

HISTORY AND SOCIAL SCIENCE STANDARDS OF LEARNING
ENHANCED SCOPE AND SEQUENCE



World Geography

Commonwealth of Virginia
Department of Education
2010

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Introduction

The *History and Social Science Standards of Learning Enhanced Scope and Sequence* is 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 January 2008. The *Enhanced Scope and Sequence* is organized by topics from the original *History and Social Science Standards of Learning Scope and Sequence* document and includes the content of the Standards of Learning and the essential knowledge and skills found in the *History and Social Science Standards of Learning Curriculum Framework 2008*. In addition, the *Enhanced Scope and Sequence* provides teachers with sample lesson plans aligned with the essential knowledge and skills in the *Curriculum Framework*.

School divisions and teachers may 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 have 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.

As stated above, the *Enhanced Scope and Sequence* is organized into units by topics found in the original *History and Social Science Standards of Learning Scope and Sequence* document. Each organizing topic contains the following:

- A related History and Social Science Standard(s) of Learning
- The essential understandings, knowledge, and skills that define the designated Standard(s) of Learning, as presented in the *History and Social Science Standards of Learning Curriculum Framework 2008*
- Related sample Internet resources
- Lesson sessions—i.e., various instructional activities and a list of required materials
- Handouts to accompany some of the instructional activities
- Sample assessment items covering the entire organizing topic

ORGANIZING TOPIC

Basic Geographic Skills

Standard(s) of Learning _____

- WG.1 The student will use maps, globes, satellite images, photographs, or diagrams to
- a) obtain geographical information about the world’s countries, cities, and environments;
 - b) apply the concepts of location, scale, map projection, or orientation;
 - c) develop and refine mental maps of world regions;
 - d) create and compare political, physical, and thematic maps;
 - e) analyze and explain how different cultures use maps and other visual images to reflect their own interests and ambitions.

Essential Understandings, Knowledge, and Skills _____

*Correlation to
Instructional Materials*

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

Gather, classify, and interpret information. _____

Compare maps of different scales. _____

Locate places on maps and globes. _____

Locate places, using latitude/longitude, 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. _____

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

Select the appropriate geographic resource to draw conclusions. _____

Use a compass rose to identify and use cardinal directions. _____

Content

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

Define the following geographic concepts:

- Scale
- Absolute location
 - Latitude
 - Longitude
- Relative location
- Orientation
- Map distortion
- Map projections
 - Mercator
 - Robinson
 - Polar

Explain that latitude and longitude define absolute location.

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

Explain that areas can be represented using a variety of scales, and the amount of detail shown on a map is dependent on the scale used.

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

Explain that maps, unlike the globe, distort spatial relationships.

Explain that geographic information may be acquired from a variety of sources.

Explain that geographic information supports the process of inquiry into the nature of countries, cities, and environments.

Explain that using a variety of sources supports the process of geographic inquiry.

Demonstrate the following sources used to obtain information:

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

Identify the following uses of mental maps to organize information:

- To carry out daily activities (e.g., route to school, for shopping)
- To give directions to others
- To 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.

Explain that mental maps are based on objective knowledge and subjective perceptions.

Illustrate the following standard ways maps show information:

- Symbols
- Color
- Lines
- Boundaries
- Contours

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

Show the following types of thematic maps:

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

Explain that maps and other visual images are used to present a particular bias (positive or negative) about an area of the Earth's surface.

Explain how maps and other visual images reflect changes over time in the following areas:

- Knowledge
 - Map of Columbus's time
 - Map of the world today
 - GIS (Geographic Information Systems)
- Place names
 - Formosa, Taiwan, Republic of China
 - Palestine, Israel, West Bank, Gaza
- Boundaries
 - Africa: 1914, in the 1990s
 - Europe: Before World War II; after World War II; since 1990
 - Russia and the former Soviet Union
 - Middle East: Before 1948; after 1967

- Perspectives of place names
 - Arabian Gulf vs. Persian Gulf
 - Sea of Japan vs. East Sea
 - Middle East vs. North Africa and Southwest Asia
- Disputed areas
 - Korea
 - Western Sahara
 - Former Yugoslavia
 - Kashmir

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>. This site provides information on map projections.

The Guide to Geographic Information Systems — GIS.com. <<http://www.gis.com/whatisgis/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.

Session 1: Sources of Geographic Information

Materials

- Examples of the following: geographic information system (GIS) images, field work, satellite images, photographs of geographic features, maps, globes, databases, primary sources, and diagrams.
- 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. Display the following questions, and instruct students to write their responses:
 - What sources do we have to assist us in obtaining geographic information? (Possible answers include “GIS, field work, satellite images, maps, globes, databases, primary sources, and diagrams.”)
 - What are longitude and latitude? (Possible answers include “imaginary lines that run east to west and north and south and measure distances from the equator and the prime meridian.”) 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 directional indicator (e.g., 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, and/or a legend.
 - 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 project of their choosing and approved by the teacher.
 - Provide the GIS, if available, and instruct students to chart locations identified by the teacher. (See ESRI Web site for more information.)
5. Assign a reading or other reinforcement activity, using available teacher resources.

Session 2: Longitude and Latitude

Materials

- Outline maps
- Attachment A: Locating Places

Instructional Activities

1. Review the previous session's activities.
2. Review the concepts of longitude and latitude.
3. Distribute outline maps and copies of Attachment A. Outline maps of the world should show parallels of latitude and meridians of longitude. Make sure the parallels and meridians are numbered. Have students locate the following cities by putting dots on their maps. Identify the city by latitude and longitude only, then have students use maps and atlases to find the names of the cities. Add city names to the map.
 - 41 degrees N, 74 degrees W = New York City
 - 42 degrees N, 13 degrees E = Rome
 - 34 degrees S, 18 degrees E = Cape Town
 - 12 degrees S, 77 degrees W = Lima
 - 39 degrees N, 77 degrees W = Washington, DC
4. Assign a reading or other reinforcement activity, using available teacher resources.

Session 3: Relative Location and Map Orientation

Materials

- Maps of the students' home area
- Resource instructing students to identify local, regional, and national places and their spatial relationships, and to provide a 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.

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 homes to school.
3. Ask students to write the directions from their homes 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 will begin working with mental maps of local areas and then expand to global locations.
6. Provide verbal directions to a local destination. Students are to follow verbal directions and identify the final 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 reading 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 will locate some state locations, using mental maps. Provide descriptions of state locations, or use selections from the following, appropriate to knowledge and readiness level 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.

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 reading 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 unlabeled world 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 without looking at any map, the cardinal directions (review this term) 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 reading 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 students' 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' textbooks or other instructional resources.
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 reasons they might need a map. Display a list of types of thematic maps. 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, the map that 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 reading 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; West Bank, Gaza (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 vs. Persian Gulf (perspectives of place names)
 - Sea of Japan vs. East Gulf (perspectives of place names)
 - Middle East vs. North Africa and Southwest Asia (perspectives of place names)
 - Map of Columbus' Time (change in knowledge)
 - Map of the world today (change in knowledge)
 - 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 or textbooks. NOTE: This activity may take more than one session.
6. Assign a reading or other reinforcement activity, using available teacher resources.

Session 9: Review

Materials

- None identified

Instructional Activities

1. Show a video or Internet resources that illustrate the various concepts of geography taught in this unit as a review for the assessment.
2. As a review, show an electronic presentation with the different map types and map projections.
3. Have students complete a unit review sheet that covers all topics (basics of geography, map types, projections, scale, and others).

Session 10: Assessment

Materials

- Assessment

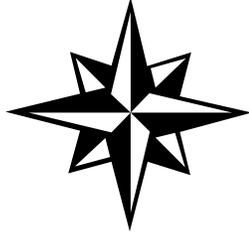
Instructional Activities

1. Administer the assessment. Sample assessment items can be found in Attachment B.

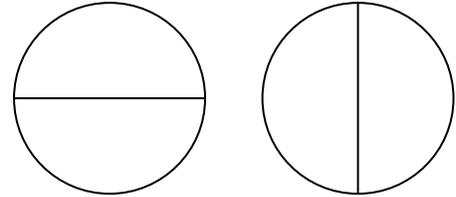
Attachment A: Locating Places

Latitude and Longitude

Cardinal and Intermediate Directions



Four Hemispheres



There are two types of location: _____ & _____.

_____ is the position of a place or point on the Earth's surface in relation to other locations.

Examples of _____ location: _____

_____ is an exact position or point on the Earth's surface. It never changes.

Examples of _____ location: _____

_____ location can be found using _____ & _____.

LATITUDE: _____

A. Starting point= _____°, which is known as the _____.

B. Latitude measures _____ or _____ of the _____.

C. Highest degree of latitude: _____° 90°N= _____,
90°S= _____,

D. Latitude lines are _____ because they never meet.

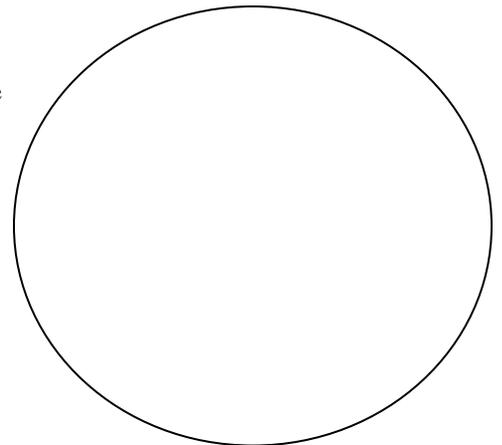
E. Latitude lines are also called _____.

F. Special latitude lines: (Provide the names for the latitudes and indicate approximately where each appears on the circle to the right, representing Earth.)

66.5° N _____ 66.5° S _____

23.5° N _____ 23.5° S _____

0° _____



LONGITUDE: _____

G. Starting point = _____°, which is known as the _____.

H. Longitude measures _____ or _____ of the _____.

I. Highest degree of Longitude is _____° which is known as the _____.

J. Longitude lines meet at the _____.

K. Longitude lines are also called _____.

Attachment B: 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 New York City
- B San Francisco
- C Chicago
- 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 Atlantic
- B Pacific*
- C Indian
- D Arctic

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

7. A map that shows different country, state, or city boundaries is known as a

- A physical map.
- B contour map.
- C population map.
- D political map.*

Map Technology – ask questions that assess student’s understanding of GIS and satellite images.

8. The purpose of GIS is to

- A provide absolute location.
- B store and display geographic data to compare. *
- C provide relative location.
- D store primary resources for historical research.

9. Satellite images are helpful for all of the following EXCEPT

- A tracking hurricanes and other weather systems.
- B studying the Earth’s atmosphere.
- C detecting earthquakes.*
- D providing images of the whole Earth.

10. The science of mapmaking is called

- A cartography.*
- B geology.
- C geography.
- D anthropology.

ORGANIZING TOPIC

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 the physical environment and the cultural characteristics of their inhabitants;
 - c) analyzing how cultural characteristics, including the world’s major languages, ethnicities, 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 creation of different political divisions;
 - b) analyzing ways cooperation among political jurisdictions is used 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)*

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

Apply latitude to identify climate zones.

Interpret charts, diagrams, and climographs.

Select the appropriate geographic resource to draw conclusions

Gather, classify, and interpret information.

Explain cause-and-effect relationships.

Identify and interpret regional patterns on maps

Locate areas (regions) on maps and globes.

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

Draw conclusions and make inferences about data.

Analyze photographs and pictures and make inferences.

Explain charts comparing two or more geographic concepts.

Identify primary ideas expressed in graphic data.

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 influences regional climate patterns:

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

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, 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

- Rio Grande: Forms boundary _____
- Ob River: Flows northward into Arctic Ocean _____
- Zambezi River: Provides water power _____
- Ganges and Brahmaputra Rivers: Are flood hazards _____
- Mountains _____
- Rocky Mountains: Create rain shadows on leeward slopes _____
- Himalayas: Block moisture to create steppes and deserts in Central Asia _____

Describe how divisions or jurisdictions are regions of the Earth’s surface over which groups of people establish social, economic, and political control. _____

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

- Neighborhoods _____
- Election districts _____
- School districts _____
- Regional districts (e.g., waste disposal, conservation districts, planning districts, zip code zones) _____
- Cities _____
- Counties _____
- States _____

Explain the following reasons for political divisions:

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

Explain that political 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 political divisions at the national and international levels:

- 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) _____
 - United Nations _____
 - Organization of American States (OAS) _____
 - League of Arab States _____

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.

Geographically Yours <<http://geographicallyyours.blogspot.com>>. This blog provides photographic resources.

“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.

The World Factbook 2002. U.S. Central Intelligence Agency. <<https://www.cia.gov/library/publications/the-world-factbook/index.html>>. This site contains searchable information on all countries.

Session 1: Weather Phenomena and Their Effects on the Environment _____

Materials

- Class notes
- Video, photographs, or Internet resources 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 provided 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 weather phenomena:
 - Monsoons — South and Southeast Asia
 - Typhoons — Pacific Ocean
 - 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 videos, photographs, or Internet resources 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 reading or other reinforcement activity, using available teacher resources.

Session 2: The Impact of Ecological Processes on the Environment _____

Materials

- Photographs or Internet resources of the impact of earthquakes, floods, volcanic eruptions, erosion, and deposition
- 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, erosion, and deposition. Describe each of these processes, explaining how they occur and what their specific impact may be. If possible, display photographs, Internet resources, or video clips that reflect these impacts.
3. Assign a reading or other reinforcement activity, using available teacher resources.

Session 3: The Influence of Human Activity on the Environment _____

Materials

- Video, Internet resources, 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 that humans have 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, 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 changes
 - Agricultural terracing (e.g., in China, Southeast Asia)
 - Polders (e.g., in The Netherlands)
 - Deforestation (e.g., in Nepal, Brazil, Malaysia)
 - Desertification (e.g., in Africa, Asia)
 - Environment changes
 - Acid rain (e.g., forests in Germany, Scandinavia, China, and Eastern North America)
 - Pollution (e.g., in Mexico City, Chernobyl, oil spills)
4. Use videos, Internet resources, and/or photographs to provide visual examples of the effect of humans on the environment.
5. Assign a reading 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, Internet resources, or photographs that illustrate the impact of technological advances in agriculture, energy usage, and transportation (e.g., automobiles, 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, 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)
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 reading or other reinforcement activity, using available teacher resources.

Session 5: Physical Regions

Materials

- Political and physical maps of the world
- Photographs or Internet resources 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 regional 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:
 - 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 reading 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 and display their responses.
3. Display the following list of cultural regions (adding 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)
 - African Union (AU)
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.
6. Assign a reading 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
- 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 physical and 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 Internet resources. NOTE: This may be done as a small group project and continued for the regions identified in Session 8.

Physical Characteristics:

- Climate affects types of natural vegetation. Examine a world climate/vegetation map and discuss where different types of vegetation can be found.
- Landforms affect transportation, population distribution, and the locations of cities. Examine where major transportation links are hindered by a physical landform and how that would impact population distribution and the locations of major cities.

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 reading 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 and English
 - Switzerland — multiple languages
 - English—international language
 - Ethnic heritage
 - Former Yugoslavia — Serbs, Croats, Bosnians, Albanians
 - Burundi and Rwanda — Hutus and Tutsis
 - Cyprus — Greeks and Turks
 - United States, Switzerland —multiple ethnicities united in one country
 - Korea, Japan —predominantly single ethnicity
2. Assign a reading 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
 - Conflicts between Sunni and Shi'a
6. Illustrate on a map where each of these religious conflicts 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 Political 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 political 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 *political division*. Explain that political divisions generate cooperation and conflict just as cultural divisions do. Also, political divisions often serve to define areas of government responsibility and control. Display the following examples of political divisions:
 - Neighborhoods
 - Election districts
 - School divisions
 - Regional districts (e.g., waste disposal, conservation districts, planning districts, zip code zones)
 - Cities
 - Counties
 - States
5. Display a map of different political divisions. Distribute unlabeled outline maps to students, showing their locality, state, or the United States. Provide a list of political divisions for the students to annotate on their map.
6. Assign a reading or other reinforcement activity, using available teacher resources.

Session 11: Political Divisions: Cooperation and Conflict

Materials

- None identified

Instructional Activities

1. Remind students that in the previous session they learned that communities need political 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 political divisions, and discuss each with the class:
 - 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 political 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.
3. Assign a reading or other reinforcement activity, using available teacher resources.

Session 12: International Political Divisions

Materials

- Unlabeled outline maps of the world
- List of cultural and political divisions

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 political divisions. Ask students to recall some of the regional divisions already studied. After students have listed several, display the types of regional divisions already studied.
3. Display the following list. 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)
 - United Nations
 - Organization of American States (OAS)
 - League of Arab States
 - Association of Southeast Asian Nations (ASEAN)
 - African Union (AU)
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: Political 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 divisions can result in conflict, and that conflict can be caused by the following reasons:
 - Boundary and territorial disputes — e.g., Syria-Israel, Western Sahara-Morocco, China-Taiwan, India-Pakistan
 - Cultural differences (language, religion) — e.g., Indonesia, Canada (Québec), 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, 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: Political 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 and Red Crescent)
 - Economic alliances (e.g., Law of the Sea, 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)
 - Programs to promote international understanding (e.g., Peace Corps)
 - Alliances for environmental preservation
 - Alliances for foreign aid

Session 15: Assessment

Materials

- Assessment

Instructional Activities

1. Administer the assessment. Sample assessment items can be found in Attachment A.
2. Give students a study guide of physical geography material before formal assessment. See Attachment B: Unit 2 Study Guide.

Attachment A: Sample Assessment Items

NOTE: The teacher should identify specific information that students should label on maps.

Annotate an unlabeled outline map of the world with world climate regions and specific vegetation regions.

Ask questions such as:

1. **Another name for the low latitudes is**
 - A polar region.
 - B tropical region.*
 - C temperate region.
 - D humid region.
2. **All of the following affect climate EXCEPT**
 - A proximity to bodies of water.
 - B altitude/elevation.
 - C geology.*
 - D latitude.
3. **Which of the following describes tropical grasslands found in the tropical wet and dry climate?**
 - A Steppe
 - B Savanna*
 - C Desert
 - D Prairie
4. **Which of the following climate regions is most impacted by its proximity to water?**
 - A Arid
 - B Tropical Wet
 - C Humid Subtropical*
 - D Humid Continental

Place on an unlabeled outline map of the world the areas where the following weather phenomena would most likely occur: monsoons, typhoons, hurricanes, tornadoes.

Ask suggested questions such as:

5. **A hurricane is a quickly moving storm with high winds and heavy rain. Which of the following storms has the same characteristics?**
 - A Typhoon*
 - B Tsunami
 - C Earthquake
 - D Monsoon

6. **Identify on an unlabeled outline map of the world specific cultural regions where heavy concentrations of Buddhism would be found.**
7. **Using an unlabeled outline map of the world, identify countries that are members of NATO.**
8. **Using an unlabeled outline map of the world, identify the area known as the Middle East.**
9. **Place on an unlabeled outline map of the world specific statues and monuments in their proper country or location.**
10. **What country changed its borders by reclaiming land from the sea with the construction of polders?**
 - A France
 - B Netherlands*
 - C Norway
 - D Finland
11. **The dominant languages in Canada are**
 - A French and Spanish.
 - B English and German.
 - C French and English.*
 - D Italian and Spanish.
12. **Serbs, Croats, Bosnians, and Albanians are ethnic groups in**
 - A the former Soviet Union.
 - B Saudi Arabia.
 - C Austria.
 - D the former Yugoslavia.*
13. **Conflict between Jews, Christians, and Muslims have created major division in**
 - A Ireland.
 - B England.
 - C Jerusalem.*
 - D Baghdad.

Attachment B: Unit 2 Study Guide

Part 1: Short Answer

1. Why do most places on Earth experience seasons? _____

2. What are four factors that influence climate? _____

3. What are the four ways that climate affects us? _____

4. What are the three major climate zones (regions)? _____

5. How are climate zones grouped? _____

6. Why does climate tend to get colder the farther you are from the Equator? _____

7. Which climate regions can be found in the High Latitudes? _____

8. Which climate regions can be found in the Middle Latitudes? _____

9. Which climate regions can be found in the Low Latitudes? _____

10. Why is Highland climate considered a universal climate region? _____

Part 2: Vocabulary

Define the following terms:

11. Weather _____
12. Climate _____
13. Taiga _____
14. Steppe _____
15. Savanna _____
16. Permafrost _____
17. Climograph _____
18. Vegetation _____
19. Conifer _____
20. Deciduous _____

ORGANIZING TOPIC

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 inferences about data.

Explain cause-and-effect relationships.

Interpret charts and graphs.

Interpret population pyramids.

Analyze data to determine patterns.

Identify and interpret regional patterns on maps.

Identify primary ideas expressed in graphic data.

Gather, classify, and interpret information.

Locate places on maps and globes.

Sequence events.

Content

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

Describe the following factors that influence population distribution:

- Natural resources (e.g., oil, arable land, water)
- Climate (e.g., hot/cold; wet/dry)
- Economic development
- Government policy

- Rural/urban settlement patterns
- 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 (war, disease, migration)
- Age distribution
- Male/female distribution
- Life expectancy
- Infant mortality rate
- Urban/rural distribution
- GDP
- Ethnicities
- Language
- Religion
- Education

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

Describe the following factors that influence population growth rates:

- 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 migration:

- Push factors
 - Overpopulation
 - Religious persecution
 - Lack of job opportunities
 - Agricultural decline
 - Conflict
 - Political persecution
 - Natural hazards (e.g., 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 regions through the following:

- Language
- Religion and religious freedom
- Customs and 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 cultural traditions in the U.S.

Describe site as the actual location of a city.

Describe the following examples (local characteristics) 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, Siwa, Egypt
- Sites where rivers narrow: London, Québec City

Describe situation as another name for relative location (e.g., 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 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)
- Cape Town, 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 that 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 urban development:

- Transportation problems emerge, especially as automobile travel increases. _____
- Rich and poor neighborhoods exist in different areas isolated from one another. _____
- Providing essential services (e.g., fresh water, sewage disposal, electricity, schools, clinics) becomes a problem (e.g., cities in Latin America, Africa, and Asia). _____
- Air, water, and noise pollution increase. _____
- Sprawl results in conversion of agricultural land to urban uses, especially in North America. _____
- In developing countries, major cities are connected more 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.

“The Characteristics, Distribution, and Migration of Human Population on Earth’s Surface.” *National Geographic Expeditions: Geography Standards in Your Classroom*.

<<http://www.nationalgeographic.com/expeditions/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.

The World Factbook 2002. U.S. Central Intelligence Agency. <<https://www.cia.gov/library/publications/the-world-factbook/index.html>>. 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 ten observations about population distribution over time. When making their observations, encourage students to consider the reasons people decided to change their locations. For example, if students identify a period when people began to collectively 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 (e.g., oil, arable land, water)
 - Climate (hot/cold; wet/dry)
 - Economic development
 - Government policy
 - Urban/rural settlement patterns
 - Capital resources (transportation, technology)
 - Conflicts (refugees)

Provide photographs, Internet resources, or maps to illustrate each of the above factors. Use attached note sheet to assist with migration lesson. Present students with scenarios of push/pull factors.

6. Ask students to write a sentence about each of these factors, explaining how it would influence population distribution.
7. Assign a reading 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 <<https://www.cia.gov/library/publications/the-world-factbook/index.html>> may be of assistance.
 - Birth and death rates (war, disease, migration)
 - Age distribution
 - Male/female distribution
 - Life expectancy
 - Infant mortality rate
 - Urban/rural distribution
 - Gross domestic product (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 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 reading 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 and display student responses.
3. Display the following factors that influence population 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 the influence of each of these factors on population growth rates, or prepare a chart reflecting growth rates of other countries.
5. Assign a reading 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 and display their responses.
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
 - Conflict
 - Political persecution
 - Natural hazards (e.g., droughts, floods, famines, volcanic eruptions)
 - Limits on personal freedom
 - Environmental degradation
4. Assign a reading 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 other factors can *pull* people to an area. Brainstorm possible pull factors, recording and displaying student responses.
3. Display the following factors that pull populations to an area. Discuss each one, and provide historical examples that reflect it:
 - Religion
 - 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 and traditions
 - Cultural landscape
5. Display examples of cultural interaction due to migrations, such as
 - diffusion of U.S. culture to other regions (e.g., American movies, music in foreign countries)
 - popularization of other cultural traditions in the United States (e.g., ethnic food trends, foreign clothing trends in the U.S.)
6. Assign a reading 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 below

Instructional Activities

1. Display the terms *site* and *situation*, 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:
 - *Site* is the actual location of a city.
3. Distribute the unlabeled outline maps and resources. Instruct students to annotate on their maps the following locations and to indicate 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, Siwa, Egypt
 - Sites where rivers narrow: London, Québec City
4. Ask students to share their definitions of *situation*. After a few minutes, display the following:
 - *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)
 - Cape Town, 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 reading or other reinforcement activity, using available teacher resources.

Session 7: Functions of Towns and Cities

Materials

- Video, Internet resources, 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 reading 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. Have students draw a city on a sheet of paper. Ask them to include as many elements as they can. Give them 5–10 minutes to complete this. Once students are finished, ask them to share the positive aspects of their city. Also, ask them to share some potential problems that could occur in their city.
4. 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, Internet resources, 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)
5. 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, Internet resources, 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 disposal, electricity, schools, and clinics, becomes a problem (e.g., cities in Latin America, Africa, and Asia).
 - Air, water, and noise pollution increase.
 - Sprawl results in conversion of agricultural land to urban uses, especially in North America.
 - In developing countries, major cities are connected more to regions outside the country than to regions within the country.
6. Assign a reading 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 in 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.

<p>1. Which countries (cities) on a population-density map have a population of _____ ?</p> <p>NOTE: Use the map key to fill in specific population.</p> <p>2. What is the current population density of _____, as shown on a population-density map?</p> <p>NOTE: Use the map to identify specific locations for students to identify.</p> <p>3. Write a brief paragraph identifying and explaining factors that may influence population distribution, as shown on the map of the world provided.</p> <p>4. Using the given maps, answer teacher-developed questions about human population characteristics.</p> <p>5. Which statistical term represents the number of deaths for those under 1 year old per 1000 live births? A Death rate B Birth rate C Life expectancy D Infant mortality rate*</p> <p>6. Which statistical term represents the percent of people who can read and write in a country? A Urban B Literacy rate* C Life expectancy D Infant mortality rate</p> <p>7. What does the following equation determine? “(Births – Deaths) + Net Migration” A Population density B Population growth rate* C Doubling rate D Infant mortality rate</p> <p>8. Factors affecting regions that drive inhabitants away include A limits on personal freedoms.* B agricultural opportunities. C stable governments. D high standard of living.</p>	<p>Answer the following teacher-developed questions on the concepts of site and situation.</p> <p>9. Which city is located on the fall-line of the James River? A Richmond, VA* B Pittsburgh, PA C Alexandria, Egypt D Fredericksburg, VA</p> <p>10. Which city is located on a site where a river narrows? A Alexandria, Egypt B London, England* C Paris, France D Rome, Italy</p> <p>11. Pittsburgh is located at a _____ site. A hilltop B harbor C confluence* D island</p>
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ORGANIZING TOPIC

Economic Geography

Standard(s) of Learning

- WG.7 The student will identify types of natural, human, and capital resources and explain their significance by
- a) showing their influence on 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 factors, including comparative advantage, that influence economic activities and trade;
 - b) describing ways that economic and social interactions have changed over time;
 - c) mapping, 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 information.

Draw conclusions and make inferences about data.

Analyze and evaluate information.

Explain cause-and-effect relationships.

Sequence information.

Explain charts comparing two or more concepts.

Identify primary ideas expressed in graphic data.

Interpret population pyramids.

Identify regional patterns on maps and globes.

Content

Explain that natural materials 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 influence patterns of economic activity and land use 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 economic activity:

- Primary: Dealing directly with resources (e.g., fishing, farming, forestry, mining) _____
- Secondary: Manufacturing and processing (e.g., steel mills, automobile assembly, sawmills) _____
- Tertiary: Services (e.g., transportation, retail trade, information technology services) _____

Describe the effect of unequal distribution of resources:

- Interdependence of nations, trading 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:

- Economic activities that require extensive areas of land (e.g., agriculture) vs. those that require a limited area (e.g., manufacturing) _____
- Land uses that are compatible with each other (e.g., open spaces and residential) vs. land uses that are not compatible (e.g., landfills and residential) _____

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 (oil)
- 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 services
 - 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 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

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

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

Explain the following factors that influence economic activity:

- Access to human, natural, and capital resources, such as
 - skills of the work force
 - natural resources
 - new technologies
 - transportation and communication networks

- 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 provides access to markets (e.g., European Union [EU], North American Free Trade Agreement [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. _____

Describe comparative advantage as the ability of countries to produce goods and services at lower relative costs than other countries, resulting in exports of goods and services. _____

Explain the following effects of unequal distribution of resources:

- 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) _____

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:

- 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 interdependence. _____

Summarize the effects of comparative advantage on 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 have promoted globalization:

- Industrial labor systems (e.g., cottage industry to factory to office to telecommunications) _____
- Migration from rural to urban areas _____
- Industrialized countries exporting 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., Fujifilm, Nike, United Colors of Benetton) _____

Economic interdependence can be depicted through trade, resource, or transportation maps. _____

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—
 - More efficient industries _____
 - Access to larger markets _____
 - Access to natural, human, and capital resources without restrictions _____
 - Greater influence on world market _____
- Disadvantages—
 - 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/>>. 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/abc/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://www.economywatch.com/world_economy/world-economic-indicators/world-gdp.html>. This site provides information on the Gross Domestic Product of the world’s countries.

Office of NAFTA and Inter-American Affairs. <<http://www.fas.usda.gov/itp/Policy/nafta/nafta.asp>>. 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.

Comparative Advantage. The Library of Economics and Liberty. <<http://www.econlib.org/library/Topics/Details/comparativeadvantage.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.

The World Factbook 2002. U.S. Central Intelligence Agency. <<https://www.cia.gov/library/publications/the-world-factbook/index.html>>. 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, Internet resources, or photographs to facilitate understanding of each resource:

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

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

- natural resources
- human resources
- capital resources

Ask students to share their responses and display them 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 textbook or other instructional resources to identify pictures of the various types of resources. Discuss the pictures they identify.
5. Assign a reading 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. Students should complete their graphic organizer of resources. See Attachment A: Resources Organizer. Provide examples, pictures, photographs, or Internet 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 textbook or other instructional resources to identify pictures of the various types of resources. Discuss the pictures they identify.
4. Instruct students to complete Attachment B: Note Sheet: Resources Change over Time. Examine the demand of resources and how demand has changed over time. Discuss with students how the demand for coal has declined due to more usage of oil.
5. Assign a reading 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, information technology services)
3. Have students complete Attachment C: Note Sheet: Resources Change over Time. Review the answers and examples for primary, secondary, and tertiary activities.
4. Distribute photos reflecting the three levels of economic activity in a selected country, or have students use Internet resources to access these images. 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.
- 5.. Assign a reading 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: trading in goods, services, and capital resources
 - Uneven economic development
 - Energy producers and consumers
 - Imperialism
 - Conflict over control of resources
3. Explain that natural, human, and capital resources can have an influence on patterns of economic activity and land use. Display the following examples and discuss with students:
 - Economic activities that require extensive areas of land (e.g. agriculture) vs. those that require a limited area (e.g., manufacturing)
 - Land uses that are compatible with each other (e.g., open spaces and residential) vs. land uses that are not compatible (e.g., landfills and residential).
4. Suggest reasons why some economic activities are located near resources and others are not.
5. Assign a reading 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:
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:
Examples of technologies that have created demand for particular resources, include
 - steam engine — demand for coal
 - internal combustion engine (cars and trucks) — demand for gasoline (oil)
 - computer chips — demand for skilled labor.Discuss the impact of each of these technologies on the demand for the resources.
6. Assign a reading 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, 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 reading or other reinforcement activity, using available teacher resources.

Session 7: Levels of Economic Development

Materials

- Photographs, Internet resources, 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)

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
 - Relationships between economic development and quality of life

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)
 - Gross domestic product (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 rate
 - Percentage of urban population
5. Display cards with economic indicators such as high population growth, low population growth, high literacy rate, and low literacy rate. 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 Internet resources or almanacs for students to complete the chart.
7. Have the students complete the chart, or assign a reading or other reinforcement activity, using available teacher resources.

Session 8: Factors 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, such as
 - skills of the work force
 - natural resources
 - new technologies
 - transportation and communication networks
 - 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 Agreement [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 Agreement.
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 reading or other reinforcement activity, using available teacher resources.

Session 9: Comparative Advantage; Interdependence

Materials

- Class notes
- Aluminum foil
- Green paper, blue paper, red paper, 11" x 14"
- Tape
- Scissors
- Glue
- Ruler

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*. 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.econlib.org/library/Topics/Details/comparativeadvantage.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. Trade Activity
 - Assign students to work in groups of 4 or 5 people. Have each group sit together. Each group must make the following items:
 - A cube of aluminum foil that is 2" x 2" x 2"
 - A green pentagon that is 5" long
 - A paper chain that is at least 3 colors
 - A flag that has 3 colors
 - A paper airplane that is at least 20" long, and it must fly.
 - Give each group a limited number of supplies. Arrange it so each group can make at least one of the items. Arrange it so that one group has more supplies than others to demonstrate that one country can dominate resources.

- Have students attempt to make the required items. Eventually, students will have to trade in order to make their items. Discuss with students how they are able to trade. What were their trading methods? Explain why it is important for countries to maintain good relations in order to trade goods.
7. Assign a reading 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 — highly industrialized 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 exchanged for manufactured goods
 - Switzerland — limited natural resources; production of services on a global scaleProvide 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 reading or other reinforcement activity, using available teacher resources.

Session 11: Changes in Economic and Social Interactions; Economic Unions _____

Materials

- Class notes
- Maps on which students can locate various economic unions

Instructional Activities

1. Review content from the previous session.
2. Explain that economic and social interactions change over time. Display the following changes, 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
 - Industrialized countries exporting 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., Fujifilm, Nike, United Colors of Benetton)
3. Explain that economic interdependence can be depicted through trade, resource, or transportation maps. 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

Have students map each of these economic unions and the areas of the world from where they originate.

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

Session 12: Assessment

Materials

- Assessment

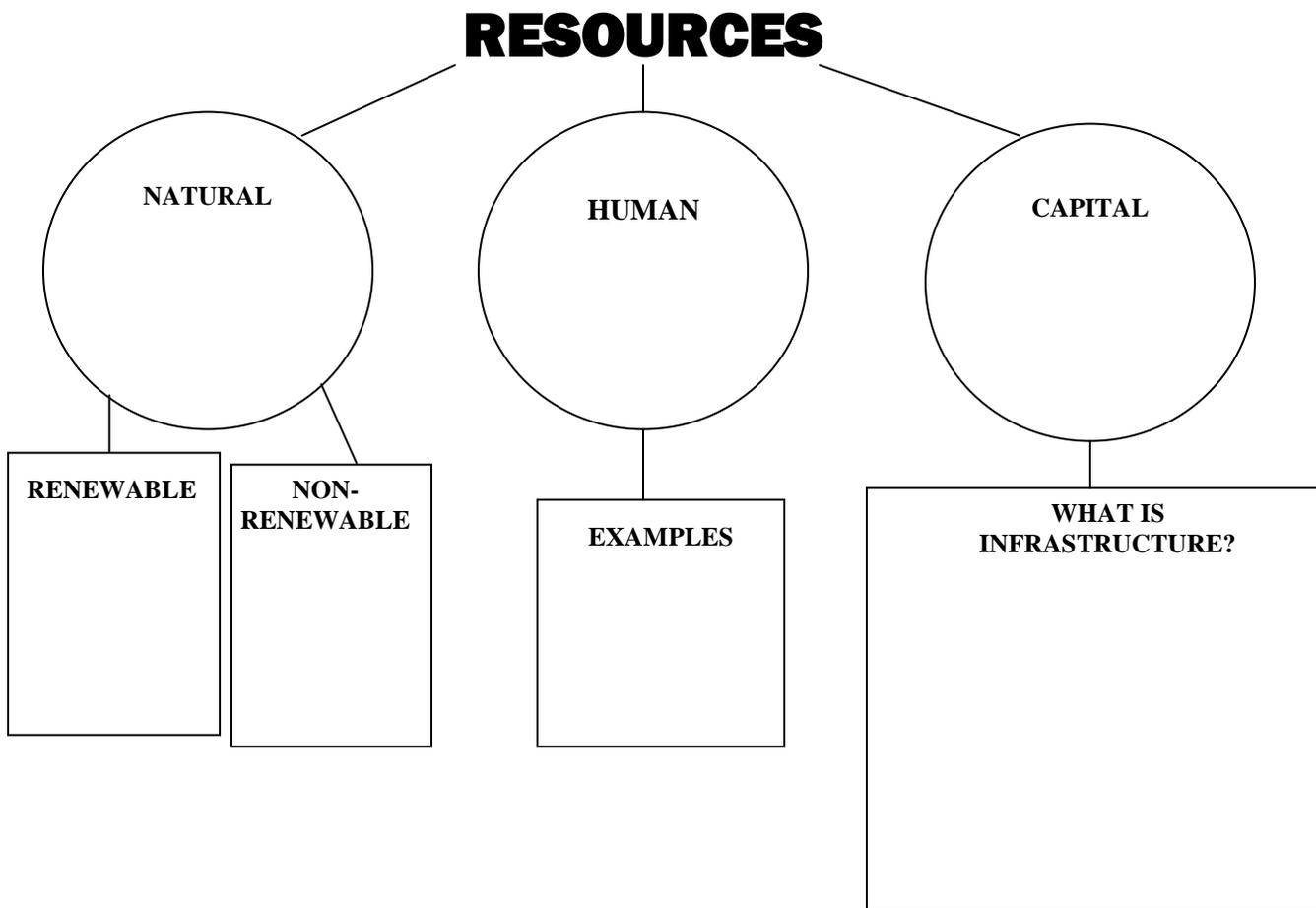
Instructional Activities

1. Administer the assessment. Sample assessment items can be found in Attachment D.

Attachment A: Resources Organizer

What is a **resource**?

Natural substances become resources if and when they become useful to humans!



Attachment B: Note Sheet: Resources Change over Time _____

How do human needs and availability of technology affect the value of natural resources? **THINK!**

Historical Progression of Natural Materials used for technology



Let's look at how the use of energy resources and technology has changed over time:

1. Wood: The value overall has _____ because of _____.
There has been a decrease in using wood and more of a use of synthetic materials because of its value.
2. Coal: The value overall has _____ because of _____,
_____ and competition with _____.
3. Petroleum: Still is primarily used as fuel for _____. However, products are being explored because of cost and _____.
4. Nuclear: Use had been very high; however, there has been much concern over _____ and _____ from the use of the product.
5. Other types of energy resources have been explored such as _____.
However, they are not used much because of _____ of installation and their unattractive _____ (looks/beauty).

Answer the questions below:

1. How has the demand for resources affected the environment?

2. Why has there been a demand for different types of resources? Give an example and explain.

ANSWER SHEET
to Note Sheet: Resources Change over Time

How do human needs and availability of technology affect the value of natural resources? **THINK!**

Natural materials become resources if and when they become useful to humans. Technology often determines whether natural resources are useful or not.

Historical Progression of Natural Materials used for technology

wood **→** **coal** **→** **petroleum**

Let's look at how the use of energy resources and technology has changed over time:

1. Wood: The value overall has **decreased** because of **technology**.
There has been a decrease in using wood and more of a use of synthetic materials because of its value.
2. Coal: The value overall has **decreased** because of **pollution and mining problems** and competition with **oil and gas**.
3. Petroleum: Still is primarily used as fuel for **transportation**. However, products are being explored because of cost and **environmental concerns**.
4. Nuclear: Use had been very high; however, there has been much concern over **contamination** and **waste** from the use of the product.
5. Other types of energy resources have been explored such as **solar and wind**.
However, they are not used much because of **cost** of installation and their unattractive **aesthetics** (looks/beauty).

Answer the questions below:

1. How has the demand for resources affected the environment?

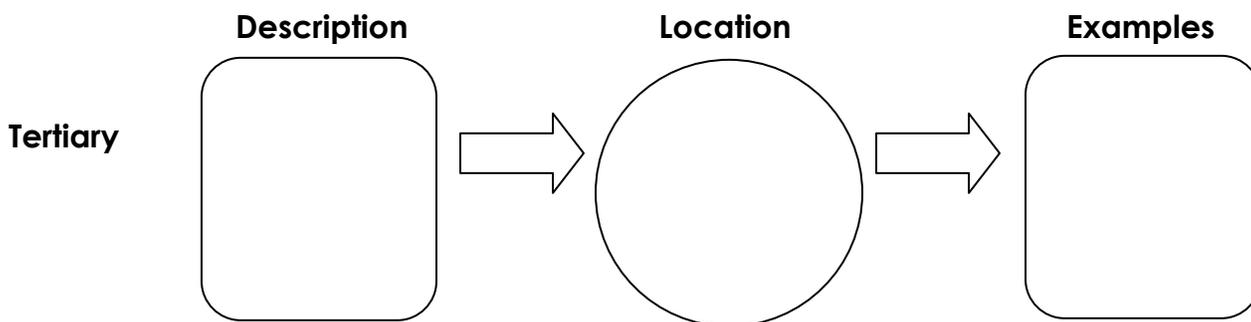
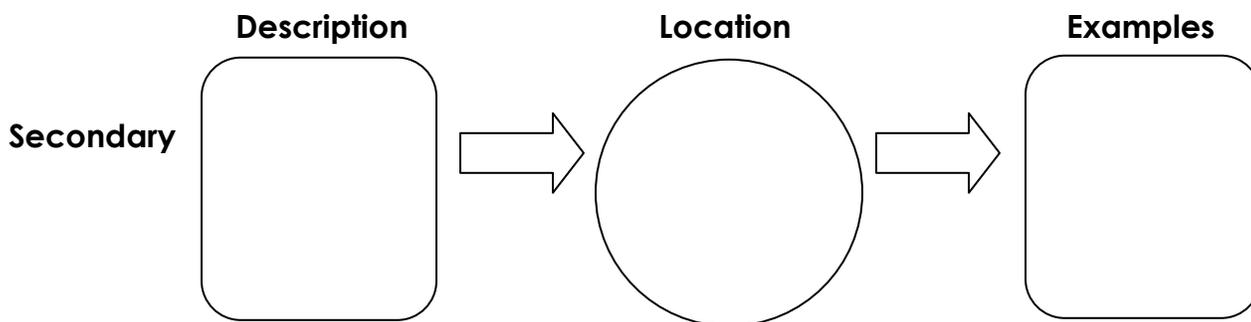
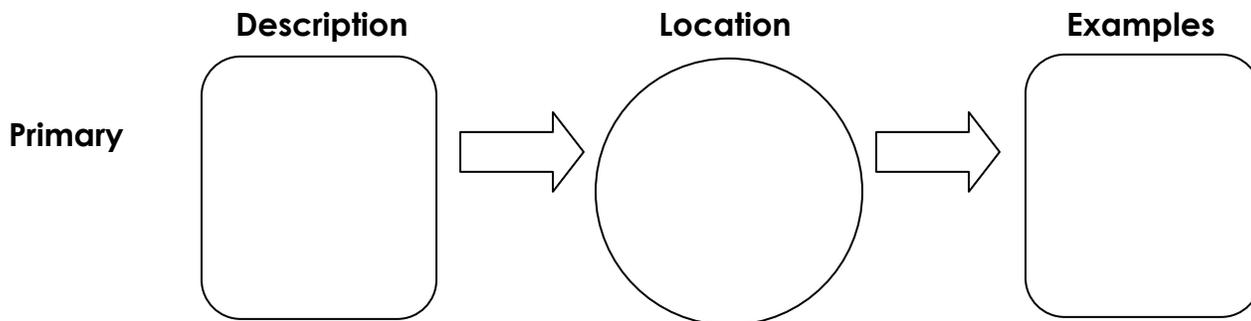
Demand has affected resource depletion, environmental degradation, and caused health problems in humans and animals.

2. Why has there been a demand for different types of resources? Give an example and explain.

Demand has differed due to economic development priorities, environmental conservation priorities, and priorities of indigenous minorities.

Attachment C: Note Sheet: Resources Change over Time _____

Levels of Economic Activity



Attachment D: 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 A bank account
- C An oil field
- D A machine

3. An example of tertiary economic activity is

- A a steel mill.
- 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.

6. Using a map, identify the economic unions from around the world.

7. The EU is an alliance tied to what continent?

- A North America
- B South America
- C Africa
- D Europe*

8. The direct use of raw materials is known as

- A primary activity.*
- B secondary activity.
- C tertiary activity.
- D trading.

9. Automobile assembly and steel manufacturing are examples of

- A tertiary activity.
- B secondary activity.*
- C infrastructure.
- D primary activity.

10. Which country has limited natural resources, but strong human and capital resources?

- A United States
- B Japan*
- C Russia
- D Cote D'Ivoire

11. Which type of economy is controlled by the government?

- A Command*
- B Traditional
- C Market
- D Subsistence

12. All are members of NAFTA EXCEPT

- A the United States.
- B Mexico.
- C Canada.
- D China.*

ORGANIZING TOPIC

United States and Canada

Standard(s) of Learning _____

- WG.4 The student will locate and analyze physical, economic, and cultural characteristics of world regions:
...United States and Canada....
- 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)*

Explain charts comparing two or more concepts.

Identify primary ideas expressed in graphic data.

Gather, classify, and interpret information.

Draw conclusions and make inferences about data.

Explain cause-and-effect relationships.

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

Organize and interpret information.

Use maps and other geographic resources to obtain information and draw conclusions.

Participate in problem solving and decision making.

Compare maps and make inferences.

Identify and interpret regional patterns on maps.

Content

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

Physical characteristics

- Abundant natural resources
- Continental Divide
- 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
 - Appalachian Mountains _____
 - Pacific coastal ranges _____
 - Basin and range _____
 - Rocky Mountains _____
 - Great Plains _____
 - Interior lowlands _____
 - Atlantic and Gulf coastal plains _____
 - Columbia Plateau _____
 - Colorado Plateau _____
- Varied climatic regions: Ranging from tundra in Alaska to tropical wet in Hawaii _____

Economic characteristics

- Major exporters of technology, information systems, and foodstuff _____
- 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 Europeans _____
- Multicultural societies _____
- Increasingly diverse populations _____
- High literacy rate _____
- High standards 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, Ontario _____
 - Montreal, Québec _____
 - Ottawa, Ontario _____
 - Québec City, Québec _____

- Vancouver, British Columbia _____
- Washington, D.C. _____
- Chicago, Illinois _____
- New York City, New York _____
- Los Angeles, California _____
- Houston, Texas _____
- Cultural landscape
 - U.S. Capitol _____
 - 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:

- Air- and water-quality monitoring and management _____
- Recycling programs _____
- Land-use and transportation planning _____
- Selection of locations for residential and commercial development _____

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 current events are connected to the geographical characteristics 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://www.usgs.gov/pubprod/>>. 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.

US Trade Representative—NAFTA.
<http://www.ustr.gov/Trade_Agreements/Regional/NAFTA/Section_Index.html>. 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.

The World Factbook 2002. U.S. Central Intelligence Agency.
<http://factfinder.census.gov/home/saff/main.html?_lang=en>. This site contains searchable information on all countries.

Session 1: Physical Features

Materials

- Maps, atlases, and other instructional resources that contain information on the United States and Canada
- Unlabeled outline maps of the Western Hemisphere or the world
- Pictures or Internet resources 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, 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
 - Appalachian Mountains
 - Pacific coastal ranges
 - Basin and range
 - Rocky Mountains
 - Great Plains
 - Interior lowlands
 - Atlantic and Gulf coastal plains
 - Canadian Shield
 - Grand Canyon
 - Columbia Plateau
 - Colorado Plateau

3. Instruct the students to define the following terms and features, using their textbooks or other available resources:
 - Continental Divide
 - Basin and range

- Interior lowlands
 - Varied climate regions, ranging from tundra in Alaska to tropical wet in Hawaii
4. Display pictures or Internet resources illustrating each of the above terms or features, and discuss them as a class.
 5. Have students complete Attachment A: Physical Features of the United States and Canada. Use pictures to offer a visual representation to students of the physical features.
 6. Students can create their own physical map of the United States and Canada using food and other items.
 7. Assign a reading or other reinforcement activity, using available teacher resources.

Session 2: Economic Characteristics

Materials

- Pictures, Internet resources, 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 Internet resources 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, Internet resources, and/or videos that illustrate the answers or by providing additional information to enhance content understanding. Students may also complete Attachment B: Economic Characteristics of the United States and Canada.
 - **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 economies.** 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.
 - **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 resource to guide students' viewing. Ask them to describe the scenery, dress, and other cultural characteristics observed in the video.
3. Assign a reading 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
3. Assign a reading 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 valid Internet resources 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 reading or other reinforcement activity, using available teacher resources.

Session 6: Cultural Landscape

Materials

- Pictures or Internet resources

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
 - 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, and cost to present to the class.

3. Display pictures or Internet resources 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 (e.g., gas stations, motels, interstate highways, drive-up services)
4. Assign a reading 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, Ontario
 - Montreal, Québec
 - Ottawa, Ontario
 - Québec City, Québec
 - Vancouver, British Columbia
 - Washington, D.C.
 - Chicago, Illinois
 - New York City, New York
 - Los Angeles, California
 - Houston, Texas
 - Miami, Florida
 - Boston, Massachusetts
 - San Francisco, California
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 reading 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 in Attachment D.
1. As an extension activity, have students create a map of the physical features of the U.S. and Canada. See Attachment C: USA/Canada Physical Features Map.

Attachment A: Physical Features of the United States and Canada _____

For answers, see information in the Organizing Topic pages for this section.

Continental Divide: Lies at the crest of the _____ Mountains; divides North America's rivers into those that flow _____ and those that flow _____.

St. Lawrence River: Connects the _____ and the _____.

The Mississippi River: Referred to as the _____. This river is the longest in the _____, and the _____ in the world. It is _____ miles long.

Great Lakes: Largest _____ lake system in the world. They were formed by _____; includes _____ lakes named _____, _____, _____, _____, & _____.

Aleutian Islands: _____ islands that extend into the _____ Ocean from Alaska.

Appalachian Mountains: Created when North America and _____ collided 300 million years ago; stretch from _____ to _____; include ranges such as the _____ and the _____.

Pacific Ranges: Made up of _____ major mountain ranges, the _____, _____, and _____.

Rocky Mountains: These mountains extend over _____ miles, from the _____ _____ in _____ to _____ and _____ in the U.S.

Interior Lowlands: Characterized by _____, _____, and _____; lies between the _____ & _____ Mountains.

Great Plains: Sub-region of the _____; extends from _____ to _____ and reaches the eastern edge of the _____ Mountains.

Canadian Shield: Stretches from the _____ Ocean eastward to the _____ coast; scraping by _____ made this _____ with little soil.

The United States' and Canada's _____ vary greatly. They range _____ in Alaska to _____ in Hawaii.

The United States and Canada have _____.

Attachment B: Economic Characteristics of the United States and Canada _____

For answers, see information in the Organizing Topic pages for this section.

Lands currently occupied by Americans and Canadians were _____ by _____, primarily the _____. They brought with them _____ from the _____ that helped to develop this region into an economically prosperous one.

Rich supply of _____, _____, & _____ resources.

Highly developed _____: Examples— _____

Highly diversified economies: Produces at all levels— _____ - Ex. _____

_____ - Ex. _____

_____ - Ex. _____

Sustained _____.

Widening gap between _____ & _____.

Members of NAFTA (_____)

Contains U.S., Canada, and _____.

Center of world financial markets (_____)

The U.S. & Canada are major exporters of _____, _____,

_____, and _____.

_____ : Ex: _____

Export of U.S. _____ via the _____.

Ex: _____

Attachment C: USA/Canada Physical Features Map _____



You will be creating a physical features map of the United States. You may be creative in making the features on your map (e.g., use chocolate chips to indicate mountains, coconut to indicate snow on mountains), but try to be as accurate as possible.

The following features are required to be on your Map:

- Colorado River
- Rio Grande
- Hudson River
- Mississippi River
- St. Lawrence River
- Yukon River
- Rocky Mountains
- Appalachian Mountains
- Mt. McKinley
- Cascade Mountains
- Sierra Nevada Range
- Coastal Range
- Brooks Range
- Alaska Range
- Great Lakes (all 5)
- Great Salt Lake
- Pacific Ocean
- Atlantic Ocean
- Gulf of Mexico
- Chesapeake Bay

Name: _____

My group members are:

You are also required to put at least 5 other physical features on your map.

1. _____
2. _____
3. _____
4. _____
5. _____

Attachment D: 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. A 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 U.S. is the

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

6. Which city is considered to be the center of the world financial market?

- A New York City*
- B San Francisco
- C Toronto
- D Houston

7. Which continent was responsible for the colonization of the United States and Canada?

- A Africa
- B Asia
- C South America
- D Europe*

8. The populations of the USA and Canada can best be described as

- A predominantly single ethnicity.
- B dual ethnicity.
- C multicultural society.*
- D monocultural society.

9. The USA and Canada both enjoy which form of government?

- A Democratic*
- B Communist
- C Socialist
- D Absolute monarchy

10. The Continental Divide follows the crest of which mountain range?

- A Appalachian Mountains
- B Rocky Mountains*
- C Pacific coastal ranges
- D Andes Mountains

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)*

Explain charts comparing two or more concepts.

Identify primary ideas expressed in graphic data.

Gather, classify, and interpret information.

Draw conclusions and make inferences about data.

Explain cause-and-effect relationships.

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

Organize and interpret information.

Use maps and other geographic resources to obtain information and draw conclusions.

Participate in problem solving and decision making.

Compare maps and make inferences.

Identify and interpret regional patterns on maps.

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 (United States)

Physical Characteristics

- Major mountain ranges: Andes, Sierra Madres
- Wildlife migration patterns (e.g., Monarch butterflies)
- 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:

- Air- and water-quality monitoring and management _____
- Recycling programs _____
- Land-use and transportation planning _____
- Selection of locations for residential and commercial development _____

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 current events are connected to the geographical characteristics 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.

The World Factbook 2002. U.S. Central Intelligence Agency. <<https://www.cia.gov/library/publications/the-world-factbook/>>. This site contains searchable information on all countries.

Monarch Live: A Distance Learning Adventure. <<http://monarch.pwnet.org/>>. This site contains useful information on the migration patterns of monarch butterflies in Latin America.

Session 1: Countries; Physical Features

Materials

- Maps, atlases, and other instructional resources 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 Internet resources of important physical features of the region (listed in activity 4 below)

Instructional Activities

1. NOTE: This may take more than one session. Display the following questions, 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 America 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 America 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.

NOTE: Teachers should feel free to apply this data to quiz-game activities, puzzles, or other learning experiences of their own design.

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 (United States)
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:
- 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 Internet resources illustrating each of the above terms or features, and discuss them as a class.

5. Have students examine the wildlife migration patterns in Latin America (e.g., Monarch butterflies, raptors).
6. Assign a reading or other reinforcement activity, using available teacher resources.

Session 2: Economic Characteristics

Materials

- Pictures, Internet resources, 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 Internet resources 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, Internet resources, and/or videos that illustrate the answers or by providing additional information to enhance content understanding.
 - **Diverse economies.** Describe these economies.
 - **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: 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 resource 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 reading 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
 - Mestizos
 - Location of settlements: coastal in South America
 - Megacities, squatter settlements
 - Rapid population growth
 - Out-migration
3. Assign a reading or other reinforcement activity, using available teacher resources.

Session 5: Cultural Landscape

Materials

- Videos, CDs, or tapes of Latin American music
- Pictures or Internet resources depicting Latin American pyramids, cathedrals, haciendas, *ejidos*, Machu Picchu, and 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 Internet resources of the following features representing the cultural landscape of Latin America:
 - Pyramids
 - Cathedrals
 - Haciendas
 - *Ejidos* (communal land)
 - Machu Picchu
 - Tikal

As each picture or Internet resource 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 reading or other reinforcement activity, using available teacher resources.

Session 6: Cities as centers of culture and trade

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 Janeiro
3. Distribute atlases, almanacs, and/or use Internet resources, 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. Have students complete Attachment A: Latin America Review.

NOTE: Teachers should feel free to apply this data to quiz-game activities, puzzles, or other learning experiences of their own design.

2. Administer the assessment. Sample assessment items can be found in Attachment B.

Attachment A: Latin America Review

Latin America Map

You will be expected to find the location of nations as well as the region's physical features.

Physical Characteristics

1. What are the names of the two mountains in Mexico?
2. What is the name of the mountain range along the west coast of South America?
3. What climate predominates Latin America?
4. If it is summer in Washington, D.C., what season is it in Chile? What season is it in Cuba if it is September 23?
5. How can we tell that this region is part of the Ring of Fire?
6. Describe how the Atacama Desert was formed by the Pacific Coast.
7. Give examples of archipelagoes in Latin America.
8. What are the three levels of vertical zonation? Do the crops grown there vary from one another?
9. What types of animals can we associate with Latin America?
10. What is the largest river in the world? Name the main tributary of the Amazon.
11. Where do you find the llanos and the pampas (who wears diapers)? What are they?
12. What is Amazonia?

Economic Characteristics

13. Describe the following economies:
 - a. Traditional
 - b. Market
 - c. Command
14. What nation would have a *command* economy because it is communist?
15. Describe the following types of agriculture:
 - a. Subsistence
 - b. Plantation
 - c. Slash-and-burn
16. What are some negatives of slash-and-burn farming?

17. What is the difference between food and cash crops?
18. What is a *hacienda*?
19. What are *gauchos*? Where are they most widely known?
20. What are two reasons why people are cutting down the rainforest? Define *deforestation*.
21. What are the three Latin American nations that have significant oil deposits? Which of them is the only Latin American nation in OPEC?
22. Why does Mexico City have a problem with smog?
23. Is there a major disparity of income distribution in Latin America?
24. What is NAFTA? What are its objectives?
25. What minerals are found in Venezuela, Brazil, and Chile?
26. What are two ways in which the Caribbean nations make money?
27. What are two major illegal drugs that come out of Latin America? What nation is infamous for supplying cocaine?
28. What are squatter cities and where are they found?

Cultural Characteristics

29. What two languages are spoken in Latin America? Why do we call the region Latin America?
30. What language is largely spoken in Brazil?
31. What are the three major Indian civilizations that we talked about in class? Where are each located?
32. What are *conquistadors*?
33. What is Tikal and Machu Picchu? What is the shape of the buildings found in these Indian civilizations?
34. What are the three reasons why the Europeans colonized Latin America?
35. What are *ejidos*?
36. What three things helped the Spanish defeat the Native Americans?
37. What is the main religion in Latin America? What is the word for the buildings of the main religion in this region? (It is not *churches*.)
38. What are *mestizos*?
39. Is it easy for people to move up the social ladder in Latin America?

40. Largely, are these nations developed or underdeveloped? Please draw what a population pyramid would look like for most of the Latin American countries.
41. Why are many Mexicans migrating out of Mexico to the United States?
42. Why are most cities of the region located along the coast?
43. What are megacities? Give three examples.
44. What are two types of Latin American music that were influenced by African culture?
45. What regional religions are influenced by African culture?

Attachment B: Sample Assessment Items

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

- A Laos
- B Brunei
- C Bolivia*
- D Canada

2. The Caribbean includes

- A Uruguay.
- B El Salvador.
- C Ecuador.
- 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 includes the following in the cultural landscape:

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

6. Large farming estates in Latin America are called

- A collectives.
- B haciendas.*
- C stations.
- D ejidos.

7. Vertical zonation is a term that describes the different levels of climate, settlement, and land use in

- A coastal areas.
- B mountainous areas.*
- C high-latitude areas.
- D urban areas.

8. The world's largest and most diverse rainforest can be found in the

- A Llanos.
- B Amazon River Basin.*
- C Haciendas.
- D Rio Grande River Basin.

9. What is the dominant denomination of Christianity in Latin America?

- A Baptist
- B Roman Catholic*
- C Eastern Orthodox
- D Protestant

10. What is the official language of Brazil?

- A French
- B Spanish
- C English
- D Portuguese*

11. What is the name of the Mayan ruins located in Guatemala?

- A Machu Picchu
- B Ejido
- C Tikal*
- D Hacienda

ORGANIZING TOPIC

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)*

Explain charts comparing two or more concepts.

Identify primary ideas expressed in graphic data.

Gather, classify, and interpret information.

Draw conclusions and make inferences about data.

Explain cause-and-effect relationships.

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

Organize and interpret information.

Use maps and other geographic resources to obtain information and draw conclusions.

Participate in problem solving and decision making.

Compare maps and make inferences.

Identify and interpret regional patterns on maps.

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 (selected on the basis of their per capita GDP, land size, and population)

- GDP
 - Switzerland
 - Luxembourg
 - Norway
- Land size
 - Ukraine
 - France

Development of industrial and transportation centers near mineral deposits (e.g., coal and iron ore)

- Ruhr valley _____
- Po valley _____
- Rivers and canals serving as major transportation links _____
- Oil reserves in the North Sea _____
- Well-educated work force: Industrial and technological societies, banking in Switzerland _____
- Advanced farming techniques, high crop yields, fertile soils, black earth (*chernozem*) _____
- Well-developed infrastructure _____
- The Chunnel _____
- Differences in Western and Eastern European industrial development due to differing economic systems in prior years _____
- European Union _____
- Trade important; interdependence _____
- Large role of government in some economies (Sweden, Denmark) _____
- Replacement of communism with capitalism in Eastern Europe _____
- Reclaimed land: Polders in The Netherlands _____
- Demographics typical of developed economies _____
 - High per capita GDP _____
 - High life expectancy _____
 - Low population growth rate _____
 - Low infant mortality rate _____
 - Small percentage of population under age 15 _____
 - High literacy rate _____

Cultural Characteristics

- Birthplace of Industrial Revolution _____
- Many ethnic groups with different languages, religions, customs _____
- Sporadic conflict among groups (wars, revolutions) _____
- Birthplace of western culture: Greece and Rome _____
- Spread of European culture to many other parts of the world (exploration, colonization, imperialism) _____
- Highly urbanized _____
- One of the world’s most densely populated areas _____
- North Atlantic Treaty Organization (NATO) _____
- Cities as centers of culture and trade _____
 - Berlin _____
 - London _____
 - Paris _____
 - Madrid _____
 - Rome _____
 - Athens _____
 - Warsaw _____

Cultural landscape

- Notre Dame, Arc de Triomphe, Louvre, Eiffel Tower _____
- Colosseum, Leaning Tower of Pisa, St. Peter’s Basilica _____
- Parthenon _____
- Westminster Abbey, Big Ben _____
- Windmills _____
- Castles _____

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

- Air- and water-quality monitoring and management _____
- Recycling programs _____
- Land-use and transportation planning _____
- Selection of locations for residential and commercial development _____

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 current events are connected to the geographical characteristics 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://www.eurocoins.co.uk/images1euros.html>>. This site offers downloadable images of the different denominations of the instituted currency for participating European countries.

“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.

The World Factbook 2002. U.S. Central Intelligence Agency. <<https://www.cia.gov/library/publications/the-world-factbook/>>. This site contains searchable information on all countries.

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, 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
- Norway
- 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
 - Balkan
- Islands
 - Great Britain
 - Ireland
 - Sicily
 - Iceland
- Mountains
 - Alps
 - Pyrenees

- Rivers
 - Danube
 - Rhine
 - Seine
 - Volga
 - Seas
 - Adriatic
 - Aegean
 - Mediterranean
 - Baltic
 - Black
 - North
 - Oceans
 - Atlantic
 - Arctic
 - Strait of Gibraltar
4. After labeling their maps, have students complete Attachment A: Europe Physical Characteristics. Assign a reading or other reinforcement activity, using available teacher resources.

Session 2: Countries; Profile of a Nation

Materials

- Internet resources, 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, atlases, or Internet resources 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) spoken
- Physical features and climate
- 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.

Session 3: More Physical Features; Climates

Materials

- Maps
- Pictures or Internet resources 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 Internet resources:
 - Eurasia (include Ural Mountains)
 - Fjords
 - North European plain
 - Tundra
 - North Atlantic Drift
 - PoldersPoint 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 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 reading 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://www.eurocoins.co.uk/images1euros.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 various currencies in different 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 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 northern 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 reading 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
 - the euro (e.g., countries using the common currency, why some do not, advantages)
 - 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 reading 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, Internet resources, or videos of the characteristics. Discuss each of the following as it is displayed:
 - 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 reading 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 reading 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
 - Many ethnic groups with different languages, religions, and customs
 - Sporadic conflict among groups (wars, revolutions)
 - Birthplace of western culture—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 (NATO)
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
 - Colosseum
 - 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 reading 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 in Attachment B.

Attachment A: Europe Physical Characteristics

Physical Characteristics of Europe — “A Peninsula of Peninsulas”

*Europe is part of a large landmass called _____.

*No area in Europe, excluding Russia, is more than _____ miles from ocean. However, there are some landlocked countries.

What are some of them? _____

*The continent of Europe is one large _____, a land mass surrounded by water on _____ sides. There are smaller peninsulas too!

_____ (Italian) _____ (Iberian)

_____ (Scandinavian) _____ (Jutland)

*Europe also consists of many islands, small landmasses completely surrounded by _____.

Great Britain = _____, _____, and _____ which are all on the same island. The United Kingdom also includes _____ which is on the island that contains the country of _____.

_____ is a part of _____ (The boot kicking a soccer ball!)

*Fjords are found in _____. Define *fjords*: _____.

*Mountains — known for tourism, recreation, and rich mineral resources. Skiers enjoy visiting the _____. The main branch of this mountain range can be found in _____, _____, and _____.

The _____ Mountains divide _____ from _____ and serves as a major cultural barrier.

*Rivers are vital to economic survival in Europe

_____ — flows _____ to _____

_____ — travels through _____

_____ — because of site and situation, _____ was established along this river.

_____ — found in _____

*Seas — _____ found along _____ eastern coast

_____ found along _____ eastern coast

_____ helps to warm southern Europe’s climate

_____ found north of Poland and south of Sweden and Finland

_____ found in Eastern Europe

_____ between Norway and Great Britain — has oil!

*Oceans — What two major oceans surround Europe? _____

*Straits — The Strait of _____ divides _____ from Africa

*Climate — Europe's climates are rather mild due to _____ which bring warm air from the _____ across the _____.

Climate regions are _____ from Tundra to Mediterranean.

The _____ is a current that brings warmth to Europe.

ANSWER SHEET

Physical Characteristics of Europe — “A Peninsula of Peninsulas”

*Europe is part of a large landmass called **Eurasia**.

*No area in Europe, excluding Russia, is more than **400** miles from ocean. However, there are some landlocked countries.

What are some of them? **Switzerland, Austria, Czech Republic, Slovakia, Hungary, Serbia, Macedonia**

*The continent of Europe is one large **peninsula**, a land mass surrounded by water on **three** sides. There are smaller peninsulas too!

Italy (Italian) **Spain and Portugal** (Iberian)

Norway and Sweden (Scandinavian) **Denmark** (Jutland)

*Europe also consists of many islands, small landmasses completely surrounded by _____.

Great Britain = **England, Scotland**, and **Wales** which are all on the same island. The United Kingdom also includes **Northern Ireland**, which is on the island that contains the country of **Ireland**.

Sicily is a part of **Italy** (The boot kicking a soccer ball!)

*Fjords are found in **Norway**. Define *fjords*: **long inlets of the sea created by glaciers**.

*Mountains — known for tourism, recreation, and rich mineral resources. Skiers enjoy visiting the **Alps**. The main branch of this mountain range can be found in **Austria, Switzerland**, and **Italy**.

The **Pyrenees** Mountains divide **France** from **Spain** and serves as a major cultural barrier.

*Rivers are vital to economic survival in Europe

Danube — flows **west** to **east**

Rhine — travels through **Switzerland, Germany, France, Netherlands**

Seine — because of site and situation, **Paris** was established along this river.

Volga — found in **Russia**

*Seas — **The Adriatic Sea** found along **Italy's** eastern coast

The Aegean Sea found along **Greece's** eastern coast

The Mediterranean Sea helps to warm southern Europe's climate

The Baltic Sea found north of Poland and south of Sweden and Finland

The Black Sea found in Eastern Europe

The Baltic Sea between Norway and Great Britain — has oil!

*Oceans — What two major oceans surround Europe? **Atlantic and Arctic**

*Straits — The Strait of **Gibraltar** divides **Europe** from Africa.

*Climate — Europe's climates are rather mild due to **westerlies** which bring warm air from the **southwest** across the **Atlantic Ocean**.

Climate regions are **varied** from Tundra to Mediterranean.

The **North Atlantic Drift** is a current that brings warmth to Europe.

Attachment B: Sample Assessment Items

1. **The EU (European Union) is**
 - A a mutual defense agreement that includes most of the European countries including Russia.
 - B an economic alliance to encourage free trade and a single market among its member.*
 - C a political organization that wants to unite all countries of Europe under one government.
 - D an agreement made between the United States and the United Kingdom to promote the sharing of natural resources.
2. **Europe is separated from Asia, in part by the**
 - A Transylvanian Alps.
 - B Northern European Plain.
 - C Danube River.
 - D Ural Mountains.*
3. **About one-third of the forests in Germany have been damaged by**
 - A acid rain.*
 - B earthquakes.
 - C flooding.
 - D volcanoes.
4. **Which of the following is an example of a multilingual nation?**
 - A France
 - B Germany
 - C Switzerland*
 - D Sweden
5. **Western Europe has a mild climate because of**
 - A its latitude.
 - B differences in elevation.
 - C its mountains.
 - D the North Atlantic Drift.*
6. **Fighting in Bosnia and other areas of former Yugoslavia is mainly due to**
 - A high unemployment.
 - B changes in government policies.
 - C natural disasters.
 - D ethnic differences.*

7. **What two countries are located on the Iberian Peninsula?**
 - A Spain and Portugal*
 - B Denmark and Germany
 - C Norway and Sweden
 - D Italy and Switzerland
8. **This connects Great Britain and Europe under the English Channel.**
 - A Big Ben
 - B English River Boat
 - C Chunnel*
 - D Louvre
9. **What is the name of the European Sea where large amounts of oil have been found and extracted?**
 - A North Sea*
 - B Baltic Sea
 - C Mediterranean
 - D Aegean
10. **What country is renowned for its secure banking facilities?**
 - A France
 - B Belgium
 - C Switzerland*
 - D Italy
11. **What organization was created to protect Western Europe from possible attacks from Communist nations?**
 - A EU
 - B NATO*
 - C NAFTA
 - D UN

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)*

Explain charts comparing two or more concepts.

Identify primary ideas expressed in graphic data.

Gather, classify, and interpret information.

Draw conclusions and make inferences about data.

Explain cause-and-effect relationships.

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

Organize and interpret information.

Use maps and other geographic resources to obtain information and draw conclusions.

Participate in problem solving and decision making.

Compare maps and make inferences.

Identify and interpret regional patterns on maps.

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
 - Kazakhstan
 - Russia

- Oriental carpets _____
- Samovars _____
- Cultural landscape
 - Russian Orthodox churches (e.g., St. Basil’s Cathedral, Moscow) _____
 - Red Square _____
 - Kremlin _____
 - 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:

- Air- and water-quality monitoring and management _____
- Recycling programs _____
- Land-use and transportation planning _____
- Selection of locations for residential and commercial development _____

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 current events are connected to the geographical characteristics 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.bucknell.edu/x20136.xml>>. This page dates the major (and some not so major) events in Russian history and links them with explanatory and related materials on the Internet.

“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.

Justice for Everybody: Human Rights in the Russian Federation. Amnesty International. <<http://www.amnesty.org/en/region/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 were returning from the Solovetsky concentration camp due to poor health.

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/russian-imperial-samovars.php>>. This site provides information about and pictures of antique samovars that are for sale, allowing buyers to own a piece of Jewish cultural history.

“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/russiain1.html>>. This site provides a timeline of Russian history from 1862 until today.

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. <<https://www.cia.gov/library/publications/the-world-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
- Attachment A: Student Geography Notes on Russia and Central Asia

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.
3. 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 A). Alternatively, assign a reading or other reinforcement activity, using available teacher resources.
4. 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
- Resource listing necessary vocabulary words
- 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 resource 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. Create an electronic slide presentation highlighting the definitions that students need to be familiar with for the physical geography of Russia and Central Asia. Use maps and pictures to show the different climate regions and physical features.

Session 3: Natural Resources, Employment, Exports; Pollution; Fabergé Eggs _____

Materials

- Map of the natural resources of Russia and Central Asia
- Attachment B: Natural Resources, Employment, Exports
- 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 Attachment B: Natural Resources, Employment, Exports, and 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 reading or other reinforcement activity, using available teacher resources.

Session 4: Siberia

Materials

- Map that shows the lights of the world at night (See <<http://antwrp.gsfc.nasa.gov/apod/ap001127.html>> or video on Siberia)
- Attachment C: Political Prisoners
- Attachment D: Grading Rubric for Escape from Siberia
- Attachment A: Student Geography Notes on Russia and Central Asia

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 a video on Siberia. Discuss the physical features and the climate of the region. Include facts from Attachment A: Student Geography Notes on Russia and Central Asia.
3. Have students finish Attachment C: Political Prisoners. They should use Attachment D: Grading Rubric for Escape from Siberia to 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
- Attachment E: Economic Indicators Data

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 Web site <http://factfinder.census.gov/home/saff/main.html?_lang=en> or to use almanacs to gather data and complete Attachment E: Economic Indicators Data. 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
- Attachment F: Travel Brochure

Instructional Activities

1. Have the students list examples of symbols, buildings, sites, and ideas that reflect the culture of Russia and Central Asia.
2. Create an electronic slide 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 people are of Turkic and Mongol heritage.
 - Cultural heritage
 - Ballet
 - Fabergé eggs
 - Music
 - Icons
 - *Matryoshka* dolls
 - Oriental carpets
 - Samovars
 - Cultural landscape
 - Russian Orthodox churches (e.g., St. Basil’s Cathedral, Moscow)
 - 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 and complete Attachment F: Travel Brochure. Supply the students with directions and a due date for this assignment.

Session 7: Review

Materials

- Blank BINGO grids/cards

Instructional Activities

1. Create a review game for Russia and Central Asia using a quiz-game template. Students could also play BINGO for Russia and Central Asia. Have students fill out a standard BINGO grid with vocabulary and information from the unit. The teacher can read off questions on the material from Russia and Central Asia and the students can cover their BINGO cards as they review.

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 in 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: Student Geography Notes on Russia and Central Asia



I. Three plains stretch across 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

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 B: Natural Resources, Employment, Exports

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 trains and boats.
 - 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 paved; most are gravel and are often muddy in the summer.
 - The Caspian Sea is landlocked.
- Manufacturing in the region produces widespread pollution.
 - Chernobyl Nuclear Disaster <<http://www.chernobyl.info/>>

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

Attachment C: 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 $66\frac{1}{2}^{\circ}$ 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 D: Grading Rubric for Escape from Siberia _____

Name: _____

Criteria	Points Possible	Points a peer thinks I earned	Points I think I earned	Points Earned
Prewriting activities	2			
Paper format				
• Introduction	2			
• Three paragraph body	2			
• Conclusion	2			
Mechanics of writing				
• Capitalization	2			
• Punctuation	2			
• Sentence structure	2			
Facts based on geography research				
• 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			
Correctly used place names	5			
Correctly used relative directions	3			
Correctly drawn compass rose	2			
Escape plan was realistic.	5			
Total Score	50			

<p>Teacher Comments:</p>

Attachment E: 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 developing
Belarus										
Ukraine										
Moldova										
Russia										
Kazakhstan										
Kyrgyzstan										
Tajikistan										
Uzbekistan										
Turkmenistan										
Armenia										
Azerbaijan										
Georgia										

Attachment F: 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 an electronic slide presentation. If you choose this option, everything above must be included. A printout of the slides or the file must be submitted with the hand-drawn map.
- 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 G: Sample Assessment Items

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

1. **The Crimean Peninsula has a _____ climate that is suitable for growing citrus fruits, winter grains, and vegetables.**
 - A Mediterranean*
 - B Tundra
 - C Highland
 - D Subarctic
2. **In Russia, most people who practice a religion belong to the**
 - A Catholic church.
 - B Protestant faith.
 - C Orthodox church.*
 - D Muslim faith.
3. **Russia and Central Asia cover almost _____ of all the land on the Earth.**
 - A 1/2
 - B 1/3
 - C 1/6*
 - D 1/4
4. **In the sub-arctic region of Russia, snow is common for _____ months a year.**
 - A 6
 - B 8*
 - C 10
 - D 12
5. **The largest forest region in the world is the**
 - A coniferous forests (taiga) of Russia.*
 - B Black Forest of Europe.
 - C Brazilian tropical rain forest.
 - D tundra of Russia.
6. **The pollution crisis in the former Soviet Union and Central Asia was caused by**
 - A government neglect of the environment.*
 - B focus on production of consumer goods.
 - C government overspending.
 - D focus on developing a market economy.
7. **The border between Europe and Asia is formed partially by the**
 - A Carpathian Mountains.
 - B Ural Mountains.*
 - C Pamir Mountains.
 - D Yenisei River.

8. **The largest country in Asia is**
 - A Belarus.
 - B Russia.*
 - C Ukraine.
 - D Georgia.
9. **Chernobyl is the site of**
 - A the beginning of the Bolshevik revolution in 1917.
 - B the eastern-most city on the Trans-Siberian Railroad.
 - C a nuclear reactor accident in 1986.*
 - D Lenin's birthplace.
10. **The fortress that houses the government of Russia is**
 - A St. Basil's Cathedral.
 - B The Kremlin.*
 - C Gorky Park.
 - D Siberia.
11. **Religious paintings found in Russian Orthodox Churches and people's homes are**
 - A crucifixes.
 - B an icons.*
 - C crosses.
 - D murals.
12. **The religious building in Red Square with nine colorful domes is**
 - A the Church of the Holy Sepulcher.
 - B the Dome of the Rock.
 - C the Church of the Annunciation.
 - D St. Basil's Cathedral.*
13. **In a command economy**
 - A the government makes all decisions regarding the manufacture, sales, and distribution of products.*
 - B the supply and demand of the consumers determine what is bought and sold.
 - C Individuals make all decisions regarding the manufacture, sales, and distribution of products.
 - D Foreign governments make all decisions regarding the manufacture, sales, and distribution of products.
14. **In a market economy**
 - A the government makes all decisions regarding the manufacture, sales, and distribution of products.
 - B the supply and demand of the consumers determine what is bought and sold.*
 - C individuals can operate their own businesses but profits go to the government.
 - D foreign governments run the businesses.

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

Explain charts comparing two or more concepts.

Identify primary ideas expressed in graphic data.

Gather, classify, and interpret information.

Draw conclusions and make inferences about data.

Explain cause-and-effect relationships.

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

Organize and interpret information.

Use maps and other geographic resources to obtain information and draw conclusions.

Participate in problem solving and decision making.

Compare maps and make inferences.

Identify and interpret regional patterns on maps.

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 the countries listed below (selected on the basis of their per capita GDP, land size, and population)

- GDP
 - Kuwait
 - United Arab Emirates
 - Qatar
 - Israel
- Land size

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.” <<http://www.ancient-egypt-online.com/ancient-egyptian-hieroglyphics.html>>. This site offers a short history of hieroglyphics in Ancient Egypt.

“Islam: Empire of Faith.” *PBS.* <<http://www.pbs.org/empires/islam/>>. This site provides information about the PBS series on Islam as well as articles and resources for teaching about Islamic history and contributions in the arts, mathematics, and culture.

“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>. 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 River and surrounding land.

Country Watch. <http://www.countrywatch.com/cw_wire.aspx>. This site provides up-to-the-minute articles about countries in various regions of the world.

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>. This site provides information to facilitate comparison of data on three or more countries; from the UN Cyberschoolbus: A Global Teaching and Learning Project.

“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/>. 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>. This site gives a concise description of Islamic art.

“Southwest Asia/North Africa.” *Arizona Geographic Alliance*. <http://alliance.la.asu.edu/maps/MidEast_Labeled.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. <<https://www.cia.gov/library/publications/the-world-factbook/index.html>>. This site contains searchable information on all countries.

Session 1: Countries; Physical Features

Materials

- Physical and political map of North Africa and Southwest Asia
- Map of 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
- Attachment A: Misconceptions and Rumors
- Attachment B: Student Geography Notes on North Africa and Southwest Asia (Middle East)

Instructional Activities

1. As an introduction to this region, have students complete Attachment A: Misconceptions and Rumors. Discuss with students the current events that exist in this part of the world due to cultural conflict.
2. 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 this region sometimes referred to as the Middle East? (Answer: 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 above questions, using the maps to demonstrate.

3. 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
 - United Arab Emirates
 - Qatar
 - Israel
 - Algeria
 - Saudi Arabia
 - Libya
 - Iran
 - Turkey
 - Egypt
 - Iraq
 - Atlas Mountains
 - Taurus Mountains
 - Zagros Mountains
 - Mediterranean Sea
 - Red Sea
 - Black Sea
 - Arabian Sea
 - Persian/Arabian Gulf
 - Bosphorus Strait
 - Dardanelles Strait
 - Strait of Hormuz
 - Nile River
 - Tigris River
 - Euphrates River
 - 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: *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, the textbook, other instructional resources, or the following Web site http://www.cpc.ncep.noaa.gov/products/analysis_monitoring/regional_monitoring/middle_east.html
- Wall map of the region
- A list of essential vocabulary words
- 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 a list of essential vocabulary words, 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

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. Focus attention particularly on the contested land in Israel and the holy sites in Israel and Saudi Arabia.
3. Assign a reading or other reinforcement activity, using available teacher resources.

Session 4: Assessment

Materials

- Attachment C: Monotheistic Religions Chart
- Attachment D: Monotheistic Religions Quiz

Instructional Activities

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

Answer Key

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

Session 5: Developed vs. Developing Countries

Materials

- Almanacs and/or Internet access
- Attachment E: Economic Indicators Data

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 Web site <<https://www.cia.gov/library/publications/the-world-factbook/index.html>> or use almanacs to gather data and complete Attachment E: Economic Indicators Data. 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>.
5. Assign a reading or other reinforcement activity, using available teacher resources.

Session 6: Cultural Characteristics

Materials

- Photographs of cultural sites and cultural symbols of the region
- Copies of the “Travel Brochure” assignment (see Attachment F, Organizing Topic: *Russia and Central Asia*).

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 an electronic slide 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
 - 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 7: 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 8: 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 in 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: Misconceptions and Rumors

The region known as the “Middle East” is an area many know little about. It is a region with languages, customs, religion, and traditions that are very different from ours.

Answer the following questions from your own point of view.

1. What does it mean to generalize a specific group of people?*
2. Can you think of any way Americans tend to generalize or categorize people from the Middle East? Provide some examples.
3. Do you think people who live in the Middle East region have generalizations about Americans (use the war in Iraq as a focus point)? If yes, provide some examples.
4. Have Americans’ perception of people of Arab descent changed since September 11, 2001? How?*
5. Is it fair to judge a whole group of people by the actions of a few?

* “Generalizing is a natural human behavior and is an attempt to simplify and categorize experiences. We naturally compare what we don't know to what we do know—or think we know.” (www.pbs.org)

Attachment B: 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 sites 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/Arabian 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
- F. 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 in Attachment C explains the origin of each religion and traces its history from the beginning to the present time.

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

Attachment D: 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 E: 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 developing
Algeria										
Egypt										
Iran										
Iraq										
Israel										
Jordan										
Kuwait										
Lebanon										
Libya										
Morocco										
Qatar										
Syria										
Tunisia										
Turkey										
Yemen										

Attachment F: Sample Assessment Items

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

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

- A shepherds.
- B Bedouins.*
- C Afghanis.
- D hunters.

30. All of the following resources are scarce in the Middle East EXCEPT

- 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, and Morocco.
- B Israel, Iran, and Turkey.*
- C Iran, Iraq, and Kuwait.
- D Afghanistan, Yemen, and 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, and Central America.
 C Africa, North America, and Asia.
 D Africa, Asia, and 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 Persian Gulf countries 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)*

Explain charts comparing two or more concepts. _____

Identify primary ideas expressed in graphic data. _____

Gather, classify, and interpret information. _____

Draw conclusions and make inferences about data. _____

Explain cause-and-effect relationships. _____

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

Organize and interpret information. _____

Use maps and other geographic resources to obtain information and draw conclusions. _____

Participate in problem solving and decision making. _____

Compare maps and make inferences. _____

Identify and interpret regional patterns on maps. _____

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 on population, settlements, movement, climate _____
- Mountains _____
 - Himalayas _____
 - Western and Eastern Ghats _____
- Varied climate regions, ranging from tropical wet to humid continental _____
- Natural hazards: Monsoons _____
- Influence of water (rivers, seas, and ocean currents) on agriculture, trade, and transportation _____
- Bodies of water _____
 - Arabian Sea _____
 - Indian Ocean _____
 - Bay of Bengal _____
 - Ganges River _____
 - Indus River _____
 - Brahmaputra River _____
- 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 _____
- Agricultural advancements and technology, enabling greater food production: "Green Revolution" _____
- Environmental degradation _____
- Deforestation _____
- Fishing _____
- Rice, tropical crops _____

Cultural Characteristics

- Areas of extremely dense and of sparse population _____
- Contrast between rural and urban areas _____
- Religious diversity: Hinduism, Islam, Buddhism, Christianity _____
- Respect for ancestors _____
- Religious conflicts (Hindu vs. Muslim) _____
- Cultural heritage _____
 - Silks _____
 - Batik _____
 - Wood and ivory carvings _____
 - Ideograms, unique alphabets _____
 - Jewels _____
- Cultural landscape _____
 - Taj Mahal _____
 - Floating markets _____
 - Mosques, minarets _____
 - Temples and shrines _____
 - Terraced rice fields _____
- Cities as centers of culture and trade _____

- New Delhi

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

- Air- and water-quality monitoring and management
- Recycling programs
- Land-use and transportation planning
- Selection of locations for residential and commercial development

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 current events are connected to the geographical characteristics 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/>. 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://www.indiamarks.com/guide/The-Majestic-Taj-Mahal/191>>. 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.

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, 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	– Katmandu
– Indus River	– Maldives	– Thimphu
– Brahmaputra River	– Bhutan	– Colombo
– Ganges River	– Nepal	
– Deccan Plateau	– Karachi	

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

Session 2: Geographic Features; Hinduism

Materials

- Attachment A: Geography Notes on South Asia
- 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. Distribute Attachment A: Geography Notes on South Asia. 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 reading 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 words.Provide 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 Internet resources for students to refer to when preparing the chart, or arrange for students to visit the media center to conduct research.

Session 4: Distribution of Religions; History

Materials

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

Instructional Activities

1. Review the content from the previous session, discussing the assigned articles.
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
- Internet access
- Textbook or other instructional resources

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
 - Mauryan 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, the Internet, or other instructional resources 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

- Internet resources 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
- Attachment C: An Introduction to Indian Architecture

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 Internet resources of the architecture, landscapes, and cultural features of India and Pakistan, and use the notes in 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 reading 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. 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

- Attachment D: South Asia Quiz

Instructional Activities

1. Administer the mid-unit assessment, using 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. Provide Internet resources or arrange a visit to the 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
- Attachment E: South Asia Resources
- Article on monsoons, with related, teacher-prepared questions
- 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 Attachment E: South Asia Resources and atlases, and review with the students. Have them complete Attachment E individually, using the atlases.
3. Have students read a short article on the monsoons in South Asia.
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/>)
- 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/>)
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 a teacher-created 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 in 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. [B.C.E.])
 - 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. [B.C.E.])
 - Nomadic, illiterate warriors drove south into the Deccan plateau.
 - Hinduism was formed and practiced for the first time.

- Imperial Period (400 B.C.–100 A.D. [C.E.])
 - Hellenistic Greeks invaded and influenced Indian art and philosophy.
 - The Mauryan Empire (ca. 200 B.C. [B.C.E.]) excelled in administration and philosophy.
 - The Gupta Empire (ca. 320 A.D. [C.E.]) excelled in science, literature, and the arts.
 - Sanskrit was developed as the sacred language of Hinduism and Buddhism.

- Medieval Period (1000–1600 A.D. [C.E.])
 - 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 | 6. Western Ghats | 11. Vindhya Range |
| 2. Deccan Plateau | 7. Brahmaputra River | 12. Indus River |
| 3. Ganges River | 8. Indian Ocean | 13. Thar Desert |
| 4. Hindu-Kush Range | 9. Bay of Bengal | 14. Himalaya Highlands |
| 5. Himalaya Range | 10. Indo-Gangetic Plain | 15. Eastern Ghats |

Part II: Multiple Choice (30 points) — Select the best possible answer.

<p>1. All of the following have isolated South Asia from the rest of the continent EXCEPT the</p> <p>A Himalayas. B Hindu-Kush. C Bay of Bengal. D Ganges River.*</p> <p>2. All of the following would be sources of irrigation water for South Asia EXCEPT the</p> <p>A Arabian Sea.* B Himalayan snow melt. C summer monsoons. D Ganges River.</p> <p>3. Which of the following cereal grains is most common in Southern India?</p> <p>A rice* B barley C corn D millet</p> <p>4. Which statement best describes the impact of monsoons on South Asia?</p> <p>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 of India, but they also kill many inhabitants.* D They are caused by human behavior and should be prevented through behavioral change.</p>	<p>5. The home of the first great civilization of South Asia was the river valley of the</p> <p>A Indus.* B Ganges. C Brahmaputra. D Krishna.</p> <p>6. The most famous landmark of India's cultural history is the:</p> <p>A Great Wall. B Angkor Wat. C Taj Mahal.* D Ming Pagoda.</p> <p>7. The city of Varanasi, India's sacred city, is the pilgrimage site for Hindus because it is located on the</p> <p>A Yellow River. B Ganges River.* C Indus River. D Mekong River.</p> <p>8. What mountain range blocks moisture from the North of the Indian Subcontinent?</p> <p>A Eastern Ghats B Western Ghats C Mt. Fuji D Himalayas*</p>
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Part III: Short Answer — Answer two of the three questions below. (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—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—Select the best possible answer.

<p>1. The conflict in Kashmir has led to</p> <p>A the Soviet withdrawal from Afghanistan. B increased tension between India and Pakistan.* C fighting between India and Bangladesh. D civil war in Pakistan.</p> <p>2. What form of government did India form after the withdrawal of the British?</p> <p>A Communist B Democracy with strong presidential executive C Parliamentary democracy* D Autocracy run by military leaders</p> <p>3. Which pair of events or developments reflects a cause-and-effect relationship?</p> <p>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*</p> <p>4. Most of recent Indian economic growth has been in the sector of</p> <p>A improved agriculture. B high technology.* C heavy industry, such as cars and steel. D services, such as entertainment and banking.</p>	<p>5. Which is an accurate generalization about India's foreign policy?</p> <p>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.</p> <p>6. The first European traders to take advantage of the route around Africa to India were the</p> <p>A Dutch led by de Soto. B Portuguese led by da Gama.* C British led by Drake. D French led by Diaz.</p> <p>7. Mahatma Gandhi's greatest failure was</p> <p>A the 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 the failure to gain popular support among Indian Hindus.</p> <p>8. The British unified India and the rest of South Asia by using all of the following EXCEPT</p> <p>A railway and communication lines. B Christian missionaries to convert Hindus. C equal treatment for all people.* D central administration and justice by the British Raj.</p>
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Part III: Map Interpretation—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. India may be lacking specific industrial resources critical to the development of a high-technology or service economy. What are two of these critical resources?

Part IV: Essay—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 how the following issues are affecting South Asia's modernization goals:

- Solving long-term territorial disputes, such as those in Kashmir
- Providing food and good nutrition to the greatly expanding population of South Asia
- Controlling environmental problems that threaten resources, human health, and lives.

ORGANIZING TOPIC

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)*

Explain charts comparing two or more concepts.

Identify primary ideas expressed in graphic data.

Gather, classify, and interpret information.

Draw conclusions and make inferences about data.

Explain cause-and-effect relationships.

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

Organize and interpret information.

Use maps and other geographic resources to obtain information and draw conclusions.

Participate in problem solving and decision making.

Compare maps and make inferences.

Identify and interpret regional patterns on maps.

Content

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

Countries

- Southeast Asia
 - Philippines
 - Indonesia
 - Malaysia
 - Thailand
 - Cambodia
 - Burma (Myanmar)
 - Laos
 - Vietnam

- Respect for ancestors _____
- Religious conflicts (Hindu vs. Muslim) _____
- Cultural heritage _____
 - Silks _____
 - Batik _____
 - Wood and ivory carving _____
 - Ideograms, unique alphabets _____
 - Jewels _____
- Cultural landscape _____
 - Angkor Wat _____
 - Great Wall of China _____
 - Pagodas _____
 - Temples and shrines _____
 - Terraced rice fields _____
- Cities as centers of culture and trade _____
 - Tokyo _____
 - Beijing _____

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

- Air- and water-quality monitoring and management _____
- Recycling programs _____
- Land-use and transportation planning _____
- Selection of locations for residential and commercial development _____

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 current events are connected to the geographical characteristics 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.

“Construction of the Great Wall of China.” <http://edsitement.neh.gov/view_lesson_plan.asp?id=619>. This site contains information on the construction of the Great Wall of China.

“Fuji, Honshu, Japan.” University of North Dakota. <<http://www.japan-guide.com/e/e2172.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.

“Yangtze River.” <http://cgee.hamline.edu/rivers/Resources/river_profiles/Yangtze.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, textbook, or other instructional resources 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, 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)
 - Mekong River
 - Yellow River (Huang He)

- Other physical characteristics
 - Plateau of Tibet
 - Gobi Desert
 - Loess
4. Assign a reading or other reinforcement activity, using available teacher resources.

Session 2: Physical Characteristics

Materials

- Notes on physical characteristics of Southeast and East Asia
- Pictures or Internet resources 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 Internet resources 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 reading or other reinforcement activity, using available teacher resources.

Session 3: Economic Characteristics

Materials

- Pictures, Internet resources, and/or videos that illustrate various aspects of 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, Internet resources, and/or videos that illustrate the answers or by providing additional information to enhance content understanding.
 - **Varied economies in the region, ranging from subsistence/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 exist?
 - **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 resource 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 reading 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 of 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 reading or other reinforcement activity, using available teacher resources.

Session 6: Cultural Heritage

Materials

- Pictures, Internet resources, 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, Internet resources, and/or actual examples of the cultural heritage of Southeast and East Asia, including
 - silks
 - batik
 - wood and ivory carvings
 - ideograms, unique alphabets
 - jewels.Explain the process of making some of these products.
3. Assign a reading 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 reading 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 Internet resources 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 Internet resource 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 reading 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 in Attachment A.

Attachment A: Sample Assessment Items

- | | |
|--|---|
| <p>1. What is the climate type of Malaysia, encouraging growth of dense rain forests and complex land ecosystems?
 A Humid tropical*
 B Tundra
 C Mediterranean
 D Subarctic</p> <p>2. What mountain range is the world's highest and is located along China's border with Nepal and Bhutan?
 A Taurus Mountains
 B Eastern Ghats
 C Himalayas*
 D Caucasus</p> <p>3. The fine-grained, windblown, fertile soil common to Southeast and East Asia is
 A tundra.
 B loam.
 C alluvial.
 D loess.*</p> <p>4. Outside of Russia, Asia's longest river is the
 A Yellow (Huang He).
 B Mekong.
 C Yangtze (Chang Jiang).*
 D Brahmaputra.</p> <p>5. What Khmer temple in present day Cambodia was also a tomb for the ruler under whose reign it was built?
 A Angkor Wat*
 B Taj Mahal
 C Hagia Sophia
 D St. Basil</p> <p>6. Which of the following countries is located in Southeast Asia?
 A Malaysia*
 B South Korea
 C Australia
 D Pakistan</p> | <p>7. Economics characteristics of Japan include
 A major rice exporter.
 B oil resources.
 C rigid social structures.
 D highly developed infrastructures.*</p> <p>8. Which of the following is a body of water in Southeast or East Asia?
 A Amazon River
 B Yangtze River*
 C Nile River
 D Indus River</p> <p>9. Which of the following is a major city in Southeast or East Asia?
 A Jakarta*
 B New Delhi
 C Buenos Aires
 D Melbourne</p> <p>10. Which of the following is an example of a natural hazard in Southeast and East Asia?
 A Tornadoes
 B Typhoons*
 C Hurricanes
 D Blizzards</p> <p>11. What is the name of the sacred mountain in Japan?
 A Himalayas
 B Eastern Ghats
 C Mt. Fuji*
 D Mt. Everest</p> <p>12. Which Asian country has few natural resources, but is still considered the economic leader in the region?
 A Japan*
 B China
 C North Korea
 D South Korea</p> <p>13. What type of dwelling do nomadic herders in China and Mongolia use?
 A Yurt*
 B Chalet
 C Thatched Roof Hut
 D Tiled Roof Home</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)*

Explain charts comparing two or more concepts. _____

Identify primary ideas expressed in graphic data. _____

Gather, classify, and interpret information. _____

Draw conclusions and make inferences about data. _____

Explain cause-and-effect relationships. _____

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

Organize and interpret information. _____

Use maps and other geographic resources to obtain information and draw conclusions. _____

Participate in problem solving and decision making. _____

Compare maps and make inferences. _____

Identify and interpret regional patterns on maps. _____

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 below (selected on the basis of 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 _____
- South Africa _____
- Tanzania _____
- Kenya _____

Physical Characteristics

- Continent composed of a huge plateau, escarpments _____
- River transportation impeded by waterfalls and rapids _____
- Location of equator through middle of region; similar climate patterns north and south of the equator _____
- Smooth coastline; few harbors _____
- Large number of landlocked countries _____
- Storehouse of mineral wealth _____
- Limited fertility of rain forest soils _____
- Kalahari and Namib deserts _____
- Bodies of water _____
- Nile River _____
- Zambezi River _____
- Niger River _____
- Congo River _____
- Atlantic Ocean _____
- Indian Ocean _____
- Red Sea _____
- Lake Victoria _____
- Lake Tanganyika _____
- Nature preserves and national parks _____

Economic Characteristics

- Large percentage of population engaged in agriculture (primary activity) _____
- Subsistence agriculture _____
- Nomadic herding _____
- Slash-and-burn agriculture _____
- Plantation agriculture _____
- Cash crops and food crops _____
- Poorly developed infrastructure _____
- Large number of landlocked countries _____
- Substantial mineral wealth (diamonds, gold, and other metals) _____
- Major exporters of raw materials _____
- Wide range of per capita incomes _____
- Productivity that lags behind population growth _____
- Desertification _____
- Demographics typical of developing economies _____
- Low per capita GDP _____
- Low life expectancy _____

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." *Cichlid-Forum*. <http://www.cichlid-forum.com/articles/lake_victoria_sick.php>. This article provides information on the negative impact of human activity on Lake Victoria.

"Introduction to the Nile River Basin." *Nile Basin Initiative*. <http://library.thinkquest.org/16645/the_land/nile_river.shtml>. This site provides information on the Nile River.

"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.

"African Geography." About.com. <<http://geography.about.com/library/maps/blafrika.htm>>. This site gives geographic information about Africa, including maps and individual country data.

The World Factbook 2002. U.S. Central Intelligence Agency. <<https://www.cia.gov/library/publications/the-world-factbook/index.html>>. 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, textbooks, or other instructional resources 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, and instructing students to respond to them in writing:
 - Where does the Equator intersect the Prime Meridian?
 - 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 reading 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 have three additional columns with the headings “Gross Domestic Product (GDP),” “Land Area” and “Population.” Instruct the students to use their textbooks, almanacs, atlases, Internet, or other instructional resources 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) 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, and 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.
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 Internet resources 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 Internet resources:
 - 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, and then discuss why it is not well-suited to agriculture.
9. Assign a reading or other reinforcement activity, using available teacher resources.

Session 4: Characteristics of Developing Economies

Materials

- Maps, almanacs, atlases, and textbooks or other instructional resources that provide information on Sub-Saharan Africa
- Computers with Internet access
- Attachment A: Sub-Saharan Africa Glossary

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 Attachment A: Sub-Saharan Africa Glossary, and discuss each glossary term and definition. Instruct students to study it and place it in their notebooks.
5. Assign a reading or other reinforcement activity, using available teacher resources.

Session 5: Economic Characteristics

Materials

- Pictures, Internet resources, 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, Internet resources, 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, and other metals)
 - **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
4. Assign a reading or other reinforcement activity, using available teacher resources.

Session 6: Ethnic Groups; Languages; Historical Names _____

Materials

- Maps, almanacs, atlases, textbooks, and Internet resources 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 reading or other reinforcement activity, using available teacher resources.

Session 7: Cultural Characteristics

Materials

- Maps, almanacs, atlases, textbooks, and Internet resources 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:
 - Uneven population distribution
 - Large number of refugees
 - 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 reading or other reinforcement activity, using available teacher resources.

Session 8: Cultural Heritage Diversity; Analogies; Quiz

Materials

- Pictures, Internet resources, tapes, and/or posters of aspects of cultural heritage
- Attachment B: African Analogies
- Attachment C: Africa Facts Quiz
- Attachment D: Review Activity

Instructional Activities

1. Review the content of the previous session.
2. Provide pictures, Internet resources, tapes, and/or posters of the following examples of the diversity of African heritage:
 - Masks
 - Sculpture
 - Dance
 - Music
 - Colorful dress
 - Jewelry
3. Distribute Attachment B: African Analogies, 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 Attachment C: Africa Facts Quiz, and allow time for students to complete it. Review the answers with the students.
5. Review Attachment D: Review Activity 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 in Attachment E.

Attachment A: Sub-Saharan Africa Glossary

escarpment. A steep cliff; steep side of a plateau

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 produced, stored, and consumed in 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 River.
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: Review Activity

Be able to identify the following:

Physical Features

- Niger River
- Red Sea
- Atlantic Ocean
- Congo River
- Lake Tanganyika
- Kalahari Desert
- Mediterranean Sea
- Zambezi River
- Indian Ocean
- Nile River
- Lake Victoria
- Sahara Desert
- Namib Desert

Countries

- South Africa
- Ethiopia
- Somalia
- Nigeria
- Madagascar
- Democratic Republic of Congo
- Botswana
- Namibia

Physical Characteristics

1. Name the southernmost point on the African continent: _____.
2. Which two oceans does it separate?: _____ and _____.
3. Describe the topography of the continent; draw a picture if it helps. (Hint: Africa is one giant _____.)
4. Define *plateau*.
5. Define *escarpment*.
6. What is the region just below the Sahara called? _____ What is occurring there? _____.
7. Most of the rainforests in Africa lie within the _____ River basin along the _____ River.
8. Most of the climates in Africa are _____ because the Tropic of _____ runs through the Sahara Desert (north of the Equator) and the Tropic of _____ runs through the Kalahari Desert (south of the Equator).
9. Describe the pattern of climates from the Equator in Africa.
10. Africa is the _____ largest continent and three times the size of the U.S.
11. The _____ Desert is located along the southwestern coast of Africa.
12. The river plunging over Victoria Falls is the _____.
13. What is the major body of water that was named after a famous British Queen? It is also the second largest freshwater lake in the world: _____.
14. The soils of the _____ have proven to be insufficient for agriculture, thus unable to adequately support or feed a large portion of the population.

15. How have African nations tried to conserve land and animals?
16. _____, Sudan developed because it is at the _____ site of the White Nile and Blue Nile. _____, South Africa developed due to its location and access to shipping lanes.

Historical Characteristics

17. What is the oral tradition?
18. Approximately how many languages are spoken in Africa?
19. Name two reasons why Europeans had trouble exploring the interior of the continent.
- A. _____
- B. _____
20. Name three reasons why Europeans chose to begin exploring Africa.
- A. _____
- B. _____
- C. _____
21. Define *imperialism*.
22. Describe the impact of colonization on Africa. What are the major changes from a map from 1914?
23. Many African countries gained independence in the year _____.
24. Describe the problems that came with independence for the new African countries.
25. Name the 3 ancient civilizations that came from Africa.
- A. _____
- B. _____
- C. _____

South Africa

26. What was Apartheid? When did it occur?
27. Who is Nelson Mandela?

Problems in Africa

28. Many Africans suffer from incurable diseases. The _____ virus has infected nearly 20% of the population of some countries.
29. The two tribes involved in recent conflicts in Rwanda and Burundi are the _____ and the _____.
30. Describe the level of economic development in Africa.

31. How have African political leaders and their decisions brought harm to Africa?
32. What is a refugee? Why are there so many in Africa?
33. Due to the poor land conditions, many African countries face the problem of _____ or starvation.

Economic Characteristics

33. Most Africans are farmers. What level of economic activity is this? What type of agriculture are they using to survive? _____
34. Define the following:
- A. nomadic herding
 - B. slash-and-burn agriculture
 - C. plantation agriculture
 - D. cash crops
 - E. food crops
35. Africa’s infrastructure is poorly developed—which indicates it is lacking what?
36. South Africa has seventy-five percent of the Earth’s deposits of which gem?
37. For any given developing region, place “low” or “high” as an expectation for each corresponding element:
- _____ per capita GDP (amount of money people make on average)
 - _____ life expectancy
 - _____ population growth rate (people being born vs. people dying)
 - _____ infant mortality (number of infant deaths within 12 months per 1000 live births)
 - _____ percentage of the population under 15 years old
 - _____ literacy rate

Attachment E: 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 copied governments of European nations completely.
- 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.

11. **Which of the following best describes what is happening in the Sahel region?**

- A Deforestation
- B Desertification*
- C Earthquakes
- D Reforestation

12. **All of the following parallels run through Africa EXCEPT the:**

- A Arctic Circle.*
- B Equator.
- C Tropic of Cancer.
- D Tropic of Capricorn.

13. **Most people in Africa are employed at this level of economic activity in agriculture and herding.**

- A Primary*
- B Secondary
- C Tertiary
- D Quaternary

14. **Which of the following was NOT an early African empire?**

- A Ghana
- B Mali
- C Liberia*
- D Zimbabwe

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)*

Explain charts comparing two or more concepts. _____

Identify primary ideas expressed in graphic data. _____

Gather, classify, and interpret information. _____

Draw conclusions and make inferences about data. _____

Explain cause-and-effect relationships. _____

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

Organize and interpret information. _____

Use maps and other geographic resources to obtain information and draw conclusions. _____

Participate in problem solving and decision making. _____

Compare maps and make inferences. _____

Identify and interpret regional patterns on maps. _____

Content

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

Countries

- Australia _____
- New Zealand _____
- Papua New Guinea _____
- Hawaiian archipelago (United States) _____

Physical Characteristics

- Wide range of vegetation, from tropical rain forests to desert scrub _____
- Australia, mostly desert _____
- The Great Dividing Range _____

- 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.

Canberra Travel Guide. Lonely Planet. <<http://www.lonelyplanet.com/worldguide/australia/canberra/>>. 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 its 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>. This site provides information on the Pacific island Palau.

Sydney.com.au. <<http://www.sydney.com.au/>>. This site provides information on Sydney, Australia.

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 or other instructional resources 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:

- 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
- Hawaiian archipelago (U.S.)

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 Internet resources illustrating types of vegetation of Australia, New Zealand, and 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 Internet resources 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 reading or other reinforcement activity, using available teacher resources.

Session 3: Economic Characteristics

Materials

- Pictures, Internet resources, 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 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, Internet resources, and/or videos that illustrate the answers or by providing additional information to enhance content understanding.
 - **Air and water travel bring goods and services to remote areas.** What types of transportation are available in each of these areas? What types of weather obstacles do modes of transportation encounter?
 - **Ranching and mining are primary activities.** What types of livestock are raised on ranches in these countries? What minerals are mined in these countries?
 - **Dry areas of Australia are 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 is 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?
 - **Communication and financial services are tertiary activities.** What types of industry have spurred this region's growth? Give examples of ways communication has enhanced the development of this region.

Session 4: Cultural Characteristics

Materials

- Video, pictures, and/or Internet resources 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 resource to guide students' viewing of the video. Ask them to describe the scenery, dress, and other cultural characteristics observed in the video.
3. 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 Internet resources 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.
4. Assign a reading or other reinforcement activity, using available teacher resources.

Session 5: Cities of Australia

Materials

- Classroom or media center research resources, including Internet resources
- Pictures or Internet resources depicting cities of Australia

Instructional Activities

1. Review the content from the previous session.
2. Use pictures or Internet resources 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
- Auckland

Provide resource materials and access to the Internet, 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 the 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 reading or other reinforcement activity, using available teacher resources.

Session 6: Cultural Landscape

Materials

- Pictures and/or Internet resources 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 Internet resources 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 reading 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 in Attachment A.

Attachment A: Sample Assessment Items

- | | |
|--|---|
| <p>1. A significant physical feature of Australia is
 A Western Ghats.
 B rain forests.
 C archipelagoes.
 D the Great Barrier Reef.*</p> <p>2. An element in Australia’s cultural landscape is
 A floating markets.
 B the Golden Gate Bridge.
 C skyscrapers.
 D the Sydney Opera House.*</p> <p>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.</p> <p>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.</p> <p>5. Research stations are the major cultural characteristics of
 A East Asia.
 B Europe.
 C Antarctica.*
 D South Africa.</p> <p>6. Australia is the only country that is also a(n)
 A archipelago.
 B peninsula.
 C continent.*
 D isthmus.</p> | <p>7. The original inhabitants of Australia are the
 A Indians.
 B Pygmies.
 C Aborigines.*
 D Maori.</p> <p>8. Most of Australia’s population lives
 A in the mountains.
 B in the outback.
 C along the coast.*
 D on the Great Barrier Reef.</p> <p>9. Which of the following is a major export of New Zealand?
 A Wool*
 B Cars
 C Oil
 D Electronics</p> <p>10. In the Pacific Islands, many people live in
 A yurts.
 B wooden chalets.
 C igloos.
 D thatched roof dwellings.*</p> <p>11. Australia was colonized by
 A France.
 B Great Britain.*
 C Germany.
 D the United States of America.</p> <p>12. Kangaroos and other animal life unique to Australia are explained by
 A Australia’s geographic isolation.*
 B the impact of climate change on Australia.
 C extinctions caused by European settlement of Australia
 D Australia’s arid climate.</p> |
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