Seine)
    - the Mediterranean Sea
    - the Black Sea.
  - The Ruhr valley and the Po valley, industrial and transportation centers near mineral deposits, coal, and iron ore, contributed to the development of Europe. How?
  - Rivers and canals serve as major transportation links. Provide examples and locations.
  - Oil reserves in the North Sea impact surrounding areas. How?
  - Europe has a well-educated workforce with industrial and technological societies, banking in Switzerland, and the stock markets in Paris and London.
  - Europe has advanced farming techniques, high crop yields, fertile soils, and black earth (*chernozem*).
  - Europe has a well-developed infrastructure.
  - Trade among European countries is highly interdependent.
2. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

## Session 7: Reinforcement through Group Reports

---

### *Materials*

- None identified

### *Instructional Activities*

1. Review the content from the previous session.
2. Divide students into groups of three or four, and assign one of the following topics to each group to prepare a report for the class:
  - Support the statement: “Now all European countries are developed.”
  - The Chunnel
  - A comparison between the levels of industrial development in Western and Eastern Europe
  - Government involvement in the economies of Sweden and Denmark
  - Replacement of communism with capitalism in Eastern Europe
  - Reclaimed land — Polders in the NetherlandsProvide research materials in the class for the groups to prepare their two-to-three-minute report on their assigned topics.
3. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

## Session 8: Cultural Characteristics

---

### *Materials*

- Index card for each student

### *Instructional Activities*

1. Review content covered in the previous session.
2. Ask students to describe their image of European culture.
3. Provide a brief background on the following elements of European history:
  - Birthplace of Industrial Revolution
  - Various ethnic groups, including languages, religions, and customs
  - Sporadic conflict (wars, revolutions) among groups
  - Birthplace of democracy and representative government — Greece and Rome
  - Spread of European culture to many other parts of the world through exploration, colonization, and imperialism
  - Highly urbanized
  - One of the world's most densely populated areas
  - North Atlantic Treaty Organization
4. Have each student select a city/landmark from the following list (make sure that each is selected) and research its significance. Distribute index cards to the students, and have them compose and write on the card a postcard message that reflects their visit to the location. The message should include the where (including country), when, and why of their visit. On the other side of the card, have them illustrate the landmark or city with a drawing or by gluing a picture of it. Focus of the activity should be on the aspects of culture represented in the landscape.
  - Cities
    - Berlin
    - London
    - Paris
    - Madrid
    - Rome
    - Athens
    - Warsaw
  - Landmarks
    - Notre Dame
    - Arc de Triomphe
    - Louvre
    - Eiffel Tower
    - Coliseum
    - Leaning Tower of Pisa
    - St. Peter's Basilica
    - Parthenon
    - Westminster Abbey
    - Big Ben
    - windmills
    - castles
    - cathedrals
    - Brandenburg Gate

5. Allow time for the students to share their postcards.
6. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

## Session 9: Assessment

---

### *Materials*

- Assessment

### *Instructional Activities*

1. Administer the assessment. Sample assessment items can be found at Attachment A.

**Attachment A: Sample Assessment Items**

---

- |  |   |
|--|---|
| <p><b>1. The EU (European Union) is</b></p> <ul style="list-style-type: none"><li>A a mutual defense agreement that includes most of the European countries including Russia.</li><li>B an economic alliance to encourage free trade and a single market among its member. *</li><li>C a political organization that wants to unite all countries of Europe under one government.</li><li>D an agreement made between the United States and the United Kingdom to promote the sharing of natural resources.</li></ul> <p><b>2. Europe is separated from Asia, in part by the</b></p> <ul style="list-style-type: none"><li>A Transylvanian Alps</li><li>B Northern European Plain</li><li>C Danube River</li><li>D Ural Mountains *</li></ul> <p><b>3. About one-third of the forests in Germany have been damaged by</b></p> <ul style="list-style-type: none"><li>A Acid rain *</li><li>B Earthquakes</li><li>C Flooding</li><li>D Volcanoes</li></ul> | <p><b>4. Which of the following is an example of a multilingual nation?</b></p> <ul style="list-style-type: none"><li>A France</li><li>B Germany</li><li>C Switzerland *</li><li>D Sweden</li></ul> <p><b>5. Western Europe has a mild climate because of</b></p> <ul style="list-style-type: none"><li>A its latitude.</li><li>B differences in elevation.</li><li>C its mountains.</li><li>D the North Atlantic Drift *</li></ul> <p><b>6. Fighting in Bosnia and other areas of former Yugoslavia is mainly due to</b></p> <ul style="list-style-type: none"><li>A high unemployment.</li><li>B changes in government policies.</li><li>C natural disasters.</li><li>D ethnic differences. *</li></ul> |
|--|---|

Organizing Topic

# Russia and Central Asia

## Standard(s) of Learning

---

WG.4 The student will locate and analyze physical, economic, and cultural characteristics of world regions:  
...Russia and Central Asia,....

WG.12 The student will apply geography to interpret the past, understand the present, and plan for the future by  
a) using geographic knowledge, skills, and perspectives to analyze problems and make decisions;  
b) relating current events to the physical and human characteristics of places and regions.

## Essential Understandings, Knowledge, and Skills

---

*Correlation to  
Instructional Materials*

**Skills** (to be incorporated into instruction throughout the academic year)

Compare maps and make inferences.

\_\_\_\_\_

Identify and interpret regional patterns on maps

\_\_\_\_\_

Identify primary ideas expressed in graphic data.

\_\_\_\_\_

Gather, classify, and interpret information.

\_\_\_\_\_

Draw conclusions and make generalizations about data.

\_\_\_\_\_

Explain cause-and-effect relationships.

\_\_\_\_\_

Explain charts comparing two or more concepts.

\_\_\_\_\_

Identify and locate regions, continents, oceans, and major features on maps and globes.

\_\_\_\_\_

### Content

Describe how physical, economic, and cultural characteristics influence regional development. Use the regional information provided below.

\_\_\_\_\_

### Countries

Location of countries with particular emphasis on countries listed (determined by their per capita GDP, land size, and population)

- GDP
  - Kazakhstan
  - Russia
  - Turkmenistan
- Land size
  - Russia
  - Kazakhstan
  - Turkmenistan
- Population
  - Russia
  - Kazakhstan
  - Uzbekistan

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



- Mosques, minarets
- Siberian villages
- Soviet-style apartment blocks
- Cities as centers of culture and trade
  - Moscow
  - St. Petersburg
  - Novosibirsk

---

---

---

---

---

---

---

Explain the following practical applications of how geography enables students to be informed, active citizens in their communities:

- Recycling programs
- Conversion of land from agricultural use
- Water sources (e.g., dams, reservoirs, wells, pipelines, ocean)
- Airport expansion
- Air quality
- Boundaries (e.g., school zones)
- Bicycle paths
- Mass transit
- City planning and zoning laws
- Energy use
- Location and size of public buildings (e.g., schools, recreation centers, hospitals, and libraries)
- Selection of locations for new stores and businesses

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

Explain that current events are shaped by the physical and human characteristics of the places and regions where they occur.

---

Use the following examples to explain how physical and human characteristics influence current events of places and regions:

- How physical characteristics influence current events:
  - Natural hazards (e.g., flooding, earthquakes, volcanoes, drought)
  - Climate, vegetation
- How human characteristics influence current events:
  - Population distribution
  - Geographic patterns of ethnic diversity
  - A sense of place (emotional attachment to specific locations)
  - Geographic patterns of trade and interdependence (e.g., oil)
  - Geographic patterns of wealth and poverty (developed and developing nations)

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

## Sample Resources

---

Below is an annotated list of Internet resources recommended for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

*A Chronology of Russian History*. Bucknell University.

<<http://www.departments.bucknell.edu/russian/chrono.html>>. This page dates the major (and some not so major) events in Russian history and links them with explanatory and related materials on the Web.

“Astronomy Picture of the Day: Earth at Night.” NASA. <<http://antwrp.gsfc.nasa.gov/apod/ap001127.html>>. This site offers a map that shows the lights of the world at night.

*Cyrillic Alphabet*. Berlitz Russian Phrase Book and Dictionary, 1993. <<http://www.friends-partners.org/oldfriends/language/russian-alphabet.html>>. This Web site provides transliterations of all letters in the Russian alphabet, plus the opportunity to hear each letter pronounced.

*The Face of Russia*. Public Broadcasting Service. <<http://www.pbs.org/weta/faceofrussia/>>. This site offers information about the TV series *The Face of Russia*, together with a timeline of Russian history and references.

“Historical Backdrop: Timeline of Selected Events.” *Turner Learning*.

<<http://www.turnerlearning.com/tntlearning/animalfarm/aftimeline.html>>. This site provides a timeline of world events from 1825 through 1999.

*Justice for Everybody: Human Rights in the Russian Federation*. Amnesty International.

<<http://www.amnesty.org/russia/>>. This site highlights the discrepancy between the human rights protections that those living in the Russian Federation have in international and national law, and the reality of widespread human rights abuses committed in a climate of impunity.

“Letter to Bolshevik.” The Library of Congress. <<http://lcweb.loc.gov/exhibits/archives/d2presid.html>>. This site shows a translation of a real letter written in 1926 to the Presidium of the Central Executive Committee of the All-Union Communist Party (Bolshevik) by prisoners who are returning from the Solovetsky concentration camp because of our poor health. (Reprinted in part on Attachment G.)

*Map Machine*. National Geographic.

<<http://plasma.nationalgeographic.com/mapmachine/index.html?id=362&size=medium&left=-36&bottom=41.2&right=180&top=81.85>>. National Geographic's redesigned online atlas provides access to National Geographic maps of the entire world.

*The Moscow Kremlin: An Historic Tour*. The University of Texas at Austin.

<<http://uts.cc.utexas.edu/~powellm/kremlin.html>>. This site provides historical information about and pictures of the Kremlin.

*Outline Maps — Education Place*. Houghton Mifflin, 2002. <<http://www.eduplace.com/ss/ssmaps/>>. This site permits visitors to print a variety of maps related to this organizing topic.

*Owl and Mouse Educational Software*. <<http://www.yourchildlearns.com/owlmouse.htm>>. This site provides activities to promote geographic knowledge.

*Rare Antique Imperial Russian Samovars*. The Lower East Side Restoration Project.

<<http://www.russiansamovars.com/samovars1.htm>>. This site provides information about and pictures of antique samovars that are for sale, allowing buyers to own a piece of Jewish cultural history.

*Russia*. Centennial Campus Middle School. <<http://ccms.wcpss.net/media/russia.htm>>. This site provides many links to Web sites about Russia.

Schulman, Bruce R. "The Fabergé Experience: Fabergé Eggs."

<<http://users.vnet.net/schulman/Faberge/eggs.html#TOP>>. This site provides historical information as well as pictures of Fabergé eggs.

"Solzhenitsyn, Aleksandr (Isayevich)." *The Nobel Prize Internet Archive*.

<<http://www.almaz.com/nobel/literature/Solzhenitsyn.html>>. This site offers a biography of the famous Russian author.

"Timeline: Early Russian History from Legendary Warrior Rurik to Ivan the Great." *Infoplease.com*.

<<http://www.infoplease.com/spot/russiatime1.html>>. This site provides a timeline of Russian history from 862 until today.

*Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning: History and Social Science Released Items for Virginia and United States History*. Virginia Department of Education 2003/04. <[http://www.pen.k12.va.us/VDOE/Assessment/Release2003/History/VA-RIBs\\_g11wgeo-1.pdf](http://www.pen.k12.va.us/VDOE/Assessment/Release2003/History/VA-RIBs_g11wgeo-1.pdf)>.

*Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning: World Geography Test Blueprint*. Virginia Department of Education, 2003/04.

<<http://www.pen.k12.va.us/VDOE/Assessment/HistoryBlueprints03/2002Blueprint9WG.pdf>>. This site provides assessment information for the course in World Geography.

*Where, Oh Where Will We Go?* Guilford County Schools, North Carolina.

<<http://its.guilford.k12.nc.us/webquests/russia/russia.htm>>. In this Webquest, students prepare a trip to St. Petersburg for four people and take on different roles to learn about Russia

*The World Factbook 2002*. U.S. Central Intelligence Agency. <<http://www.cia.gov/cia/publications/factbook/>>.

This site contains searchable information on all countries.

## Session 1: Physical Features

---

### *Materials*

- Physical and political maps of Russia and Central Asia
- Video on the physical features of the region, and a related, teacher-developed viewing guide
- Unlabeled physical/political outline maps of the region
- A list of the physical characteristics, countries, and cities to be located (see list on pp. 121–123)
- Student geography notes for the region (Attachment F)

### *Instructional Activities*

1. Display a physical map of the region, and instruct students to analyze the physical features by reading the key and interpreting the map. Have the students answer the following questions:
  - What physical feature separates Europe from Asia? (Ural Mountains)
  - How many time zones does Russia span? (11)
  - What oceans border Russia? (Arctic and Pacific)Discuss the answers to the questions, using the maps to demonstrate.
2. Show a video on the physical features of Russia and Central Asia, and have students answer questions based on the information in the viewing guide. Discuss student responses to the questions.
4. Distribute physical/political outline maps of Russia and Central Asia and the list of the physical features, countries, and cities to be located. Direct students to complete their maps, using the student geography notes for the region (Attachment F). Alternatively, assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.
5. Have students practice locating countries of the region, using free map puzzles and games found at the following site: *Owl and Mouse Educational Software*. <<http://www.yourchildlearns.com/owlmouse.htm>>.

## Session 2: Climates; Vocabulary

---

### *Materials*

- Climate map of Russia and Central Asia
- Teacher-developed worksheet listing necessary vocabulary words
- PowerPoint presentation on “[The Geography of Russia and Central Asia.](#)”
- Background information on the region included with this lesson

### *Instructional Activities*

1. Review the activity from the previous session
2. Display a climate map of the region. Instruct students to analyze the climates by reading the key and interpreting the map. Have the students predict the population density in the northern part of the region and justify their prediction. Instruct students to write a paragraph describing the climate extremes in Russia and Central Asia. Descriptions should include statements that show the students understand that the climates found in Russia and Central Asia range from subtropical to arctic. Have students share their paragraphs, and discuss the concepts mentioned.
3. Distribute the worksheet listing vocabulary words students need to understand. The teacher may direct students to define the words or may provide the terms and definitions as a matching exercise for students to complete. Vocabulary should include the following words:
  - tundra
  - permafrost
  - taiga
  - steppe
  - *chernozem*
  - Siberia
  - divert
  - irrigation
  - desertification
4. Use the PowerPoint titled “[The Geography of Russia and Central Asia](#)” to discuss the definitions with the students and show pictures that illustrate the meaning of each term. In addition, the teacher may wish to point out on a map the locations where particular geographical features occur.

**Session 3: Natural Resources, Employment, Exports; Pollution; Fabergé Eggs \_\_\_\_\_*****Materials***

- Transparency of a natural resource map of Russia and Central Asia
- One copy of the Natural Resources, Employment, Exports Worksheet (Attachment A) for each student
- An outline political map of the region for each student
- Almanacs and/or Internet access

***Instructional Activities***

1. Display a natural resource map of the region, and instruct students to list the natural resources found in Russia and Central Asia, create a symbol for each resource, and draw the symbols in the appropriate countries on an outline map.
2. Instruct students to research on the Internet or in almanacs the primary types of employment in each country and the primary exports of each country. Have students complete a chart (Attachment A) to display the data they find.
3. Direct students to research pollution in Russia and Central Asia to determine the state of the environment and the laws governing the environment. For example, students may research the accident at Chernobyl and the state of that area today.
4. Introduce Fabergé eggs by displaying pictures of some, explaining the reasons they were created, and outlining the expense involved in creating them. Emphasize that the precious jewels and gold in the eggs were mined in Russia.
5. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

## Session 4: Siberia

---

### *Materials*

- An overhead transparency of a map that shows the lights of the world at night (See <<http://antwarp.gsfc.nasa.gov/apod/ap001127.html>>)
- PowerPoint presentation on “Siberia” (or video on Siberia)
- Handouts: Escape from Siberia assignment and grading rubric. (Attachments B and C)
- Student geography notes for the region (Attachment F)

### *Instructional Activities*

1. Display the map of the lights of the world at night. Ask students to identify the string of lights that extends across Siberia and to explain what the string of lights represents. Students should conclude that the lights represent the towns along the Trans-Siberian Railroad. Point out that the cities along the route developed because they are located on the railroad.
2. Show students the PowerPoint presentation titled “Siberia,” or show a video on Siberia. Discuss the physical features and the climate of the region. Include facts from the student geography notes that are included in this lesson (Attachment F).
3. Assign the “Escape from Siberia” paper by distributing the assignment sheet (Attachment B) and the grading rubric (Attachment C) for students to use as they complete the assignment. Review the information on these sheets, and answer all questions the students may have.

## Session 5: Developing vs. Developed Countries

---

### *Materials*

- Almanacs and/or Internet access
- A copy of the blank Economic Indicators Data chart for each student (Attachment D)

### *Instructional Activities*

1. Instruct students to list the characteristics of a developed country and those of a developing country. Have the students share their answers, reviewing with the students the characteristics of developed and developing countries.
2. Instruct students to go to the <<http://www.cia.gov/cia/publications/factbook/>> Web site or use almanacs to gather data and complete the Economic Indicators Data chart (Attachment D). Have students compare the data to their understanding of developed and developing countries and determine whether each country is developed or developing.
3. After students have completed their chart, have them write a paragraph that summarizes the economic status of the countries in the region, supporting their summary by the data in their chart.

## Session 6: Cultural Characteristics

---

### *Materials*

- Photographs of cultural sites and cultural symbols of the region
- PowerPoint presentation on “[Russian History and Culture](#)”
- Copies of Travel Brochure assignment (Attachment E)

### *Instructional Activities*

1. Have the students list examples of symbols, buildings, sites, and ideas that reflect the culture of Russia and Central Asia.
2. Show the PowerPoint presentation on “[Russian History and Culture](#),” and discuss the elements of culture included in the slides. Discuss the symbols, buildings, sites, and ideas that are part of the culture of Russia. Make sure to include the following:
  - The region is composed of diverse ethnic groups, customs, and traditions. Many of these are of Turkic and Mongol heritage.
  - Cultural heritage
    - Ballet
    - Fabergé eggs
    - Music
    - Icons
    - *Matrioshka* dolls
    - Oriental carpets
    - Samovars
  - Cultural landscape
    - Russian Orthodox churches
    - St. Basil’s Cathedral
    - Red Square
    - Kremlin
    - Mosques, minarets
    - Siberian villages
    - Soviet-style apartment blocks
  - The following cities are centers of culture and trade
    - Moscow
    - St. Petersburg
    - Novosibirsk
3. Distribute copies of the Travel Brochure assignment (Attachment E), and review the directions with the students, answering all questions. Supply the students with a due date for this assignment.

**Session 7: Review**

---

***Materials***

- PowerPoint presentation of “Jeopardy: Russia” game

***Instructional Activities***

1. Have the students prepare for the unit test on Russia and Central Asia by playing the “Jeopardy: Russia” game, which is played like the Jeopardy game on TV. The teacher should determine methods for
  - keeping score
  - selecting teams
  - keeping track of which questions have been answered.

**Session 8: Assessment** 

---

**Materials**

- Unlabeled outline map of the region

**Instructional Activities**

1. Administer a test on Russia and Central Asia. Examples of test questions in SOL format are included at Attachment G. Include an unlabeled outline map of the region, and have students identify important political units, cities, rivers, lakes, seas, oceans, mountains, and deserts on it. You may wish to number the places on the map and have students respond to test questions presented in the following format:

**The country located at number 1 is**

- A** Belarus
- B** Latvia
- C** Estonia
- D** Lithuania

**The body of water located at number 2 is**

- A** Lake Baikal
- B** the Aral Sea
- C** the Black Sea
- D** the Caspian Sea

## Attachment A: Natural Resources, Employment, Exports Worksheet \_\_\_\_\_

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

**Natural resources in the region**

- Resources are not fully developed due to the harsh climate and vastness of the country.
- Transportation links are limited.
  - The major means of transportation include train, rivers, and canals.
  - Major rivers in Siberia flow north to the Arctic Circle. These regions are iced over for most of the year.
  - Roads in Siberia are not good; most are gravel and are muddy in the summer.
  - The Caspian Sea is landlocked.
- Manufacturing in the region produces widespread pollution.
  - Chernobyl Nuclear Disaster. <<http://www.chernobyl.co.uk/>>

| Country             | Primary resources   | Secondary resources   | Primary types of employment | Primary exports |
|---------------------|---|---|-----------------------------|-----------------|
| <b>Russia</b>       | manganese (#1 in the world)<br>chromium (#1 in the world)<br>coal and lignite<br>oil<br>natural gas (#1 exporter in the world)<br>hydroelectric power<br>forestland<br>fish<br>copper<br>silver | gold<br>lead<br>salt<br>tungsten<br>zinc<br>iron ore<br>nickel<br>precious stones |                             |                 |
| <b>Ukraine</b>      | coal and lignite<br>wheat, rye, oats, barley,<br>sugar, rich <i>chernozem</i> soil  |   |                             |                 |
| <b>Belarus</b>      | forestland  |   |                             |                 |
| <b>Kazakhstan</b>   | coal and lignite  |   |                             |                 |
| <b>Turkmenistan</b> | sulfur<br>sodium nitrate  |   |                             |                 |
| <b>Uzbekistan</b>   | cotton — known as white gold in Uzbekistan  |   |                             |                 |
| <b>Azerbaijan</b>   | oil — must be moved through pipelines. Foreign competition for the oil in this region is great.   |   |                             |                 |

**Attachment B: Political Prisoners**

---

**Due Date:** \_\_\_\_\_**Political Prisoners Escape from Siberian Labor Camp near Yakutsk**

**Moscow, Russia.** Three political prisoners escaped from a forced labor camp on January 27, 1950. The prisoners are enemies of the state and must be captured. The two men and one woman were last seen near the town of Yakutsk. The Soviet government and the KGB are seeking leads that will enable them to capture the fugitives. If you see these prisoners, you must immediately contact the Soviet government and report their location.

**Objectives**

- The student will write a one-page paper explaining how the refugees mentioned in the newspaper article above might escape from the Soviet Union and seek asylum in another country. This paper may be in the form of a journal entry, letter, first person account, or newspaper article.
- The student will use correct facts about the region, correct place names, and correct relative directions.
- The student will use map-reading skills to complete basic research on the geography of the region.
- The student will evaluate the paper of a classmate and evaluate his or her own paper.

You have to plan very carefully in order to survive and be successful. Before you begin your plans, you must do some research. You might want to insert a symbol for the location of the mountains/forests and highlight the Arctic Circle. Using an atlas, answer the following questions:

- What physical feature is located at 66½° N, 130° E? Would this be a problem or a possible solution?
- What natural vegetation is found in northeast Russia? Would the existence of this natural vegetation region influence the planning of your escape route?
- How many people might you find in that region who could help you get out of Russia or provide food and shelter?
- What is the average temperature in January?
- What transportation routes are available in the area?
- In which direction does the Lena River flow? Would this influence your escape route?
- Would an escaped fugitive from the Soviet Union in 1950 be welcome in all the countries that bordered the Soviet Union at that time?

Once you answer these questions, plan your escape route. Make sure you name the country to which you hope to immigrate. Keep in mind the scale of distances. How long do you think it would take you to get out of the Soviet Union? In your writing, make sure you use place names of the countries and/or regions along your escape route and use correct relative directions, for example, “I walked south toward the city of Novosibirsk for one month.” Make sure you follow the rubric for the assignment (Attachment C).

## Attachment C: Grading Rubric for Escape from Siberia \_\_\_\_\_

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

| Criteria  | Points Possible | Points a peer thinks I earned | Points I think I earned | Points Earned |
|---|-----------------|-------------------------------|-------------------------|---------------|
| <b>Prewriting activities</b>  | 2               |                               |                         |               |
| <b>Paper format</b>   |                 |                               |                         |               |
| • Introduction  | 2               |                               |                         |               |
| • Three paragraph body  | 2               |                               |                         |               |
| • Conclusion  | 2               |                               |                         |               |
| <b>Mechanics of writing</b>   |                 |                               |                         |               |
| • Capitalization  | 2               |                               |                         |               |
| • Punctuation   | 2               |                               |                         |               |
| • Sentence structure  | 2               |                               |                         |               |
| <b>Facts based on geography research</b>  |                 |                               |                         |               |
| • Correctly identified physical regions   | 3               |                               |                         |               |
| • Correctly identified natural vegetation region  | 3               |                               |                         |               |
| • Correctly interpreted population density map  | 3               |                               |                         |               |
| • Correctly stated the temperature in January   | 3               |                               |                         |               |
| • Correctly identified transportation routes  | 3               |                               |                         |               |
| • Correctly stated the influence of the Lena River  | 3               |                               |                         |               |
| • Correctly identified a country to immigrate to that would accept a refugee from the Soviet Union. | 3               |                               |                         |               |
| <b>Correctly uses place names</b>   | 5               |                               |                         |               |
| <b>Correctly uses relative directions</b>   | 3               |                               |                         |               |
| <b>Correctly drawn compass rose</b>   | 2               |                               |                         |               |
| <b>Escape plan is realistic</b>   | 5               |                               |                         |               |
| <b>Total Score</b>  | <b>50</b>       |                               |                         |               |

**Teacher Comments:**

**Attachment D: Economic Indicators Data**

---

| Country      | Population | Percentage of population under 15 | Literacy rate: male | Literacy rate: female | Life expectancy: male | Life expectancy: female | GDP per capita | Percentage of population: urban | Annual population growth rate | Check this column if the country is <i>developing</i> |
|--------------|------------|-----------------------------------|---------------------|-----------------------|-----------------------|-------------------------|----------------|---------------------------------|-------------------------------|---|
| Belarus      |            |                                   |                     |                       |                       |                         |                |                                 |                               |   |
| Ukraine      |            |                                   |                     |                       |                       |                         |                |                                 |                               |   |
| Moldova      |            |                                   |                     |                       |                       |                         |                |                                 |                               |   |
| Russia       |            |                                   |                     |                       |                       |                         |                |                                 |                               |   |
| Kazakhstan   |            |                                   |                     |                       |                       |                         |                |                                 |                               |   |
| Kyrgyzstan   |            |                                   |                     |                       |                       |                         |                |                                 |                               |   |
| Tajikistan   |            |                                   |                     |                       |                       |                         |                |                                 |                               |   |
| Uzbekistan   |            |                                   |                     |                       |                       |                         |                |                                 |                               |   |
| Turkmenistan |            |                                   |                     |                       |                       |                         |                |                                 |                               |   |
| Armenia      |            |                                   |                     |                       |                       |                         |                |                                 |                               |   |
| Azerbaijan   |            |                                   |                     |                       |                       |                         |                |                                 |                               |   |
| Georgia      |            |                                   |                     |                       |                       |                         |                |                                 |                               |   |

## Attachment E: Travel Brochure

---

Since the fall of the USSR, 15 independent republics have worked toward economic stability. A potential economic boost would be increased tourism. As a citizen of one of these republics, you have been asked by an ambassador of your country to create a travel brochure about your country. This brochure will be used to entice visitors to your homeland. This assignment will be worth 100 points.

**Due Date:** \_\_\_\_\_

### Countries

|            |            |            |              |
|------------|------------|------------|--------------|
| Armenia    | Georgia    | Lithuania  | Turkmenistan |
| Azerbaijan | Kazakhstan | Moldova    | Ukraine      |
| Belarus    | Kyrgyzstan | Russia     | Uzbekistan   |
| Estonia    | Latvia     | Tajikistan |              |

- Information to be included in the brochure:
  - Flag – neatly colored
  - Physical Map – hand-drawn, neatly colored with a key including bodies of water, capital, major cities, and physical features
  - Fact List including *all* of the following: population, land area, type of government, major imports and exports, crops, and resources
  - Culture Information including *four* of the following items: language(s), religions, holidays, festivals, sports, recreation, dress, education, customs, and traditions
  - Current Events/Issues – at least *two* different events or issues
  - Major Landmarks – at least *one* with a picture
  - List of Resources – at least *three*; one must be from the Internet
- No pencil writing! Use blue or black pen, or create the brochure on the computer. The brochure should be colorful, but not too busy. You may type your information and then cut and paste. If you choose this option, please use 12-point Arial or Times New Roman font.
- Another option is a PowerPoint show. If you choose this option, everything above must be included. A printout of the slides or the disk must be submitted with the hand-drawn map. If you choose this option, please notify me at the end of class.
- Grading Scale – 100 Points Total
  - Accuracy of content – 20 points
  - Fact list – 15 points
  - Culture – 15 points
  - Map – 10 points
  - Landmarks – 5 points
  - Resources – 5 points
  - Creativity – 10 points
  - Neatness – 10 points
  - Flag – 5 points
  - Current events – 5 points

## Attachment F: Student Geography Notes on Russia and Central Asia



### I. Three plains connect Europe and Asia:

#### A. The North European Plain

1. Center of economic life for one-quarter of the people of Russia and central Asia
2. *Chernozem* soil in the area makes the Ukraine one of the best farming areas in Europe
3. Two major Russian cities are on the plain — Moscow and St. Petersburg
4. One Ukrainian city is located on the plain — Kiev

#### B. West Siberian Plain

1. East of the Ural Mountains
2. World's largest flat land — about 1 million sq. miles
3. Unsuitable for farming — mostly marshes, swamps, and frozen land

#### C. The Turan Lowland

1. Located between the Caspian Sea and the Tian Shan Mountains
2. Some irrigated land, but most of the area is desert, called *kums* (the two *Kara-Kum* or “Black Sands” deserts and the *Kyzylkum* or “Red Sands” desert)

### II. Mountains and plateaus

- A. Carpathian Mountains border the Ukraine
- B. Caucasus Mountains separate Azerbaijan and Georgia
- C. Ural Mountains separate Europe from Asia and European Russia from Siberia
- D. East Siberian Uplands form the largest region in Siberia
- E. Central Siberian Plateau

### III. Seas and lakes

- A. Many rivers and lakes are ice covered most of the year.
- B. The Black Sea (warm water sea) empties into the Mediterranean Sea.
- C. The Caspian Sea is the largest inland body of water in the world.
  1. The Caspian Sea is shrinking due to evaporation and irrigation.
- D. The Aral Sea is also shrinking due to evaporation and irrigation.
- E. Lake Baikal in Siberia is the oldest (25 million years) and deepest lake in the world.
  1. Contains one-fifth of the world's fresh water
  2. Holds more water than the five great lakes combined

3. It would take all the water from all the major rivers in the world to fill Lake Baikal.

#### IV. Rivers

- A. The Amur River flows east and forms the boundary between Russia and China
  1. This is the only agricultural area in east Siberia
- B. The Lena, Yenisey and Ob Rivers flow north and are frozen most of the year.
- C. The Volga River flows into the Caspian Sea.
  1. Longest river in European Russia
  2. Most important waterway in Russia
  3. Important for hydroelectric power

#### V. Climates

- A. The climate of the region is influenced by the following:
  1. Lack of mountains to break the hot winds from deserts and cold winds from the north
  2. Its location in the higher latitudes
  3. Cold water bordering the region on the north
- B. The climate range is the largest in any region of the world.
  1. Subarctic in the north
  2. Continental in the middle
  3. Subtropical near the Black Sea

#### VI. Facts about the region

- A. Russia is the largest country in the world.
- B. Russia has more natural resources than any country in the world, but they are hard to get to and transport.
- C. The rivers are frozen over in northern Siberia and are used as highways. It's easier to travel in the winter than the summer.
- D. Roads in northern Siberia are not paved because of the extreme cold. They are gravel roads and are very muddy in the summer.
- E. Homes in northern Siberia are built on pilings because the heat generated in the house will melt the permafrost and cause the house to collapse.
- F. There are 11 time zones in Russia; the sun is rising in the east as it is setting in the west.
- G. In 1992, Ukraine reported a 900% increase in leukemia near the Chernobyl nuclear power plant.
- H. Items the Russians like the most from the U.S. are T-shirts, blue jeans, rock and country/western recordings, chewing gum, and baseball caps.
- I. In Moscow, the subways are clean, efficient, and beautifully decorated.
- J. In 1993 shortly after the fall of Communism, the average salary was \$14.00 a month.
- K. Salt and other minerals blowing off the Aral Sea's dry seabed have shortened the life expectancy and led to high death rates for mothers and newborns as well as caused many infections, respiratory diseases, eye infections, hepatitis, throat cancer, and severe anemia.
- L. The railroad system in Russia is the greatest mover of people in the world. It has 90,000 miles of track.

## Attachment G: Sample Assessment Items

NOTE: A map requiring students to locate countries, rivers, lakes, cities, oceans, mountains and deserts should be included.

- |   |   |
|---|---|
| <p><b>1. The Crimean Peninsula has a _____ climate that is suitable for growing citrus fruits, winter grains, and vegetables.</b><br/> A Mediterranean *<br/> B Tundra<br/> C Highland<br/> D Subarctic</p> <p><b>2. In Russia, most people who practice a religion belong to the</b><br/> A Catholic Church.<br/> B Protestant faith.<br/> C Orthodox Church. *<br/> D Muslim faith.</p> <p><b>3. Russia and Central Asia cover almost _____ of all the land on the Earth.</b><br/> A 1/2<br/> B 1/3<br/> C 1/6 *<br/> D 1/4</p> <p><b>4. In the sub-arctic region of Russia, snow is common for _____ months a year.</b><br/> A 6<br/> B 8 *<br/> C 10<br/> D 12</p> <p><b>5. The largest forest region in the world is the</b><br/> A coniferous forests (taiga) of Russia. *<br/> B The Black Forest of Europe.<br/> C The Brazilian tropical rain forest.<br/> D tundra of Russia.</p> <p><b>6. The pollution crisis in the former Soviet Union and central Asia was caused by</b><br/> A government neglect of the environment. *<br/> B focus on production of consumer goods.<br/> C government overspending.<br/> D focus on developing a market economy.</p> <p><b>7. The border between Europe and Asia is formed by the</b><br/> A Carpathian Mountains.<br/> B Ural Mountains. *<br/> C Pamir Mountains.<br/> D Yenisei River.</p> | <p><b>8. The largest country in Asia is</b><br/> A Belarus.<br/> B Russia. *<br/> C Ukraine.<br/> D Georgia.</p> <p><b>9. Chernobyl is the site of</b><br/> A the beginning of the Bolshevik revolution in 1917.<br/> B the eastern-most city on the Trans-Siberian Railroad.<br/> C a nuclear reactor accident in 1986. *<br/> D Lenin's birthplace.</p> <p><b>10. The fortress that houses the government of Russia is</b><br/> A St. Basil's Cathedral.<br/> B The Kremlin. *<br/> C Gorky Park.<br/> D Siberia.</p> <p><b>11. A religious painting found in the homes of members of the Russian Orthodox Church is</b><br/> A a crucifix.<br/> B an icon. *<br/> C a cross.<br/> D a mural.</p> <p><b>12. The religious building in Red Square with nine colorful domes is</b><br/> A the Church of the Holy Sepulcher.<br/> B the Dome of the Rock.<br/> C the Church of the Annunciation.<br/> D St. Basil's Cathedral. *</p> <p><b>13. In a command economy</b><br/> A the government makes all decisions regarding the manufacture, sales, and distribution of products. *<br/> B the supply and demand of the consumers determines what is bought and sold.<br/> C Individuals make all decisions regarding the manufacture, sales, and distribution of products.<br/> D Foreign governments make all decisions regarding the manufacture, sales, and distribution of products.</p> <p><b>14. In a market economy</b><br/> A the government makes all decisions regarding the manufacture, sales, and distribution of products.<br/> B the supply and demand of the consumers determines what is bought and sold. *<br/> C Individuals can operate their own businesses but profits go to the government.<br/> D Foreign governments run the businesses.</p> |
|---|---|

|  |  |
|--|--|
| <p><b>15. The major means of travel in Russia and Eurasia is</b></p> <ul style="list-style-type: none"><li>A the airplane.</li><li>B ships and boats.</li><li>C the automobile.</li><li>D trains and metros. *</li></ul> <p><b>16. Which statement best describes the main problem Russia experiences in transporting goods?</b></p> <ul style="list-style-type: none"><li>A Many rivers and harbors freeze over in the winter and make travel almost impossible. *</li><li>B There are no railroads that provide access to Siberia.</li><li>C The warm climate of northern Siberia causes flooding in the winter.</li><li>D Due to heavy pollution, ships are not allowed to travel on most rivers.</li></ul> | <p><b>17. Which statement best describes the climate range in Russian and Central Asia?</b></p> <ul style="list-style-type: none"><li>A Mediterranean and tropical</li><li>B Marine and tropical</li><li>C Arctic and Mediterranean</li><li>D Continental and Arctic *</li></ul> <p><b>18. The Aral Sea is gradually drying up and becoming a desert (desertification) because</b></p> <ul style="list-style-type: none"><li>A the herders are overgrazing the land.</li><li>B water is being diverted to irrigate cotton. *</li><li>C people are cutting down the trees.</li><li>D the sea is being drained to create farmland.</li></ul> |
|--|--|

Organizing Topic

# North Africa and Southwest Asia (Middle East)

## Standard(s) of Learning \_\_\_\_\_

- WG.4 The student will locate and analyze physical, economic, and cultural characteristics of world regions: ...North Africa and Southwest Asia,....
- WG.12 The student will apply geography to interpret the past, understand the present, and plan for the future by
  - a) using geographic knowledge, skills, and perspectives to analyze problems and make decisions;
  - b) relating current events to the physical and human characteristics of places and regions.

## Essential Understandings, Knowledge, and Skills \_\_\_\_\_

*Correlation to Instructional Materials*

**Skills** (to be incorporated into instruction throughout the academic year)

- Compare maps and make inferences. \_\_\_\_\_
- Identify and interpret regional patterns on maps \_\_\_\_\_
- Identify primary ideas expressed in graphic data. \_\_\_\_\_
- Gather, classify, and interpret information. \_\_\_\_\_
- Draw conclusions and make generalizations about data. \_\_\_\_\_
- Explain cause-and-effect relationships. \_\_\_\_\_
- Explain charts comparing two or more concepts. \_\_\_\_\_
- Identify and locate regions, continents, oceans, and major features on maps and globes. \_\_\_\_\_

### Content

Describe how physical, economic, and cultural characteristics influence regional development. Use the regional information provided below. \_\_\_\_\_

### Countries

Location of countries with particular emphasis on countries listed (determined by their per capita GDP, land size, and population)

- GDP
  - Kuwait \_\_\_\_\_
  - United Arab Emirates \_\_\_\_\_
  - Qatar \_\_\_\_\_
  - Israel \_\_\_\_\_
- Land size
  - Algeria \_\_\_\_\_
  - Saudi Arabia \_\_\_\_\_
  - Libya \_\_\_\_\_
- Population
  - Iran \_\_\_\_\_
  - Turkey \_\_\_\_\_
  - Egypt \_\_\_\_\_





## Sample Resources

---

Below is an annotated list of Internet resources recommended for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

- Africa*. Geographia. <<http://www.geographia.com/indx06.htm>>. This site provides access to much information about countries in Africa.
- “Ancient Egyptian Hieroglyphics.” Bergen County Technical Schools. <[http://www.bergen.org/AAST/Projects/Egypt/hieroglyphics\\_report.html](http://www.bergen.org/AAST/Projects/Egypt/hieroglyphics_report.html)>. This site offers a short history of hieroglyphics in Ancient Egypt.
- “Arabesque.” *Wikipedia, The Free Encyclopedia*. <<http://www.wikipedia.org/wiki/Arabesque>>. This site describes arabesque, an aspect of Islamic art that is an elaborate application of repeating geometric forms often echoing the forms of plants and animals and that is usually found decorating the walls of Mosques.
- “Arabic Alphabet.” *Wikipedia, The Free Encyclopedia*. <[http://www.wikipedia.org/wiki/Arabic\\_alphabet](http://www.wikipedia.org/wiki/Arabic_alphabet)>. This site provides much information about the Arabic alphabet.
- “The Aswan High Dam.” *What You Need to Know About*. <<http://geography.about.com/library/weekly/aa012698.htm?once=true&>>. This Web site outlines the positive and negative effects of the dam on the Nile Rive and surrounding land.
- Country Watch*. <[http://www.countrywatch.com/cw\\_regions.asp?REGION=6](http://www.countrywatch.com/cw_regions.asp?REGION=6)>. This site provides up-to-the-minute articles about countries in various regions of the world.
- Going Places: Turkey*. Public Broadcasting System. <<http://www.pbs.org/wnet/goingplaces3/turkey/index.html>>. This Web site offers a travelogue to Turkey.
- Graphic Maps.com*. World Atlas.com. <<http://www.worldatlas.com/clipart.htm>>. This site provides numerous free outline maps, map tests, and clip art.
- InfoNation*. United Nations. <[http://www.un.org/Pubs/CyberSchoolBus/infonation/e\\_infonation.htm](http://www.un.org/Pubs/CyberSchoolBus/infonation/e_infonation.htm)>. This site provides information to facilitate comparison of data on three or more countries; from the UN Cyberschoolbus: A Global Teaching and Learning Project.
- The Jewish People and the Land of Israel*. <[http://israeemb.org/sanfran/pp\\_files/The\\_Jewish\\_People\\_and\\_the\\_Land\\_of\\_Israel\\_01.ppt](http://israeemb.org/sanfran/pp_files/The_Jewish_People_and_the_Land_of_Israel_01.ppt)>. This site offers a 37-page Microsoft PowerPoint presentation on the history of the Jews in this ancient land. It can be downloaded and edited.
- A Journey into Africa*. Education Service Center, Corpus Christi, TX. <<http://www.esc2.net/TIELevel2/projects/africa/>>. This site is a Webquest activity that take the student to various parts of Africa.
- “Label Middle Eastern Countries and Major Bodies of Water.” *Enchanted Learning.com*. <<http://www.enchantedlearning.com/subjects/continents/Mideast/label/>>. This site presents an outline map with blanks for filling in names of the countries and bodies of water in this area.
- Mesopotamia, The Code of Hammurabi.” Washington State University. <<http://www.wsu.edu/~dee/MESO/CODE.HTM>>. This site provides a 1910 translation of the law codes of Hammurabi.
- Middle East Webquest*. Jones Academic Magnet High. <<http://home.earthlink.net/~lazarski/home/Midest1.htm>>. This site is a fully programmed Webquest activity designed to help students learn more about the Middle East.

- OnlineNewsHour*. Public Broadcasting Service. <[http://www.pbs.org/newshour/bb/middle\\_east/conflict/](http://www.pbs.org/newshour/bb/middle_east/conflict/)>. This site, the Web site of the *NewsHour with Jim Lehrer*, provides an index of past programs and a search feature, thus allowing access to information about this organizing topic.
- Outline Maps — Education Place*. Houghton Mifflin, 2002. <<http://www.eduplace.com/ss/ssmaps/>>. This site permits visitors to print a variety of maps related to this organizing topic.
- Owl and Mouse Educational Software*. <<http://www.yourchildlearns.com/owlmouse.htm>>. This site offers various map puzzles, interactive maps, and map games.
- Pyramids: The Inside Story*. Public Broadcasting Service. <<http://www.pbs.org/wgbh/nova/pyramid/>>. This site provides information on Ancient Egypt.
- Sakkal, Mamoun. “The Art of Arabic Calligraphy.” *Sakkal Design*. <<http://www.sakkal.com/ArtArabicCalligraphy.html>>. This site gives the history and describes the styles of Arabic calligraphy.
- Shulman, Robin. *Tracing Borders*. Public Broadcasting Service. <<http://www.pbs.org/frontlineworld/fellows/israel/intro.html>>. This site details the “border” between Israel and the Palestinian people.
- Siddiqui, Elisabeth. “Islamic Art.” Colorado State University. <[http://www.colostate.edu/Orgs/MSA/find\\_more/islart.html](http://www.colostate.edu/Orgs/MSA/find_more/islart.html)>. This site gives a concise description of Islamic art.
- “Southwest Asia/North Africa.” *Arizona Geographic Alliance*. <<http://alliance.la.asu.edu/maps/MIDEAST.PDF>>. This site provides an outline map of the countries of this area.
- Theban Mapping Project*. <<http://www.thebanmappingproject.com/>>. This is an interactive site on Egypt, including flash tours.
- The World Factbook 2002*. U.S. Central Intelligence Agency. <<http://www.cia.gov/cia/publications/factbook/>>. This site contains searchable information on all countries.
- Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning: History and Social Science Released Items for Virginia and United States History*. Virginia Department of Education 2003/04. <[http://www.pen.k12.va.us/VDOE/Assessment/Release2003/History/VA-RIBs\\_g11wgeo-1.pdf](http://www.pen.k12.va.us/VDOE/Assessment/Release2003/History/VA-RIBs_g11wgeo-1.pdf)>.
- Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning: World Geography Test Blueprint*. Virginia Department of Education, 2003/04. <<http://www.pen.k12.va.us/VDOE/Assessment/HistoryBlueprints03/2002Blueprint9WG.pdf>>. This site provides assessment information for the course in World Geography.

## Session 1: Countries; Physical Features

---

### Materials

- Physical and political map of North Africa and Southwest Asia
- Wall map or transparency of the North Africa and Southwest Asia
- Video on the physical features of North Africa and Southwest Asia and a related, teacher-prepared viewing guide
- Physical and political outline maps of North Africa and Southwest Asia
- A list of the physical features, countries, and cities to be located (see list on pp. 143–145)
- Copies of student geography notes on the region (Attachment A)

### Instructional Activities

1. Display a physical map of the region, and instruct students to analyze the physical features by reading the key and interpreting the map. Have the students answer the following questions:
  - What physical feature dominates North Africa? (Sahara Desert)
  - Why is the region sometimes referred to as the Middle East? (Because it is at the crossroads of three continents)
  - What is the name of the river that flows through Egypt? Why do you think it is an important river? Discuss the answers to the questions, using the maps to demonstrate.
2. Show a video on the physical features of the region, and have students answer questions based on the information in the viewing guide. Discuss student responses to the questions.
4. Distribute outline physical and political maps of the region, and instruct students to label the following:
 

|                        |                        |
|------------------------|------------------------|
| • Kuwait               | • Zagros Mountains     |
| • United Arab Emirates | • Mediterranean Sea    |
| • Qatar                | • Red Sea              |
| • Israel               | • Black Sea            |
| • Algeria              | • Arabian Sea          |
| • Saudi Arabia         | • Persian/Arabian Gulf |
| • Libya                | • Bosphorus Strait     |
| • Iran                 | • Dardanelles Strait   |
| • Turkey               | • Strait of Hormuz     |
| • Egypt                | • Nile River           |
| • Iraq                 | • Tigris River         |
| • Atlas Mountains      | • Euphrates River      |
| • Taurus Mountains     | • Jordan River         |

Outline maps may be found at the following Web sites:

- “Southwest Asia/North Africa.” *Arizona Geographic Alliance*.  
<<http://alliance.la.asu.edu/maps/MIDEAST.PDF>>.
- “Label Middle Eastern Countries and Major Bodies of Water.” *Enchanted Learning.com*.  
<<http://www.enchantedlearning.com/subjects/continents/Mideast/label/>>.

Free map puzzles and games can be found at the following site:

- *Owl and Mouse Educational Software*. <http://www.yourchildlearns.com/owlmouse.htm>>.

## Session 2: Climate; Vocabulary

---

### *Materials*

- Climate map of the regions either from an atlas or from the textbook or from the following website [http://www.cpc.ncep.noaa.gov/products/analysis\\_monitoring/regional\\_monitoring/middle\\_east.html](http://www.cpc.ncep.noaa.gov/products/analysis_monitoring/regional_monitoring/middle_east.html)
- Wall map or transparency of the region
- Students will need a teacher-developed worksheet that lists vocabulary words students need to know.
- Background information on the region included with this lesson

### *Instructional Activities*

1. Display a climate map of the region, and have students analyze the climate by reading the key and interpreting the map. Instruct the students to write a paragraph that describes the climate in North Africa and Southwest Asia. NOTE: Answers should show that the students understand the arid climate in the region. Next, have the students explain how to predict the population density in the deserts.

2. Distribute worksheets that list vocabulary words students need to understand, and have students write definitions of the terms. You may wish to have them create a picture display of the terms by assigning one or two terms to each student to locate and bring in pictures. Vocabulary should include the following:

- |                      |               |                |
|----------------------|---------------|----------------|
| 1. seasonal flooding | 12. Sahel     | 23. Medina     |
| 2. oasis             | 13. Farsi     | 24. Jerusalem  |
| 3. delta             | 14. mosque    | 25. Jews       |
| 4. alluvial soil     | 15. synagogue | 26. Muslims    |
| 5. irrigation        | 16. church    | 27. Islam      |
| 6. desertification   | 17. Torah     | 28. Muhammad   |
| 7. wadis             | 18. Koran     | 29. Jesus      |
| 8. petroleum         | 19. Bible     | 30. Christians |
| 9. desalination      | 20. Kurds     | 31. Suez Canal |
| 10. nomad            | 21. Palestine | 32. Aswan Dam  |
| 11. Bedouins         | 22. Mecca     |                |

Discuss the definitions with the students, display pictures to illustrate the terms, and point out on a map the locations where these items are found.

3. Have the students research on the Internet and in other sources, desertification and its impact on the region. Make sure students include the causes of desertification in the Sahel.

### Session 3: Monotheistic Religions

---

#### *Materials*

- Map of the area that shows the religions found there
- Notes and timeline of the history of the three monotheistic religions of the region (Attachment B, and from referenced Web sites or a textbook)

#### *Instructional Activities*

1. Point out on a map of the area the religions found there.
2. Discuss the history of the region as it relates to the three monotheistic religions found there. The notes and timeline at Attachment B may be helpful. Focus attention particularly on the contested land in Israel and the holy sites in Israel and Saudi Arabia.
3. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

**Sessions 4, 5, 6, and 7: Jerusalem; Judaism; Christianity; Islam** \_\_\_\_\_***Materials***

- Videos
- Viewing guides to accompany the videos

***Instructional Activities***

1. Show videos on the subjects listed below. Provide viewing guides for students to complete after viewing:

- Jerusalem: Mosaic of Faith
- Religions of the World: Judaism
- Religions of the World: Christianity
- Religions of the World: Islam

After each video, review the video and viewing guide with students. Have students complete a list of questions about the material seen.

2. During these sessions, discuss the Arab-Israeli conflict.
3. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

**Session 8: Assessment** 

---

***Materials***

- A copy of the Monotheistic Religions Chart for each student (Attachment C)
- A copy of the Monotheistic Religions Quiz for each student (Attachment E)

***Instructional Activities***

1. Distribute the Monotheistic Religions chart, and review it with students.
2. Allow time in class for students to study the chart in pairs before administering the quiz. Review answers to the quiz upon completion by the students.

***Answer Key***

- |       |       |
|-------|-------|
| 1. B  | 14. A |
| 2. A  | 15. C |
| 3. A  | 16. B |
| 4. B  | 17. A |
| 5. C  | 18. C |
| 6. G  | 19. B |
| 7. C  | 20. B |
| 8. D  | 21. C |
| 9. D  | 22. A |
| 10. G | 23. A |
| 11. A | 24. B |
| 12. B | 25. C |
| 13. A |       |

## Session 9: Developed vs. Developing Countries

---

### *Materials*

- Almanacs and/or Internet access
- A copy of the Economic Indicators Data chart for each student (Attachment D)

### *Instructional Activities*

1. Instruct students to list the characteristics of a developed country and those of a developing country. Review with the students the characteristics of developed and developing countries, as identified in the Russia and Central Asia unit, session 6.
2. Instruct students to go to the <<http://www.cia.gov/cia/publications/factbook/>> Web site or use almanacs to gather data and complete the Economic Indicators Data chart (Attachment K). Have students compare the data to their understanding of developed and developing countries and determine whether each country is developed or developing.
3. After students have completed their chart, have them write a paragraph that summarizes the economic status of the countries in the region, supporting their summary by the data in their chart.
4. Alternative activity: Direct students to the following Web site to make comparisons with nations from other regions and within the region: [http://www.un.org/Pubs/CyberSchoolBus/infonation/e\\_infonation.htm](http://www.un.org/Pubs/CyberSchoolBus/infonation/e_infonation.htm).
5. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

## Session 10: Cultural Characteristics

---

### *Materials*

- Photographs of cultural sites and cultural symbols of the region
- Copies of travel brochure assignment.

### *Instructional Activities*

1. Discuss with the students the symbols, buildings, sites, and ideas that are part of the culture of North Africa and Southwest Asia, including the items listed below. Display photographs of cultural sites and symbols, perhaps in the form of a PowerPoint presentation.
2. Have the students locate the following cities and other cultural sites on a map of the region and describe the cultural characteristics of each:
  - Cities
    - Baghdad
    - Cairo (An interactive Web site on Egypt, <<http://www.thebanmappingproject.com/>>, may be helpful.)
    - Istanbul (The PBS Web site on Turkey <<http://www.pbs.org/wnet/goingplaces3/turkey/index.html>> may be helpful.)
    - Jerusalem
    - Mecca
    - Tehran
  - Cultural landscape
    - Mosques, minarets
    - Church of the Holy Sepulcher
    - Hagia Sophia
    - bazaars, *sucs*
    - Western Wall
    - Dome of the Rock
    - Kaaba
    - pyramids
    - oil rigs
    - walled cities

## Session 11: Arabesque

---

### *Materials*

- Examples of arabesque art
- Pictures of prayer rugs, Islamic buildings, and other Islamic symmetrical art

### *Instructional Activities*

1. Review with students the five pillars of Islam. Show them pictures of prayer rugs, Islamic buildings, and other symmetrical Islamic art. Discuss with the students the characteristics of Islamic art.
2. Direct students in creating an arabesque drawing. Explain that an arabesque is a form of symmetrical drawing that includes calligraphy designs, geometric shapes, flowers, vines, leaves, animals, and other things from nature. Images of people are not included in an arabesque. The designs of many oriental rugs are examples of arabesque. The following Web sites provide examples of Islamic art:
  - *Arabesque*. Wikipedia, The Free Encyclopedia. <http://www.wikipedia.org/wiki/Arabesque>
  - *The Art of Arabic Calligraphy*. Sakkal Design. <http://www.sakkal.com/ArtArabicCalligraphy.html>.

To complete the assignment, have the students

- fold a square piece of paper in half, vertically, horizontally, or diagonally
- draw the design on one-half of the folded paper
- trace the drawn design on the other half of the paper
- open the paper to reveal the whole design, which will be symmetrical
- color the design, making sure the colors in the two sections also match.

NOTE: To challenge the more artistically gifted students, have them make an arabesque that is identical in each of the quarters of the paper.

3. Provide an opportunity for students to display their drawings.

## Session 12: Global Choke Points

---

### *Materials*

- PowerPoint presentation on “Major Choke Points in the World”
- An outline map of the world

### *Instructional Activities*

1. Instruct students to identify on the map of the world where the major straits and canals are located.
2. Show the PowerPoint presentation on “Major Choke Points in the World,” and have students respond to the instructions within the presentation.

**Session 13: Review**

---

***Materials***

- PowerPoint presentation of “Jeopardy: North Africa” game

***Instructional Activities***

1. Have the students prepare for the unit test on North Africa and Southwest Asia by playing the “Jeopardy: North Africa” game, which is played like the Jeopardy game on TV. The teacher should determine methods for
  - keeping score
  - selecting teams
  - keeping track of which questions have been answered.

**Session 13: Assessment** 

---

**Materials**

- Unlabeled outline map of the region

**Instructional Activities**

1. Administer a test on North Africa and Southwest Asia. Examples of test questions in SOL format are included at Attachment F. Include an unlabeled outline map of the region, and have students identify important political units, cities, rivers, lakes, seas, mountains, and deserts on it. You may wish to number the places on the map and have students respond to test questions presented in the following format:

**The country located at number 1 is**

- A** Kuwait
- B** Qatar
- C** Iraq
- D** Turkey

**The body of water located at number 2 is**

- A** the Bosphorus Strait
- B** the Arabian Sea
- C** the Persian/Arabian Gulf
- D** the Red Sea

## Attachment A: Student Geography Notes on North Africa and Southwest Asia (Middle East) \_\_\_\_\_

The region is located at the crossroad of three continents — Europe, Asia and Africa. Trade has always been important in this area, goods and ideas having been exchanged in the region for thousands of years. Today, many contemporary trade routes cross through the region. Because of the divisive influence of the Sahara, the African portion of this region is distinct from sub-Saharan Africa. Egypt and Mesopotamia were the site of the world's earliest civilizations.

- I. Mountains
  - A. Atlas Mountains — located in Northeast Africa
  - B. Taurus Mountains — located in Turkey
  - C. Zagros Mountains — located in Iran
- II. Seas and Lakes
  - A. Mediterranean Sea — borders all three continents
  - B. Black Sea — most important water route connecting eastern Europe and Russia to the Mediterranean Sea
  - C. Red Sea — separates Africa and Asia
  - D. Persian Gulf — critical to the transportation of oil out of the region
  - E. Arabian Sea — connects to the Persian/Arabian Gulf
- III. Rivers
  - A. Nile River — longest river in the world; critical to the survival of Egypt
    1. Aswan High Dam — significant infrastructure in Egypt
      - a) Built to control annual flooding on the Nile River
      - b) Positive effects on region
        - (1) hydroelectric power
        - (2) controls the annual flooding in the region
        - (3) provides water for irrigation
      - c) Negative effects on region
        - (1) prevents river from contributing to fertile soil in area by flooding and spreading silt
        - (2) causes need to use fertilizers to produce fertile soil
  - B. Tigris River — one of the two main rivers in Iraq; a cradle of civilization
  - C. Euphrates River — one of the two main rivers in Iraq and Syria; a cradle of civilization
  - D. Jordan River — rises in Israel; forms the boundary between Israel and Jordan; flows into the Dead Sea, important in Biblical times
- IV. “Choke Points” — straits and canals
  - A. Suez Canal — man made canal; provides a short cut from the Mediterranean Sea to the Red Sea
  - B. Bosphorus — natural strait; part of the connection between the Black Sea and the Mediterranean Sea
  - C. Dardanelles — natural strait; part of the connection between the Black Sea and the Mediterranean Sea
  - D. Strait of Hormuz — strait located at the entrance to the Persian Gulf
- V. Climate regions of North Africa and Southwest Asia
  - A. Desert (Arid) — predominant climate of the region
    1. The Sahara — the largest desert in the world
  - B. Semi-arid — on the fringes of the desert
    1. The Sahel — the region south of the Sahara desert; influenced by desertification
  - C. Mediterranean — all along the Mediterranean coast
    1. Wadis or dry riverbeds contain water only when it rains; common in the area
    2. Torrential floods are created by seasonal rains.
- VI. Economic characteristics
  - A. Desert people used to be nomadic herders (Bedouins).
    1. Pastoralism (herding animals) is a primary economic activity.
  - B. The scarcest resource in the region is fresh water. Some countries, such as Saudi Arabia, desalinate seawater to make fresh water.
  - C. The most plentiful resource in the region is oil.
    1. Most of the countries, such as Saudi Arabia, UAE, Qatar, Kuwait, and Bahrain, have used their oil revenues to improve the standard of living of their citizens.

2. Other countries, such as Iraq and Iran, have used their oil revenues to create defense systems that include armed forces and modern weapons.
  3. The region has a large number of workers from other countries. These workers, from other Middle Eastern countries as well as South Asia and the Philippine Islands, immigrated to the region during the oil boom.
  4. The region's income is based on a single commodity: oil. This is a negative effect of oil.
  5. Oil resources are not evenly distributed among the countries in the regions. There is a great variation in the standard of living, ranging from relatively high to poverty-level. There are developed countries and developing countries in the region.
  6. Oil-producing nations are members of OPEC (Organization of Petroleum Exporting Countries). The OPEC nations determine the quantity of oil produced and exported and the price per barrel.
- D. Agriculture, a primary economic activity in the region, is limited to
1. Areas along the coast where the soil and climate are suited to growing wheat, olives, grapes, and citrus fruits.
  2. Locations where irrigation is available to grow crops. The people of Israel have successfully irrigated the Negev desert in order to increase the amount of land that will grow crops.
  3. Oases — areas of lush green vegetation in the desert.
  4. Areas along the fertile riverbanks where alluvial soil is left after seasonal flooding.
  5. Delta regions at the mouths of rivers. The Nile River Delta is a major agricultural region due to the alluvial soil deposits.
- E. Regional conflicts and political unrest in the region affect tourism.
1. Conflict between the Palestinians and the Jews in Israel have negatively impacted the tourist industry in the region. Israel is known as the Holy Land — the site of religious holy places of the Jews, Muslims, and Christians. Tourism is a main source of income in Israel.
  2. The presence of terrorist activities in other countries, such as Egypt, has also negatively impacted the tourist industry.
- F. Trade has been important to the region for hundreds of years.
1. There are many contemporary trade routes (sea lanes) in the region.
  2. The presence of the Suez Canal enhances shipping routes in the region.
- G. The Aswan High Dam has positive and negative effects. Go to the following Web site for a discussion of the construction of the dam, its positive impact, and its negative effects: "The Aswan High Dam." *What You Need to Know About.* <<http://geography.about.com/library/weekly/aa012698.htm?once=true&>>

## VII. Cultural characteristics

- A. Languages
1. Arabic — most of the nations in the region
  2. Hebrew — Israel
  3. Farsi — Iran
  4. Turkish — Turkey
- B. Rapid urbanization
1. Cities becoming modern
  2. Rural areas continuing in traditional ways
    - a) Some nomads continue to live in the desert and herd animals.
    - b) Farmers continue to farm along the riverbanks and the coast, using traditional tools.
- C. Large percentage of the population is under 15 years old.
- D. Population of the region is unevenly distributed due to the arid climate. People live where there is fresh water along the riverbanks and along the coast.
- E. The art reflects the diversity of the religions in the area.
1. Christian church — stained glass
  2. Islam — geometric tiles, prayer rugs, mosaics, calligraphy
- E. The region is the birthplace of the three monotheistic religions: Judaism, Christianity, and Islam. Due to the religious diversity, the region sees conflict today. The timeline at Attachment B explains the origin of each religion and traces its history from the beginning to the present time.

## Attachment B: Timeline of the Three Monotheistic Religions

Early civilizations, such as those of ancient Egypt, Greece, and Rome, invented numerous gods to worship. The idea of worshipping one god was started about 1900 BC by a man named Abraham, to whom Jews, Christians, and Muslims all trace their religious heritage. Each religion has its own holy book — the Torah, Bible, and Koran — which tells the same story of Abraham. Because God told Abraham that God would establish his covenant with Abraham’s descendents, each religion lays claim to the “Holy Land,” which is in the present-day country of Israel. Jews and Christians claim their heritage through Isaac, while Muslims claim their heritage through Ishmael. The Muslims conquered the Holy Land, which at the time was called Palestine, and lived there from about 900 until 1947, when the land was partitioned between the Jews and the Muslims. After the partitioning, a war was fought between the Muslims and the Jews. The Jews won, and Palestine ceased to exist as a country; the country of Palestine became known as Israel. The controversy in Israel has continued since 1947. The Palestinian Liberation Organization (PLO) represents the destroyed nation of Palestine. They have a leader, Yasir Arafat, but they do not have any land/country named Palestine, as their historic territory is occupied by Israeli troops. The goal of the PLO is to reestablish a Palestinian state. Since 1993, the PLO has controlled the Gaza Strip and part of the West Bank. They now want to control all of the Gaza Strip, the West Bank, and the Golan Heights. One reason the Taliban and many Muslim states are angry with the United States is because of the amount of economic aid the United States has given to Israel through the years, which they say has enabled the Jews to hold on to Israel. They are also angry that the United States went into Saudi Arabia in 1991 and desecrated their Holy Land. Most recently the PLO has not been as militant as it once was. It does not condone the actions of 9/11/01.

| <b>Date</b>            | <b>Tora (Judaism)</b>   | <b>Bible (Christianity)</b>  | <b>Koran (Islam)</b>   |
|------------------------|---|--|--|
| 1900 BC                | Abraham journeys from Ur, in present-day Iraq, to the Promised Land, Canaan (Israel), with his wife Sarah and her handmaiden Hagar. Ishmael is born to Hagar. Isaac is born to Sarah.   | Same as Tora   | Ishmael is sent into the Arabian desert.   |
| Time of the Patriarchs | <u>Abraham, Isaac, and Jacob</u><br>Jacob, son of Isaac, has 12 sons: 10 by Leah and 2 by Rachel. The two by Rachel were Joseph and Benjamin. Joseph is taken to Egypt and put in prison, where he wins the favor of the Pharaoh by interpreting dreams. He predicts a famine, which comes true, and is given a high position in the Egyptian government. The famine and the desire to reunite with Joseph eventually causes the 12 tribes of Israel to move to Egypt, where they are enslaved. | Same as Tora   | <u>Abraham and Ishmael</u><br>Ishmael grows up around the present site of Mecca. The Islamic holy book, the Koran, describes how God cared for them. The Koran tells that Abraham visited Ishmael in the desert. |
| 1200 BC                | Moses leads the Israelites out of Egypt. Joshua leads the Israelites back to Canaan (Israel) where they have to fight to regain the “promised land.”  | Same as Tora   |  |
| 538 BC                 | The Persian conquerors of Babylon allow Jews to return to Jerusalem. Many return, but some stay in Babylon  | Same as Tora   |  |
| 63 BC                  | The Romans take Jerusalem and control Palestine, but they allow religious freedom.  | Same as Tora   |  |
| 4 BC                   | Jesus is born.  | Jesus is born (later to be crucified and rise from the dead). Christianity and the Christian Church is born. |  |

|         |  |  |  |
|---------|--|--|--|
| 135 AD  | Jews are exiled into other regions particularly Eastern and Western Europe. This migration to Europe was the beginning of a large Jewish population in western Europe in the 20 <sup>th</sup> century. |  |  |
| 313 AD  |  | Roman Emperor Constantine, the first Christian ruler, establishes religious tolerance and accepts Christianity |  |
| 570 AD  |  |  | Muhammad is born in Mecca.   |
| 619 AD  |  |  | Muhammad establishes the Islamic faith. Holy cities of Islam are Mecca, Medina, and Jerusalem.   |
| 632 AD  |  |  | Muhammad dies. Islam is spread throughout much of the Middle East and North Africa.  |
| 687 AD  |  |  | Dome of the Rock, a Muslim Mosque, is built on the site where the Temple of Solomon stood. This site is sacred to all three religions. |
| 1099 AD |  |  | Muslims lose the Holy Land to the Christians.  |
| 1187 AD |  | Christians lose the Holy Land to the Muslims.  | Muslims recapture Jerusalem and remain in Palestine until after WWII (1948).   |

|           |   |
|-----------|---|
| 1945      | The Arab League is established: its members pledge cooperation to prevent a Jewish state in Palestine. World War II ends, leaving European Jewry decimated from the Holocaust. Displaced Jews want their ancestral home returned. |
| 1947      | The UN votes in favor of partitioning Palestine. Palestine is divided into Jewish, Arab, and international areas (city of Jerusalem)  |
| 1948      | State of Israel is proclaimed (recognized by the USSR and U.S.)<br>Egypt and Jordan attack Israel. Results: Israel wins three-fourths of Palestine; Egypt and Jordan divide the rest of Palestine. Palestine ceases to exist.     |
| 1964      | Palestinian Liberation Organization is established with Yasir Arafat as leader. The goal of the PLO is to destroy Israel. PLO terrorism begins.   |
| 1967      | Six Day War. Israel occupies the Golan Heights, the Gaza Strip, the West Bank, and Jerusalem.   |
| 1973      | Egypt and Syria attack Israel. Israel wins Sixteen Day War.<br>Arab embargo on oil forces gasoline prices to increase.  |
| 1978      | Israel invades Lebanon.   |
| 1978      | Camp David Accords settle the issue between Egypt and Israel.   |
| 1979      | Shah leaves Iran and Khomeini takes over.   |
| 1979      | U.S citizens in Iran are seized and become hostages. Attempt by President Carter to rescue them fails.  |
| 1980      | Iran-Iraq war begins.   |
| 1981      | Hostages in Iran are freed after Reagan becomes president.  |
| 1983      | 241 Marines are killed in suicide bombings in Beirut, Lebanon.  |
| 1986      | U. S bombed Libya.  |
| 1988      | Palestinians National Council states they were willing to negotiate for a Palestinian state in the Israeli-occupied territories. Israel agrees to negotiate but wants a unified Jerusalem.  |
| 1988      | PanAm flight 103 explodes over Lockerbie, Scotland — terrorist activity   |
| 1991      | War in the Gulf — world coalition against Iraq  |
| 1993      | World Trade Center towers in NYC bombed by terrorists   |
| 1998      | American embassies in Tanzania and Kenya bombed by terrorists   |
| 2000      | USS Cole off coast of Yemen bombed by terrorists  |
| 9/11/2001 | World Trade Center towers destroyed and Pentagon attacked by terrorists   |

## Attachment C: Monotheistic Religions Chart

| Religion     | Founder Date              | Place of Origin        | Symbol  | Followers Called | Holy Book                     | God         | Major Beliefs  |
|--------------|---------------------------|------------------------|---|------------------|-------------------------------|-------------|--|
|              |                           |                        |   |                  | House of Worship              | Name of God |  |
| Judaism      | Abraham<br>Isaac<br>Jacob | Mesopotamia and Israel |  | Jews<br>Hebrews  | Torah                         | One God     | <ul style="list-style-type: none"> <li>➤ Monotheism</li> <li>➤ God sent laws people must obey — The Ten Commandments</li> <li>➤ The Messiah or son of God has not yet been born</li> <li>➤ House of worship called a <i>synagogue</i> or temple</li> <li>➤ Day of worship is called the <i>Sabbath</i>, which begins on Friday evening and continues through Saturday</li> <li>➤ There are about 14 million Jews today. They live predominantly in the United States, Israel, and the former Soviet Union.</li> </ul>  |
|              | Synagogue (Temple)        |                        |   |                  | Yahweh                        |             |  |
| Christianity | Followers of Jesus        | Jerusalem              |  | Christians       | Bible: Old and New Testaments | One God     | <ul style="list-style-type: none"> <li>➤ Monotheism</li> <li>➤ Jesus is the Messiah or son of God. He lived, died, and was resurrected from the dead.</li> <li>➤ Believe in life after death.</li> <li>➤ Day of worship is Sunday</li> <li>➤ There are over one billion Christians today. They are primarily Roman Catholics, Protestants, and Orthodox Christians.</li> </ul>   |
|              | 30 A.D.                   |                        |   |                  | Church Cathedral              | God Lord    |  |
| Islam        | Muhammad                  | Mecca<br>Medina        |  | Muslims          | Quran or Koran                | One God     | <ul style="list-style-type: none"> <li>➤ Monotheism</li> <li>➤ Five Pillars of Islam:               <ol style="list-style-type: none"> <li>1. No other God but Allah</li> <li>2. Pray five times a day facing Mecca</li> <li>3. Give alms to the poor</li> <li>4. Fast during the month of Ramadan</li> <li>5. Make a pilgrimage to the Holy City of Mecca</li> </ol> </li> <li>➤ Believe in life after death</li> <li>➤ No day of worship. Men must attend a prayer service on Fridays.</li> <li>➤ There are over 800 million Muslims today. They live mostly in the Middle East, Europe, North Africa, Indonesia, and Pakistan.</li> </ul> |
|              | 600 A. D.                 |                        |   |                  | Mosque                        | Allah       |  |

**Attachment D: Economic Indicators Data**

---

| Country | Population | Percentage of population under 15 | Literacy rate: male | Literacy rate: female | Life expectancy: male | Life expectancy: female | GDP per capita | Percentage of population: urban | Annual population growth rate | Check this column if the country is <i>developing</i> |
|---------|------------|-----------------------------------|---------------------|-----------------------|-----------------------|-------------------------|----------------|---------------------------------|-------------------------------|---|
| Algeria |            |                                   |                     |                       |                       |                         |                |                                 |                               |   |
| Egypt   |            |                                   |                     |                       |                       |                         |                |                                 |                               |   |
| Iran    |            |                                   |                     |                       |                       |                         |                |                                 |                               |   |
| Iraq    |            |                                   |                     |                       |                       |                         |                |                                 |                               |   |
| Israel  |            |                                   |                     |                       |                       |                         |                |                                 |                               |   |
| Jordan  |            |                                   |                     |                       |                       |                         |                |                                 |                               |   |
| Kuwait  |            |                                   |                     |                       |                       |                         |                |                                 |                               |   |
| Lebanon |            |                                   |                     |                       |                       |                         |                |                                 |                               |   |
| Libya   |            |                                   |                     |                       |                       |                         |                |                                 |                               |   |
| Morocco |            |                                   |                     |                       |                       |                         |                |                                 |                               |   |
| Qatar   |            |                                   |                     |                       |                       |                         |                |                                 |                               |   |
| Syria   |            |                                   |                     |                       |                       |                         |                |                                 |                               |   |
| Tunisia |            |                                   |                     |                       |                       |                         |                |                                 |                               |   |
| Turkey  |            |                                   |                     |                       |                       |                         |                |                                 |                               |   |
| Turkey  |            |                                   |                     |                       |                       |                         |                |                                 |                               |   |
| Yemen   |            |                                   |                     |                       |                       |                         |                |                                 |                               |   |

## Attachment E: Monotheistic Religions Quiz \_\_\_\_\_

**Directions: Answer the questions below, using the following letters to fill in the blanks:**

- A Christianity
- B Islam
- C Judaism
- D Christianity, Islam, Judaism
- E Islam, Judaism
- F Islam, Christianity
- G Christianity, Judaism

### Questions

1. Their Holy Book is called the Quran. \_\_\_\_\_
2. Jesus is considered the Son of God. \_\_\_\_\_
3. This religion's Holy Book is the Bible, which contains the Old and the New Testaments. \_\_\_\_\_
4. Followers participate in a pilgrimage to Mecca and participate in the Hajj. \_\_\_\_\_
5. This religion is the oldest of the three. \_\_\_\_\_
6. Abraham is regarded as the father of their people; the other patriarchs are Isaac and Jacob. \_\_\_\_\_
7. This religion's Holy Book is the Torah. \_\_\_\_\_
8. This religion(s) believes in one supreme being or God. \_\_\_\_\_
9. Jerusalem is considered a Holy City. \_\_\_\_\_
10. The Ten Commandments are accepted as guidelines for ethical behavior. \_\_\_\_\_
11. This religion is the second oldest of the three. \_\_\_\_\_
12. This religion recognizes a different calendar that begins after the Hegira. \_\_\_\_\_
13. Their Holy Book includes the story of the birth of Jesus at Bethlehem. \_\_\_\_\_
14. Their place of worship is a church. \_\_\_\_\_
15. Their place of worship is a synagogue or temple. \_\_\_\_\_
16. Their place of worship is a mosque. \_\_\_\_\_
17. This religion is the world's largest religion and is mostly found in the Western Hemisphere, Europe, Africa, and Australia. \_\_\_\_\_
18. This religion is the smallest and is found mostly in the U.S., Israel, and the former Soviet Union. \_\_\_\_\_
19. This religion is the second largest and is found mostly in Africa and Asia. \_\_\_\_\_
20. This religion must follow five pillars. Men must attend prayer service on Fridays. \_\_\_\_\_
21. The leaders of this religion are called Rabbis, and their Sabbath is on Saturday. \_\_\_\_\_
22. The leaders of this religion are called Ministers or Reverends, and their day of worship is Sunday. \_\_\_\_\_
23. The founders of this religion were the followers of Jesus. \_\_\_\_\_
24. The founder of this religion was Muhammad. \_\_\_\_\_
25. This religion places prayers in the Wailing Wall or the Western Wall in Jerusalem. \_\_\_\_\_

## Attachment F: Sample Assessment Items

## SECTION I

- |  |   |
|--|---|
| <p><b>1. Wadis are</b></p> <p>A abandoned mineral deposits.<br/>         B areas of intense urbanization.<br/>         C streambeds that are dry except during a heavy rain. *<br/>         D desert areas that once held oases.</p> <p><b>2. Most of the population of North Africa and Southwest Asia lives</b></p> <p>A near water. *<br/>         B in the mountains.<br/>         C in the plains.<br/>         D inland.</p> <p><b>3. The longest river in the world is the</b></p> <p>A Amazon.<br/>         B Nile.*<br/>         C Tigris.<br/>         D Euphrates.</p> <p><b>4. The largest desert in the world is the</b></p> <p>A Atacama.<br/>         B Kara Kum.<br/>         C Sahara. *<br/>         D Gobi.</p> <p><b>5. All of the following are “choke points” in the Middle East except the</b></p> <p>A Panama Canal. *<br/>         B Bosphorus.<br/>         C Suez Canal.<br/>         D Strait of Hormuz.</p> <p><b>6. Most of the rainfall in the region occurs in or near</b></p> <p>A the plains.<br/>         B mountain ranges. *<br/>         C on the Plateau of Iran.<br/>         D around the Tropic of Cancer.</p> <p><b>7. The language spoken in Iran is</b></p> <p>A English.<br/>         B Farsi.*<br/>         C Russian.<br/>         D Greek.</p> <p><b>8. The desert areas of North Africa and Southwest Asia are</b></p> <p>A densely populated.<br/>         B largely unpopulated, except in the cities. *<br/>         C usually too hot to herd animals.<br/>         D without oases.</p> | <p><b>9. The term “ships of the desert” refers to</b></p> <p>A camels. *<br/>         B donkeys.<br/>         C jeeps.<br/>         D oil barges.</p> <p><b>10. Which series of words best describes the primary economic activities in the region?</b></p> <p>A Manufacturing, service industry, oil drilling<br/>         B Oil drilling, pastoralism, service industry<br/>         C Agriculture, manufacturing, pastoralism<br/>         D Oil drilling, agriculture, pastoralism *</p> <p><b>11. Which city was the ancient capital of Israel?</b></p> <p>A Jerusalem *<br/>         B Beirut<br/>         C Baghdad<br/>         D Tel Aviv</p> <p><b>12. Which Middle Eastern country exports fine cotton?</b></p> <p>A Israel<br/>         B Iran<br/>         C Egypt *<br/>         D Iraq</p> <p><b>13. What was the name of the organization formed to give oil-producing nations control over the production and price of oil?</b></p> <p>A UN<br/>         B OPEC *<br/>         C NATO<br/>         D NAFTA</p> <p><b>14. What is the process that converts salt water to fresh water?</b></p> <p>A Distillation<br/>         B Boiling<br/>         C Desalination *<br/>         D Filtration</p> <p><b>15. The major means of transporting oil within the region is by</b></p> <p>A truck.<br/>         B pipeline. *<br/>         C ship.<br/>         D air.</p> <p><b>16. Those people who followed the teachings of Jesus became known as</b></p> <p>A Prophets.<br/>         B Jews.<br/>         C Muslims.<br/>         D Christians. *</p> |
|--|---|

**17. A major occupation of the people of the steppe region is**

- A building houses.
- B manufacturing automobiles.
- C surveying land.
- D raising livestock. \*

**18. The followers of Muhammad are called**

- A Muslims. \*
- B Christians.
- C Jews.
- D Buddhists.

**19. The holy cities of the followers of Muhammad in the order of their importance are**

- A Jerusalem, Mecca, Medina.
- B Medina, Mecca, Jerusalem.
- C Mecca, Medina, Jerusalem. \*
- D Jerusalem, Medina, Mecca.

**20. The memorial built on the Temple Mount in Jerusalem is the**

- A Church of the Holy Sepulcher.
- B Hagia Sophia.
- C The Kaaba.
- D Dome of the Rock. \*

**21. All of the following are reasons why the Aswan High Dam is important to Egypt except to**

- A provide a lake for recreation. \*
- B supply electricity in the region.
- C improve irrigation.
- D control flooding.

**22. The main language in Southwest Asia (Middle East) is**

- A Hebrew.
- B Arabic. \*
- C Farsi.
- D Turkish.

**23. In terms of religion, most of the people in the region are**

- A Christians.
- B Jews.
- C Sunni Muslims. \*
- D Shiite Muslims.

**24. An ongoing issue in the Arab-Israeli conflict in Israel is**

- A the dispute between Christians and Muslims over control of the government.
- B disputes over rights to oil reserves and to fresh water.
- C the status of the Palestinians, who want a separate homeland. \*
- D the establishment of a common government in the region.

**25. The nation of people who live in the mountains of Iraq, Turkey, Syria, and Iran are the**

- A Nomads.
- B Kurds. \*
- C Cypriots.
- D Palestinians.

**26. The climate type that dominates Southwest Asia is**

- A desert. \*
- B humid continental.
- C humid subtropical.
- D steppe.

**27. The most economically developed country of Southwest Asia is**

- A Afghanistan.
- B Iraq.
- C Yemen.
- D Israel. \*

**28. The sacred book of Islam is the**

- A Quran. \*
- B Rub al Khali.
- C Bible.
- D Torah.

**29. Nomads who attend the animals in the desert are called**

- A shepherds.
- B Bedouins. \*
- C Afghans.
- D hunters.

**30. All of the following resources are scarce in the Middle East except for**

- A water for drinking.
- B coal.
- C oil. \*
- D trees for building.

**31. Places in the cities where people in the region go to trade goods are called**

- A bazaars. \*
- B fairs.
- C open markets.
- D department stores.

**32. The three countries in the region that are not Arab are**

- A Egypt, Libya, Morocco.
- B Israel, Iran, Turkey. \*
- C Iran, Iraq, Kuwait.
- D Afghanistan, Yemen, Qatar.

**33. What event left the Palestinians without a homeland?**

- A The Arab-Israeli war of 1948. \*
- B World War I.
- C the Arab-Israeli war of 1967.
- D World War II.

**34. The Middle East is located at the crossroads of these three continents:**

- A Europe, Asia, and North America.
- B North America, South America, Central America.
- C Africa, North America, Asia.
- D Africa, Asia, Europe.\*

**35. A large percentage of the population in the region is**

- A under the age of 15. \*
- B over the age of 15.
- C approaching retirement.
- D already retired.

**36. The purpose of the Suez Canal is to**

- A provide water for irrigation.
- B provide water for fishing.
- C be used for shipping routes in the region. \*
- D be used in case of war to transport troops.

**37. An area in the desert where usable water is available is called a/an**

- A oasis \*
- B delta
- C gulf
- D wadis

**38. Palestinians who have fled Israel to live in the neighboring countries are called**

- A immigrants.
- B emigrants.
- C refugees. \*
- D aliens.

**39. Which statement best describes the movement of people in the region?**

- A People are rapidly moving to the cities. \*
- B People are being forced to move to the cities.
- C People are being encouraged to stay in the rural areas.
- D People are not moving within the region.

**40. One employment problem facing the region is that there are**

- A not enough people to work on the jobs.
- B too many people engaged in agriculture.
- C too many people leaving the region to work elsewhere.
- D too many guest workers from other countries. \*

**41. The Suez Canal connects the following two major bodies of water:**

- A the Red Sea and the Persian Gulf.
- B the Indian Ocean and the Caspian Sea.
- C the Persian Gulf and the Nile River.
- D the Mediterranean Sea and the Red Sea. \*

**42. Which country in the region has the greatest supply of oil reserves?**

- A Iraq
- B Saudi Arabia \*
- C Libya
- D Egypt

**43. Which statement best describes the distribution of the population in the region?**

- A Most people live along the coast.
- B Most people live in the desert.
- C The population is evenly distributed.
- D The population is unevenly distributed.\*

**44. Ancient cities were defended by**

- A walls built around them.\*
- B armies armed with crossbows.
- C moats built around them
- D being built on steep, inaccessible cliffs.

**45. Muslim art**

- A is mostly seen in stained glass.
- B includes pictures of Muhammad.
- C is symmetrical or balanced. \*
- D mostly included statues of people.

## SECTION II

*Teachers may add location questions in the following format, using a map of their choice.*

**46. Country number 10 is**

- A Algeria.
- B Egypt.
- C Iran.
- D Saudi Arabia.

**47. Water body A is the**

- A Red Sea.
- B Mediterranean Sea.
- C Black Sea.
- D Persian/Arabian Gulf.

Organizing Topic

# South Asia

## Standard(s) of Learning

---

- WG.4 The student will locate and analyze physical, economic, and cultural characteristics of world regions: ...South Asia....
- WG.12 The student will apply geography to interpret the past, understand the present, and plan for the future by
  - a) using geographic knowledge, skills, and perspectives to analyze problems and make decisions;
  - b) relating current events to the physical and human characteristics of places and regions.

## Essential Understandings, Knowledge, and Skills

---

*Correlation to Instructional Materials*

**Skills** (to be incorporated into instruction throughout the academic year)

- Compare maps and make inferences. \_\_\_\_\_
- Identify and interpret regional patterns on maps \_\_\_\_\_
- Identify primary ideas expressed in graphic data. \_\_\_\_\_
- Gather, classify, and interpret information. \_\_\_\_\_
- Draw conclusions and make generalizations about data. \_\_\_\_\_
- Explain cause-and-effect relationships. \_\_\_\_\_
- Explain charts comparing two or more concepts. \_\_\_\_\_
- Identify and locate regions, continents, oceans, and major features on maps and globes. \_\_\_\_\_

### Content

Describe how physical, economic, and cultural characteristics influence regional development. Use the regional information provided below. \_\_\_\_\_

### Countries

- Afghanistan \_\_\_\_\_
- Pakistan \_\_\_\_\_
- Nepal \_\_\_\_\_
- Bhutan \_\_\_\_\_
- Bangladesh \_\_\_\_\_
- India \_\_\_\_\_
- Sri Lanka \_\_\_\_\_

### Physical Characteristics

- Influence of mountains — Population, settlements, movement, climate \_\_\_\_\_
- Mountains \_\_\_\_\_
  - Himalayas \_\_\_\_\_
  - Western and Eastern Ghats \_\_\_\_\_
- Varied climate regions, ranging from tropical wet to humid subtropical \_\_\_\_\_
- Natural hazards — Monsoons \_\_\_\_\_



- Water sources (e.g., dams, reservoirs, wells, pipelines, ocean)
- Airport expansion
- Air quality
- Boundaries (e.g., school zones)
- Bicycle paths
- Mass transit
- City planning and zoning laws
- Energy use
- Location and size of public buildings (e.g., schools, recreation centers, hospitals, and libraries)
- Selection of locations for new stores and businesses

---

---

---

---

---

---

---

---

---

---

---

---

Explain that current events are shaped by the physical and human characteristics of the places and regions where they occur.

---

Use the following examples to explain how physical and human characteristics influence current events of places and regions:

- How physical characteristics influence current events:
  - Natural hazards (e.g., flooding, earthquakes, volcanoes, drought)
  - Climate, vegetation
- How human characteristics influence current events:
  - Population distribution
  - Geographic patterns of ethnic diversity
  - A sense of place (emotional attachment to specific locations)
  - Geographic patterns of trade and interdependence (e.g., oil)
  - Geographic patterns of wealth and poverty (developed and developing nations)

---

---

---

---

---

---

---

---

---

---

## Sample Resources

---

Below is an annotated list of Internet resources recommended for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

*Bangladesh – A Country Study.* <<http://lcweb2.loc.gov/frd/cs/bdtoc.html>>. The Library of Congress. This site provides extensive information on Bangladesh.

*Hinduism.* Minnesota State University. <<http://www.mnsu.edu/emuseum/cultural/religion/hinduism/hinduism.html>>. This site offers a variety of information about Hinduism.

“The Himalayas: Two Continents Collide.” United States Geological Survey. <<http://pubs.usgs.gov/publications/text/himalaya.html>>. This site gives information about one of the most dramatic and visible creations of plate-tectonic forces.

*An Introduction to Buddhism.* Shippensburg University. <<http://www.ship.edu/~cgboeree/buddhaintro.html>>. This site provides information on Buddhism.

*Investigating al-Qaeda.* BBC News. <[http://news.bbc.co.uk/1/hi/in\\_depth/world/2001/war\\_on\\_terror/](http://news.bbc.co.uk/1/hi/in_depth/world/2001/war_on_terror/)>. This site is an ongoing chart of events related to al-Qaeda, with links to details about each event.

*The Majestic Taj Mahal.* Australian National University. <<http://rubens.anu.edu.au/student.projects/tajmahal/home.html>>. This site provides information about India’s noble tribute to the grace of Indian womanhood.

*Outline Maps — Education Place.* Houghton Mifflin, 2002. <<http://www.eduplace.com/ss/ssmaps/>>. This site permits visitors to print a variety of maps related to this organizing topic.

*Pakistan – A Country Study.* The Library of Congress. <<http://lcweb2.loc.gov/frd/cs/pktoc.html>>. This site provides extensive information on Pakistan.

*Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning: History and Social Science Released Items for Virginia and United States History.* Virginia Department of Education 2003/04. <[http://www.pen.k12.va.us/VDOE/Assessment/Release2003/History/VA-RIBs\\_g11wgeo-1.pdf](http://www.pen.k12.va.us/VDOE/Assessment/Release2003/History/VA-RIBs_g11wgeo-1.pdf)>.

*Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning: World Geography Test Blueprint.* Virginia Department of Education, 2003/04. <<http://www.pen.k12.va.us/VDOE/Assessment/HistoryBlueprints03/2002Blueprint9WG.pdf>>. This site provides assessment information for the course in World Geography.

*What Is a Monsoon?* University of Nebraska-Lincoln, School of Natural Resources. <<http://snrs.unl.edu/amet351/ogren/monsoons.html>>. This site provides information on monsoons.

## Session 1: Countries; Physical Features

---

### *Materials*

- Student atlases
- Unlabeled outline map of South Asia
- Video on Hinduism, and a related, teacher-developed viewing guide

### *Instructional Activities*

1. Display the following questions on the board or overhead, and instruct students to respond to them in writing:

- What nations make up South Asia?
- What is the longitude and latitude running through the center of South Asia?
- What products does the United States import from South Asia?

Divide the class into groups of three or four students each, and instruct the students in each group to share their responses but to prepare their own response sheet. Allow students to use their textbooks and other available resources. Allow time for groups to share their responses.

2. Distribute unlabeled outline maps and atlases, and instruct students to annotate their map with the following information:

- Color rivers, oceans, and seas blue
- Color each nation a different color
- Label the following physical and political features:
 

|                       |               |             |
|-----------------------|---------------|-------------|
| – East and West Ghats | – Khyber Pass | – New Delhi |
| – Himalayas           | – Thar Desert | – Bangalore |
| – Hindu Kush          | – Pakistan    | – Calcutta  |
| – Bay of Bengal       | – India       | – Bombay    |
| – Arabian Sea         | – Bangladesh  | – Islamabad |
| – Indian Ocean        | – Sri Lanka   | – Kathmandu |
| – Indus River         | – Maldives    | – Thimphu   |
| – Brahmaputra River   | – Bhutan      | – Colombo   |
| – Ganges River        | – Nepal       |             |
| – Deccan Plateau      | – Karachi     |             |

3. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

## Session 2: Geographic Features; Hinduism

---

### *Materials*

- Handout: Geography Notes on South Asia (Attachment A)
- Large display map of South Asia
- Video on development and/or current practice of Hinduism, and a related, teacher-developed viewing guide

### *Instructional Activities*

1. Review content from the previous session.
2. Hand out the geography notes (Attachment A). Allow time for students to study maps of South Asia and present their observations of the geographic features of this region. Guide students by using a large display map to identify key geographic features.
3. Show a video on the Hindu religion. Provide a teacher-developed viewing guide with questions for students to answer as they view the video.
4. Assign a teacher-selected reading, worksheet, or other reinforcement activity on the practices of Hinduism and Buddhism, using available teacher resources.

## Session 3: Buddhism

---

### *Materials*

- Recent article on Buddhism (The following Web site may be of assistance:  
<<http://www.ship.edu/~cgboeree/buddhaintro.html>>)

### *Instructional Activities*

1. Review with students the content covered to this point in the unit.
2. Instruct students to read an article on Buddhism taken from a Web site or newspaper and prepare a review of the article. The review should include
  - a critique of the article
  - a synthesis of the content of the article with other knowledge
  - definitions of at least five key wordsProvide information for students on the number of Buddhist currently in South Asia as compared to the number of members of other religions.
3. Instruct students to prepare a chart that reflects the differences and similarities between Hinduism and Buddhism. Provide resources in class for students to refer to when preparing the chart, or arrange for students to visit the computer lab or media center to do research.

**Session 4: Distribution of Religions; History**

---

***Materials***

- Handout: Notes on History of South Asia (Attachment B)
- Unlabeled outline map of South Asia

***Instructional Activities***

1. Review the content from the previous session, discussing the articles students were assigned.
2. Have the students indicate on an unlabeled outline map of South Asia the areas of Hinduism and those of Buddhism. Have them use color-coding to reflect the distribution of these religions in the region.
3. Conduct a brief discussion on the major eras of South Asia history.

## Session 5: Timeline of Historic Events

---

### *Materials*

- Unlabeled outline map of South Asia
- Computers with Internet access, at least one computer for every two students
- Textbooks

### *Instructional Activities*

1. Have the students use an unlabeled outline map of South Asia to reflect specific historic events from ancient times up to 1947. Events to be included are
  - Aryan invasions
  - Life of the Buddha
  - Maurya Empire
  - Gupta Empire
  - Mughal Empire
  - Rule of Akbar
  - British East India Company building of the Taj Mahal
  - Sepoy Rebellion
  - Indian National Congress
  - Muslim League
  - Indian-Pakistani IndependenceAllow students to use their textbook and the Internet to research information about these topics. Monitor and assist students as they search Web sites for data.
2. Instruct students to complete the assignment out of class. Provide a due date.

**Session 6: Indian and Pakistani Architecture, Landscapes, and Culture** \_\_\_\_\_***Materials***

- Slides or pictures of India and Pakistan architecture, landscapes, and cultural features
- Examples of music from India and Pakistan
- Pictures of instruments from India, such as the sitar and tabla
- Handout: Introduction to Indian Architecture (Attachment C)

***Instructional Activities***

1. Review content from the previous session.
2. Play examples of music from India and Pakistan, and discuss the similarities and differences between American and South Asian music.
3. Display pictures and/or slides of the architecture, landscapes, and cultural features of India and Pakistan, and use the notes at Attachment C to guide discussion. Ask students to comment on their observations in writing. They should make notes on the similarities and differences between India and Pakistan, and between each of these countries and the United States.
4. Assign a teacher-selected reading, worksheet, or other reinforcement activity focusing on Indian and Pakistani Independence from 1947 to 1973 with focus on territorial disputes between the two nations, using available teacher resources. This topic will be the focus of the next session.

## Session 7: South Asian Boundary Changes and Disputes since 1947

---

### *Materials*

- Large display map of the region
- Video about South Asian boundary changes and disputes, with a related, teacher-prepared viewing guide
- Create South Asia mid-unit quiz covering all material from previous sessions

### *Instructional Activities*

1. Review the content from the previous sessions.
2. Display the following notes on the board or overhead. Discuss each point, and illustrate it on a large display map of the region:  
Territorial changes and disputes in South Asia from 1947 to the present:
  - The visions of 1947
    - Mohandas K. Gandhi’s vision of Greater India from the Hindu-Kush to Burma (Gandhi was also referred to as *mahatma*, or “great soul”)
    - Jinnah’s vision of a Muslim Pakistan
  - The realities of 1947
    - Indian boundaries
    - Pakistan divided between East and West
    - Sri Lanka seemingly united
  - Disputes
    - Kashmir: terrorism or freedom fighting?
    - The Punjab and the Sikhs: religious autonomy?
    - East Pakistan becomes Bangladesh in 1971.
    - Sri Lanka and the Tamil Tigers: problem solved?
3. Show a short video about South Asian boundary changes and disputes, and give students three or four questions to answer in order to guide their viewing.
4. Administer a quiz on the class discussion and video.

**Session 8: Assessment**

---

***Materials***

- South Asia Quiz (Attachment D or teacher-prepared)

***Instructional Activities***

1. Administer the mid-unit assessment, using the quiz at Attachment D or a teacher-prepared quiz.

**Session 9: Kashmir**

---

***Materials***

- Articles on the Kashmir dispute
- Unlabeled outline map of North India and Pakistan

***Instructional Activities***

1. Have students read an introductory article about Kashmir, and follow the reading with a discussion of the current issues involving Kashmir.
2. Arrange a visit to the computer lab or media center for students to conduct research on Kashmir. Instruct them to prepare a brief report outlining the political issues in Kashmir.

## Session 10: South Asia Resources; Monsoons; Bangladesh

---

### *Materials*

- Atlases with physical and resource information on South Asia
- South Asia Resources worksheet (Attachment E)
- Article on monsoons, with related, teacher-prepared questions (*What Is a Monsoon?* <<http://snrs.unl.edu/amet351/ogren/monsoons.html>>)
- Article on Bangladesh, with related, teacher-prepared questions (*Bangladesh – A Country Study* <<http://lcweb2.loc.gov/frd/cs/bdtoc.html>>)

### *Instructional Activities*

1. Review Quiz from session 8.
2. Distribute the South Asia Resources worksheet (Attachment E) and atlases, and review the worksheet with the students. Have them complete the worksheet individually, using the atlases.
3. Have students read a short article on the monsoons in South Asia (*What Is a Monsoon?* <<http://snrs.unl.edu/amet351/ogren/monsoons.html>>) and respond to a series of related, teacher-prepared questions about the topic.
4. Have students read a short article on Bangladesh (*Bangladesh – A Country Study* <<http://lcweb2.loc.gov/frd/cs/bdtoc.html>>) and respond to a series of related, teacher-prepared questions about the topic.

## Session 11: South Asian Economic Development

---

### *Materials*

- Video on South Asian development
- Article on United States trade with South Asia, with related, teacher-prepared questions

### *Instructional Activities*

1. Show a video on South Asian economic development, highlighting:
  - emerging high-tech sector
  - bureaucratic reforms in India
  - sweatshop labor issues and emerging middle class.
2. Hold a discussion on the economic possibilities for South Asia.
3. Distribute an article on South Asian development, with related, teacher-prepared questions.

**Session 12: Pakistan, Afghanistan, and Al Qaeda; Unit Review** \_\_\_\_\_**Materials**

- Article on Pakistan, Al Qaeda, and the Afghanistan war (*Pakistan – A Country Study* <<http://lcweb2.loc.gov/frd/cs/pktoc.html>> and *Investigating al-Qaeda* <[http://news.bbc.co.uk/1/hi/in\\_depth/world/2001/war\\_on\\_terror/](http://news.bbc.co.uk/1/hi/in_depth/world/2001/war_on_terror/)>)
- Teacher-prepared review sheet for the unit on South Asia

**Instructional Activities**

1. Distribute an article on Pakistan and the war against Al Qaeda, with related, teacher-prepared questions. Have the students read and make notes on the article. (*Pakistan – A Country Study* <<http://lcweb2.loc.gov/frd/cs/pktoc.html>> and *Investigating al-Qaeda* <[http://news.bbc.co.uk/1/hi/in\\_depth/world/2001/war\\_on\\_terror/](http://news.bbc.co.uk/1/hi/in_depth/world/2001/war_on_terror/)>)
2. Hold a class discussion on South Asia and the war on terrorism, with students responding to prompts by using the notes they have made.
3. Hand out review sheet for the unit, and conduct a review of the material to be covered on the unit test. Give further study cues for test.

**Session 13: Assessment**

---

***Materials***

- Assessment

***Instructional Activities***

1. Administer the assessment. A unit test for South Asia can be found at Attachment F.

## Attachment A: Geography Notes on South Asia

---

- Major Regions
  - Himalayas
  - Hindu-Kush
  - Indo-Gangetic Plain
  - Deccan Plateau
  - Thar Desert
  - Indian Ocean islands: Sri Lanka, Maldives
  
- Climate-hazard patterns of South Asia
  - Monsoons
  - Earthquakes
  - Desertification
  - Deforestation
  
- Resources
  - Rice
  - Wheat
  - Jute, sisal
  - Cotton
  - Cash crops: tea
  - Minerals: coal, iron

**Attachment B: Notes on History of South Asia**

---

- Indus Civilization (2500–1500 B.C.)
  - Civilization grew on banks of the Indus River in what is today Pakistan.
  - Cities became highly advanced, with grid planning, interior plumbing, and granaries.
  - Hieroglyphic script, which has yet to be deciphered, was developed.
  - Invasions and drought caused slow decline.
  
- Aryan Period (1500–400 B.C.)
  - Nomadic, illiterate warriors drove south into the Deccan plateau.
  - A strict caste system evolved based on lineage.
  - Hinduism was formed and practiced for the first time.
  
- Imperial Period (400 B.C.–100 A.D.)
  - Hellenistic Greeks invaded and influenced Indian art and philosophy.
  - The Mauryan Empire (ca. 200 B.C.) excelled in administration and philosophy.
  - The Gupta Empire (ca. 320 A.D.) excelled in science, literature, and the arts.
  - Sanskrit was developed as the sacred language of Hinduism and Buddhism.
  
- Medieval Period (1000–1600 A.D.)
  - Muslims invaded from Persia.
  - Rivalry between southern Hindus and northern Muslims erupted into battles over trade routes with Chinese and Europeans.
  
- Imperialist Era (1600–1947)
  - Vasco da Gama reached India in 1498 and was followed by many Europeans.
  - Battles took place over which European nation would dominate India.
  - The British East India Company was created in South Asia about 1750.
  - Greater India became a crown colony after the Sepoy rebellion in 1857.
  - Resistance movements against British rule surfaced around 1900.
  - The Partition and its impact
  - Mohandas K. Gandhi and independence

## Attachment C: An Introduction to Indian Architecture

---

- **Early Architecture:** Both Buddhist and Hindu lasting architecture stem from the symmetrical stupa model. The stupa started as a small tomb or cell, sometimes carved out of the cave used by a Buddhist Holy man. Walls, gates, porches, and eventually vertical height or a dome were added, as the structures became grander and more elaborate. Stupas are often adorned with ornate carving and sculpture that is always balanced. Examples:
  - Chaitya Cave
  - Temple at Sanchi
  - Temple at Orissa
  
- **Mughal Architecture:** Created by the Muslim Mughals, it often highlighted the wealth and grandeur of Mughal courtly life. Islamic styles, such as pointed arches and minarets, were copied. Examples:
  - Taj Mahal
  - Red Fort
  
- **Colonial and Modern Architecture:** Heavily influenced by European ideas and ideals. Examples:
  - British Administration Building in Delhi
  - Modern Parliament Buildings in New Delhi
  - Nuclear Power Plant in Bombay

**Attachment D: South Asia Quiz** \_\_\_\_\_**Name:** \_\_\_\_\_**Part I: Map (30 points) — Match the features listed below to the lettered features on the map.**

1. Arabian Sea
2. Deccan Plateau
3. Ganges River
4. Hindu-Kush Range
5. Himalaya Range
6. Western Ghats
7. Brahmaputra River
8. Indian Ocean
9. Bay of Bengal
10. Indo-Gangetic Plain
11. Vindhya Range
12. Indus River
13. Thar Desert
14. Himalaya Highlands
15. Eastern Ghats

**Part II: Multiple Choice (30 points) — Select the best possible answer.**

1. **All of the following have *isolated* South Asia from the rest of the continent *except* the**
  - A Himalayas.
  - B Hindu-Kush.
  - C Bay of Bengal.
  - D Ganges River. \*
2. **The Aryans invaded the Deccan Plateau from the**
  - A North. \*
  - B South.
  - C East.
  - D West.
3. **The most amazing thing about the archaeology of the Indus Civilization is their**
  - A planned and gridded cities. \*
  - B development of modern Hindi and Bengali script.
  - C Buddhist stupas.
  - D All of the above.
4. **All of the following would be sources of irrigation water for South Asia *except* the**
  - A Arabian Sea. \*
  - B Himalayan snow melt.
  - C summer monsoons.
  - D Ganges River.
5. **Sanskrit is the**
  - A sacred language of Hinduism. \*
  - B sacred language of Buddhism.
  - C root language of English.
  - D All of the above

- 6. Stupas are**
- A special hand gestures used by the Buddha.
  - B temples for both Buddhists and Hindus. \*
  - C holy scriptures of the Hindus.
  - D members of the peasant caste.
- 7. Which of the following cereal grains is most common in Southern India?**
- A Rice \*
  - B Barley
  - C Corn
  - D Millet
- 8. An example of a valuable export textile from South Asia would be**
- A tapa cloth.
  - B microchips. \*
  - C silk.
  - D porcelain.
- 9. Which statement *best* describes the impact of monsoons on South Asia?**
- A They affect only the Gangetic plains and the Northern highlands.
  - B They help the environment only if there is a mild winter in the North with little snow.
  - C They are essential to all India, but they also kill many inhabitants. \*
  - D They are caused by human behavior and should be prevented through behavioral change.
- 10. The home of the first great civilization of South Asia was the river valley of the**
- A Indus. \*
  - B Ganges.
  - C Brahmaputra.
  - D Krishna.

**Part III: Short Answer — You must answer *two* of the three questions. (40 points — 20 points each)**

1. Describe *three* natural resources that have enriched South Asian civilization. How are these resources utilized in the modern world?
2. Describe *two* geographic factors that have isolated South Asia from the world. How have transportation advances in the 20th century overcome these barriers?
3. How have the monsoons been both a blessing and curse to South Asia? Support your answer with solid facts.

## Attachment E: South Asia Resources \_\_\_\_\_

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

Answer the following questions, using information found in an atlas of South Asia:

1. What energy resources are available on the South Asian subcontinent?

\_\_\_\_\_

2. Where are these energy resources found?

\_\_\_\_\_

3. What are the cash crops of India?

\_\_\_\_\_

4. Where are these cash crops grown?

\_\_\_\_\_

5. What products are manufactured in South Asia?

\_\_\_\_\_

6. Where is the industrial area of South Asia?

\_\_\_\_\_

7. What are the major ports of South Asia?

\_\_\_\_\_

8. What route would South Asian products take to reach each of the following countries?

Japan \_\_\_\_\_

\_\_\_\_\_

North America \_\_\_\_\_

\_\_\_\_\_

Europe \_\_\_\_\_

\_\_\_\_\_

Australia \_\_\_\_\_

\_\_\_\_\_

**Attachment F: South Asia Unit Test** \_\_\_\_\_**Name:** \_\_\_\_\_**Part I: Map (20 points) — Match the countries listed below to the lettered countries on the map.**

1. India
2. Nepal
3. Sri Lanka
4. Pakistan
5. Bangladesh
6. Afghanistan
7. Bhutan

**Part II: Multiple Choice (30 points) — Select the best possible answer.****1. The conflict in Kashmir has led to**

- A the Soviet withdrawal from Afghanistan.
- B increased tension between India and Pakistan. \*
- C fighting between India and Bangladesh.
- D civil war in Pakistan.

**2. What form of government did India form after the withdrawal of the British?**

- A Communist
- B Democracy with strong presidential executive
- C Parliamentary democracy \*
- D Autocracy run by military leaders

**3. Which pair of events or developments reflects a cause-and-effect relationship?**

- A Green revolution — Decrease in food supply
- B Invasion of Tibet — Invasion of Afghanistan
- C Bangladesh created — Conflict over Sri Lanka
- D Population explosion — Shortages of environmental resources \*

**4. Most of recent Indian economic growth has been in the sector of**

- A improved agriculture.
- B high technology. \*
- C heavy industry, such as cars and steel.
- D services, such as entertainment and banking.

**5. Which is an accurate generalization about India's foreign policy?**

- A India has always sided with the Western powers of Great Britain and the U. S.
- B India has become a leader among the nonaligned nations. \*
- C India refused to join the United Nations.
- D India sided with the Soviet Union during the Cold War.

**6. The first European traders to take advantage of the route around Africa to India were the**

- A Dutch led by de Soto.
- B Portuguese led by da Gama. \*
- C British led by Drake.
- D French led by Diaz.

**7. Mahatma Gandhi's greatest failure was**

- A his failure to unite the entire South Asian sub-continent. \*
- B the rejection of India's admission into the UN.
- C the British retreat from India in 1947.
- D his failure to gain popular support among Indian Hindus.

**8. The British unified India and the rest of South Asia by using all of the following *except***

- A railway and communication lines.
- B Christian missionaries to convert all Hindus.
- C improved education. \*
- D central administration and justice by the British Raj.

**Part III: Map Interpretation (25 points) — Answer the following questions based upon the resource map attached.**

1. What specific region of India is most important to the modern economy? Describe why.
2. What specific industrial resources that are critical in developing a high-technology or service economy might be “missing” from India? Describe two of these.

**Part IV: Essay (25 points) — Answer the following question, using well-developed paragraphs.**

Like other developing regions, South Asia has had mixed success in modernizing since 1947. In a standard-format essay, describe the success or failure of the region in the following areas:

- Solving long-term territorial disputes, like those in Kashmir and Sri Lanka
- Providing food and good nutrition to the greatly expanding population of South Asia
- Controlling environmental problems that threaten resources, human health, and lives.

# Southeast and East Asia

## Standard(s) of Learning \_\_\_\_\_

- WG.4 The student will locate and analyze physical, economic, and cultural characteristics of world regions: ...Southeast Asia, East Asia,....
- WG.12 The student will apply geography to interpret the past, understand the present, and plan for the future by
  - a) using geographic knowledge, skills, and perspectives to analyze problems and make decisions;
  - b) relating current events to the physical and human characteristics of places and regions.

## Essential Understandings, Knowledge, and Skills \_\_\_\_\_

*Correlation to Instructional Materials*

**Skills** (to be incorporated into instruction throughout the academic year)

- Compare maps and make inferences. \_\_\_\_\_
- Identify and interpret regional patterns on maps \_\_\_\_\_
- Identify primary ideas expressed in graphic data. \_\_\_\_\_
- Gather, classify, and interpret information. \_\_\_\_\_
- Draw conclusions and make generalizations about data. \_\_\_\_\_
- Explain cause-and-effect relationships. \_\_\_\_\_
- Explain charts comparing two or more concepts. \_\_\_\_\_
- Identify and locate regions, continents, oceans, and major features on maps and globes. \_\_\_\_\_

### Content

Describe how physical, economic, and cultural characteristics influence regional development. Use the regional information provided below. \_\_\_\_\_

### Countries

- South Asia
  - Philippines \_\_\_\_\_
  - Indonesia \_\_\_\_\_
  - Malaysia \_\_\_\_\_
  - Thailand \_\_\_\_\_
  - Cambodia \_\_\_\_\_
  - Burma (Myanmar) \_\_\_\_\_
  - Laos \_\_\_\_\_
  - Vietnam \_\_\_\_\_
  - Singapore \_\_\_\_\_
  - Brunei \_\_\_\_\_
- East Asia
  - Mongolia \_\_\_\_\_
  - China (People’s Republic of China) \_\_\_\_\_
  - Japan \_\_\_\_\_

- Taiwan (Republic of China)
- North Korea
- South Korea

---



---



---

**Physical Characteristics**

- Influence of mountains — Population, settlements, movement, climate
- Mountains
  - Himalayas
  - Mount Fuji
- Varied climate regions ranging tropical wet to humid continental
- Natural hazards — Monsoons, typhoons, volcanoes, and earthquakes
- Influence of water (rivers, seas, and ocean currents) on agriculture, trade, and transportation
- Bodies of water
  - Bay of Bengal
  - Pacific Ocean
  - Yangtze River (Chaing Jiang)
  - Mekong River
  - Yellow River (Huang He)
- Abundant arable land
- Loess
- Plateau of Tibet
- Gobi Desert

---



---



---



---



---



---



---



---



---



---



---



---



---



---



---

**Economic Characteristics**

- Varied economies in the region ranging from subsistence/commercial agriculture to high-tech industrial manufacturing
- Participation in global markets
- Newly industrialized countries — South Korea, Taiwan, Singapore
- Japan — Economic leader
- China in transition from a centrally planned economy
- Agricultural advancements and technology, enabling greater food production — "Green Revolution"
- Environmental degradation
- Deforestation
- Fishing
- ASEAN (Association of Southeast Asian Nations)
- Rice, tropical crops

---



---



---



---



---



---



---



---



---



---



---

**Cultural Characteristics**

- Areas of extremely dense and sparse population
- Contrast between rural and urban areas
- Religious diversity — Hinduism, Islam, Buddhism, Christianity, Taoism, Shinto, Confucianism
- Respect for ancestors
- Religious conflicts (Hindu/Muslim)
- Cultural heritage
  - Silks
  - Batik
  - Wood and ivory carving
  - Ideograms, unique alphabets

---



---



---



---



---



---



---



---



---



---



---



## Sample Resources

---

Below is an annotated list of Internet resources recommended for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

“Construction of the Great Wall Begins, 221 B.C.” North Park University.

<<http://campus.northpark.edu/history/WebChron/China/GreatWall.html>>. This site contains information on the construction of the Great Wall of China.

“Fuji, Honshu, Japan.” University of North Dakota.

<[http://volcano.und.nodak.edu/vwdocs/volc\\_images/img\\_fuji.html](http://volcano.und.nodak.edu/vwdocs/volc_images/img_fuji.html)>. This site provides information about and pictures of Mount Fuji.

Lienhard, John H. “Engines of Our Ingenuity #1299: Stability of Pagodas.” University of Houston.

<<http://www.uh.edu/engines/epi1299.htm>>. This Web page explains why pagodas are able to withstand the destructive power of earthquakes.

*Perry-Castañeda Library Map Collection.* University of Texas at Austin.

<<http://www.lib.utexas.edu/maps/asia.html>>. This site provides a great variety of downloadable maps.

*Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning: History and Social Science Released Items for Virginia and United States History.* Virginia Department of Education 2003/04. <[http://www.pen.k12.va.us/VDOE/Assessment/Release2003/History/VA-RIBs\\_g11wgeo-1.pdf](http://www.pen.k12.va.us/VDOE/Assessment/Release2003/History/VA-RIBs_g11wgeo-1.pdf)>.

*Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning: World Geography Test Blueprint.* Virginia Department of Education, 2003/04.

<<http://www.pen.k12.va.us/VDOE/Assessment/HistoryBlueprints03/2002Blueprint9WG.pdf>>. This site provides assessment information for the course in World Geography.

“Yangtze River.” Newton Public Schools.

<<http://www.newton.mec.edu/Angier/DimSum/Yangtze%20River%20Pix.html>>. This site provides information about and pictures of the Yangtze River, the largest river in China.

## Session 1: Countries; Physical Features

---

### *Materials*

- Maps, atlases, and textbooks that contain information on Southeast and East Asia
- Handout listing Southeast and East Asia countries to be identified
- Unlabeled outline political and physical maps of the Eastern Hemisphere or the world

### *Instructional Activities*

1. Display the following questions on the board or overhead, and instruct students to respond to them in writing:
  - What is the longitude and latitude running through the center of Southeast and East Asia?
  - What nations make up Southeast and East Asia?
  - What countries in Southeast and/or East Asia have you visited, if any?
  - What products does the United States import from Southeast and East Asia?
  - What type of food would you find at a restaurant featuring cuisine from Southeast and East Asia?Divide the class into groups of three or four students each, and instruct the students in each group to share their responses and develop a group response to each question. Allow students to use their textbooks and other available resources. Allow time for groups to share their responses.
2. Distribute unlabeled outline political maps, handouts, and atlases to students, and instruct them to label on the map the following countries:
  - Southeast Asia
    - Philippines
    - Indonesia
    - Malaysia
    - Thailand
    - Cambodia
    - Burma (Myanmar)
    - Laos
    - Vietnam
    - Singapore
    - Brunei
  - East Asia
    - Mongolia
    - China (People’s Republic of China)
    - Japan
    - Taiwan (Republic of China)
    - North Korea
    - South Korea
3. Distribute outline physical maps, and instruct students to lightly shade and label the following physical features:
  - Mountains
    - Himalayas
    - Mount Fuji
  - Bodies of water
    - Bay of Bengal
    - Pacific Ocean
    - Yangtze River (Chang Jiang)

- Other physical characteristics
    - Plateau of Tibet
    - Gobi Desert
    - Loess Plateau
4. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

## Session 2: Physical Characteristics

---

### *Materials*

- Notes on physical characteristics of Southeast and East Asia
- Pictures or slides of important physical features found in the region (listed in step 2 below)

### *Instructional Activities*

1. Review content from the previous session.
2. Display physical maps of Southeast and East Asia, and point out the key features students located and labeled in the previous session. Instruct students to define the following terms or features, using their textbooks or other available resources:
  - Monsoons
  - Typhoons
  - Volcanoes
  - Earthquakes
  - LoessDisplay pictures or slides illustrating each of the above terms or features, and discuss them as a class.
3. Discuss the following physical characteristics of Southeast and East Asia. Provide students with notes to explain each:
  - Influence of mountains on population, settlements, movement, and climate
  - Varied climate regions include tropical wet, tropical wet and dry, humid subtropical, highland, arid, and humid continental
  - Influence of water (rivers, seas, and ocean currents) on agriculture, trade, and transportation
  - Abundant arable land
4. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

## Session 3: Economic Characteristics

---

### *Materials*

- Pictures, slides, and/or videos that illustrate various aspects the economy of Southeast and East Asia

### *Instructional Activities*

1. Review the content from the previous session.
2. Ask students to define the factors that contribute to a region's or nation's economy. Guide discussion by suggesting natural resources and land use.
3. NOTE: This may take more than one class session. Ask students to describe factors that contribute to the economy of Southeast and East Asia. After some discussion, display the following characteristics, and encourage students to respond to the questions or statements listed. Provide resource materials in the class, or have students use the media center or computer lab to answer these questions. Another option is to assign certain questions to different groups and to allow the groups to report the answers to the class. Review the answers with the class by displaying pictures, slides, and/or videos that illustrate the answers or by providing additional information to enhance content understanding.
  - **Varied economies in the region, ranging from subsistence and/or commercial agriculture to high-tech industrial manufacturing.** What types of plants are grown on the subsistence farms in the region? What types of crops are grown on the commercial farms? What types of high-tech industries exists?
  - **Participation in global markets.** How does each of the countries in the region participate in the global market?
  - **Newly industrialized countries: South Korea, Taiwan, and Singapore.** What is the GDP of each of these countries?
  - **Japan: economic leader.** What products do we purchase from Japan? What is the GDP of Japan? How does the GDP of Japan compare to that of the U.S.?
  - **China in transition from a centrally planned economy.** What is a centrally planned economy? How is China changing? What is the GDP of China? What type of government does China have?
  - **Agricultural advancements and technology, enabling greater food production: the “Green Revolution.”** (What is the “Green Revolution”? What does it have to do with the countries in the region?)
  - **Environmental degradation.** How is the environment of the region being degraded? What steps are being taken to prevent this degradation?
  - **Deforestation.** What is causing deforestation in the region?
  - **Fishing.** What types of fish are indigenous to these areas?
  - **Association of Southeast Asian Nations (ASEAN).** What function does ASEAN serve for the countries?
  - **Rice, tropical crops.** What are the tropical crops of the region?

**Session 4: Cultural Diversity**

---

***Materials***

- A video that reflects the culture of Southeast and East Asia, and a related, teacher-developed viewing guide

***Instructional Activities***

1. Review the content from the previous sessions.
2. Show a video that illustrates various cultures of Southeast and East Asia. Develop a worksheet to guide students as they view the video. Ask them to describe the scenery, dress, and other cultural characteristics observed in the video.
3. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

## Session 5: Cultural Characteristics

---

### *Materials*

- None identified

### *Instructional Activities*

1. Review the content of the previous session.
2. Provide a brief background of the settlement of Southeast and East Asia. Divide the class into groups of three or four, and assign one of the following cultural characteristics to each group to research. Instruct each group to prepare a report on their specific topic. The report should include pictures, charts, maps, and/or posters when appropriate:
  - Areas of extremely dense and/or sparse population
  - Contrast between rural and urban areas
  - Religious diversity — Hinduism, Islam, Buddhism, Christianity, Taoism, Shinto, Confucianism
  - Respect for ancestorsHave groups present their reports to the rest of the class.
4. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

## Session 6: Cultural Heritage

---

### *Materials*

- Pictures, slides, and/or actual examples of the cultural heritage of Southeast and East Asia

### *Instructional Activities*

1. Review the content from the previous session.
2. Display pictures, slides, and/or actual examples of the cultural heritage of Southeast and East Asia, including
  - silks
  - batik
  - wood and ivory carving
  - ideograms, unique alphabets
  - jewels.Explain the process of making some of these products.
3. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

## Session 7: Important Cities

---

### *Materials*

- Maps of Southeast and East Asia
- Atlases and almanacs

### *Instructional Activities*

1. Review the content of the previous session.
2. Distribute maps of Southeast and East Asia, and instruct students to annotate the following location on their maps:
  - Tokyo
  - Beijing
  - Seoul
  - Singapore
  - Ho Chi Minh City
  - Jakarta
3. Distribute atlases and/or almanacs, and instruct students to locate the following information on each city and develop a chart comparing the following information for each:
  - Literacy rate
  - GDP
  - Current population
  - Major industry or industries
  - Type of national government of the city's country
  - Famous people who came from the city
4. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

## Session 8: Cultural Landscape

---

### *Materials*

- None identified

### *Instructional Activities*

1. Review the content of the previous session.
2. Ask students to identify well-known landmarks in the United States. Ask what they think makes these landmarks special.
3. Display pictures or slides of the following features representing the cultural landscape of Southeast and East Asia:
  - Angkor Wat
  - Great Wall of China
  - Pagodas
  - Temples and shrines
  - Terraced rice fields

As each picture or slide is displayed, ask students if they can identify the item and its location. Also ask students to explain why this feature is important to the culture of its region. Provide information on each item as it is presented, and discuss with the class.
4. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

## Session 9: Assessment

---

### *Materials*

- Assessment

### *Instructional Activities*

1. Administer the assessment. Sample assessment items can be found at Attachment A.

**Attachment A: Sample Assessment Items**

- |  |   |
|--|---|
| <p><b>1. What is the climate type of Malaysia, encouraging growth of dense rain forests and complex land ecosystems?</b><br/>A Humid tropical *<br/>B Tundra<br/>C Mediterranean<br/>D Subarctic</p> <p><b>2. What mountain range is the world's highest and is located along China's border with Nepal and Bhutan?</b><br/>A Taurus Mountains<br/>B Eastern Ghats<br/>C Himalayas *<br/>D Caucasus</p> <p><b>3. The fine-grained, windblown, fertile soil common to Southeast and East Asia is</b><br/>A tundra.<br/>B loam.<br/>C alluvial.<br/>D loess. *</p> <p><b>4. Asia's longest river is the</b><br/>A Yellow (Huang He).<br/>B Mekong.<br/>C Yangtze (Chaing Jiang). *<br/>D Brahmaputra.</p> <p><b>5. What Khmer temple in present day Cambodia was also a tomb for the ruler under whose reign it was built?</b><br/>A Angkor Wat *<br/>B Taj Mahal<br/>C Hagia Sophia<br/>D St. Basil</p> | <p><b>6. Which of the following countries is located in Southeast Asia?</b><br/>A Malaysia *<br/>B Belize<br/>C Australia<br/>D Pakistan</p> <p><b>7. Economics characteristics of Southeast and East Asia include</b><br/>A newly industrialized countries.<br/>B oil resources.<br/>C rigid social structures.<br/>D highly developed infrastructures. *</p> <p><b>8. Which of the following is a body of water in Southeast or East Asia?</b><br/>A Amazon River<br/>B Yangtze River *<br/>C Nile River<br/>D Indus River</p> <p><b>9. Which of the following is a major city in Southeast or East Asia?</b><br/>A Jakarta *<br/>B New Delhi<br/>C Buenos Aires<br/>D Melbourne</p> <p><b>10. Which of the following is an example of a natural hazard in Southeast and East Asia?</b><br/>A tornadoes<br/>B typhoons *<br/>C hurricanes<br/>D blizzards</p> |
|--|---|

Organizing Topic

# Sub-Saharan Africa

## Standard(s) of Learning

---

- WG.4 The student will locate and analyze physical, economic, and cultural characteristics of world regions: ...Sub-Saharan Africa,....
- WG.12 The student will apply geography to interpret the past, understand the present, and plan for the future by
  - a) using geographic knowledge, skills, and perspectives to analyze problems and make decisions;
  - b) relating current events to the physical and human characteristics of places and regions.

## Essential Understandings, Knowledge, and Skills

---

*Correlation to  
Instructional Materials*

**Skills** (to be incorporated into instruction throughout the academic year)

- Compare maps and make inferences. \_\_\_\_\_
- Identify and interpret regional patterns on maps \_\_\_\_\_
- Identify primary ideas expressed in graphic data. \_\_\_\_\_
- Gather, classify, and interpret information. \_\_\_\_\_
- Draw conclusions and make generalizations about data. \_\_\_\_\_
- Explain cause-and-effect relationships. \_\_\_\_\_
- Explain charts comparing two or more concepts. \_\_\_\_\_
- Identify and locate regions, continents, oceans, and major features on maps and globes. \_\_\_\_\_

### Content

Describe how physical, economic, and cultural characteristics influence regional development. Use the regional information provided below. \_\_\_\_\_

### Countries

Location of countries with particular emphasis on countries listed (determined by their per capita GDP, land size, and population)

- GDP
  - South Africa \_\_\_\_\_
  - Gabon \_\_\_\_\_
  - Botswana \_\_\_\_\_
- Land size
  - Democratic Republic of Congo \_\_\_\_\_
  - Sudan \_\_\_\_\_
  - Chad \_\_\_\_\_
  - Mozambique \_\_\_\_\_
  - Madagascar \_\_\_\_\_
- Population
  - Nigeria \_\_\_\_\_
  - Ethiopia \_\_\_\_\_
  - Democratic Republic of Congo \_\_\_\_\_
  - Tanzania \_\_\_\_\_
  - Kenya \_\_\_\_\_





## Sample Resources

---

Below is an annotated list of Internet resources recommended for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

Chege, Nancy. "Lake Victoria: a sick giant." *People & the Planet*.

<<http://www.peopleandplanet.net/doc.php?id=2110>>. This site provides information on the negative impact of human activity on Lake Victoria.

"Introduction to the Nile River Basin." *Nile Basin Initiative*. <<http://www.nilebasin.org/IntroNR.htm>>. This site provides information on the Nile River.

*Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning: World Geography Test Blueprint*. Virginia Department of Education, 2003/04.

<<http://www.pen.k12.va.us/VDOE/Assessment/HistoryBlueprints03/2002Blueprint9WG.pdf>>. This site provides assessment information for the course in World Geography.

*Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning: History and Social Science Released Items for Virginia and United States History*. Virginia Department of Education 2003/04. <[http://www.pen.k12.va.us/VDOE/Assessment/Release2003/History/VA-RIBs\\_g11wgeo-1.pdf](http://www.pen.k12.va.us/VDOE/Assessment/Release2003/History/VA-RIBs_g11wgeo-1.pdf)>.

"Where is the world's longest freshwater lake?" *What You Need to Know about Geography*.

<<http://geography.about.com/library/faq/blqzlongfreshwaterlake.htm>>. This site provides information about Lake Tanganyika.

*The World Factbook 2002*. U.S. Central Intelligence Agency. <<http://www.cia.gov/cia/publications/factbook/>>.

This site contains searchable information on all countries, including Gross Domestic Product, land size, and population.

**Other resources, such as the books listed below, may prove helpful in teaching this unit:**

Aardema, Vema. *Bringing the Rain to Kapati Plain*. New York: Dial Books, 1981.

Courland, Harold. *The King's Drum and Other African Stories*. New York: Harcourt, Brace, Jovanovich, 1970.

Musgrove, Margaret. *Ashanati to Zulu: African Traditions*. New York: Dial Books, 1976.

## Session 1: Countries; Physical Features

---

### *Materials*

- Maps, atlases, almanacs, and textbooks that contain information on Sub-Saharan Africa
- Handout listing Sub-Saharan African countries to be identified
- Unlabeled outline political and physical maps of Sub-Saharan Africa

### *Instructional Activities*

1. Introduce the unit on Sub-Saharan Africa by displaying the following questions on the board or overhead, and instructing students to respond to them in writing:

- What is the longitude and latitude running through the center of Sub-Saharan Africa?
- What countries make up Sub-Saharan Africa?
- What countries are immediately north of Sub-Saharan Africa?
- What famous landmarks are located in Sub-Saharan Africa?
- What major geographic features are located in Sub-Saharan Africa?
- What major bodies of water border Sub-Saharan Africa?

Divide the class into groups of three or four students each, and instruct the students in each group to share their responses and develop a group response to each question. Allow students to use their textbooks and other available resources. Allow time for groups to share their responses.

2. Distribute unlabeled outline political maps, handouts, and atlases to students, and instruct them to label on the map the following countries:

- South Africa
- Gabon
- Botswana
- Democratic Republic of Congo
- Sudan
- Chad
- Mozambique
- Madagascar
- Nigeria
- Ethiopia
- Tanzania
- Kenya

3. Distribute outline physical maps, and instruct students to lightly shade and label the following physical features:

- Kalahari Desert
- Namib Desert
- Nile River
- Zambezi River
- Niger River
- Congo River
- Atlantic Ocean
- Indian Ocean
- Red Sea
- Lake Victoria
- Lake Tanganyika
- Victoria Falls
- Mt. Kilimanjaro
- Mt. Kenya

- Great Rift Valley
4. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

## Session 2: Countries; Profile of a Nation

---

- Maps, almanacs, and atlases that provide information on Sub-Saharan Africa
- Handout: Sub-Saharan Africa project instructions (below)

### *Instructional Activities*

1. Review the content from the previous session.
2. Instruct the students to develop a chart with the countries of Sub-Saharan Africa listed in the left column and having three additional columns with the headings “Gross Domestic Product (GDP),” “Land Area” and “Population.” Instruct the students to use their textbooks, almanacs, and atlases to fill in each column with the appropriate information on each country.
3. Assign a student project on Sub-Saharan Africa by distributing and reviewing project directions, such as those shown below. NOTE: Alter these directions to fit your schedule and your students’ needs.

### ***Profile of a Sub-Saharan African Nation***

**Directions:** Prepare a report that includes the following information on a Sub-Saharan Africa country that you select or that your teacher assigns:

- Earlier name(s) of the country
- Type of climate
- Language(s) is spoken
- Important cities and their functions
- Physical features reflected on a map
- Political information, such as the type of government, current government leaders, and current political issues
- Economic information, such as GDP, resources, and industries
- Cultural information, such as the type of food, clothing, and popular pastimes
- Information on education, availability of healthcare, farming, population
- A summary of two-to-four current news stories about the selected country

Compile the above information into a booklet, and design a cover for the booklet that reflects an aspect of the selected country.

4. Provide a due-date for the project and the date set for research in the media center or computer lab.
5. Grade the report on the basis of points assigned to each of the following:
  - Topic
  - Presentation
  - Cover
  - Physical features
  - Travel information
  - Political information
  - Economic information
  - Cultural information
  - News stories

## Session 3: Physical Characteristics

---

### *Materials*

- Pictures and/or slides of physical features in Sub-Saharan Africa
- Climate map of Sub-Saharan Africa
- Unlabeled outline maps of Sub-Saharan Africa

### *Instructional Activities*

1. Review content from the previous session.
2. Review the maps students completed in session 1 on the major physical features of Sub-Saharan Africa. Discuss the following terms or physical features with the students, and point out examples of them on maps and through pictures or slides:
  - plateau
  - escarpment
  - equator
3. Illustrate, using maps, how river transportation is impeded by waterfalls and rapids in the region.
4. Distribute an unlabeled outline map of the African continent, and instruct students to annotate the map with the location of the equator and to identify the different climate regions that exist north and south of the equator. Ask, “Are the climates found north and south of the equator similar or different?”
5. Using a physical map of Africa, point out the smooth coastlines and lack of harbors. Ask, “Is such a coastline a positive or a negative for the economy of a country?”
6. Instruct students to shade on their outline map the landlocked countries of Sub-Saharan Africa. Have them write a brief paragraph explaining the challenges that result from being a landlocked country.
7. Identify the major mineral resources that are located in Sub-Saharan Africa.
8. Display a map of Africa showing the location of the tropical rain forest, then discuss why it is not well-suited to agriculture.
9. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

## Session 4: Characteristics of Developing Economies

---

### *Materials*

- Maps, almanacs, atlases, and textbooks that provide information on Sub-Saharan Africa
- Computers with Internet access
- Handout: Sub-Saharan Africa Glossary (Attachment A)

### *Instructional Activities*

1. Review the content from the previous session.
2. Divide students into groups of three or four, and assign each group one of the following topics to research. Have each group gather information on their topic from maps, almanacs, atlases, and textbooks, as well as from the Internet, and prepare a report on it.
  - The GDP of the countries in the region
  - The life expectancy in the region
  - The high population-growth rate in the region
  - The high infant-mortality rate in the region
  - The large percentage of population under age 15 in the region
  - The low literacy rate in the region
3. Allow time for the groups to report to the class.
4. Distribute the Sub-Saharan Africa Glossary (Attachment A), and discuss each term and definition. Instruct students to study it and place it in their notebooks.
5. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

## Session 5: Economic Characteristics

---

### *Materials*

- Pictures, slides, and/or videos that illustrate various aspects of the economy of Sub-Saharan Africa

### *Instructional Activities*

1. Review the content from the previous session.
2. Review with students the factors that contribute to a region's or nation's economy. Guide discussion by reminding them of natural resources and land use.
3. Provide pictures, slides, and/or videos of the economic characteristics of Sub-Saharan Africa listed below, and explain and discuss the significance/impact of each on the economy of the region. Allow time for students to research the questions listed and to report on their findings to the class.
  - **Large percentage of population engaged in agriculture (primary activity).** What crops are grown?
  - **Subsistence agriculture.** What products do subsistence farmers grow?
  - **Nomadic herding.** What animals are indigenous?
  - **Slash and burn agriculture**
  - **Plantation agriculture.** What products are grown on these plantations?
  - **Cash crops and food crops.** What crops are grown for sale?
  - **Poorly developed infrastructure**
  - **Large number of landlocked states**
  - **Substantial mineral wealth (diamonds, gold, alloys)**
  - **Major exporters of raw materials.** What materials are exported from what countries?
  - **Wide range of per capita income**
  - **Productivity lags behind population growth**
  - **Desertification**
  - **Democracy slow to evolve**
  - **Impact of AIDS**
3. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

## Session 6: Ethnic Groups; Languages; Historical Names \_\_\_\_\_

### *Materials*

- Maps, almanacs, atlases, and textbooks that provide information on Sub-Saharan Africa

### *Instructional Activities*

1. Review the content from the previous session.
2. Divide students into groups of three or four, and assign one of the following topics to each group to research. Provide research materials in the classroom for groups to use, and have each group prepare a two-to-three-minute report on their assigned topic.
  - Identify the major ethnic groups of Sub-Saharan Africa. (NOTE: As there are many ethnic groups, provide a list of these in order to limit the scope of the project to a reasonable number.)
  - Identify the major languages of Sub-Saharan Africa, both native languages and colonial languages.
  - Prepare a brief report on the relation of the country names, such as Mali, Ghana, and Zimbabwe, and historical empires.
3. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

## Session 7: Cultural Characteristics

---

### *Materials*

- Maps, almanacs, atlases, and textbooks that provide information on Sub-Saharan Africa
- Index card for each student

### *Instructional Activities*

1. Review content covered in the previous session.
2. Ask students to describe their image of African culture.
3. Provide a brief background on the following elements of African history:
  - The uneven population distribution
  - Large number of refugees
  - Few cities with population over one million
  - Knowledge of history through oral tradition
4. Have each student select a city or element of the cultural landscape from the following list (make sure that each is selected) and research its significance, including its history, size, location and other aspects. Distribute index cards to the students, and have them compose and write on the card a postcard message that reflects their visit to the location. The message should include the where (including country), when, and why of their visit. On the other side of the card, have them illustrate the city or cultural feature with a drawing or by gluing a picture of it. Focus of the activity should be on the aspects of culture represented in the landscape.
  - Lagos
  - Dakar
  - Johannesburg
  - Markets
  - Churches
  - Mosques
  - Minarets
  - Villages
  - Modern city cores
5. Allow time for the students to share their postcards.
6. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

**Session 8: Cultural Heritage Diversity; Analogies; Quiz** \_\_\_\_\_***Materials***

- Pictures, slides, tapes, and/or posters of aspects of cultural heritage
- Handout: African Analogies (Attachment B)
- Handout: Africa Facts Quiz (Attachment C)

***Instructional Activities***

1. Review the content of the previous session.
2. Provide pictures, slides, tapes, and/or posters of the following examples of the diversity of African heritage:
  - Masks
  - Sculpture
  - Dance
  - Music
  - Colorful dress
  - Jewelry
3. Distribute the African Analogies handout (Attachment B), and allow time for students to complete it. Review the answers with the students.

**Answers**

1. Mount Kilimanjaro
2. Addis Ababa
3. Lake Victoria
4. Congo River
5. Zimbabwe
6. gorilla
7. Dar es Salaam
8. Victoria Falls
9. cheetah
10. Mali
11. Kalahari
12. Namibia

4. Distribute the Africa Fact Quiz (Attachment C), and allow time for students to complete it. Review the answers with the students.
5. Review with the students the material covered in this unit for the assessment.

## Session 9: Assessment

---

### *Materials*

- Assessment

### *Instructional Activities*

1. Administer the assessment. Sample assessment items can be found at Attachment D.

## Attachment A: Sub-Saharan Africa Glossary

---

**escarpment.** A steep cliff; steep side of a plateau.

**erg.** Large area of sand dunes.

**Sahel.** Band of semi-arid land south of the Sahara.

**deforestation.** Process of stripping land of its trees.

**desertification.** Transition of arable land into desert.

**coup.** Use of force in an attempt to take over a government.

**animism.** Traditional religion of Africa based on belief that things in nature have spirits.

**malnutrition.** Lack of a healthy diet.

**famine.** Widespread shortage of food.

**apartheid.** Policy of strict racial segregation that was practiced in South Africa. The word means “apartness.”

**sanctions.** Actions taken to punish a country for a policy (such as apartheid) and to bring pressure to change.

**rift valley.** Deep land depression caused where the Earth’s crust stretches. The Great Rift Valley is in eastern Africa.

**Swahili.** Language spoken by many people in east Africa.

**subsistence agriculture.** Raising only enough food to support the family.

**staple crop.** Main food of a region.

**Attachment B: African Analogies** \_\_\_\_\_

Analogies require thinking. You must determine the relationship between the first pair of terms and use that relationship to solve for the missing term.

**Example**

“Canada: North America: \_\_\_\_\_: Africa.” is read “Canada is to North America as \_\_\_\_\_ is to Africa.”

**Solution**

Canada is the largest country in North America. Sudan is the largest country in Africa. Therefore, “Sudan” is the missing term.

1. Mount McKinley: North America: \_\_\_\_\_: Africa.
2. Nairobi: Kenya: \_\_\_\_\_: Ethiopia.
3. Lake Superior: North America: \_\_\_\_\_: Africa.
4. Zambezi River: Indian Ocean: \_\_\_\_\_: Atlantic Ocean.
5. Congo: Belgium Congo: \_\_\_\_\_: Rhodesia.
6. Crocodile: reptile: \_\_\_\_\_: mammal.
7. Khartoum: Sudan: \_\_\_\_\_: Tanzania.
8. Niagara Falls: Niagara River: \_\_\_\_\_: Zambezi.
9. Ostrich: 40 mph: \_\_\_\_\_: 70 mph.
10. Congo: Tropical Wet: \_\_\_\_\_: Arid.
11. Limpopo: river: \_\_\_\_\_: desert.
12. Chad: Libya: \_\_\_\_\_: South Africa.

Make up two African analogies:

- 1.
- 2.

**Attachment C: Africa Facts Quiz**

---

1. True or False: There is a purple animal native to Africa. \_\_\_\_\_
2. How many independent countries are there in Africa? \_\_\_\_\_
3. Africa is the only continent in all four \_\_\_\_\_.
4. What is the African nation whose capital, Monrovia, honors an American president? \_\_\_\_\_
5. What African lake was once as big as New Jersey but has been shrinking into extinction since 1970?  
\_\_\_\_\_
6. Hobe West in Namibia weighs 66 tons and is the world's largest known \_\_\_\_\_.
7. What is Africa's highest mountain? \_\_\_\_\_ Is it taller than North America's highest mountain? \_\_\_\_\_
8. True or False: About 800 different languages are spoken throughout Africa. \_\_\_\_\_
9. What is Africa's most populous country? \_\_\_\_\_
10. Comoros, an African archipelago, is the world's leading producer of ylang-ylang. What is it used for?  
\_\_\_\_\_

## Attachment D: Sample Assessment Items

**1. Most of Sub-Saharan Africa is**

- A a large jungle.
- B plains and hills.
- C a large plateau. \*
- D mountains and valleys.

**2. Europeans wanted colonies in Africa for all the following reasons *except***

- A to provide markets for European goods.
- B to provide valuable resources.
- C to build an empire for their country.
- D to improve the way of life for Africans. \*

**3. The African city that served as a supply station for ships traveling between Europe and Asia was**

- A Cape Town. \*
- B Nairobi.
- C Johannesburg.
- D Kinshasa.

**4. The Hutu and Tutsi are two ethnic groups that are in conflict in**

- A Sudan and Mali.
- B Kenya and Tanzania.
- C Ethiopia and Somalia.
- D Rwanda and Burundi. \*

**5. Which of the following was a major effect of colonial rule of Africa?**

- A Colonial-drawn boundaries often included rival ethnic groups, leading to fighting and political unrest. \*
- B African countries modeled the governments of European nations.
- C African nations developed strong economies and industrialized rapidly.
- D Many Africans received education so they could hold political offices.

**6. Which of the following is *not* characteristic of sub-Saharan Africa?**

- A River transportation is impeded because of waterfalls and rapids.
- B Many countries are landlocked.
- C There are similar climate patterns north and south of the Equator.
- D Africa's irregular coastline provides many harbors. \*

**7. Most people in Africa make a living in**

- A service industries.
- B mining.
- C manufacturing.
- D agriculture. \*

**8. Khartoum, the capital of Sudan, developed because of its location**

- A on the Mediterranean Sea.
- B at the confluence of the Blue Nile and White Nile Rivers. \*
- C in the fertile Congo River Valley.
- D as a trade center between Kenya and South Africa.

**9. Which of the following is *not* characteristic of sub-Saharan Africa's population?**

- A Low literacy rates
- B Low life expectancy
- C Low per capita GDP
- D Low infant mortality rate \*

**10. Apartheid was practiced in**

- A Sudan.
- B Congo.
- C South Africa. \*
- D Nigeria.

Organizing Topic

# Australia, the Pacific Islands, and Antarctica

## Standard(s) of Learning \_\_\_\_\_

- WG.4 The student will locate and analyze physical, economic, and cultural characteristics of world regions: ...Australia and the Pacific Islands, and Antarctica.
- WG.12 The student will apply geography to interpret the past, understand the present, and plan for the future by
  - a) using geographic knowledge, skills, and perspectives to analyze problems and make decisions;
  - b) relating current events to the physical and human characteristics of places and regions.

## Essential Understandings, Knowledge, and Skills \_\_\_\_\_

*Correlation to Instructional Materials*

### Skills (to be incorporated into instruction throughout the academic year)

- Compare maps and make inferences. \_\_\_\_\_
- Identify and interpret regional patterns on maps \_\_\_\_\_
- Identify primary ideas expressed in graphic data. \_\_\_\_\_
- Gather, classify, and interpret information. \_\_\_\_\_
- Draw conclusions and make generalizations about data. \_\_\_\_\_
- Explain cause-and-effect relationships. \_\_\_\_\_
- Explain charts comparing two or more concepts. \_\_\_\_\_
- Identify and locate regions, continents, oceans, and major features on maps and globes. \_\_\_\_\_

### Content

Describe how physical, economic, and cultural characteristics influence regional development. Use the regional information provided below. \_\_\_\_\_

### Countries

- Australia \_\_\_\_\_
- New Zealand \_\_\_\_\_
- Papua New Guinea \_\_\_\_\_

### Physical Characteristics

- Wide range of vegetation, from tropical rain forests to desert scrub \_\_\_\_\_
- Australia mostly desert \_\_\_\_\_
- The Great Dividing Range \_\_\_\_\_
- The Great Barrier Reef \_\_\_\_\_
- Australia’s isolation, resulting in unique animal life \_\_\_\_\_
- Antarctica, the world’s coldest, driest, windiest continent; icecap \_\_\_\_\_
- Pacific Islands — Volcanoes, coral \_\_\_\_\_

**Economic Characteristics**

- Air and water travel that bring goods and services to remote areas \_\_\_\_\_
- Dry areas of Australia well suited to cattle and sheep ranching \_\_\_\_\_
- Upset of environmental balance, caused by the introduction of non-native plants and animals \_\_\_\_\_
- Ranching, mining (primary activities) \_\_\_\_\_

**Cultural Characteristics**

- Pacific Islands are sparsely populated. \_\_\_\_\_
- Most of Australia’s population lives near the coast. \_\_\_\_\_
- Traditional culture continues to shape life in the Pacific Islands. \_\_\_\_\_
- Lifestyles range from subsistence farming to modern city living. \_\_\_\_\_
- Cultures reflect the mix of European and indigenous cultures (e.g., Maori and aborigines). \_\_\_\_\_
- Antarctica has no permanent residents. \_\_\_\_\_
- Cities as centers of culture and trade \_\_\_\_\_
  - Canberra, A.C.T. (Australian Capital Territory) \_\_\_\_\_
  - Sydney \_\_\_\_\_
  - Melbourne \_\_\_\_\_
- Cultural landscape \_\_\_\_\_
  - Sydney Opera House \_\_\_\_\_
  - Cattle and sheep stations (Australia) \_\_\_\_\_
  - Research stations (Antarctica) \_\_\_\_\_
  - Thatched roof dwellings (Pacific Islands) \_\_\_\_\_

Explain the following practical applications of how geography enables students to be informed, active citizens in their communities:

- Recycling programs \_\_\_\_\_
- Conversion of land from agricultural use \_\_\_\_\_
- Water sources (e.g., dams, reservoirs, wells, pipelines, ocean) \_\_\_\_\_
- Airport expansion \_\_\_\_\_
- Air quality \_\_\_\_\_
- Boundaries (e.g., school zones) \_\_\_\_\_
- Bicycle paths \_\_\_\_\_
- Mass transit \_\_\_\_\_
- City planning and zoning laws \_\_\_\_\_
- Energy use \_\_\_\_\_
- Location and size of public buildings (e.g., schools, recreation centers, hospitals, and libraries) \_\_\_\_\_
- Selection of locations for new stores and businesses \_\_\_\_\_

Explain that current events are shaped by the physical and human characteristics of the places and regions where they occur. \_\_\_\_\_

Use the following examples to explain how physical and human characteristics influence current events of places and regions:

- How physical characteristics influence current events: \_\_\_\_\_
  - Natural hazards (e.g., flooding, earthquakes, volcanoes, drought) \_\_\_\_\_
  - Climate, vegetation \_\_\_\_\_
- How human characteristics influence current events: \_\_\_\_\_
  - Population distribution \_\_\_\_\_

- Geographic patterns of ethnic diversity \_\_\_\_\_
- A sense of place (emotional attachment to specific locations) \_\_\_\_\_
- Geographic patterns of trade and interdependence (e.g., oil) \_\_\_\_\_
- Geographic patterns of wealth and poverty (developed and developing nations) \_\_\_\_\_

## Sample Resources

---

Below is an annotated list of Internet resources recommended for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

“Australian Capital Territory: Canberra.” *Pacific Island Travel*.

<<http://www.pacificislandtravel.com/australia/capitalterritory/capitalterritory.asp>>. This site provides information on Canberra, the capital of Australia.

*Australian History on the Internet*. National Library of Australia. <<http://www.nla.gov.au/oz/histsite.html>>. This site provides access to a large amount of information on the history of Australia.

*A Guide to Australia*. Charles Sturt University. <<http://www.csu.edu.au/australia/>>. This site provides a plethora of information about Australia and her people.

*Infoplease Atlas*. <<http://www.infoplease.com/atlas/pacificislands.html>>. This site provides maps of and information on the geography of the Pacific Islands.

Kluge, P.F. “Pacific Islands.” *National Geographic.com*.

<[http://www.nationalgeographic.com/traveler/articles/1020pacific\\_islands.html](http://www.nationalgeographic.com/traveler/articles/1020pacific_islands.html)>. This site provides information on the Pacific island Palau.

*Sydney.com.au*. <<http://www.sydney.com.au/>>. This site provides information on Sydney, Australia.

*Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning: History and Social Science Released Items for Virginia and United States History*. Virginia Department of Education 2003/04. <[http://www.pen.k12.va.us/VDOE/Assessment/Release2003/History/VA-RIBs\\_g11wgeo-1.pdf](http://www.pen.k12.va.us/VDOE/Assessment/Release2003/History/VA-RIBs_g11wgeo-1.pdf)>.

*Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning: World Geography Test Blueprint*. Virginia Department of Education, 2003/04.

<<http://www.pen.k12.va.us/VDOE/Assessment/HistoryBlueprints03/2002Blueprint9WG.pdf>>. This site provides assessment information for the course in World Geography.

*Welcome to Melbourne: The Official Site for Melbourne, Victoria, Australia*. <<http://www.visitmelbourne.com/>> This site provides information on Melbourne, Australia.

## Session 1: Countries; Physical Features

---

### *Materials*

- Maps, atlases, almanacs, and textbooks that contain information on Australia, New Zealand, Papua New Guinea, and Antarctica
- Handouts listing locations in Australia, New Zealand, Papua New Guinea, and Antarctica to be identified
- Unlabeled outline political maps of the Eastern Hemisphere

### *Instructional Activities*

1. Display the following questions on the board or overhead:
  - What is the longitude and latitude running through the center of the following: Australia, New Zealand, Papua New Guinea, and Antarctica?
  - What type of climate do these countries/continent have?
  - What major cities are in these countries/continent?
  - What resources are available in these countries/continent?
  - What physical features are present in these countries/continent?
  - What ethnic groups live in these countries/continent?
  - What country colonized these countries/continent?
  - What language(s) is/are spoken in these countries/continent?

Divide the class into groups of three or four students each, and instruct each group to work together to answer the above questions. Allow students to use their textbooks and other available resources to develop their responses.
2. Distribute unlabeled outline maps, handouts, and atlases to students, and instruct them to lightly shade in and label the following countries:
  - Australia
  - New Zealand
  - Papua New Guinea
  - Antarctica
3. On the same map, instruct students to draw and label the following:
  - The Great Dividing Range
  - The Great Barrier Reef
  - The Pacific Ocean

## Session 2: Physical Characteristics

---

### *Materials*

- Pictures and/or slides illustrating types of vegetation of Australia, New Zealand, Papua New Guinea

### *Instructional Activities*

1. Display maps of Australia, New Zealand, Papua New Guinea, and Antarctica, and point out the key features students were instructed to locate and label in the previous session.
2. Display pictures and/or slides illustrating the various types of vegetation indigenous to each of these areas, and discuss them as a class. Also show pictures of
  - the Australian desert
  - the Great Dividing Range
  - the Great Barrier Reef
  - Australia's unique animal life
  - Antarctica's icecap
  - the Pacific Islands with volcanoes and coral.
3. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

## Session 3: Economic Characteristics

---

### *Materials*

- Pictures, slides, and/or videos that illustrate various aspects of the economy of Australia, New Zealand, Papua New Guinea, and Antarctica.

### *Instructional Activities*

1. Review the content from the previous session.
2. Review with students the factors that contribute to a country's economy. Guide discussion by suggesting natural resources and land use.
3. Ask students to describe factors that contribute to the economy of Australia, New Zealand, Papua New Guinea, and Antarctica. After some discussion, display the following characteristics, and encourage students to respond to the questions or statements listed. Provide resource materials in the class, or have students use the media center or computer lab to answer these questions. Another option is to assign certain questions to different groups and to allow the groups to report the answers to the class. Review the answers with the class by displaying pictures, slides and/or videos that illustrate the answers or by providing additional information to enhance content understanding.
  - **Air and water travel are significant to the supply of the remote areas in these countries.** What types of transportation are available in each of these areas? What type of weather obstacles do modes of transportation encounter?
  - **Ranching, mining are primary activities.** What types of livestock are raised on ranches in these countries? What minerals are mined in these countries?
  - **Dry area of Australia well suited to cattle and sheep ranching.** What types of cattle are raised in Australia? How large are the ranches? Do sheep and cattle graze together?
  - **Upset of environmental balance caused by the introduction of non-native plants and animals.** What plants and animals have been introduced into these countries? What problems have they caused?

## Session 4: Cultural Characteristics

---

### *Materials*

- Video, pictures, videos, and/or slides illustrating the various cultures of Australia, New Zealand, and Papua New Guinea, and a related, teacher-developed viewing guide for the video

### *Instructional Activities*

1. Review the content from the previous sessions.
2. Show a video that illustrates the various cultures of Australia, New Zealand, and Papua New Guinea. Distribute a worksheet to guide students' viewing of the video. Ask them to describe the scenery, dress, and other cultural characteristics observed in the video.
2. Provide a brief background of the settlement of Australia, New Zealand, Papua New Guinea, and Antarctica. Display the following information on the cultural characteristics of these regions, and provide examples of these characteristics by explaining and providing pictures, videos, and/or slides of them:
  - The Pacific Islands are sparsely populated.
  - Most of Australia's population lives near the coast.
  - Traditional culture continues to shape life in the Pacific Islands.
  - Lifestyles range from subsistence farming to modern city living.
  - Cultures reflect the mix of European and indigenous cultures (e.g., Maori and aborigines)
  - Antarctica has no permanent residents.
3. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

## Session 5: Cities of Australia

---

### *Materials*

- Classroom or media center research resources
- Pictures or slides depicting cities of Australia
- Teacher-selected reading, worksheet, or other reinforcement activity

### *Instructional Activities*

1. Review the content from the previous session.
2. Use pictures or slides to introduce the major cities of Australia. Divide the class into groups of three or four students. Assign each group one of the following cities on which to do research:
  - Canberra, A.C.T. (Australian Capital Territory)
  - Sydney
  - MelbourneProvide resource materials or have the groups use the media center or library to gather data on their assigned city. The report should include the following information:
  - Location of the city
  - Current population of the city
  - Economic and political functions of city
  - Primary, secondary, and tertiary economic activities
  - The major products traded in the area
3. Have the groups develop maps and/or posters to use during a class presentation about their assigned city.
4. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

## Session 6: Cultural Landscape

---

### *Materials*

- Pictures and/or slides of the cultural landscape of Australia, New Zealand, Papua New Guinea, and Antarctica
- Atlases and almanacs

### *Instructional Activities*

1. Review the content of the previous session.
2. Show students pictures and/or slides of the cultural landscape of Australia, New Zealand, Papua New Guinea, and Antarctica. Include the following:
  - Sydney Opera House (Australia)
  - Cattle and sheep stations (Australia)
  - Research stations (Antarctica)
  - Thatched roof dwelling (Pacific Islands)
  - Petroglyphs of the Aborigines (Australia)Discuss each of the above features of the cultural landscape as the pictures are displayed.
3. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

## Session 7: Assessment

---

### *Materials*

- Assessment

### *Instructional Activities*

1. Administer the assessment. Sample assessment items can be found at Attachment A.

**Attachment A: Sample Assessment Items**

---

**1. A significant physical feature of Australia is**

- A Western Ghats.
- B rain forests.
- C archipelagoes.
- D the Great Barrier Reef. \*

**2. The cultural landscape of Australia is characterized by**

- A floating markets.
- B the Golden Gate Bridge.
- C skyscrapers.
- D the Sydney Opera House. \*

**3. Physical characteristics of the Pacific Islands include**

- A volcanoes and coral. \*
- B tundra and tropical climates.
- C grasslands and humid continental climate.
- D rain forests and desert.

**4. Economic characteristics of Australia and the Pacific Islands have been affected by**

- A heavy smog.
- B the introduction of non-native plants. \*
- C the destruction of rain forests.
- D tropical crops.

**5. Research stations are the major cultural characteristics of**

- A East Asia.
- B Europe.
- C Antarctica. \*
- D South Africa.