World Geography

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Louisiana Comprehensive Curriculum, Revised 2008

Course Introduction

The Louisiana Department of Education issued the Comprehensive Curriculum in 2005. The curriculum has been revised based on teacher feedback, an external review by a team of content experts from outside the state, and input from course writers. As in the first edition, the Louisiana Comprehensive Curriculum, revised 2008 is aligned with state content standards, as defined by Grade-Level Expectations (GLEs), and organized into coherent, time-bound units with sample activities and classroom assessments to guide teaching and learning. The order of the units ensures that all GLEs to be tested are addressed prior to the administration of iLEAP assessments.

District Implementation Guidelines
Local districts are responsible for implementation and monitoring of the Louisiana Comprehensive Curriculum and have been delegated the responsibility to decide if
- units are to be taught in the order presented
- substitutions of equivalent activities are allowed
- GLES can be adequately addressed using fewer activities than presented
- permitted changes are to be made at the district, school, or teacher level

Districts have been requested to inform teachers of decisions made.

Implementation of Activities in the Classroom

Incorporation of activities into lesson plans is critical to the successful implementation of the Louisiana Comprehensive Curriculum. Lesson plans should be designed to introduce students to one or more of the activities, to provide background information and follow-up, and to prepare students for success in mastering the Grade-Level Expectations associated with the activities. Lesson plans should address individual needs of students and should include processes for re-teaching concepts or skills for students who need additional instruction. Appropriate accommodations must be made for students with disabilities.

New Features

Content Area Literacy Strategies are an integral part of approximately one-third of the activities. Strategy names are italicized. The link (view literacy strategy descriptions) opens a document containing detailed descriptions and examples of the literacy strategies. This document can also be accessed directly at http://www.louisianaschools.net/lde/uploads/11056.doc.

A Materials List is provided for each activity and Blackline Masters (BLMs) are provided to assist in the delivery of activities or to assess student learning. A separate Blackline Master document is provided for each course.

The Access Guide to the Comprehensive Curriculum is an online database of suggested strategies, accommodations, assistive technology, and assessment options that may provide greater access to the curriculum activities. The Access Guide will be piloted during the 2008-2009 school year in Grades 4 and 8, with other grades to be added over time. Click on the Access Guide icon found on the first page of each unit or by going directly to the url http://mconn.doe.state.la.us/accessguide/default.aspx.
World Geography
Unit 1: Basic Geography Skills

Time Frame: Approximately 2 weeks

Unit Description

This unit reviews and reinforces the basic geography skills needed to comprehend and interpret the various maps, charts, diagrams, and graphs students will encounter in their study of World Geography. Also, students learn to apply the five themes of geography to the area in which they live.

Student Understandings

Students understand that a variety of map skills are required to analyze and interpret geographic information. Students also learn to analyze, interpret, and apply information found on charts, diagrams, and graphs in their textbook. Students understand how to apply the five themes of geography to a given area.

Guiding Questions

1. Can students identify and use the map elements (map title, compass rose, scale, and legend, date, and author) to interpret data on a given map?
2. Can students use a compass rose to determine cardinal and intermediate directions on a map?
3. Can students use map symbols in a legend to interpret and analyze map information?
4. Can students construct a map containing the necessary map elements based on given narrative information?
5. Can students identify various types of maps and their uses?
6. Can students explain the five themes of geography?
7. Can students analyze, interpret, and apply information found on charts, diagrams, and graphs to explain geographic information?
8. Can students identify and explain the four components of Earth’s physical systems?
Unit 1 Grade-Level Expectations (GLEs)

<table>
<thead>
<tr>
<th>GLE #</th>
<th>GLE Text and Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The World in Spatial Terms</td>
</tr>
<tr>
<td>1.</td>
<td>Identify, explain, and apply the five themes of geography (G-1A-H1)</td>
</tr>
<tr>
<td>2.</td>
<td>Compare and contrast various types of maps (G-1A-H1)</td>
</tr>
<tr>
<td>3.</td>
<td>Analyze or interpret a map to locate geographic information, using a variety of map elements (e.g., compass rose, symbols, distance scales, time zones, latitude, longitude) (G-1A-H1)</td>
</tr>
<tr>
<td>4.</td>
<td>Use a city or road map to plot a route from one place to another or to identify the shortest route (G-1A-H1)</td>
</tr>
<tr>
<td>5.</td>
<td>Construct a map based on given narrative information (e.g., location of cities, bodies of water, places of historical significance) (G-1A-H1)</td>
</tr>
<tr>
<td>6.</td>
<td>Construct a chart, diagram, graph, or graphic organizer to display geographic information (G-1A-H1)</td>
</tr>
<tr>
<td>7.</td>
<td>Analyze, interpret, and use information in charts, diagrams, and graphs to explain geographic issues (G-1A-H1)</td>
</tr>
<tr>
<td>8.</td>
<td>Use maps drawn from memory to answer geographic questions (G-1A-H2)</td>
</tr>
<tr>
<td>20.</td>
<td>Categorize elements of the natural environment as belonging to one of four components of Earth’s physical systems: atmosphere, lithosphere, biosphere, or hydrosphere (G-1C-H1)</td>
</tr>
<tr>
<td>22.</td>
<td>Examine the physical effects of earth-sun relationships (G-1C-H1)</td>
</tr>
<tr>
<td>23.</td>
<td>Explain the movement of wind patterns across the earth, its relationship to ocean currents, and its climatic effects on various regions of the world (G-1C-H1)</td>
</tr>
</tbody>
</table>

Sample Activities

Activity 1: Map Vocabulary (GLEs: 1, 2)

Materials List: Vocabulary Self-Awareness Chart BLM

Throughout this basic geography skills unit, have students maintain a vocabulary self-awareness chart (view literacy strategy descriptions). Provide the students with a list of map-related terms such as: map key/legend, map symbols, distance scale, compass rose, cardinal directions, intermediate directions, map projections, time zones, latitude, longitude, hemisphere, poles, physical map, political map, general purpose map, and special purpose map. Have them complete a self-assessment of their knowledge of these concepts using a chart. Ask the students to rate their understanding of a word using a “+” for understanding, a “√” for limited knowledge, or a “-” for lack of knowledge. Throughout the unit students will refer to this chart to add information as they gain knowledge of these map-related terms. The goal is to replace all the check marks and minus signs with plus signs. (See the Vocabulary Self-Awareness Chart BLM and sample below.)
<table>
<thead>
<tr>
<th>Vocabulary Term</th>
<th>+</th>
<th>✓</th>
<th>-</th>
<th>Explanation</th>
<th>Example/Sketch</th>
</tr>
</thead>
<tbody>
<tr>
<td>Map key/legend</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Map symbols</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distance scale</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Activity 2: Using Road Maps (GLEs: 1, 3, 4, 8)**

Materials List: copies of a United States road map or city map, political map of the United States, state or local road maps, atlas (optional)

The teacher will direct students in locating various map elements on a United States road map or political map (teachers may choose to use either type of map for this). These elements should include:

**Map Title:** A map title gives a name to a map. Normally, the map title is prominently displayed and describes the purpose of the map.

Have students identify the map title.

**Compass Rose:** A compass rose, also known as a direction indicator, displays the cardinal directions (north, south, east, and west) and sometimes intermediate directions (northeast, southeast, southwest, and northwest). Any map lacking a compass rose is usually oriented with the top of the map being north.

The teacher should review the use of a compass rose and select a state on a U.S. or political map and have students determine the cardinal or intermediate direction to surrounding states selected by the teacher. This can also be done using cities located on the map.

**Map Scale:** A map scale is used to relate distance on the map to real distance on the ground. Most maps display scale in statute miles and kilometers, although some maps display scale in feet, yards, or nautical miles—a nautical mile is 1.15 statute miles. Map scales can also be large or small. In general, a small-scale map shows a small amount of detail on a large map, whereas a large-scale map shows a large amount of detail while representing a limited area.

Have students use a distance scale to determine straight-line distance between three major cities named by the teacher.
**Note:** Some map scales may not be very detailed, so the teacher should select answers that are easily rounded up or down to the nearest mileages listed on the map scale. Also, teachers should show students how to estimate the distance whenever the answer falls between mileage tics on the scale.

Have students use the distance scale on a U.S. political map to determine curved line distance of the border between Louisiana and Texas, the border between Texas and Mexico, and the Mississippi Gulf Coast.

**Map Legend/Key:** A legend, also known as a key, is used to describe the symbols found on a map.

Have students use the legend on a U.S. political map to identify state capitals, state and national boundaries, and other items listed in the legend.

**Map Symbols:** Symbols are pictures used on a map to represent information.

Have students note the similarities between the symbols displayed on a U.S. political map and those of a European political map found in the textbook:

- **Date:** The date of the map is important to tell the accuracy of the map.
- **Author:** Author indicates the publisher of the map. Often maps in textbooks do not indicate date and author.

Have students identify a possible hurricane evacuation route between the cities listed below. Students will identify the federal or state highways used on a U.S. and/or state road map and note the direction (cardinal or intermediate) of travel on each route from start to finish. For example, begin on I-10 East and travel to I-59 North. Students should use the symbols and legend to determine attractions and landmarks passed on their trip. **Movement** is one of the five themes of geography and it can be easily demonstrated here. Use the following routes along with any others decided upon:
  - Naples, Florida to Augusta, Georgia
  - New Orleans, Louisiana to Dallas, Texas
  - Gulfport, Mississippi to Nashville, Tennessee

Use other cities as additional examples of hurricane evacuations from coastal areas of Louisiana to central and northern parts of Louisiana and neighboring states.

If only a city map is available, have the students determine the shortest route between two well-known locations on the map. This can be repeated until students are comfortable with the task.

Ask the students to create a road map to show the route from their house to school. This map should include all the elements of a map.
Activity 3: Identifying Various Types of Maps and Their Uses (GLE: 2)

Materials List: Types of Maps Word Grid BLM, general purpose and special purpose maps

Note: The teacher should review with students the following general information about maps.

A map is the geographer’s most important tool because of its ability to show many different types of information. There are basically two types of characteristics used by geographers: physical and cultural/ human characteristics.

• A physical characteristic is anything that is naturally occurring. Some types of physical characteristics are elevation, climate, precipitation, and natural vegetation.

• A cultural characteristic is anything created by humans. Some types of cultural characteristics are religion, political boundaries, and languages.

Maps can be classified as general purpose or special purpose maps.

• A general purpose map shows information that is often used by map readers. For example, a political map of the United States shows the boundaries between the U.S. and other countries in addition to the boundaries of the individual states. It also shows the states’ capitals and other cities.

• A special purpose map can show nearly any imaginable topic with the scope being broad or narrow. For example, a map showing the number of automobiles in each country of Central America would be a special purpose map, as would various land use and time zone maps.

Have students look through various resources to locate and identify the various types of maps (e.g., political, physical, historical, relief, precipitation, natural vegetation, land use, climate, time zone, etc.) found in their textbooks. Instruct students on the various features that characterize the different types of maps. As the students encounter these features, they can use the Types of Maps Word Grid BLM to organize their findings.

Given the variety of maps the students will use in the study of geography, have them generate a word grid (view literacy strategy descriptions) on the different types of maps. As students encounter various types of maps, they will write them on the grid. Once the grid is complete, quiz students by asking questions about the words related to their similarities and differences. This will allow students to make a connection between their effort in completing and studying the grid. (See the Types of Maps Word Grid BLM and sample below.)
Types of Maps Word Grid

<table>
<thead>
<tr>
<th>Type of Map</th>
<th>Displays Physical Characteristics</th>
<th>Displays Cultural Characteristics</th>
<th>General Purpose Map</th>
<th>Specific Purpose Map</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elevation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Historical</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Activity 4: Constructing a Map Based on Given Narrative Information (GLE: 5)**

Students will construct a map based on narrative information given to them by the teacher about an actual or fictitious location.

- To begin, students need to place on their maps, which at this point are just blank papers, the necessary map elements (e.g., compass rose, map scale, title, legend, etc.). Then, they should locate the center of their maps. List for students various landforms and manmade features to be put on the maps. Indicate by the use of cardinal directions where the landforms should be placed.
- Students can then repeat the activity by creating their own list of landforms and manmade features for a classmate to use to create another map.

**Activity 5: The Five Themes of Geography Booklet (GLE: 1, 23)**

Materials List: old newspapers and magazines, copies of hurricane tracking charts, Hurricane Tracking Exercises BLM, historical movement reading, outline map of the United States, glue, Internet access (optional), atlases (optional), colored markers

Review the five themes of geography with students (location, place, human-environment interaction, movement, and regions). Students will apply the five themes of geography to the area where they live.

Using their notes, textbook, and previously introduced map terms, students will complete the following activity in order to create a Five Themes of Geography Booklet. Each theme should be completed on one sheet of paper. Students will include the following items in their booklets:

- Location – what is it?
  - Students will define relative and absolute location.
  - Students will describe the city or town in which they live using relative and absolute terms.
  - Students will complete the hurricane tracking latitude and longitude exercises (see the Hurricane Tracking Exercises BLM) and place it behind the Location page.
Students will be given a location by the teacher and will provide directions from their city or town to that location. Remind them that a straight line is not always possible.

- **Place – what is it?**
  - Students will define physical and cultural.
  - Students will list five physical characteristics of their parish. Then, they will list five cultural characteristics of their parish.
  - Using old newspaper or magazines, students will find a picture that depicts physical characteristics and a picture that depicts cultural characteristics. These will be glued to a sheet of paper and labeled as physical and cultural, and then attached behind the Place page.

- **Human-Environment Interaction – what is it?**
  - Students will create a chart and list at least three items in each column: How the Environment Affects Me and How I Affect the Environment. For example:

<table>
<thead>
<tr>
<th>How the Environment Affects Me</th>
<th>How I Affect the Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

  - Below the chart, students will paste one photo from the newspaper or magazines that depicts Human-Environment Interaction. Below it, students will describe how it meets that theme.

- **Movement – what is it?**
  - Students will answer the following questions:
    - Why do people or large groups of people move?
    - How would the movement of a large group of people affect that group?
    - Over time, how might the move affect environment?
  - The student will retrieve a historical movement reading and use GISTing (view literacy strategy descriptions) to describe their movement, including such things as:
    - From where did they originate?
    - Why did they move?
    - To where did they move?
    - What influences did they have where they relocated?

Tell students that GISTing is a systematic way to summarize information. It presents a paragraph, one sentence at a time, while students create a gist that must only contain a predetermined number of words. By limiting the total number of words a student can use, this approach to summarizing forces
students to think about the most important information in a paragraph. Do the first sentence as a class.

Starting with the first sentence, read it and write a summary of it in fifteen words or less. Then, read the second sentence. Change the original summary sentence to include the information in the second sentence as well. Continue this until all sentences have been done. The final result is one summary sentence about the entire paragraph. Below is a sample GISTing from the first paragraph of the Acadians historical movement site.

<table>
<thead>
<tr>
<th>Sentence #</th>
<th>Summary Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Acadians settle in many areas.</td>
</tr>
<tr>
<td>2</td>
<td>Acadians settle in many areas where they assimilate.</td>
</tr>
<tr>
<td>3</td>
<td>Acadians settle mostly in American colonies and France where they assimilate.</td>
</tr>
<tr>
<td>4</td>
<td>Acadians settled mostly in American colonies, French Canada, and France, where they were assimilated.</td>
</tr>
</tbody>
</table>

Have students work in pairs to read and use GISTing for the other three excerpts. Compare the final summary sentences for each excerpt as a class.

Information on historical movements can be found at the following websites:
- http://library.thinkquest.org/20619/index.html

- Region – what is it?
  Using the U. S. map which can be found at http://geography.about.com/library/blank/blxusa.htm and the textbook, computer, or atlases, students will locate the assigned regions. Each region will be color coded and have a legend created. Possible regions to be assigned: Bread Basket, Rust Belt, Tornado Alley, Great Plains, Silicon Valley, and Cotton Belt.

Using a Hurricane Tracking Chart:

An excellent and relevant method for Louisiana students to review latitude and longitude is by tracking the path of a hurricane. Give students a copy of a hurricane tracking chart, and have them track the path of three storms from start to finish. Have students predict the location of each storm’s possible landfall. The teacher can call out the latitude and longitude coordinates for each storm or provide copies of the Hurricane Tracking Exercises BLM for the students. (See sample below.)

Note: Before conducting these exercises, the teacher should ensure that students understand the following basics about hurricane tracking:
- The location of a hurricane is plotted from the eye or center of the storm.
The location of the eye is stated as a coordinate which consists of latitude (always given first) and longitude. The latitude and longitude of a hurricane is normally given to the nearest tenth of a degree. For example: 20.5° N; 89.3° W. The cardinal directions for latitude and longitude are abbreviated. Hurricane locations should be plotted using a small dot on the map which keeps the map neat and uncluttered.

**Hurricane Tracking: Latitude and Longitude Exercise 1**

<table>
<thead>
<tr>
<th>Hurricane Katrina</th>
<th>Latitude</th>
<th>Longitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position 1</td>
<td>23.4° N</td>
<td>76.0° W</td>
</tr>
<tr>
<td>Position 2</td>
<td>24.4° N</td>
<td>84.4° W</td>
</tr>
<tr>
<td>Position 3</td>
<td>25.1° N</td>
<td>86.8° W</td>
</tr>
<tr>
<td>Position 4</td>
<td>26.9° N</td>
<td>89.0° W</td>
</tr>
<tr>
<td>Position 5</td>
<td>28.8° N</td>
<td>89.6° W</td>
</tr>
</tbody>
</table>

**Landfall Location:**

Provide students with a hurricane-tracking chart.
- Have them prepare analytical reports for each day of the storms’ movements, explaining why changes occurred in wind speed, precipitation, and intensity.
- Help them generalize about the influence of warm ocean currents and landmasses on the storms’ intensities.
- Discuss the impact of these storms on wetlands and people.

*Extension Activity:* Invite a local climatologist (e.g., weather person) or emergency preparedness official to speak to the class about weather patterns, the impact of wind and ocean currents, and hurricanes.

**Activity 6: Constructing a Chart, Diagram, Graph, or Graphic Organizer to Display Geographic Information (GLE: 6, 7)**

Materials List: local newspaper (optional), Internet access (optional)

The teacher should review the basics about charts, diagrams, and graphs with students. Although the terms “chart,” “diagram,” and “graph” may tend to be confusing, the following is a guide on their use:
- Charts present information in a tabular, visual form. The most common type of chart is the table, which organizes information in rows and columns.
- A diagram is a drawing that explains something.
- Graphs represent connections among two or more things by a number of dots, lines, or bars. Three common types of graphs are line, bar, and circle or pie graphs.
Line graphs show changes and trends over time.
Bar graphs allow for comparison among numbers or sets of numbers.
Circle or pie graphs are useful for showing relations among the parts of a whole. The parts look like slices of a pie. Each slice, or part of a pie graph, represents a percentage of the whole.

The teacher should guide students through available resources identifying various charts, diagrams, and graphs explaining how to analyze the information on these sources. Teachers should allow students to analyze information from these sources on their own. The following are ways in which students can create personal graphs:

- Have students generate a bar or line graph to track the amount of sunlight each day using the sunrise and sunset times from a local newspaper or from an Internet weather site.
- Have students generate a pie graph showing the main religions of the world. This information can be found at the following website: https://www.cia.gov/library/publications/the-world-factbook/print/xx.html

Activity 7: Physical Systems Process Guide (GLE: 20)

Materials List: Physical Systems Process Guide BLM

Students will complete the Physical Systems Process Guide BLM. (See this BLM.) Process guides (view literacy strategy descriptions) are designed to move students down the comprehension continuum from sentence surfing and repeating back what the text said to connecting information and ideas to prior experience and applying new knowledge. The four physical systems of Earth should be discussed. This will include:

- **Atmosphere:** the layer of air that surrounds the earth
- **Lithosphere:** the surface layer of the earth composed of land
- **Biosphere:** all parts of the earth that contain life
- **Hydrosphere:** part of the earth that contains water

Students will use the above information to complete the Physical Systems Process Guide BLM.

Activity 8: Day and Night Demonstration (GLE: 22)

Using a single light source and a globe, lead and guide students in demonstrating Earth’s rotation from day to night. Have students take turns demonstrating the following:

- Illustrate the great circle that results from solar radiation.
- Direct the globe’s axis toward the light to illustrate the Summer Solstice, and identify the Tropic of Cancer and the Arctic Circle.
- Ask students to explain what happens to daylight at the poles. Then, demonstrate the Winter Solstice and identify the Tropic of Capricorn and the Antarctic Circle.
- Continue the light illustration to demonstrate the reasons for seasons in the mid-latitudes.
• Guide students in emphasizing the role the sun plays in determining the climates around the world.
• Have students hypothesize about seasons in tropical regions and in Polar Regions.

Students should write a short narrative explaining the seasons where they live based on what they have learned about the rotation of the earth and their location on Earth. Ask students to compare how seasons where they live are similar or different to other areas in the state or country. Students should illustrate their narrative to reflect the seasons they discuss.

**Sample Assessments**

**General Guidelines**

• Students should be monitored throughout their work on all activities via teacher observation, class discussion, report writing, group discussion, and other work generated by students during classroom activities.
• Teachers will use a variety of performance assessments to determine student understanding.
• Teachers will select assessments consistent with the type of product that results from the student activity. Use a variety of performance assessments to determine student comprehension consistent with the type of products resulting from the selected student activities.
• Teacher-created, comprehensive unit exams assessing the GLEs should be created consisting of the following:
  - a variety of formats for objective, convergent test items
  - depth of knowledge at various stages of Bloom’s taxonomy
  - LEAP-like constructed response items
  - open-ended response items requiring supporting evidence
  - test items aligned to the GLEs.

**General Assessments**

• Have students demonstrate geographic competence by identifying the five themes of geography and how they apply to a region specified by the teacher.
• Have students demonstrate map skill competence by generating various map products.
• Have students compare and contrast various types of maps.
• Have students determine absolute and relative locations on a map.
• Have students identify and analyze various charts, diagrams, and graphs.
Activity-Specific Assessments

- **Activity 2:** Students will write a narrative in which they will instruct “students,” using proper geographic directions on how to get from one location to another.

- **Activity 3:** Students will identify and analyze the features that characterize the various types of maps (physical, political, vegetation, climate, time zone, etc.)

- **Activity 5:** Students will use latitude and longitude to determine the absolute location of various cities in the U.S.

- **Activity 8:** Have students organize a demonstration displaying how the sun affects seasons, climates, and oceans. They will use a globe to show the important latitude lines that determine the seasons in the northern and southern hemispheres (e.g., when the sun is directly over the Tropic of Capricorn, it is summer in Australia and winter in the United States). Also, they will show that the months winter occurs in northern hemisphere countries are the opposite for the southern hemisphere countries. Their demonstrations will be evaluated on how they use the globe in explaining the sun’s effect on Earth.
World Geography
Unit 2: The United States and Canada

Time Frame: Approximately four weeks

Unit Description

This unit focuses on the physical and human geography of the United States and Canada. The unit explores how location has shaped the history of the two countries and led to regional labels. An analysis of human activities such as migration patterns, standards of living, and environmental issues involving conservation and the use of natural resources is also included.

Student Understandings

Students understand that physical and human features have led to regional labels throughout the United States and Canada. Students understand how various human activities and physical features of the two countries have affected their history. This unit will focus on human migration trends and economic issues such as the distribution of natural resources throughout the area, standard of living, and environmental challenges facing the United States and Canada.

Guiding Questions

1. Can students identify and analyze the distinguishing physical or human features of the geographic regions of the United States and Canada?
2. Can students explain how topography, climate, soil, vegetation, and natural resources shaped the history of the United States and Canada?
3. Can students explain how location, physical features, and human characteristics of places influenced historical events in the regions?
4. Can students analyze the human activities and physical characteristics that led to regional labels?
5. Can students compare and contrast past and present trends in human migration within the U.S.?
6. Can students analyze the relationship between a country’s standard of living and its locally accessible natural resources?
7. Can students debate a position on an environmental issue involving conservation or use of natural resources?
## Unit 2: Grade-Level Expectations (GLEs)

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<td>Compare and contrast various types of maps (G-1A-H1)</td>
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<td>6.</td>
<td>Construct a chart, diagram, graph, or graphic organizer to display geographic information (G-1A-H1)</td>
</tr>
<tr>
<td>8.</td>
<td>Use maps drawn from memory to answer geographic questions (G-1A-H2)</td>
</tr>
<tr>
<td><strong>Places and Regions</strong></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Identify and analyze the distinguishing physical or human characteristics of a given place (e.g., landforms, precipitation, ecosystems, settlement patterns, economic activities) (G-1B-H1)</td>
</tr>
<tr>
<td>10.</td>
<td>Evaluate how location, topography, climate, natural resources, and other physical characteristics affect human activities (e.g., cultural diversity, migration, physical features, historical events, plantation, subsistence farming) or the significance of a place (G-1B-H1)</td>
</tr>
<tr>
<td>11.</td>
<td>Draw conclusions about a place or area from its geographic or physical features (G-1B-H1)</td>
</tr>
<tr>
<td>12.</td>
<td>Explain how topography, climate, soil, vegetation, and natural resources shape the history of a region (G-1B-H2)</td>
</tr>
<tr>
<td>13.</td>
<td>Explain how location, physical features, and human characteristics of places influenced historical events (e.g., World War II, Cuban Missile Crisis, Vietnam, Middle East conflicts) (G-1B-H2)</td>
</tr>
<tr>
<td>14.</td>
<td>Explain ways in which regional systems are interconnected (e.g., interstate transportation and trade, interconnecting rivers and canals) (G-1B-H2)</td>
</tr>
<tr>
<td>15.</td>
<td>Analyze world regions in terms of given characteristics (e.g., population density, natural resources, economic activities, demography) (G-1B-H3)</td>
</tr>
<tr>
<td>16.</td>
<td>Explain how physical or geographical characteristics (e.g., mountain ranges, interconnecting waterways) facilitate or hinder regional interactions (G-1B-H3)</td>
</tr>
<tr>
<td>18.</td>
<td>Analyze how human activities and physical characteristics of regions have led to regional labels (e.g., Dust Bowl, New South, Sunbelt) (G-1B-H4)</td>
</tr>
<tr>
<td>19.</td>
<td>Describe how physical and cultural characteristics give definition to a place or region (e.g., New South, Jerusalem) (G-1B-H4)</td>
</tr>
<tr>
<td><strong>Physical and Human Systems</strong></td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>Characterize areas or regions in terms of the physical processes that affect them (e.g., Pacific Ocean “Rim of Fire,” San Andreas Fault) (G-1C-H1)</td>
</tr>
<tr>
<td>24.</td>
<td>Examine the effects of a physical process (e.g., erosion and depository processes, global warming, El Niño) on the natural environment and societies of an area and draw conclusions from that information (G-1C-H1)</td>
</tr>
<tr>
<td>25.</td>
<td>Compare and contrast past and present trends in human migration (G-1C-H2)</td>
</tr>
<tr>
<td>26.</td>
<td>Assess the role of environmental changes, economic scarcity, conflict, political developments, cultural factors, and prosperity in human migration (e.g., escape from persecution or famine, migration to the suburbs) (G-1C-H2)</td>
</tr>
</tbody>
</table>
31. Compare the role that culture plays in incidents of cooperation and conflict in the present day world (G-1C-H4)

32. Analyze how certain cultural characteristics can link or divide regions (e.g., language, religion, demography) (G-1C-H4)

### Environment and Society

39. Describe challenges to human systems and activities posed by the physical environment or the impact of natural processes and disasters on human systems (e.g., infrastructure) (G-1D-H2)

40. Analyze or evaluate strategies for dealing with environmental challenges (e.g., dams or dikes to control floods, fertilizer to improve crop production) (G-1D-H2)

41. Analyze the relationships between the development of natural resources in a region and human settlement patterns or regional variations in land use (G-1D-H3)

44. Analyze the relationship between a country’s standard of living and its locally accessible natural resources (e.g., the effects of oil or natural gas reserves in a region) (G-1D-H3)

46. Assess the role of government in preserving natural resources and protecting the physical environment (G-1D-H4)

47. Evaluate the effectiveness of policies and programs related to conservation and use of natural resources (G-1D-H4)

49. Debate a position on an environmental issue involving conservation or use of natural resources (e.g., private vs. public interest) (G-1D-H5)

50. Evaluate options for solving a local or regional problem involving physical processes or environmental challenges (e.g., government disaster aid, environmental clean-up cost responsibility) (G-1D-H5)

### Sample Activities

#### Activity 1: Mapping the United States and Canada (GLEs: 1, 8, 10, 11, 15, 41, 44)

Materials List: United States and Canada outline map, physical maps of the United States and Canada, political maps of the United States and Canada, resource maps of the United States and Canada

Students will complete an outline map of the United States and Canada. Outline maps can be found at [http://www.eduplace.com/ss/maps/](http://www.eduplace.com/ss/maps/). On this map, students should label countries, political subdivisions/regions (Canada: Yukon, Northwest Territories, Nunavut, British Columbia, Alberta, Saskatchewan, Manitoba, Ontario, Quebec, Newfoundland and Labrador, New Brunswick, Nova Scotia, and Prince Edward Island; United States: 50 states), major landforms (Great Lakes, Mississippi River, Canadian Shield, Great Plains, St. Lawrence River, Rocky Mountains, Piedmont, Appalachian Mountains, Rio Grande River, Hudson Bay, Yukon River, Gulf of Mexico, Cascade Range, Arctic Ocean, Atlantic Ocean, Pacific Ocean, Coast Range, Sierra Nevada Range, Mount McKinley), and natural resources from their memory and from physical, political and resource maps of the United States and Canada in their textbook. Using the
completed map, students will hypothesize about each country’s economy, standard of living, and settlement patterns (i.e. why did people settle in certain areas). Hold a guided discussion to elicit students’ responses.

Activity 2: Regional Labels (GLEs: 1, 18, 19, 21)

Materials List: United States and Canada outline map, colored pencils, Internet access (optional)

Ask students to locate and identify regions within the United States and Canada using an outline map and different colored pencils to identify specific human activities, ecology, and physical processes. Students should provide a color key for their map. The map should include regions such as:

- United States: Bread Basket, Rust Belt, Tornado Alley, Great Plains, Silicon Valley, Cotton Belt, San Andres Fault, Sunbelt, and New South.
- Canada: Atlantic, Central, Prairie, West Coast, and the North.

If needed, these regions can be found using the Internet.

Ask students to write a paragraph in which they describe the basic characteristics of each region and explain why some regions overlap.

A blank outline map of the U. S. can be found at http://www.nationalgeographic.com/xpeditions/lessons/04/g912/usregions.html

Activity 3: Regional Connections (GLEs: 2, 6, 14, 16)

Materials List: Trade Routes Chart BLM, physical maps of the United States and Canada, United States Road Atlas, Canadian National Railway map, Alaskan Pipeline map, United States Rail map, Internet access (optional)

Students will locate and explain the importance of selected transportation and communication routes (i.e., roads, railways, Alaskan Pipeline, waterways, etc.) that connect regions of the U. S. and Canada (e.g., trade) using the Trade Routes Chart (graphic organizer) BLM (view literacy strategy descriptions) (see this Trade Routes Chart BLM and the sample below). Students must identify the regions connected by each route. Students should also hypothesize how landforms facilitate or hinder regional interactions. If these can not be found in the textbook, maps may be found using the following links:

Trade Route | Regions Connected by Trade Routes
---|---
St. Lawrence Seaway | 
Mississippi River System | 
Alaskan Pipeline | 
Interstate 80 | 

Students should share their answers with the class and discuss the need for trade routes.

**Activity 4: Physical and Human Characteristics of the United States and Canada (GLEs: 2, 9, 10, 15)**

Materials List: Features of Canada and U.S. BLM; political, physical, climate, population, land use, and resource maps of North America, overhead projector (optional)

The teacher should present information on landforms, climate regions, population density, natural resources, ethnic groups, economic activities, and culture (examples: education, language, religion, arts, etc.) found in both the United States and Canada. These represent some of the physical and human characteristics of these countries.

Have students analyze physical, climate, and population maps of North America found in the textbook or other sources. Students will use these maps to identify similarities and differences in the physical and human characteristics of the United States and Canada using the Features of Canada and U.S. BLM Venn diagram. (See the Features of Canada and U.S. BLM.) A useful method for students to compare and contrast countries is through the use of a graphic organizer (view literacy strategy descriptions) such as a Venn diagram.

In the Venn diagram, the students will write the physical and human characteristics unique to the United States, those unique to Canada, and those shared by the two countries. After the Venn diagrams are completed, they should be shared and discussed with the class. This will allow students to defend their choices and compare the United States and Canada in terms of physical features as well as human characteristics.

Have students share their findings with the class. The teacher should record the feedback on the board or overhead projector and lead the class in a discussion of the findings.
Activity 5: Cultural Heritage (GLEs: 25, 26)

Materials List: Internet access (optional)

Present information about the push and pull factors of migration. This should include classifying events (examples: religious persecution/freedom, war, economics, etc.) as push or pull factors.

Students will research their heritage. As they conduct their research, they will determine possible reasons for their ancestors’ migration to the United States. The possible reasons should be classified as push or pull factors. Students will then research modern trends in migration from their country or continent of origin to North America. These factors will also be classified as push or pull factors. Students will use this information to compare past and present trends in migration.

Create SPAWN (view literacy strategy descriptions) prompts to help guide the students through this process. SPAWN is an acronym that stands for five categories of writing options (Special Powers, Problem Solving, Alternative Viewpoints, What If?, and Next). Using these categories, students can create numerous thought-provoking and meaningful prompts related to the topic.

Special Powers—If you had the power to change the immigration patterns to North America (past or present groups), what changes in immigration patterns would you make? Explain why.

Problem Solving—How do factors such as available natural resources and the economy impact immigration?

Alternative Viewpoint—Imagine you are a first generation immigrant to North America. Write an accurate account in the form of a letter about the reasons why you moved to North America.

What If?—What might have happened if the United States and Canada had stricter immigration policies?

Next—How do you think the United States and Canada will handle the new influx of immigrants?

Allow students to write their responses within a reasonable period of time. In most cases, prompts should be constructed in such a way that adequate responses can be made within ten minutes. Students should copy the prompt in their learning logs (view literacy strategy descriptions) before writing responses and recording the date. SPAWN writing should be viewed as a tool students can use to reflect on and increase their developing disciplinary knowledge and critical thinking. Therefore, this type of writing should not be graded, but given points for completion.
Students should share their findings with the rest of the class. The teacher should use these findings to discuss past and present trends in migration to North America.

Note: Teachers may wish to use the migration packet provided on the National Geographic website at http://www.nationalgeographic.com/xpeditions/activities/09/gapacket05.pdf to help students stay focused as they research their country of origin.

Activity 6: Geography and History (GLEs: 12, 13)

Materials List: Cuban Missile Crisis newspaper article, Sample Questioning the Author BLM, poster board

Present information about the impact of geography (location, physical features, human characteristics, topography, climate, and natural resources) on historical events in the United States and Canada. These should include military presence in World War II, the Cuban Missile Crisis, Vietnam, and Iraq.

Students will then read a newspaper article about the Cuban Missile Crisis. This can be found at http://www.washingtonpost.com/wp-srv/world/digitalarchive/index.html. The teacher will use the Sample Questioning the Author BLM as a method of modeling questioning the author or QtA (view literacy strategy descriptions) while the class reads the article. (See this BLM and the sample below.)

<table>
<thead>
<tr>
<th>Goal</th>
<th>Query</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiate discussion.</td>
<td>What is the author trying to say?</td>
</tr>
<tr>
<td></td>
<td>What does the article say?</td>
</tr>
</tbody>
</table>

*Questioning the author* allows students to construct the meaning of the text and go beyond the words on the page. The teacher strives to elicit readers’ thinking while keeping them focused in their discussion. This strategy helps to teach students that they can and should ask questions of the author as they read a selection. The students should use the Sample Questioning the Author BLM (which could be posted in the classroom on poster board) as a sample to model their questions for the other selections they read about other historical events chosen by the teacher. Allow students to create and answer their own questions. Facilitate students in the process to insure that the questions focus mainly on the impact of geography on this event. Have students share their answers with the rest of the class.
Activity 7: Quebec vs. Canada (GLEs: 31, 32)

Materials List: Internet access; “Quebec, by Razor-Thin Margin, Votes ‘NO’ On Leaving Canada” article; Anticipation Guide BLM

Present information about historical and present day disagreements between the province of Quebec and the rest of Canada over language and culture. In a 1995 vote, a large number of Canadian citizens living in Quebec voted to separate from the rest of Canada.

Students will complete the Anticipation Guide BLM prior to reading the article on Quebec separatism. This article provides background information on the vote by Quebec residents to separate from the rest of Canada. It may be found at: http://query.nytimes.com/gst/fullpage.html?res=990CE1D91739F932A05753C1A963958260&sec=&spon=&pagewanted=all. It includes reasons why many Canadian citizens living in Quebec voted to separate from the rest of Canada in 1995.

Anticipation guides (view literacy strategy descriptions) are developed by generating statements about a topic that force students to take positions and defend them. An anticipation guide can be structured as a series of statements that are in an agree or disagree format to gather prior knowledge. The guide sets a purpose for reading. After reading, students refer back to the guide to see if their opinions have changed. The emphasis should be on the students’ point of view rather than on the “correctness” of their answers. Students should also brainstorm ways the conflict might be resolved. (See the Anticipation Guide BLM.)

Activity 8: Natural Processes (GLEs: 24, 39, 40, 50)

Discuss with students how physical environment, natural processes, and disasters impact human activities (e.g. volcanic activity, hurricanes, earthquakes, floods, and forest fires). Students should write a brief description of how one natural process or disaster or the physical environment have impacted their personal lives. They should brainstorm and write a brief description of how they would solve local or regional problems (e.g., government disaster aid, evacuation plans, coastal erosion, and flooding) associated with natural processes. These should be shared with the class. The likely success rate of each solution should be discussed or debated by the class.

Natural processes in Canada include earthquakes (Great Banks Earthquake of 1929), floods (Red River flood of 1997), hurricanes (the 1927 Nova Scotia hurricane and Hurricane Ophelia in 2005), and fires (Okanagan Mountain park fire of 2003). Natural processes in the United States include earthquakes (San Andres Fault), floods (Great Flood of the Mississippi River in 1993), hurricanes (Hurricanes Katrina and Rita in 2005), and fires (annual wildfires in California and the West).
Activity 9: United States and Canada Conservation Policies Debate (GLEs: 46, 47, 49)

Materials List: conservation articles, Internet access, overhead projector (optional)

Students will read an article about the United States government’s conservation policies. Articles about conservation can be found at the following links:
http://www.ers.usda.gov/AmberWaves/July06SpecialIssue/Features/Emphasis.htm
http://www.ers.usda.gov/Briefing/ConservationPolicy/

Students will then read an article about the Canadian government’s conservation policies. These articles can be found at the following links:
http://www.ramsar.org/wurc/wurc_policy_canada.htm
http://www.dfo-mpo.gc.ca/communic/fish_man/WASP-PSS/home-accueil_e.htm

Have students use the reciprocal teaching strategy (view literacy strategy descriptions) to read and learn about conservation policies in the United States and Canada. The reciprocal teaching strategy includes summarizing, questioning, clarifying, and predicting.

The teacher will begin by introducing the comprehension process of summarizing by sharing several short selections that are found at the above site on U.S. conservation policies. Work together with the class to write a summary statement. Write these summary statements on the board and ask students to help analyze and revise the statements.

Ask students the following questions:

“Why has U.S. involvement in conservation changed? Why has Canadian involvement in conservation changed?”

Students will work in groups of four to read a short reading selection on U.S. and Canadian conservation policies from Internet sites. Students will generate a summary statement that will be written on the board. The teacher will work with the class to select the most accurate statement.

Students will follow this process for each of the comprehension processes: questioning, clarifying, and predicting. The teacher will state a prediction about the section of the text that students are about to read and should write that prediction on the board.

After completion of the reading selection, ask students to discuss how accurate the prediction was and if it helped guide their thinking while they read. Then, for the next short reading selection, ask students to make their own predictions. While students are reading, ask questions to focus attention on important information and ideas concerning U.S. and Canadian conservation policies. Show students how to use the text to clarify confusing ideas. Ask students to follow the process with a new section of text.

After modeling the reciprocal teaching strategy, have students work in their groups of four, with each student taking responsibility for one of the comprehension processes.
Select one member in each group to be the questioner, the clarifier, the summarizer, and the evaluator.

The **questioner** will ask questions aloud to focus attention on important information and ideas about United States’ and Canada’s conservation policies. The **clarifier** will use the information from the reading selections and questions asked by the questioner to clarify confusing information. The **summarizer** will identify important facts concerning the debate. The **evaluator** will explain whether the initial prediction was accurate.

Have students share their findings with the class. Record the feedback on the board or overhead projector and lead the class in a discussion of the findings.

After reading and discussing the articles using reciprocal teaching, students will debate the necessity of conservation. Give students various scenarios to debate. Topics to debate may include:

- The need for government conservation policies.
- The effectiveness of the United States’ conservation policies.
- The effectiveness of the Canada’s conservation policies.
- Conservation policies that would be beneficial to the United States and Canada.

**Sample Assessments**

**General Guidelines**

- Students should be monitored throughout their work on all activities via teacher observation, class discussion, report writing, group discussion, and other work generated by students during classroom activities.
- Teachers will use a variety of performance assessments to determine student understanding.
- Teachers will select assessments consistent with the type of product that results from student activity. Use a variety of performance assessments to determine student comprehension consistent with the type of products resulting from the selected student activities.
- Teacher-created, comprehensive unit exams assessing the GLEs should consist of the following:
  - a variety of formats for objective, convergent test items
  - depth of knowledge at various stages of Bloom’s taxonomy
  - LEAP-like constructed response items
  - open-ended response items requiring supporting evidence
  - test items aligned to the verbiage of the GLEs.
General Assessment

- Have students create graphic organizers to compare the United States and Canada.
- Have students contribute examples of the five themes of geography for the United States or Canada.
- Have students analyze different types of maps in order to hypothesize about other factors of the United States or Canada’s physical and human characteristics of place.

Activity-Specific Assessments

- **Activity 2**: Students will create a map detailing the various regions in the United States and Canada.
- **Activity 3**: Students will construct a chart to examine the importance of regional connections.
- **Activity 8**: Students will complete a paper on the natural processes that affect them and the regional problems associated with these disasters.
World Geography
Unit 3: Central America, South America and the Caribbean

**Time Frame:** Approximately three weeks

**Unit Description**

This unit focuses on the physical and human geography of Central and South America and the Caribbean. The unit explores the relationship between landforms and population and weather patterns. An analysis of human activities such as deforestation and trade agreements is also included.

**Student Understanding**

Students understand that physical and human features have created regional labels throughout Central America, South America, and the Caribbean. Students understand how landforms and natural resources have altered settlement patterns. Students focus on natural resources, landforms, and the economic policies of these areas.

**Guiding Questions**

1. Can students apply the five themes of geography to the area of Latin America?
2. Can students draw conclusions about Latin America from its geographic or physical features?
3. Can students assess the role of government in preserving natural resources and protecting the natural environment?
4. Can students explain Latin America’s need for trade agreements?
5. Can students predict the future population of Latin America and the problems it will cause?
6. Can students assess the role of differing viewpoints in disputes over natural resources and territory?

**Unit 3: Grade-Level Expectations (GLEs)**

<table>
<thead>
<tr>
<th>The World in Spatial Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify, explain, and apply the five themes of geography (G-1A-H1)</td>
</tr>
<tr>
<td>2. Compare and contrast various types of maps (G-1A-H1)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Places and Regions</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Evaluate how location, topography, climate, natural resources, and other physical characteristics affect human activities (e.g., cultural diversity, migration, physical features, historical events, plantation, subsistence farming) or the significance of a place (G-1B-H1)</td>
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<tr>
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<tr>
<td>14.</td>
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<td>15.</td>
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</tbody>
</table>

**Physical and Human Systems**

| 24. | Examine the effects of a physical process (e.g., erosion and depository processes, global warming, El Niño) on the natural environment and societies of an area and draw conclusions from that information (G-1C-H1) |
| 25. | Compare and contrast past and present trends in human migration (G-1C-H2) |
| 26. | Assess the role of environmental changes, economic scarcity, conflict, political developments, cultural factors, and prosperity in human migration (e.g., escape from persecution or famine, migration to the suburbs) (G-1C-H2) |
| 27. | Analyze patterns of urban development in an area or region (G-1C-H3) |
| 28. | Compare, contrast, and analyze the distribution, growth rates, and other demographic characteristics of human populations in various countries or regions (G-1C-H3) |
| 29. | Analyze the current and future impact of population growth on the world (e.g., natural resources, food supply, standard of living) (G-1C-H3) |
| 30. | Analyze population pyramids and use other data, graphics, and maps to describe population characteristics of different societies and to predict future growth (G-1C-H3) |
| 36. | Analyze the role of differing points of view and national self-interest in disputes over territory and resources (e.g., oil, water, boundaries) (G-1C-H6) |
| 37. | Analyze regional issues and alliances in terms of common interests related to territory and resources (e.g., oil, water, boundaries) (G-1C-H6) |

**Environment and Society**

| 44. | Analyze the relationship between a country’s standard of living and its locally accessible natural resources (e.g., the effects of oil or natural gas reserves in a region) (G-1D-H3) |
| 46. | Assess the role of government in preserving natural resources and protecting the physical environment (G-1D-H4) |
| 47. | Evaluate the effectiveness of policies and programs related to conservation and use of natural resources (G-1D-H4) |
Sample Activities

Activity 1: Mapping Latin America (GLEs: 1, 2, 10, 11, 15, 44)

Materials List: Latin America outline map, Latin America physical map, Latin America political map, Latin America land use map, Latin America resource map, encyclopedias, world fact book (optional), Internet (optional)

Note: Latin America is the collective name given to Central America, South America, and the Caribbean. This name is used because these areas all share a similar culture, including a language derived from Latin (Spanish or Portuguese), religion (Roman Catholic), etc.

The teacher will provide the students with an outline map of Latin America (Caribbean and Central and South America) which can be found at http://www.eduplace.com/ss/maps/. The students will label all countries (Mexico, Belize, Guatemala, Honduras, El Salvador, Nicaragua, Costa Rica, Panama, Cuba, Haiti, Dominican Republic, Jamaica, Puerto Rico, Bahamas, Colombia, Venezuela, Guyana, Suriname, French Guiana, Ecuador, Brazil, Peru, Bolivia, Chile, Paraguay, Uruguay, and Argentina) and the two island regions of the Caribbean (Greater Antilles and Lesser Antilles) using the physical and political maps. The students will then identify the site in the region and/or country of the following waterways and landforms, and label them on the outline map:

- Andes Mountains
- Llanos
- Patagonia
- Pampas
- Orinoco River
- Amazon River
- Sierra Madre Oriental
- Sierra Madre Occidental
- Mato Grasso Plateau
- Guiana Highlands
- Brazilian Highlands
- Amazon Basin
- Caribbean Sea
- Atlantic Ocean
- Pacific Ocean
- Gulf of Mexico
- Strait of Magellan
- Falkland Islands
- Galapagos Islands
- Mount Aconcagua
• Greater Antilles
• Lesser Antilles

Students should define the types of landforms found on the maps (mountains, plains or pampas, island, strait, gulf, plateau, river, and highland). These definitions should be discussed as a class. Use the brainstorming strategy to identify the types of jobs people have who live in plains areas (i.e., farming, sheep herding, and cattle ranching). Next, explain to students that the Amazon River in South America is the largest (widest) river in the world while the Nile River in Africa is the longest. Explain the difference to students. (The largest river means it has more tributaries and distributaries than any other river.) Ask students to brainstorm the types of jobs people have who live along rivers. Then, explain that the Andes Mountains are the longest and second highest mountain range in the world. Mount Aconagua is the highest mountain in Latin America and the Western Hemisphere. These mountains were created due to plate tectonics. Ask students to brainstorm the types of jobs people have who live in the mountains.

Present information about the economic activities of Latin America. Then, have students illustrate the outline map of Latin America with drawings of the economic activities of each region (Central America, South America, and the Caribbean), using the land use map. Students should also illustrate the outline map of Latin America with drawings of the major natural resources found in the region using the natural resource map. Students should make a key on their map to show what each drawing represents.

Divide students into groups and assign each group a country in South America, Central America, or the Caribbean. Students will do research using encyclopedias, Internet, textbooks, or world fact books and find the per capita income, GDP, standard of living, and quality of life in their assigned country. Students should also research the type of economy, major economic activities (legal and illegal), and the major exports from their assigned country. Each group will share their information with the class. During the presentations, students will check their outline map and make sure it has the correct economic activities and natural resources for each country. After all groups have presented their information, the teacher should lead the class in a discussion about the relationship between natural resources and the standard of living in a country.

Activity 2: Migration to and from Central America, South America, and the Caribbean (GLEs: 14, 25, 26, 27)

Material List: Split-page Notetaking Guide BLM, encyclopedias, Internet access (optional)

Provide information to students about the various ethnic groups found in Latin America. This can be done through lecture notes or a slideshow. Divide students into four or five small groups. Assign each group an area of Central America, South America, or the Caribbean to research (Mexico, Greater Antilles, Lesser Antilles, other parts of Central America, and the Caribbean).
America, Brazil, and the rest of South America). Students should use a variety of resources (textbooks, encyclopedias, Internet, etc.) to research the history of their assigned area. During their research, students should focus on the history of the area including the pre-Columbian, colonization, reasons for colonization, independence, and the migration of ethnic groups in present times (including urbanization).

As each group shares their perceptions, students will use split-page notetaking (view literacy strategy descriptions) to record student observations. Split-page notetaking is a strategy that assists students in organizing their notes and helps to encourage active reading, listening, and summarizing. It provides a visual study guide for student use when preparing for a test. Students will organize their page into two columns. The left column (usually about a third of the page) is used to record the main themes or ideas. The right column (about two-thirds of the page) is for notes or to record the details associated with each main theme or idea. (See the Split-Page Notetaking Guide BLM).

<table>
<thead>
<tr>
<th>Topic: History</th>
<th>Area: _________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>What country first colonized the area?</td>
<td></td>
</tr>
<tr>
<td>How did colonization impact the area?</td>
<td></td>
</tr>
</tbody>
</table>

Gather the class back together. Solicit observations from each group and discuss their findings with the class. Compare student findings. Some teacher guidance may be needed.

Students will use their split-page notes page to study by covering information in the right column, then using the prompt in the left column. Students will try to recall the covered information on the right side. Students should also be given time to quiz each other on the information on their split-page notes pages.

**Activity 3: Natural Processes in Central America, South America and the Caribbean (GLEs: 1, 24)**

Materials List: 3x5 index cards, Vocabulary Card BLM, slideshow or video presentation of natural processes in Central and South America and the Caribbean (optional)

Present information to the students about the natural processes in this region, including El Nino, La Nina, hurricanes, global warming, earthquakes, flooding, volcanoes, erosion, and deforestation. This information may be presented through teacher notes, slideshows, or videos. The students will use this information to create vocabulary cards (view literacy strategy description) about these natural processes. This strategy allows students to see connections between words, examples of the word, and the critical attributes associated with the word. Draw a sample vocabulary card on the chalkboard, distribute 3x5 index cards to each student, and ask them to follow directions in creating a vocabulary card. (See the Vocabulary Card BLM and the sample below.) The target word, El Nino, should be placed in the middle of the card. Students will then provide a definition of the word in the appropriate location. Next, students will complete the
characteristics, effect, and illustration sections on the card. Then, have students create cards for the other natural processes and related vocabulary terms.

<table>
<thead>
<tr>
<th>Definition:</th>
<th>Characteristics:</th>
</tr>
</thead>
</table>
| Temporary change in the climate of the Pacific Ocean, in the region around the equator | 1. Rise in air pressure over the Indian Ocean, Indonesia, and Australia  
2. Fall in air pressure over the central and eastern Pacific Ocean  
3. Trade winds in the south Pacific weaken or head eastward |

**El Nino**

**Effect:**
- Wet winters over the southeastern U.S., as well as drought in Indonesia and Australia  
- Warm air rises near Peru, causing rain in the deserts there  
- Causes rainfall in normally dry areas and extensive drought in eastern areas

**Sketch:**

Students should predict the effects of each of the natural processes on each of the three regions (Central America, South America, and the Caribbean). Students should determine why some natural processes are more likely to occur in some areas than others.

Solicit observations from students and discuss their findings with the class. Compare student findings. Some teacher guidance may be needed.
Activity 4: Population Pyramids and the Demographic Transition Model (GLEs: 1, 28, 29, 30)

Materials List: Demographic Transition Model; population pyramids for the United States, Mexico, Argentina, and Cuba; Rule of 72 Worksheet BLM

Provide the class with a copy of a Demographic Transition Model (found at http://www.uwmc.uwc.edu/geography/Demotrans/demtran.htm). This model illustrates population changes in developed countries.

The following is a demographic model of the stages of population growth in countries (pre-industrial to advanced economy):

- **Stage 1:** Low growth rate, high birth rates, high death rates, pre-industrial economy
- **Stage 2:** Rising growth rate, declining death rate, high birth rate, early industrial economy
- **Stage 3:** High growth rate, declining death rate, declining birth rate, advanced industrial economy
- **Stage 4:** Low growth rate, low birth rate, low death rate, advanced economy

Then, distribute and have students complete the Rule of 72 Worksheet BLM (see this BLM). After completing the worksheet, discuss with students the increase of food supplies and natural resources available to the world. Guide a class discussion on the following statements:

- The world is nearly overpopulated.
- There are adequate resources for the population, but they are badly distributed.
- The world has disasters affecting both population and natural resources.

Have students list cultural characteristics (e.g., religion) that influence population growth. Have students write a one-page paper analyzing the current and future impact of population growth on the world, including its effects on the food supply, natural resources, and standard of living. Prepare students to explain how certain conditions can cause the demographics of a country to change.

Using this information, along with population pyramids for the United States, Mexico, Argentina, Panama, and Cuba (which can be found at http://www.census.gov/ipc/www/idb/pyramids.html), students will determine which stage of the Demographic Transition Model each country is in currently, and predict the impact of population growth on each country and on Latin America.
Activity 5: Latin American Rainforests (GLEs: 36, 46, 47)

Materials List: slideshow or video presentation of Latin American rainforests (optional), Internet access (optional), newspaper article on “Conservation or Colonialism?”

Students will be provided with information about Latin America’s rainforests. This information could be teacher notes, a slideshow presentation, or video. This information should include where these rainforests are located, the resources found within the rainforest, and the reasons conservation of the rainforest is needed. Students will then determine:

- The importance of the rainforest
- Problems facing the rainforest
- Causes of the problems facing the rainforest

Discuss with students that the conservation of the rainforest, especially in Brazil, has become an international issue. However, Brazil is a sovereign nation and does not have to take into consideration world pressure to protect its rainforest. The class should discuss the national self-interest of Brazil, Brazil’s conservation policies, and how other nations may approach Brazil about changing its policies. Students should also read the newspaper article, “Conservation or Colonialism?” which is found at http://www.nytimes.com/2007/07/27/world/americas/27amazon.html.

Each student should then act as a member of the United Nations and write a letter to the leaders of the Brazilian government to convince them to change their conservation policies.

Activity 6: Trade Agreements (GLEs: 36, 37)

Materials List: Trade Agreements Graphic Organizer BLM; information on NAFTA, CAFTA, and the WTO; Internet access (optional)

Provide information to students about trade alliances such as the North American Free Trade Agreement (NAFTA), the Central American Free Trade Agreement (CAFTA), and the World Trade Organization (WTO). This information could be from teacher notes, a slideshow, or assigned readings. Students will use this information to complete a graphic organizer (view literacy strategy description). (See the Trade Agreements Graphic Organizer BLM.) Students will compare and contrast these three trade agreements by using the graphic organizer. The teacher may wish for students to add the purpose of the trade agreements, member countries, etc. in the appropriate places on the graphic organizer. Then, they will use the information placed in the graphic organizer to discuss how these organizations affect the environment, living conditions, the economies of member countries, and conservation in the world today. The teacher should then lead a discussion about the resources each of these countries is trading. This discussion should focus on the need for trade and interdependence. The discussion should also focus on possible conflicts caused by the possession of a natural resource.
Information on the trade agreements may be found at the following links:
CAFTA:  
http://www.ustr.gov/assets/Trade_Agreements/Bilateral/CAFTA/Briefing_Book/asset_upload_file834_7179.pdf

NAFTA:  

WTO:  
http://www.wto.org/english/thewto_e/whatis_e/inbrief_e/inbr00_e.htm

Record the students’ perspectives for use in subsequent activities.

Sample Assessments

General Guidelines

- Students should be monitored throughout their work on all activities via teacher observation, class discussion, report writing, group discussion, and other work generated by students during classroom activities.
- Teachers will use a variety of performance assessments to determine student understanding.
- Teachers will select assessments consistent with the type of product that results from the student activity. Use a variety of performance assessments to determine student comprehension consistent with the type of products resulting from the selected student activities.
- Teacher-created, comprehensive unit exams assessing the GLEs should be created consisting of the following:
  - a variety of formats for objective, convergent test items
  - depth of knowledge at various stages of Bloom’s taxonomy
  - LEAP-like constructed response items
  - open-ended response items requiring supporting evidence
  - test items aligned to the verbiage of the GLEs.

General Assessments

- Have students demonstrate map skills by constructing, analyzing, or creating maps of physical regions, political sections, and major pathways. The maps will be evaluated on the use of the specific criteria that students are required to label on their maps and in the legend.
- Have students analyze and explain data in graphs, in particular population pyramids.
• Have students construct a graphic to display geographic information and explain the information presented in the graphic.

Activity-Specific Assessments

• **Activity 1**: Have students locate countries and landforms in South America, Central America, and the Caribbean. Maps should also depict natural resources and brainstorm economic activities in each area.

• **Activity 4**: Have students apply the Rule of 72 to predict future population data. Have students use the Demographic Transition Model to determine current economic status and to predict the future economic patterns of a country.

• **Activity 5**: Have students write a letter to the Brazilian government to encourage conservation of the rainforest.
World Geography
Unit 4: Europe

Time Frame: Approximately four weeks

Unit Description

The focus of this unit is the physical and human characteristics of Europe and how these characteristics relate to the European Union and the geographic closeness of the European countries.

Student Understanding

Students understand how various human activities and physical features of European countries have affected their history. Students focus on economic topics like the distribution of natural resources throughout the area, standards of living, trade agreements, and environmental issues facing Europe.

Guiding Questions

1. Can students explain the ways in which regions of Europe are interconnected by trade?
2. Can students analyze or interpret a map of Europe to locate geographic information, using a variety of map elements?
3. Can students analyze regional issues and alliances in terms of common interests related to territory and resources in Europe?
4. Can students compare, contrast, and analyze the economic power, military power, and population information in various countries and regions of Europe?
5. Can students explain how location, physical features, and human characteristics of places influenced historical events in Europe?
## Unit 4: Grade-Level Expectations (GLEs)

<table>
<thead>
<tr>
<th>GLE #</th>
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<tr>
<td><strong>The World in Spatial Terms</strong></td>
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</tr>
<tr>
<td>1.</td>
<td>Identify, explain, and apply the five themes of geography (G-1A-H1)</td>
</tr>
<tr>
<td>2.</td>
<td>Compare and contrast various types of maps (G-1A-H1)</td>
</tr>
<tr>
<td>3.</td>
<td>Analyze or interpret a map to locate geographic information, using a variety of map elements (e.g., compass rose, symbols, distance scales, time zones, latitude, longitude (G-1A-H1)</td>
</tr>
<tr>
<td>5.</td>
<td>Construct a map based on given narrative information (e.g., location of cities, bodies of water, places of historical significance) (G-1A-H1)</td>
</tr>
<tr>
<td>6.</td>
<td>Construct a chart, diagram, graph, or graphic organizer to display geographic information (G-1A-H1)</td>
</tr>
<tr>
<td>7.</td>
<td>Analyze, interpret, and use information in charts, diagrams, and graphs to explain geographic issues (G-1A-H1)</td>
</tr>
<tr>
<td><strong>Places and Regions</strong></td>
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<td>10.</td>
<td>Evaluate how location, topography, climate, natural resources, and other physical characteristics affect human activities (e.g., cultural diversity, migration, physical features, historical events, plantation, subsistence farming) or the significance of a place (G-1B-H1)</td>
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<td>Draw conclusions about a place or area from its geographic or physical features (G-1B-H1)</td>
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<td>Explain how topography, climate, soil, vegetation, and natural resources shape the history of a region (G-1B-H2)</td>
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<td>13.</td>
<td>Explain how location, physical features, and human characteristics of places influenced historical events (e.g., World War II, Cuban Missile Crisis, Vietnam, Middle East conflicts) (G-1B-H2)</td>
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<td>15.</td>
<td>Analyze world regions in terms of given characteristics (e.g., population density, natural resources, economic activities, demography) (G-1B-H3)</td>
</tr>
<tr>
<td>17.</td>
<td>Explain how technological advances have led to increasing interaction between regions (e.g., use of satellites for monitoring and exploration) (G-1B-H3)</td>
</tr>
<tr>
<td><strong>Physical and Human Systems</strong></td>
<td></td>
</tr>
<tr>
<td>25.</td>
<td>Compare and contrast past and present trends in human migration (G-1C-H2)</td>
</tr>
<tr>
<td>26.</td>
<td>Assess the role of environmental changes, economic scarcity, conflict, political developments, cultural factors, and prosperity in human migration (e.g., escape from persecution or famine, migration to the suburbs) (G-1C-H2)</td>
</tr>
<tr>
<td>33.</td>
<td>Identify the geographical distribution of the different economic systems (market, command, traditional, and mixed) (G-1C-H5)</td>
</tr>
<tr>
<td>34.</td>
<td>Distinguish between developed and developing countries, including the standard of living in these nations, GDP, and per capita income (G-1C-H5)</td>
</tr>
<tr>
<td>35.</td>
<td>Analyze ways in which the distribution of economic systems relates to regional tensions or regional cooperation (e.g., North and South Korea) (G-1C-H6)</td>
</tr>
<tr>
<td>37.</td>
<td>Analyze regional issues and alliances in terms of common interests related to territory and resources (e.g., oil, water, boundaries) (G-1C-H6)</td>
</tr>
</tbody>
</table>
Environment and Society

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<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>38.</td>
<td>Identify technological advances that expanded human capacity to modify the environment (e.g., steam, coal, electric, nuclear power, levees) (G-1D-H1)</td>
</tr>
<tr>
<td>43.</td>
<td>Analyze world or regional distribution of natural resources in terms of import need and export capacity (G-1D-H3)</td>
</tr>
<tr>
<td>44.</td>
<td>Analyze the relationship between a country’s standard of living and its locally accessible natural resources (e.g., the effects of oil or natural gas reserves in a region) (G-1D-H3)</td>
</tr>
<tr>
<td>48.</td>
<td>Evaluate import and export policies in regard to a country’s needs for resources (G-1D-H4)</td>
</tr>
</tbody>
</table>

Sample Activities

**Activity 1: Mapping Europe (GLEs: 1, 2, 10, 11, 15, 44)**

Materials List: outline map of Europe, physical map of Europe, political map of Europe, natural resources map of Europe

Students will use an outline map of Europe, which can be found at http://www.eduplace.com/ss/maps/. On this map, students should label all countries (note that Russia, Belarus, Ukraine, and Moldova will be covered in Unit 5), major waterways (Thames River, English Channel, North Sea, Baltic Sea, Rhine River, Danube River, Po River, Seine River, Mediterranean Sea, Adriatic Sea, Aegean Sea, Black Sea, Strait of Gibraltar), major landforms (Scandinavian Peninsula, Iberian Peninsula, Pyrenees Mountains, Alps, Mont Blanc, Apennines Mountains, Balkan Mountains, Carpathian Mountains, Ural Mountains, Northern European Plain, Kjolen Mountains, Dinaric Alps, Great Hungarian Plain, Jutland Peninsula, Balkan Peninsula, Iceland, British Isles, Corsica, Sardinia, Sicily, Crete, Cyprus, Balearic Islands), and natural resources from physical, political and natural resource maps of Europe in their textbook or other reliable sources. Using the completed map, students will hypothesize about each country’s economy, standard of living, and settlement patterns (i.e., why people settle in the areas to which they migrated). Hold a guided discussion to elicit students’ responses.

**Activity 2: Time Zones in Europe (GLE: 3)**

Materials List: world or European time zone map, European political map

Guide students in evaluating time zones and distances in order to assist them in developing a sense of spatial relationships. Review time zones with the students using a time zone map. Discuss the location and importance of the prime meridian and the International Date Line. A time zone map of Europe can be found at
Have students answer the following questions:

- How many time zones are there in Europe? (5)
- For every 15° of longitude there is a difference of how much time? (1 hour)
- What is the line of longitude at 0° called? (prime meridian)
- Through what city and country does it pass? (Greenwich, England)
- What is the significance of the International Date Line? (a new day begins)
- If it is 7 a.m. in Rome, Italy, what time is it in Reykjavik, Iceland? (9 a.m.)
- If it is noon in London, what time is it in Moscow? (3 p.m.)
- If it is noon in Madrid, what time is it in Paris? (1 p.m.)

Next, have students use the map scale on a political map of Europe to calculate distances between European cities. Using the story chain strategy (view literacy strategy descriptions) put students in groups of four. On a sheet of paper, ask the first student to write the opening sentence of a story chain in which students describe a starting location (city) in Europe. The student should also state a fact about the chosen city. (Many people visit London, England to see Big Ben.) The student will then pass the paper to the student sitting to the right, and that student will write the next sentence in the story. This sentence must include a mode of transportation. (The most common mode of transportation leaving London is the airplane which travels at 500 MPH.) The paper will be passed again to the right of the next student who will write a third sentence of the story. This sentence should include a travel destination in Europe and an attraction to visit there. (Many tourists visit Rome, Italy because they want to see the Coliseum.) The paper is then passed to the fourth student who must use the information to calculate the distance between the starting city and final city and determine the time it will take to get there using the provided mode of transportation.

Gather the class back together. Solicit observations from each group and discuss their story chains with the class. Compare student writings. Some teacher guidance may be needed.

Activity 3: Major Countries of Europe (GLEs: 6, 7, 15)

Materials List: Major Countries of Europe BLM, atlas, encyclopedias, world fact books, Internet (optional)

Ask students to identify the five most important countries on the continent of Europe based on a variety of information (e.g., size, population, economic power, military power). Students should use a variety of sources to research the countries on the continents (e.g., textbooks, atlases, encyclopedias, world fact books, etc.). Students may also use the following Internet site: www.nationalgeographic.com/education.

The following steps will be followed in doing this activity:
Students will create the Major Countries of Europe BLM graphic organizer (view literacy strategy descriptions) for the purpose of identifying the major countries. (See this BLM.) This chart will be organized in the following manner:

<table>
<thead>
<tr>
<th>NAME OF COUNTRY</th>
<th>POPULATION OF COUNTRY</th>
<th>ECONOMIC POWER</th>
<th>MILITARY POWER</th>
<th>MAJOR CITIES</th>
<th>MAJOR LANDFORMS</th>
<th>ETHNIC GROUPS</th>
</tr>
</thead>
</table>

In completing the table, the following should be taken into consideration:

- Economic power should be based on per capita income.
- Military power should be based on the size and strength of the military.

Students should share their results with the class. After listening to all the information, students should then use their learning logs (view literacy strategy descriptions) to record their thoughts to the following prompt:

Based on the information you have researched and heard, which five countries in Europe are really the most important and why? Please use information and facts from your graphic organizer to support your answer.

*Learning logs* are special notebooks that students keep to record ideas, questions, reactions, and new understandings. Documenting ideas in a log about content being studied forces students to “put into words” what they know or do not know about a specific topic. This process offers a reflection of understanding that can lead to further study and alternative learning paths. It combines writing and reading with content learning.

**Activity 4: European Migration Trends (GLEs: 17, 25, 26, 38)**

Materials List: migration article, Internet (optional)

Students will read an article about the push and pull factors in European migration which can be found at [http://www.ucalgary.ca/applied_history/tutor/migrations/two2.html](http://www.ucalgary.ca/applied_history/tutor/migrations/two2.html).

To help students comprehend the text, students will complete a Directed Reading-Thinking (DR-TA) activity (view literacy strategy descriptions).

Take students through the following steps:

1. Lead a discussion about migration topics presented in previous units (colonization of the New World, urbanization, etc.). Direct students’ attention to the title, subheadings and other clues. Record ideas and information about European migration on the board.
2. Make predictions. Ask students to predict the reasons for migration in Europe and out of Europe. Have students write their predictions in their learning log (view literacy strategy descriptions).
3. Read a section of text, stopping at predetermined places to check and revise predictions. Ask students to reread their predictions. Let them know they should change their predictions, if necessary, and cite new evidence for doing so. Repeat this cycle several times as students read through the text on European migration. Questions to consider: What push factors were involved in these migrations? What pull factors were involved in these migrations?

4. Once the reading has been completed, use student predictions as a discussion tool. Ask students to reflect on their original predictions and track their changes as they read. Students should write statements pertaining to the effects of the push and pull factors on European migration in their learning logs.

Hold a class discussion in which students discuss the role of the media and identify ways in which it has made an impact on politics, culture, foreign events, etc., and allow students to make predictions about the text. These predictions should also be recorded. Guide students through a section of text and stop at predetermined places to ask students to check and revise their predictions. At this time, students should reread their predictions and revise them as needed. Once reading is completed, student predictions can be used as a discussion tool.

Ask students to create a list of the top ten inventions, innovations, and discoveries over the past two hundred years. Have students describe how each invention or discovery on the list has impacted interregional activities and its impact on the environment (both positive and negative) in Europe. Lists should be shared with the class to initiate a discussion. Focus the discussion on the impact of these new inventions, innovations, and discoveries on communication and the role they may have played in migration (both to new countries and to urban areas). Students should also determine ways in which each invention or discovery on the list has impacted (increased or diminished) interregional activities. Ask the students to rank items from their list from first to last according to the impact each had on interregional trade and industry. Ask students to write an essay providing a rationale and defense for their choices.

Extension Activity: Have students complete the same activity using inventions, discoveries, and innovations from their own lifetime, their parents’ lifetime, and their grandparents’ lifetime. Students should still focus on how these inventions or discoveries impacted interregional activities and the role they played in migration.

Activity 5: The Cold War and Historical Maps (GLEs: 1, 2, 12, 13, 33)

Materials List: slideshow or video (optional), political map of pre-World War I Europe, political map of post-World War II Europe, current map of Europe, resource map of Europe, physical map of Europe

Prior to beginning this activity, present information through notes, a slideshow, or video about the development of new countries at the end of each world war, the Cold War, and the ideologies of capitalism and communism.
Show students the map of Europe Pre-World War I, after World War II, and present day. Maps can be found at the following link:
http://www.culturalresources.com/Maps.html#20th

Have students use brainstorming (view literacy strategy descriptions) to identify reasons for the changes in the borders of European countries during each interval. In determining the impact of geography (landforms, culture, natural resources) on these changes, students should consider the following:

- Are borders generally set by natural features such as mountains or rivers?
- Was the creation of new countries based on self-determination?
- How did the way in which new countries were created promote conflict?
- What types of economic systems predominated in each region during each interval?
- Did the uneven distribution of resources cause tension or conflict between countries?

As a class, have a teacher-led discussion of the major cultural and economic differences between Eastern and Western Europe. (During the Cold War, Eastern Europe was mainly socialist and communist, while Western Europe was mainly capitalist or free market.)

Activity 6: Economic Systems (GLEs: 5, 33, 34, 35, 37, 43, 44, 48)

Materials List: slideshow or video (optional), political map of Europe, resource map of Europe, Economy Self-Awareness Chart BLM, encyclopedias, world fact book, copy of European Union information, Internet (optional)

Present information about the four major economic systems (market, command, mixed, and traditional). This can be done through notes, a slideshow, or video. Students will use these definitions to classify countries in Europe and Latin America.

Students will use a blank outline map of Europe (http://www.eduplace.com/ss/maps/) and a European resource map to create their own resource map. The students should draw pictures to represent each natural resource and include a map key. Guide students in a discussion of the difference between ‘interdependent’ and ‘independence.’ Have students use the resource map they created to determine why countries are interdependent and the need for importing and exporting goods.

Students will then use a vocabulary self-awareness chart (view literacy strategy descriptions) (see the Economy Self-Awareness Chart BLM and the sample below) to define: developed country, developing country, standard of living, gross domestic product, per capita income, market economy, command economy, mixed economy, traditional economy, independent, and interdependent.
After completing all the activities in this unit, have students refer to their *vocabulary self-awareness chart* to determine if their understanding of the key concepts has changed.

Divide the class into small groups. Each group should be assigned several European countries to research. These groups will find each country’s gross domestic product, per capita income, standard of living, type of economic system, and determine if the country is part of the European Union. Students should also classify each country as either developed or developing.

Have students read information about the European Union which can be found at [http://europa.eu/abc/index_en.htm](http://europa.eu/abc/index_en.htm) and hypothesize about the impact of the European Union on a country’s gross domestic product and per capita income. Students should also hypothesize about the impact of the European Union on import and export policies. This should lead to a class discussion about the changes in Europe’s economy since the creation of the European Union.

### Sample Assessments

#### General Guidelines

- Students should be monitored throughout their work on all activities via teacher observation, class discussion, report writing, group discussion, and other work generated by students during classroom activities.
- Teachers will use a variety of performance assessments to determine student understanding.
- Teachers will select assessments consistent with the type of product that results from the student activity. Use a variety of performance assessments to determine student comprehension consistent with the type of products resulting from the selected student activities.
- Teacher-created, comprehensive unit exams assessing the GLEs should be created consisting of the following:
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<tr>
<th>Vocabulary Term</th>
<th>+</th>
<th>√</th>
<th>-</th>
<th>Explanation</th>
<th>Example/Sketch</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developed Country</td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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General Assessments

- Have students apply the five themes of geography to Europe.
- Have students demonstrate map skills by constructing, analyzing, or creating maps of physical regions, political sections, and major pathways in Europe. The maps will be evaluated on the use of the specific criteria that the students are required to label on their maps and in the legend.
- Have students analyze historical maps of Europe to determine the impact of geography on European history.

Activity-Specific Assessments

- **Activity 2:** Students will use maps of Europe to correctly identify time zones and distances between cities. Students must also determine the correct time it takes to travel between these locations.

- **Activity 4:** Students will write an essay to explain the impact of the items on their top ten list to interregional communication.

- **Activity 6:** Students will define vocabulary terms that deal with economies and apply them correctly to European countries.
World Geography
Unit 5: Russia and Northern Eurasia

Time Frame: Approximately three weeks

Unit Description
This unit focuses on the physical and human geography of Russia and Northern Eurasia. The location of major landforms, their impact on economic activities, ethnic diversity, and environmental issues will be studied through the lens of Russian and Northern Eurasia.

Student Understanding
Students understand that the physical and human features of Russia and Northern Eurasia have impacted their history. Students understand that landforms can impact economic activities in both positive and negative ways. Students understand that the history of the region has led to ethnic diversity and migration. Students will understand the environmental challenges facing the people in Russia and Northern Eurasia.

Guiding Questions
1. Can students apply the five themes of geography to Russia and Northern Eurasia?
2. Can students construct a graph to display geographic information?
3. Can students analyze strategies to deal with environmental challenges in Russia and Northern Eurasia?
4. Can students describe how environmental challenges are posed by the physical environment or the impact of natural processes?
5. Can students compare, contrast, and analyze the distribution, growth rates, and other demographic characteristics of human populations in various countries or regions in Russia and Northern Eurasia?
6. Can students identify the distribution of economic systems in Russia and Northern Eurasia?
7. Can students analyze regional issues associated with territory and resources?
# Unit 5: Grade-Level Expectations (GLEs)

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<td>6.</td>
<td>Construct a chart, diagram, graph, or graphic organizer to display geographic information (G-1A-H1)</td>
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<td><strong>Places and Regions</strong></td>
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<tr>
<td>9.</td>
<td>Identify and analyze the distinguishing physical or human characteristics of a given place (e.g., landforms, precipitation, ecosystems, settlement patterns, economic activities) (G-1B-H1)</td>
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<tr>
<td>10.</td>
<td>Evaluate how location, topography, climate, natural resources, and other physical characteristics affect human activities (e.g., cultural diversity, migration, physical features, historical events, plantation, subsistence farming) or the significance of a place (G-1B-H1)</td>
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<tr>
<td>25.</td>
<td>Compare and contrast past and present trends in human migration (G-1C-H2)</td>
</tr>
<tr>
<td>26.</td>
<td>Assess the role of environmental changes, economic scarcity, conflict, political developments, cultural factors, and prosperity in human migration (e.g., escape from persecution or famine, migration to the suburbs) (G-1C-H2)</td>
</tr>
<tr>
<td>28.</td>
<td>Compare, contrast, and analyze the distribution, growth rates, and other demographic characteristics of human populations in various countries or regions (G-1C-H3)</td>
</tr>
<tr>
<td>31.</td>
<td>Compare the role that culture plays in incidents of cooperation and conflict in the present day world (G-1C-H4)</td>
</tr>
<tr>
<td>32.</td>
<td>Analyze how certain cultural characteristics can link or divide regions (e.g., language, religion, demography) (G-1C-H4)</td>
</tr>
<tr>
<td>33.</td>
<td>Identify the geographical distribution of the different economic systems (market, command, traditional, and mixed) (G-1C-H5)</td>
</tr>
<tr>
<td>34.</td>
<td>Distinguish between developed and developing countries, including the standard of living in these nations, GDP, and per capita income (G-1C-H5)</td>
</tr>
<tr>
<td>36.</td>
<td>Analyze the role of differing points of view and national self-interest in disputes over territory and resources (e.g., oil, water, boundaries) (G-1C-H6)</td>
</tr>
</tbody>
</table>
37. Analyze regional issues and alliances in terms of common interests related to territory and resources (e.g., oil, water, boundaries) (G-1C-H6)

**Environment and Society**

44. Analyze the relationship between a country’s standard of living and its locally accessible natural resources (e.g., the effects of oil or natural gas reserves in a region) (G-1D-H3)

46. Assess the role of government in preserving natural resources and protecting the physical environment (G-1D-H4)

47. Evaluate the effectiveness of policies and programs related to conservation and use of natural resources (G-1D-H4)

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**Sample Activities**

**Activity 1: Mapping Russia and Northern Eurasia (GLEs: 1, 9, 10, 11, 15, 28)**

Materials List: outline, physical, political, climate, vegetation, and land use maps on Russia and Northern Eurasia; Climate and Vegetation BLM

Students will complete an outline map of Russia and Northern Eurasia. Outline maps can be found at [http://www.eduplace.com/ss/maps/](http://www.eduplace.com/ss/maps/). Students will label all countries (Armenia, Azerbaijan, Belarus, Georgia, Kazakhstan, Kyrgyzstan, Moldova, Russia, Tajikistan, Turkmenistan, Ukraine, and Uzbekistan), islands (Novaya Zemlya, North Land, New Siberian Islands, Kuril Islands, Sakhalin Island), and the region of Siberia. This should be done by using a political map of Russia and Northern Eurasia. Also, locate and label the following landforms and waterways on a physical map of Russia and Eurasia and put them on the outline map:

- Ural Mountains
- Caucasus Mountains
- Sayan Mountains
- Yablonovyy Range
- Stanovoy Mountains
- Kolyma Mountains
- Carpathian Mountains
- Mount Elbus
- Volga River
- Dnieper River
- Don River
- Ob River
- Yenisey River
- Lena River
- Caspian Sea
- Black Sea
- Lake Baikal
Students should examine climate, vegetation, and land use maps of Russia and Northern Eurasia. These maps can be found at the following links:

- [http://maps.howstuffworks.com/asia-vegetation-map.htm](http://maps.howstuffworks.com/asia-vegetation-map.htm)
- [http://maps.howstuffworks.com/asia-climate-map.htm](http://maps.howstuffworks.com/asia-climate-map.htm)
- [http://encarta.msn.com/media_461533458/asia_climate_map.html](http://encarta.msn.com/media_461533458/asia_climate_map.html)
- [http://maps.howstuffworks.com/asia-land-use-resources-map.htm](http://maps.howstuffworks.com/asia-land-use-resources-map.htm)

Based on these maps, students will create a graphic organizer (view literacy strategy descriptions) about the climate and vegetation regions found in this area. The Climate and Vegetation BLM (see this BLM and the sample below) will allow students to determine the impact of climate and vegetation on economic activities. Students may look at the maps as they complete the graphic organizer.

<table>
<thead>
<tr>
<th>Climate Region</th>
<th>Location of Climate Region</th>
<th>Type of Natural Vegetation</th>
<th>Major Economic Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

After all students have had the chance to complete the Climate and Vegetation BLM, discuss the answers as a class. Then, have students hypothesize about the impact of climate on population density. Also, hypothesize about the impact of climate on the growth rate in each climate region. In a teacher-led discussion, these hypotheses should be discussed and misconceptions corrected.
Activity 2: Cultural Characteristics (GLEs: 6, 9, 15)

Materials List: Religion Pie Graph BLM, colored pencils

Present information about the ethnic groups found in Russia and Northern Eurasia. This should include the major religions and languages practiced or spoken by these ethnic groups.

Students will then use the data found in the Religion Pie Graph BLM to create a pie graph of the major religions found in Russia and Northern Eurasia. Students should color each section of their graph a different color. Then, the teacher should lead a discussion about the diversity or lack of diversity in these countries. Have students brainstorm ways this diversity or lack of diversity may have caused conflict and/or cooperation in this region. These answers should be recorded in the student’s learning logs.

Activity 3: Economies of Russia and Northern Eurasia (GLEs: 33, 34, 36, 37, 44)

Materials List: fake money, encyclopedias, world fact book, Internet (optional), white elephant gift

Divide the class into pairs. Each pair will be given one country from this unit to research. Each team will research and record: standard of living, quality of life (life expectancy and health), natural resources, exports and per capita income. Each student will be responsible for bringing a “white elephant” gift (the teacher should set a maximum value for the gift) that represents their assigned country. These gifts will be used in an auction-like activity. For every $100 of per capita income in the students’ assigned country, they will receive $1 in fake money (the teacher can make this or use some from an old board game) to spend at the auction. A group may earn additional money by selling products (may only sell one item for every $500 of per capita income) closely associated with a chief export (example: if lumber is a major export the selling of paper products is permitted). In a random order, each group will present information about their assigned country and auction items. After all groups have presented their information and had a chance to buy and sell in the auction, the class will answer the following questions.

1. How do poor nations fare in economic competition with their wealthier neighbors?
2. How can nations with limited natural resources compete with surrounding countries with more resources?
3. Can a nation with little natural resource wealth use other means to make itself prosper? Explain your answer.
4. Has disparity in wealth ever led to open conflict between two nations? Give examples.
Activity 4: Rise and Fall of the Soviet Union (GLEs: 12, 13, 31, 32, 37)

Materials List: encyclopedias, poster board, markers, Rise and Fall of the Soviet Union Split-page Notetaking BLM, Internet (optional)

Divide the class into groups of three or four. Randomly assign each group an aspect of the history of the Soviet Union to research (the formation of the Soviet Union, economic policies, important leaders, culture, role in the Cold War, fall of the Soviet Union). Tell the students that they will be called on randomly in groups to come to the front of the room to be professor know-it-all (view literacy strategy descriptions) and present the information on their assigned topics. Each group should prepare several questions to ask the class to assess the other students’ knowledge of the information presented. The professor know-it-all should also be prepared to answer the questions they generated along with questions from the class that they will be called upon to answer. Each group will become the experts on the topics they research. The teacher will be the facilitator in this activity and monitor all presentations and class discussions for accuracy. Allow each group ample time to research their topics. When the research is complete, distribute the poster board so students can write down the most important information from their research and use it as a visual display during their presentations. Groups will be given the Rise and Fall of the Soviet Union Split-page Notetaking (view literacy strategy descriptions) BLM (see this BLM and the sample below) so they can take notes on the important aspects of each group’s presentation.

<table>
<thead>
<tr>
<th>Topic: Rise and Fall of the Soviet Union</th>
<th>Time period: ___________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>When was the Soviet Union created and by whom?</td>
<td></td>
</tr>
<tr>
<td>Why was the Soviet Union created?</td>
<td></td>
</tr>
<tr>
<td>What type of government did it have?</td>
<td></td>
</tr>
<tr>
<td>Describe this type of government.</td>
<td></td>
</tr>
</tbody>
</table>

To add novelty to this strategy, let the “professor know-it-alls” put on a tie, graduation cap and gown, or a lab coat, and use a clipboard or other symbol of professional expertise. Ask students to stand shoulder-to-shoulder during the presentation and invite questions from the other groups after their presentation. The group should huddle as a team to discuss possible answers to the class questions, then return to their positions and give the answers in complete sentences. Each member of the group can state part of the sentence until it is complete or take turns answering the different questions. After they have addressed the class questions, they may ask their prepared questions and elicit answers from the class. Once this process is completed the teacher should call on another team and let them present information on their assigned topic. The entire process should be repeated until all groups have had a chance to present. The teacher should ask any additional questions of each group to ensure that all necessary material is covered. The professor know-it-alls should be held accountable for correct information.
Gather the class back together. Solicit observations from each group and discuss their findings with the class. Compare student findings. Some teacher guidance may be needed.

Students will use their split-page notes page to study by covering information in the right column, then using the prompt in the left column. Students will try to recall the covered information on the right side. Students should also be given time to quiz each other on the information on their split-page notes pages.

**Activity 5: Aral Sea: Disappearing Lake (GLEs: 3, 25, 26, 36, 37, 46, 47)**

Materials List: map of the Aral Sea, pictures (past and present) of the Aral Sea, map of Asia, Internet (optional)

The teacher will provide students with laminated or paper maps as well as past and present pictures of the Aral Sea. Information and pictures can be found at the following links:

- [http://news.bbc.co.uk/1/hi/world/asia-pacific/678898.stm](http://news.bbc.co.uk/1/hi/world/asia-pacific/678898.stm)
- [http://earthshots.usgs.gov/Aral/Aral](http://earthshots.usgs.gov/Aral/Aral)

Students will determine how human populations, were/are affected by the Aral Sea in the past, present, and future. Students will emphasize how government interventions affect certain environmental and social changes in each region. Students will be able to explain how valuable water sources are to other parts of the world. Using the maps and pictures of the Aral Sea:

- Divide the class into groups of four and give each a map of Asia that includes the Aral Sea.
- Groups will conduct research into the human living conditions around the Aral Sea, using their textbooks, Internet, or other resource materials.
- Students will use their maps and pictures to analyze the effects on humans and governments in the area of the Aral Sea (e.g., land formation, water availability, crops, and migration).
- Using before and after pictures of the Aral Sea, the students will organize an oral presentation on the reasons for the devastating effects this water resource has had on the human populations in these areas.
- After all the presentations, use the brainstorming strategy ([view literacy strategy descriptions](#)) to compare the results of their research (e.g., the changes that impacted human populations) about the Aral Sea. The teacher will guide this activity.

Have students write a brief journal entry expressing their opinions about the reasons for the devastating effects these water resources have had on the human populations in these areas.
Sample Assessments

General Guidelines

- Students should be monitored throughout their work on all activities via teacher observation, class discussion, report writing, group discussion, and other work generated by students during classroom activities.
- Teachers will use a variety of performance assessments to determine student understanding.
- Teachers will select assessments consistent with the type of product that results from the student activity. Use a variety of performance assessments to determine student comprehension consistent with the type of products resulting from the selected student activities.
- Teacher-created, comprehensive unit exams assessing the GLEs should be created consisting of the following:
  - a variety of formats for objective, convergent test items
  - depth of knowledge at various stages of Bloom’s taxonomy
  - LEAP-like constructed response items
  - open-ended response items requiring supporting evidence
  - test items aligned to the verbiage of the GLEs.

General Assessments

- Have students demonstrate map skills by constructing, analyzing, or creating maps of physical regions, political sections, and major pathways in Russia and Eurasia. The maps will be evaluated on the use of the specific criteria that the students are required to label on their maps and in the legend.
- Have students construct a graphic to display geographic information and explain the information presented in the graphic.
- Have students analyze the impact of natural resources on Russia or a Northern Eurasia country’s standard of living.

Activity-Specific Assessments

- Activity 2: The students will construct a pie/circle graph to examine the religious diversity in Russia and Northern Eurasia.
- Activity 4: The students will create a poster to display information about an assigned time period during the Soviet Union’s history.
- Activity 5: The students will explain the value of Aral Sea water resources to countries in Northern Eurasia.
World Geography
Unit 6: Middle East and North Africa

Time Frame: Approximately three weeks

Unit Description

This unit focuses on the physical and human geography of the Middle East and North Africa. An examination of the location of natural resources and their impact on economic activities is included. Ethnic conflict and environmental issues in the Middle East and North Africa regions are also explored.

Student Understanding

Students understand that the physical and human features of the Middle East and North Africa have impacted their history. Students understand that natural resources can impact economic activities and cause cooperation and conflict. Students understand that the history of the region has led to ethnic diversity and conflict. Students will understand the environmental challenges facing the people the Middle East and North Africa.

Guiding Questions

1. Can students apply the five themes of geography to the Middle East and North Africa?
2. Can students analyze strategies to deal with environmental challenges in the Middle East and North Africa?
3. Can students compare, contrast, and analyze the distribution, growth rates, and other demographic characteristics of human populations in various countries or regions in the Middle East and North Africa?
4. Can students identify the distribution of natural resources in the Middle East and North Africa?
5. Can students analyze regional issues associated with territory and resources in the Middle East and North Africa?
6. Can students draw conclusions about the Middle East and North Africa based on its geographic and physical features?
7. Can students compare the role of culture in conflict and cooperation in the Middle East and North Africa?
### Unit 6: Grade-Level Expectations (GLEs)

<table>
<thead>
<tr>
<th>GLE #</th>
<th>GLE Text and Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The World in Spatial Terms</strong></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Identify, explain, and apply the five themes of geography (G-1A-H1)</td>
</tr>
<tr>
<td>3.</td>
<td>Analyze or interpret a map to locate geographic information, using a variety of map elements (e.g., compass rose, symbols, distance scales, time zones, latitude, longitude) (G-1A-H1)</td>
</tr>
<tr>
<td>6.</td>
<td>Construct a chart, diagram, graph, or graphic organizer to display geographic information (G-1A-H1)</td>
</tr>
<tr>
<td><strong>Places and Regions</strong></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Identify and analyze the distinguishing physical or human characteristics of a given place (e.g., landforms, precipitation, ecosystems, settlement patterns, economic activities) (G-1B-H1)</td>
</tr>
<tr>
<td>10.</td>
<td>Evaluate how location, topography, climate, natural resources, and other physical characteristics affect human activities (e.g., cultural diversity, migration, physical features, historical events, plantation, subsistence farming) or the significance of a place (G-1B-H1)</td>
</tr>
<tr>
<td>11.</td>
<td>Draw conclusions about a place or area from its geographic or physical features (G-1B-H1)</td>
</tr>
<tr>
<td>12.</td>
<td>Explain how topography, climate, soil, vegetation, and natural resources shape the history of a region (G-1B-H2)</td>
</tr>
<tr>
<td>13.</td>
<td>Explain how location, physical features, and human characteristics of places influenced historical events (e.g., World War II, Cuban Missile Crisis, Vietnam, Middle East conflicts) (G-1B-H2)</td>
</tr>
<tr>
<td>14.</td>
<td>Explain ways in which regional systems are interconnected (e.g., interstate transportation and trade, interconnecting rivers and canals) (G-1B-H2)</td>
</tr>
<tr>
<td>15.</td>
<td>Analyze world regions in terms of given characteristics (e.g., population density, natural resources, economic activities, demography) (G-1B-H3)</td>
</tr>
<tr>
<td>19.</td>
<td>Describe how physical and cultural characteristics give definition to a place or region (e.g., New South, Jerusalem) (G-1B-H4)</td>
</tr>
<tr>
<td><strong>Physical and Human Systems</strong></td>
<td></td>
</tr>
<tr>
<td>26.</td>
<td>Assess the role of environmental changes, economic scarcity, conflict, political developments, cultural factors, and prosperity in human migration (e.g., escape from persecution or famine, migration to the suburbs) (G-1C-H2)</td>
</tr>
<tr>
<td>28.</td>
<td>Compare, contrast, and analyze the distribution, growth rates, and other demographic characteristics of human populations in various countries or regions (G-1C-H3)</td>
</tr>
<tr>
<td>29.</td>
<td>Analyze the current and future impact of population growth on the world (e.g., natural resources, food supply, standard of living) (G-1C-H3)</td>
</tr>
<tr>
<td>31.</td>
<td>Compare the role that culture plays in incidents of cooperation and conflict in the present day world (G-1C-H4)</td>
</tr>
<tr>
<td>32.</td>
<td>Analyze how certain cultural characteristics can link or divide regions (e.g., language, religion, demography) (G-1C-H4)</td>
</tr>
<tr>
<td></td>
<td>Analyze the role of differing points of view and national self-interest in disputes over territory and resources (e.g., oil, water, boundaries) (G-1C-H6)</td>
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<tr>
<td>---</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>37.</td>
<td>Analyze regional issues and alliances in terms of common interests related to territory and resources (e.g., oil, water, boundaries) (G-1C-H6)</td>
</tr>
</tbody>
</table>

**Environment and Society**

<table>
<thead>
<tr>
<th></th>
<th>Assess the ways in which unequal distribution of natural resources has led to exploration, colonization, and conflict (G-1D-H3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>42.</td>
<td>Analyze world or regional distribution of natural resources in terms of import need and export capacity (G-1D-H3)</td>
</tr>
<tr>
<td>43.</td>
<td>Analyze the relationship between a country’s standard of living and its locally accessible natural resources (e.g., the effects of oil or natural gas reserves in a region) (G-1D-H3)</td>
</tr>
<tr>
<td>44.</td>
<td>Describe the impact of the scarcity of natural resources (e.g., water shortage) or pollution (e.g., air, water) (G-1D-H3)</td>
</tr>
<tr>
<td>45.</td>
<td>Assess the role of government in preserving natural resources and protecting the physical environment (G-1D-H4)</td>
</tr>
<tr>
<td>46.</td>
<td>Evaluate the effectiveness of policies and programs related to conservation and use of natural resources (G-1D-H4)</td>
</tr>
</tbody>
</table>

**Sample Activities**

**Activity 1: Mapping the Middle East and North Africa (GLEs: 1, 3, 9, 10, 11, 15, 44)**

Materials List: outline, physical, political, and land use maps on the Middle East and North Africa; encyclopedias; Internet access; world fact books; posters or chart paper; markers; Economy Poster BLM

Students will complete an outline map of the Middle East and North Africa. An outline map can be found at [http://www.harpercollege.edu/mhealy/g101t/studygd/unit2/nafswas/nwclosed.gif](http://www.harpercollege.edu/mhealy/g101t/studygd/unit2/nafswas/nwclosed.gif). The students will label all countries in this region (Western Sahara, Morocco, Algeria, Tunisia, Libya, Egypt, Afghanistan, Iran, Iraq, Kuwait, Syria, Lebanon, Bahrain, Cyprus, Israel, Jordan, Oman, Qatar, Saudi Arabia, Turkey, Yemen, United Arab Emirates) . This should be done using a political map of the Middle East and North Africa which can be found at [http://looklex.com/e.o/atlas/fg.htm](http://looklex.com/e.o/atlas/fg.htm). Locate the West Bank which serves as the Palestinian homeland, although it is not a completely independent country, yet. Also, locate and label the following landforms and waterways on a physical map of the Middle East and North Africa ([http://www.geographicguide.net/africa/physical-map.htm](http://www.geographicguide.net/africa/physical-map.htm)) and put them on the outline map:

- Arabian Peninsula
- Rub Al-Khali
- An Nafud
- Syrian Desert
- Hindu Kush
- Kopet-Dag
- Sahara Desert
- Arabian Desert
- Libyan Desert
- Dasht-E-Kavir (Great Salt Desert)
- Atlas Mountains
- Ahaggar Mountains
- Taurus Mountains
- Pontic Mountains
- Zagros Mountains
- Elburz Mountains
- Plateau of Iran
- Anatolian Plateau
- Tigris River
- Euphrates River
- Nile River
- Jordan River
- Mediterranean Sea
- Black Sea
- Caspian Sea
- Persian Gulf
- Gulf of Oman
- Arabian Sea
- Gulf of Aden
- Red Sea
- Dead Sea
- Suez Canal
- Gulf of Aqaba
- Strait of Gibraltar
- Gulf of Suez
- Gulf of Sidra
- Canary Islands
- Madeira Islands

Present information about the economic activities of the Middle East and North Africa. Then, using the land use map, have students illustrate the outline map of the Middle East and North Africa with drawings of economic activities. Students should also illustrate the outline map with drawings of the major natural resources found in the region using the natural resource map which can be found at http://www.nationalgeographic.com/iraq/map_midEastNR.html and http://media.maps.com/magellan/images/worldmineral.gif. Students should make a key on their maps to show what each drawing represents.
Divide students into groups and assign each group a country in the Middle East and North Africa. Students will do research using encyclopedias, Internet, textbooks, or world fact books and find the per capita income, GDP, standard of living, and quality of life in their assigned country. Students should also research the type of economy, major economic activities, and the major exports of their assigned country. Students should be sure to include the effects of oil and natural gas reserves on the economies and standard of living in their assigned country.

Have the students construct a graphic organizer (view literacy strategy descriptions) in which they record the information they find concerning their assigned country on a poster (see the Economy Poster BLM and the sample below).

<table>
<thead>
<tr>
<th>Country:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of economy:</td>
</tr>
<tr>
<td>Per capita income:</td>
</tr>
<tr>
<td>GDP:</td>
</tr>
<tr>
<td>Standard of living</td>
</tr>
</tbody>
</table>

Each group will share its information with the class and then display its posters in the classroom. During the presentations, students will check their outline map and make sure it has the correct economic activities and natural resources for each country. After all groups have presented their information, the teacher should lead the class in a discussion about the relationship between natural resources and the standard of living in a country.

**Activity 2: Predicting Human Activity from Place: Physical Geography and Human History (GLEs: 11, 12, 13, 19, 31, 37)**

Materials List: encyclopedias, world fact book, historical atlas, Internet (optional), slideshow (optional), Split-page Notetaking Guide BLM

Geography has a profound effect on the history of a place. Discuss the early civilizations of Egypt, Israel, and Sumer, and the three major religions (Christianity, Islam, and Judaism) that started in the Middle East. This can be done via notes or a slideshow. Students should brainstorm (view literacy strategy descriptions) answers to the following and write the answers in their learning logs (view literacy strategy descriptions):

- How does geography impact the history of a place?
- How and why does culture play a role in cooperation and conflict in the region?
- Why is Jerusalem so important to both the Arabs and the Jews?
- Why is culture a barrier between Israelis and the Palestinians?
- How have the different sects of the Islamic religion impacted the region?
- How do physical characteristics define Jerusalem?
- How do cultural characteristics define Jerusalem?
Provide a historical atlas to students and ask them to identify and describe regions within the Middle East and North Africa defined by cultural characteristics (e.g., religion and language) and by natural resources (oil).

Divide the class into small groups, assign each a country in the region, and ask the students to describe the people who live there (ethnic groups, languages), the country’s economic activities, and religious practices. The students may use textbooks, encyclopedias, world fact books, or the Internet to find this information. Then, have students describe how topography, climate, soil, vegetation, and natural resources have shaped the way people live in their assigned country. Next, students will use a historical atlas to compare past and present maps of their assigned country. The groups will research the reasons why the borders have changed and what makes the disputed area valuable both politically and culturally. The group should also determine historical conflicts their country was involved in and the causes of these conflicts. Each group will present their findings to the class. As each group presents, the other groups will complete a split-page notetaking (view literacy strategy descriptions) guide (see the Split-Page Notetaking Guide BLM and the sample below).

<table>
<thead>
<tr>
<th>Topic: Describe characteristics of the country’s population</th>
<th>Country: ______________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the main economic activities in the country?</td>
<td></td>
</tr>
</tbody>
</table>

Students will use their split-page note page to study from by covering information in the right column, then using the prompt in the left column. Students will try to recall the covered information on the right side. Students should also be given time to quiz each other on the information on their split-page note pages.

**Activity 3: Conflict in the Distribution of Natural Resources (GLEs: 14, 36, 37, 42, 43, 45, 46, 47)**

Materials List: North Africa and Middle East natural resources map

Review the ideas of exploration, colonization, and imperialism with the students. Discuss how all resources are scarce and how scarcity of any product increases its price in the marketplace. Then, discuss how the presence of oil opened to exploration areas that were desolate. Use the North Africa and Middle East natural resources map when discussing and reviewing these topics. This map can be found at [http://www.nationalgeographic.com/iraq/map_midEastNR.html](http://www.nationalgeographic.com/iraq/map_midEastNR.html), [http://quakeinfo.ucsd.edu/~gabi/sio15/energy/supps/globalmap-oil.jpg](http://quakeinfo.ucsd.edu/~gabi/sio15/energy/supps/globalmap-oil.jpg), and [http://media.maps.com/magellan/images/worldmineral.gif](http://media.maps.com/magellan/images/worldmineral.gif), or possibly in the textbook.

Students will research the politics of the Jordan River in the Middle East and the Nile River in North Africa. In their learning logs, (view literacy strategy descriptions)
students should explain how water resources should be allocated. They should also answer the following questions:

- How much water should be allocated for farming, for urban development, and for recreation?
- Why must the countries surrounding the Jordan River and Nile River share the water?
- Why are the Palestinians and Jordanians disturbed over Israeli control of the Jordan River?
- Why do the Israelis use drip irrigation in farming?
- What impact does the Aswan High Dam have on the Nile River?
- What impact do the Tigris and Euphrates Rivers have on the region?

Activity 4: Culture, Conflict, and Cooperation (GLEs: 26, 31, 32)

Materials List: encyclopedias, historical atlas, Regional Associations/Regional Conflicts BLM, Internet (optional)

In pairs, have students create a timeline of historical events on the Fertile Crescent and surrounding areas (Israel, Iran, Saudi Arabia, Syria, Egypt, Jordan, etc.) to illustrate the movement and settlement of different peoples in the region. This can be done through research using encyclopedias or the Internet, or through the use of a historical atlas. When using a historical atlas, the student should note the changes in the region over time.

Students should brainstorm (view literacy strategy descriptions) how migrations, settlements, and religious movements over time contributed to the modern Palestinian/Israeli conflict. Have students explain how occupant sequence helps to explain the root origins of cultural conflicts. In their learning logs, (view literacy strategy descriptions) students should answer the following:

- Explain how cultural forces divide peoples and create conflict.
- Explain how cultural forces produce cooperation in regional associations.
- List the most powerful cultural characteristics that divide people.
- List the most powerful cultural characteristics that unite people.

Students should use their textbook, encyclopedias, or the Internet to complete the Regional Associations/Regional Conflicts BLM graphic organizer (view literacy strategy descriptions). See this BLM and the sample below.

<table>
<thead>
<tr>
<th>Regional Associations/Regional Conflicts</th>
<th>Cultural Characteristics as Cause</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization of Petroleum Exporting Countries</td>
<td></td>
</tr>
<tr>
<td>League of Arab States</td>
<td></td>
</tr>
</tbody>
</table>

Solicit observations from students and discuss their findings with the class. Compare student findings. Some teacher guidance may be needed.
Activity 5: Population Trends in North Africa and the Middle East (GLEs: 6, 28, 29)


Students will use resources such as the world fact book, encyclopedias, or the Internet to complete the population trends BLM graphic organizer (view literacy strategy descriptions). See this BLM and the sample below. Allow students to work in pairs to complete the chart. Students must use the Rule of 72 to determine the number of years it will take the population to double. See Unit 3, Activity 4 for assistance with the Rule of 72.

<table>
<thead>
<tr>
<th>Country</th>
<th>Total Population</th>
<th>Population Density</th>
<th>Population Growth Rate</th>
<th>Years for Population to Double</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afghanistan</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Algeria</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bahrain</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

After all pairs have completed the chart, gather the class back together. Solicit observations from each group and discuss their findings with the class. Be sure to compare and contrast the total population, population density, and population growth rates of the countries on the BLM. Ask students to explain how population density and population growth rates impact a country. Students should discuss the current impact of each country’s population density and natural resources. Students will then hypothesize about the future impact of population growth on the countries (e.g., natural resources, food supply, etc.). Some teacher guidance may be needed.

Sample Assessments

General Guidelines

- Students should be monitored throughout their work on all activities via teacher observation, class discussion, report writing, group discussion, and other work generated by students during classroom activities.
- Teachers will use a variety of performance assessments to determine student understanding.
- Teachers will select assessments consistent with the type of product that results from the student activity. Use a variety of performance assessments to determine student comprehension consistent with the type of products resulting from the selected student activities.
- Teacher-created, comprehensive unit exams assessing the GLEs should be created consisting of the following:
  - a variety of formats for objective, convergent test items
  - depth of knowledge at various stages of Bloom’s taxonomy
  - LEAP-like constructed response items
o open-ended response items requiring supporting evidence
o test items aligned to the verbiage of the GLEs.

General Assessments

• Have students construct a graphic to display geographic information of the Middle East and North Africa, and explain the information presented in the graphic.
• Have students compare the role that culture plays in incidents of cooperation and conflict in the Middle East and North Africa.
• Have students analyze regional issues and alliances in terms of common interests related to territory and resources in the Middle East and North Africa.

Activity-Specific Assessments

• Activity 1: Have students locate countries and landforms in North Africa and the Middle East. Maps should also depict natural resources and brainstorm economic activities in each area.

• Activity 2: Have students present accurate information to the class about their assigned country in the Middle East and North Africa.

• Activity 4: Have students explain how cultural characteristics can cause conflict and cooperation. Students will use their learning logs to record this information.
Time Frame: Approximately three weeks

Unit Description

This unit focuses on the physical and human geography of Africa south of the Sahara. The location of natural resources, their impact on economic activities, ethnic conflict, and environmental issues are examined in depth.

Student Understanding

Students understand the physical and human features of Africa south of the Sahara. Students understand that various issues can impact economic activities and economic stability. Students understand that ethnic diversity and colonization has led to conflict. Students will understand the social injustices facing the people of Africa south of the Sahara.

Guiding Questions

1. Can students apply the five themes of geography to Africa south of the Sahara?
2. Can students analyze social injustices occurring in Africa south of the Sahara and determine their impact on migration?
3. Can students compare, contrast, and analyze the economic systems and economic problems in Africa south of the Sahara?
4. Can students identify the distribution of climate regions in Africa south of the Sahara?
5. Can students analyze regional issues facing Africa south of the Sahara?
6. Can students identify and analyze the distinguishing physical or human characteristics of Africa south of the Sahara?
7. Can students evaluate how location, topography, climate, natural resources, and/or other physical characteristics affect human activities?
**Unit 7: Grade-Level Expectations (GLEs)**

<table>
<thead>
<tr>
<th>GLE #</th>
<th>GLE Text and Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The World in Spatial Terms</strong></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Identify, explain, and apply the five themes of geography (G-1A-H1)</td>
</tr>
<tr>
<td>2.</td>
<td>Compare and contrast various types of maps (G-1A-H1)</td>
</tr>
<tr>
<td>3.</td>
<td>Analyze or interpret a map to locate geographic information, using a variety of map elements (e.g., compass rose, symbols, distance scales, time zones, latitude, longitude) (G-1A-H1)</td>
</tr>
<tr>
<td>5.</td>
<td>Construct a map based on given narrative information (e.g., location of cities, bodies of water, places of historical significance) (G-1A-H1)</td>
</tr>
<tr>
<td>6.</td>
<td>Construct a chart, diagram, graph, or graphic organizer to display geographic information (G-1A-H1)</td>
</tr>
<tr>
<td>8.</td>
<td>Use maps drawn from memory to answer geographic questions (G-1A-H2)</td>
</tr>
<tr>
<td><strong>Places and Regions</strong></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Identify and analyze the distinguishing physical or human characteristics of a given place (e.g., landforms, precipitation, ecosystems, settlement patterns, economic activities) (G-1B-H1)</td>
</tr>
<tr>
<td>10.</td>
<td>Evaluate how location, topography, climate, natural resources, and other physical characteristics affect human activities (e.g., cultural diversity, migration, physical features, historical events, plantation, subsistence farming) or the significance of a place (G-1B-H1)</td>
</tr>
<tr>
<td>11.</td>
<td>Draw conclusions about a place or area from its geographic or physical features (G-1B-H1)</td>
</tr>
<tr>
<td>12.</td>
<td>Explain how topography, climate, soil, vegetation, and natural resources shape the history of a region (G-1B-H2)</td>
</tr>
<tr>
<td>13.</td>
<td>Explain how location, physical features, and human characteristics of places influenced historical events (e.g., World War II, Cuban Missile Crisis, Vietnam, Middle East conflicts) (G-1B-H2)</td>
</tr>
<tr>
<td>15.</td>
<td>Analyze world regions in terms of given characteristics (e.g., population density, natural resources, economic activities, demography) (G-1B-H3)</td>
</tr>
<tr>
<td><strong>Physical and Human Systems</strong></td>
<td></td>
</tr>
<tr>
<td>26.</td>
<td>Assess the role of environmental changes, economic scarcity, conflict, political developments, cultural factors, and prosperity in human migration (e.g., escape from persecution or famine, migration to the suburbs) (G-1C-H2)</td>
</tr>
<tr>
<td>28.</td>
<td>Compare, contrast, and analyze the distribution, growth rates, and other demographic characteristics of human populations in various countries or regions (G-1C-H3)</td>
</tr>
<tr>
<td>29.</td>
<td>Analyze the current and future impact of population growth on the world (e.g., natural resources, food supply, standard of living) (G-1C-H3)</td>
</tr>
<tr>
<td>31.</td>
<td>Compare the role that culture plays in incidents of cooperation and conflict in the present day world (G-1C-H4)</td>
</tr>
<tr>
<td>32.</td>
<td>Analyze how certain cultural characteristics can link or divide regions (e.g., language, religion, demography) (G-1C-H4)</td>
</tr>
<tr>
<td>36.</td>
<td>Analyze the role of differing points of view and national self-interest in disputes over territory and resources (e.g., oil, water, boundaries) (G-1C-H6)</td>
</tr>
<tr>
<td>37.</td>
<td>Analyze regional issues and alliances in terms of common interests related to territory and resources (e.g., oil, water, boundaries) (G-1C-H6)</td>
</tr>
</tbody>
</table>

**Environment and Society**

| 42. | Assess the ways in which unequal distribution of natural resources has led to exploration, colonization, and conflict (G-1D-H3) |
| 44. | Analyze the relationship between a country’s standard of living and its locally accessible natural resources (e.g., the effects of oil or natural gas reserves in a region) (G-1D-H3) |
| 45. | Describe the impact of the scarcity of natural resources (e.g., water shortage) or pollution (e.g., air, water) (G-1D-H3) |

**Sample Activities**

**Activity 1: Mapping Africa South of the Sahara (GLEs: 1, 6, 9, 10, 11, 15, 28)**

Materials List: outline, physical, political, climate, vegetation, and land use maps on Africa south of the Sahara; Climate and Vegetation BLM

Students will complete an outline map of Africa south of the Sahara. Outline maps can be found at [http://www.eduplace.com/ss/maps/](http://www.eduplace.com/ss/maps/). Students will label all countries in Africa except those covered in unit 6. This should be done by using a political map ([http://www.naturalhistoryonthenet.com/Continents/africa_countries.htm](http://www.naturalhistoryonthenet.com/Continents/africa_countries.htm)) of Africa south of the Sahara. Locate and label the following landforms and waterways on a physical map ([http://www.geographicguide.net/africa/physical-map.htm](http://www.geographicguide.net/africa/physical-map.htm)) and put them on the outline map:

- Sahara Desert
- Kalahari Desert
- Namib Desert
- Sahel
- El Djouf
- Ethiopian Highlands
- Great Rift Valley
- Serengeti Plains
- Drakensberg Mountains
- Mount Kilimanjaro
- Nile River
- Blue Nile River
- White Nile River
- Niger River
- Senegal River
- Congo River
- Zambezi River
- Orange River
- Limpopo or Crocodile River
- Congo Basin
- Lake Chad
- Lake Victoria
- Lake Turkana
- Lake Albert
- Lake Malawi (Lake Nyasa)
- Lake Tanganyika
- Victoria Falls
- Gulf of Guinea
- Mozambique Channel
- Gulf of Aden
- Red Sea
- Atlantic Ocean
- Indian Ocean
- Somali Peninsula
- Seychelles Islands
- Katanga Plateau
- Kenya Highlands
- Cape Guardafui (Gwardafuy)
- Cape of Good Hope
- Cape Agulhas
- Nubian Desert

Students should examine climate, vegetation, and land use maps of Africa south of the Sahara. These maps can be found at the following links:

http://www.naturalhistoryonthenet.com/Continents/images/africaclimate.jpg
http://maps.howstuffworks.com/africa-vegetation-map.htm
http://maps.howstuffworks.com/africa-land-use-resources-map.htm

Based on these maps, students will create a graphic organizer (view literacy strategy descriptions) about the climate and vegetation regions found in this area. The Climate and Vegetation BLM (see this BLM and the sample below) will allow students to determine the impact of climate and vegetation on economic activities. Students may look at the maps as they complete the graphic organizer.

<table>
<thead>
<tr>
<th>Climate Region</th>
<th>Location of Climate Region</th>
<th>Type of Natural Vegetation</th>
<th>Major Economic Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rainforest</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Savannah</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
After all students have had the chance to complete the Climate and Vegetation BLM, discuss the answers as a class. Then, have students hypothesize about the impact of climate on population density. Also, hypothesize about the impact of climate on the growth rate in each climate region. In a teacher-led discussion, these hypotheses should be discussed and misconceptions corrected.

**Activity 2: African Safari (GLEs: 2, 3)**

**Materials List:** outline maps of Africa; population density, economic activity, natural resources, climate, vegetation, precipitation, physical, and political maps of Africa

Have students work in pairs to complete an African safari project. Provide students with an outline map of Africa (http://www.eduplace.com/ss/maps/) that students can write on. Also provide students with copies of population density, natural resources, climate, vegetation, precipitation, physical and political maps of Africa. Have students use these maps to complete the following concerning their map:

- Draw lines to mark the equator and the Prime Meridian. Is more of Africa in the southern hemisphere or northern hemisphere? (northern hemisphere) Is more of Africa in the eastern or western hemisphere? (eastern hemisphere)
- Draw an X at 0 degrees north/south and 0 degrees east/west. What ocean surrounds you at this place? (Atlantic Ocean) What is the name of the nearest non-ocean body of water? (Gulf of Guinea)
- From the spot marked X, go due east for 475 miles, mark a dot, and connect the dot with the X. What country is nearest to that spot? (Sao Tome and Principe)
- Mark a dot at 10 degrees north, 20 degrees east and connect to the dot you marked in Step 3. How many people per square mile live in this area? (Approximately 25 people per square mile) What direction did you travel from the dot in step 3 to get there? (East)
- Go southeast until you reach Lake Victoria and draw an X in the center of the lake. What is the elevation of the coastline around the lake? (about 500 meters)
- Label the Tropic of Cancer and Tropic of Capricorn on your map. Where is the majority of Africa’s population found? (along the Nile River, Niger River, Lake Victoria, and Lake Tanganyika) Are these areas mainly in the tropics? (Other than the Nile River delta, yes they are)

Students may use several thematic maps (e.g., population density, economic activity, resources, climate, precipitation, vegetation, and physical and political) to provide them with information to answer the following questions in their learning logs (view literacy strategy descriptions):

- How much rainfall does the southern tip of the continent typically get each year? (25-50 inches)
- What is the coldest area on the continent? *(Highland areas of the Great Rift Valley)*
- What is the highest point on the continent? *(Mount Kilimanjaro)*
- Describe the natural resources of a particular region on the continent. *(North- oil and natural gas; west coast- minerals, oil; southern- diamonds, uranium, silver, gold, minerals, coal; east coast- minerals, silver, coal)*
- What are the major economic activities in Cape Town, South Africa, and Cairo, Egypt? *(Cape Town- manufacturing; Cairo- commercial farming and manufacturing)*

**Activity 3: Five Themes of an African Country (GLEs: 1, 3, 5, 8, 9, 10, 12, 13)**

**Materials List:** poster board, colored pencils, encyclopedias, Internet (optional)

Assign students a specific country in Africa south of the Sahara to research. The research project should include a written report, a visual (poster), and a presentation. This research can be done using textbooks, encyclopedias, or Internet. Students should draw an outline map of their country on a large sheet of paper or on a small poster board. Each of the five themes of geography should be represented in the sketch.

- Students will identify the five themes of geography with symbols (e.g., L for location, P for place, M for movement, H-E for human-environment interaction, and R for region).
- The symbols will be used when sketches are created inside a country’s borders.
- Students will sketch important aspects of their country (e.g., famous rivers, unusual food, climate, monuments, or even natural wonders).
- The sketches should be colorful for clear emphasis of the themes (color them after sketching in pencil).
- The outline map should contain appropriate map symbols (e.g., legend, compass rose).
- Students will present their project to the class and explain the themes presented on their maps.

The written report should provide information on the following specific elements:

- Location (continent, region, latitude)
- Physical (major rivers, mountains)
- Cultural (religion, language, dress, foods, architecture)
- Economic (per capita income, major imports and exports, or economic activity)
- Natural (resources such as wildlife, minerals, and vegetation)

Students should explain briefly the specific elements and provide a personal commentary on the importance of the country to the region and the world. Personal commentary must be backed up by factual information, not just opinion, and should include the historical
significance of geography to the development of the country. Students should present their research to the class.

Activity 4: Past and Present Injustices in Africa (GLEs: 26, 31, 32, 36, 37)

Materials List: slideshow (optional), poster board, encyclopedia, Internet (optional), Split-page Notetaking BLM

Provide the students with information about injustices in Africa through discussion, notes, or a slideshow. Divide the class into groups of three or four. Assign each group an injustice or an area of injustice in Africa south of the Sahara (e.g., slavery, genocide, colonial exploitation, Darfur, Rwanda, Ethiopia, Somalia, South African apartheid). Students should focus on identifying past and current injustices and describing the causes and the impact of these injustices. Tell the students that they will be called on randomly by group to come to the front of the room to be professor know-it-alls (view literacy strategy descriptions) and present the information on their assigned topics. Each group should prepare several questions to ask the class to assess the other students’ knowledge of the information presented. The professor know-it-alls should also be prepared to answer the questions they generated along with questions from the class that they will be called upon to answer. Each group will become the experts on the topics they research. The teacher will be the facilitator in this activity and monitor all presentations and class discussions for accuracy. Allow each group ample time to research their topics. When the research is complete, distribute the poster board so students can write down the most important information from their research and use it as a visual display during their presentations. Groups will use split-page notetaking (view literacy strategy descriptions) so they can take notes on the important aspects of each group’s presentation. Distribute the Split-page Notetaking BLM to students (see this BLM and the sample below).

<table>
<thead>
<tr>
<th>Topic:</th>
<th>Time period:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What injustice was/is occurring?</td>
<td></td>
</tr>
<tr>
<td>Why was/is this injustice happening?</td>
<td></td>
</tr>
<tr>
<td>How did/does the injustice impact population?</td>
<td></td>
</tr>
</tbody>
</table>

To add novelty to this strategy, let the “professor know-it-alls” put on a tie, graduation cap and gown, or a lab coat, or use a clipboard or other symbol of professional expertise. Ask the students to stand shoulder-to-shoulder during the presentation and invite questions from the other groups after their presentation. The group should huddle as a team to discuss possible answers to the class questions, then return to their positions and give the answers in complete sentences. Each member of the group can state part of the sentence until it is complete or take turns answering the different questions. After they have addressed the class questions, they may ask their prepared questions and elicit answers from the class. Once this process is completed the teacher should call on another team and let them present information on their assigned topic. The entire process should be repeated until all groups have had a chance to present. The teacher should ask any
additional questions of each group to ensure that all necessary material is covered. The professor know-it-alls should be held accountable for correct information.

Gather the class back together. Solicit observations from each group and discuss their findings with the class. Compare student findings. Some teacher guidance may be needed.

Students will use their split-page notes page to study by covering information in the right column, then using the prompt in the left column. Students will try to recall the covered information on the right side. Students should also be given time to quiz each other on the information on their split-page notes pages.

Activity 5: African Economic Systems and Issues (GLEs: 42, 44, 45)

Materials List: slideshow (optional)

Review the types of economic systems found in Africa south of the Sahara via notes. Students should then brainstorm (view literacy strategy descriptions) issues that may impact the economic development of Africa South of the Sahara (e.g., education levels, lack of infrastructure, unstable governments, civil war, flooding, drought). This should be written in the student’s learning logs (view literacy strategy descriptions). As a class, discuss how these issues impact various countries and hypothesize about solutions to these problems. Be sure to discuss the exploration and colonization of Africa. Students should then reflect on their learning log answers and make changes based on the new information learned.

Students will write a sample letter to the United Nations from an African country of their choice. In this letter, the student should detail the issues faced by their chosen country as well as ways the United Nations could help solve these problems.

Activity 6: Problems Facing Africa (GLEs: 28, 29, 45)

Materials List: overhead projector (optional), Anticipation Guide BLM, Lake Chad article, AIDS article, population growth article, Internet

Each student should create a list of the major problems facing Africa south of the Sahara. Then, the class should share their lists. As a problem is stated, it should be added to a list on the board or overhead projector. The class should then discuss why each item on the list is a major problem in Africa South of the Sahara.

Students should then be given an Anticipation Guide BLM (view literacy strategy descriptions) and should answer each question in their learning logs (view literacy strategy descriptions). See the Anticipation Guide BLM and the sample below.
Anticipation Guide
“Slow Death of Africa’s Lake Chad” © 2006

Complete this exercise individually. Read each statement below. Indicate in the blanks provided whether the statements are True or False.

1. Global warming is the only cause of the shrinking in Lake Chad.

Students should then read articles about:
the disappearance of Lake Chad
http://news.bbc.co.uk/2/hi/africa/4906692.stm,
increasing levels of AIDS
http://news.bbc.co.uk/hi/english/static/in_depth/africa/2000/aids_in_africa/overview.stm,
and reasons for population growth

After reading the articles, students will refer back to their anticipation guides to see if their opinions have changed. The information contained in the articles should be discussed as a class.

Sample Assessments

General Guidelines

- Students should be monitored throughout their work on all activities via teacher observation, class discussion, report writing, group discussion, and other work generated by students during classroom activities.
- Teachers will use a variety of performance assessments to determine student understanding.
- Teachers will select assessments consistent with the type of product that results from the student activity. Use a variety of performance assessments to determine student comprehension consistent with the type of products resulting from the selected student activities.
- Teacher-created, comprehensive unit exams assessing the GLEs should be created consisting of the following:
  - a variety of formats for objective, convergent test items
  - depth of knowledge at various stages of Bloom’s taxonomy
  - LEAP-like constructed response items
  - open-ended response items requiring supporting evidence
  - test items aligned to the verbiage of the GLEs.
General Assessments

- Have the students construct an accurate map of Africa south of the Sahara.
- Have students compare economic systems found in Africa south of the Sahara.
- Have students analyze the causes and consequences of injustices in Africa south of the Sahara.

Activity-Specific Assessments

- **Activity 1:** Have students locate countries and landforms in Africa south of the Sahara.

- **Activity 3:** Have students present accurate information to the class about a country located in Africa south of the Sahara.

- **Activity 5:** Have students write a letter to the United Nations asking for aid for an African country. The letter must detail some of the problems found in that country and offer possible solutions.
World Geography
Unit 8: South Asia

Time Frame: Approximately three weeks

Unit Description

The focus of this unit is the physical and human characteristics of South Asia and how these characteristics relate to overpopulation and internal conflicts. The unit will also focus on natural processes that impact South Asia.

Student Understanding

Students understand how various human activities and physical features of South Asian countries have affected their history. Students focus on economic topics like the distribution of natural resources throughout the area, standards of living, trade agreements and environmental issues facing South Asia.

Guiding Questions

1. Can students analyze or interpret a map of South Asia to locate geographic information using a variety of map elements?
2. Can students analyze regional issues and alliances in terms of common interests related to territory and resources in South Asia?
3. Can students compare and contrast the impact of population density in South Asia?
4. Can students explain how location, physical features, and human characteristics of places influenced historical events in South Asia?
5. Can students examine the impact of physical processes on South Asia?

Unit 8: Grade-Level Expectations (GLEs)

<table>
<thead>
<tr>
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</tr>
<tr>
<td>6.</td>
<td>Construct a chart, diagram, graph, or graphic organizer to display geographic information (G-1A-H1)</td>
</tr>
<tr>
<td></td>
<td>Analyze, interpret, and use information in charts, diagrams, and graphs to explain geographic issues (G-1A-H1)</td>
</tr>
<tr>
<td>---</td>
<td>------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td><strong>Places and Regions</strong></td>
</tr>
<tr>
<td>9.</td>
<td>Identify and analyze the distinguishing physical or human characteristics of a given place (e.g., landforms, precipitation, ecosystems, settlement patterns, economic activities) (G-1B-H1)</td>
</tr>
<tr>
<td>10.</td>
<td>Evaluate how location, topography, climate, natural resources, and other physical characteristics affect human activities (e.g., cultural diversity, migration, physical features, historical events, plantation, subsistence farming) or the significance of a place (G-1B-H1)</td>
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<tr>
<td>11.</td>
<td>Draw conclusions about a place or area from its geographic or physical features (G-1B-H1)</td>
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<td>12.</td>
<td>Explain how topography, climate, soil, vegetation, and natural resources shape the history of a region (G-1B-H2)</td>
</tr>
<tr>
<td>13.</td>
<td>Explain how location, physical features, and human characteristics of places influenced historical events (e.g., World War II, Cuban Missile Crisis, Vietnam, Middle East conflicts) (G-1B-H2)</td>
</tr>
<tr>
<td>15.</td>
<td>Analyze world regions in terms of given characteristics (e.g., population density, natural resources, economic activities, demography) (G-1B-H3)</td>
</tr>
<tr>
<td></td>
<td><strong>Physical and Human Systems</strong></td>
</tr>
<tr>
<td>21.</td>
<td>Characterize areas or regions in terms of the physical processes that affect them (e.g., Pacific Ocean “Rim of Fire,” San Andreas Fault) (G-1C-H1)</td>
</tr>
<tr>
<td>24.</td>
<td>Examine the effects of a physical process (e.g., erosion and depository processes, global warming, El Niño) on the natural environment and societies of an area and draw conclusions from that information (G-1C-H1)</td>
</tr>
<tr>
<td>26.</td>
<td>Assess the role of environmental changes, economic scarcity, conflict, political developments, cultural factors, and prosperity in human migration (e.g., escape from persecution or famine, migration to the suburbs) (G-1C-H2)</td>
</tr>
<tr>
<td>31.</td>
<td>Compare the role that culture plays in incidents of cooperation and conflict in the present day world (G-1C-H4)</td>
</tr>
<tr>
<td>32.</td>
<td>Analyze how certain cultural characteristics can link or divide regions (e.g., language, religion, demography) (G-1C-H4)</td>
</tr>
<tr>
<td></td>
<td><strong>Environment and Society</strong></td>
</tr>
<tr>
<td>39.</td>
<td>Describe challenges to human systems and activities posed by the physical environment or the impact of natural processes and disasters on human systems (e.g., infrastructure) (G-1D-H2)</td>
</tr>
<tr>
<td>40.</td>
<td>Analyze or evaluate strategies for dealing with environmental challenges (e.g., dams or dikes to control floods, fertilizer to improve crop production) (G-1D-H2)</td>
</tr>
<tr>
<td>44.</td>
<td>Analyze the relationship between a country’s standard of living and its locally accessible natural resources (e.g., the effects of oil or natural gas reserves in a region) (G-1D-H3)</td>
</tr>
</tbody>
</table>
Sample Activities

Activity 1: Mapping South Asia (GLEs: 1, 2, 5, 10, 11, 15, 44)

Materials List: outline map of South Asia, physical map of South Asia, political map of South Asia, natural resources map of South Asia, chart paper (optional), poster board (optional)

Students will use an outline map of South Asia, which can be found at http://www.eduplace.com/ss/maps/. On this map, students should label all countries in South Asia (Pakistan, Nepal, Bangladesh, Bhutan, India, Maldives, Sri Lanka), major waterways, major landforms, islands, and natural resources from physical (http://www.lib.virginia.edu/area-studies/SouthAsia/maps/Images/sld006.html), political (http://www.globaleducation.edna.edu.au/images/south_asia_map.gif) and natural resource maps (http://lcluc.umd.edu/images/Science_Themes/Foley1-large.jpg) in their textbook or other reliable sources:

- Bay of Bengal
- Indian Ocean
- Arabian Sea
- Gulf of Oman
- Brahmaputra River
- Ganges River
- Indus River
- Chenab River
- Sutel River
- Yamuna River
- Chambal River
- Narmada River
- Godavari River
- Krishna River
- Hindu Kush
- Himalayas
- Mount Everest
- Kara Koran Range
- Gangetic Plain
- Deccan Plateau
- Western Ghats
- Eastern Ghats
- Thar Desert
- Andaman Islands
- Nicobar Islands

Using the completed map, in small groups, students will hypothesize about each country’s economy, standard of living, and settlement patterns (i.e., why people settle in
the areas to which they migrated). These will be written on chart paper or poster boards. Allow each group to present their findings using their chart paper or poster board. Hold a guided discussion to elicit students’ responses.

**Activity 2: Cultural Characteristics of South Asia (GLE: 6, 7, 9, 10)**

Materials List: Cultural Characteristics BLM, encyclopedia, world fact book, Internet (optional), ethnic groups and religions slideshow (optional)

Present information about the major ethnic groups and religions found in South Asia. This can be done through notes or a slideshow. Students will use this information as well as encyclopedias or world fact books to complete the Cultural Characteristics BLM (see this BLM and the sample below). This graphic organizer (view literacy strategy descriptions) will allow students to visually compare and contrast the countries in South Asia.

<table>
<thead>
<tr>
<th>Country</th>
<th>Major Language</th>
<th>Major Religion</th>
<th>Basic Religious Beliefs</th>
<th>Major Ethnic Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pakistan</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students should share their answers with the class and should correct their answers as needed. Have students discuss how these countries are similar and different. Students should hypothesize about how these cultural characteristics can create cooperation and conflict.


Materials List: population map of South Asia, construction paper, glue, dried beans, world fact book, Internet (optional)

Students should use a population map of South Asia (http://hetv.org/india/index.html) to locate the areas with the highest population densities. Students should hypothesize about the problems caused by overcrowding as well as possible solutions to these problems.

Students will be assigned a country in South Asia. They should find the total population of this country and its total arable (livable) land area. This information can be found in a world fact book or on the Internet. The students must use this information to find the country’s population density and use construction paper to make a card or tile for the population density of the assigned country. This card will include: the country’s name, population, land area, and population density. The students will use beans to show the country’s population density and will glue them onto their paper tiles. For example, one bean may be equal to 10,000 people per square mile.

Students should share their completed population density tiles with the rest of the class.
Activity 4: Conflicts in South Asia (GLEs: 12, 13, 26, 31, 32)

Materials List: slideshow or video (optional), encyclopedias, Split-page Notetaking Guide BLM, Internet (optional)

Give students a brief overview of the history of South Asia. This can be done through notes, a slideshow or a video. The class should be divided into groups. Each group will be assigned a conflict in South Asia’s history (colonization of India, India’s independence movement, terrorism in Sri Lanka, partition of India, and battle over Kashmir). Students should use their textbook and encyclopedias to research these conflicts. Their research should include reasons for the conflict, those involved in the conflict, results of the conflict, and impact of the conflict on the migration of citizens.

Students will then present their findings to the class. As they present their information, the rest of the class will complete a split-page notetaking guide (view literacy strategy descriptions) (see this BLM and the sample below).

<table>
<thead>
<tr>
<th>Topic: Colonization of India</th>
<th>Time period: ____________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why did this occur?</td>
<td></td>
</tr>
<tr>
<td>What groups were involved in the conflict?</td>
<td></td>
</tr>
<tr>
<td>What were the results of the conflict?</td>
<td></td>
</tr>
</tbody>
</table>

Students will use their split-page note page to study from their notes by covering information in the right column. By reading the prompt in the left column, students will try to recall the covered information on the right side. Students should also be given time to quiz each other on the information on their split-page note pages.

Activity 5: Natural Processes in South Asia (GLEs: 21, 24, 39, 40)

Materials List: chart paper (optional), overhead projector (optional), tsunami article, slideshow about natural processes (optional)

Before reading about and researching the natural processes in South Asia, have students generate questions they have about them by responding to a SQPL (Student Questions for Purposeful Learning) prompt (view literacy strategy descriptions). An SQPL prompt is designed as a stimulus that will cause students to wonder about or question an event or happening. Write the following SQPL prompt on the board or chart paper to encourage students to start thinking about the natural processes in South Asia:

“The natural processes in South Asia greatly affected all the lives of the people in every aspect of the societies they touched.”

Working in pairs, have students think of at least two questions they have about the natural processes in South Asia based on the SQPL prompt. Ask students to share their questions with the class and then write them on the board or overhead projector. Any question asked more than once should be marked with an asterisk to signify that it is an important
question. Add your own questions to the list if you think there are gaps. Keep the questions posted throughout the study of the natural processes in South Asia.

Tell students to listen carefully for the answers to their questions as the natural processes in South Asia are studied. This should be done through teacher notes or a slideshow. Students should also read an article about tsunamis which can be found at: http://news.nationalgeographic.com/news/2004/12/1227_041226_tsunami.html. Stop whenever information is presented that answers one of the student-generated questions and ask students if they heard the answer to any of their questions. Allow students to confer with a partner before responding. Continue the process until all information about the natural processes in South Asia has been presented. Go back and check which questions may still need to be answered. Remind students that they should ask questions before learning something new, then listen and look for the answers to their questions.

Students should create ways to prevent high casualty rates from monsoons, flooding, and tsunamis. They should then create an ad campaign (either through pictures or words) to promote their idea for helping lower death rates from natural processes in South Asia.

Sample Assessments

General Guidelines

- Students should be monitored throughout their work on all activities via teacher observation, class discussion, report writing, group discussion, and other work generated by students during classroom activities.
- Teachers will use a variety of performance assessments to determine student understanding.
- Teachers will select assessments consistent with the type of product that results from student activity. Use a variety of performance assessments to determine student comprehension consistent with the type of products resulting from the selected student activities.
- Teacher-created, comprehensive unit exams assessing the GLEs should be created consisting of the following:
  - a variety of formats for objective, convergent test items
  - depth of knowledge at various stages of Bloom’s taxonomy
  - LEAP-like constructed response items
  - open-ended response items requiring supporting evidence
  - test items aligned to the verbiage of the GLEs.

General Assessments

- Have the students demonstrate map skills by constructing, analyzing, or creating maps of physical regions, political sections, and major pathways in South Asia. The maps will be evaluated on the use of the specific criteria that the students are required to label on their maps and in the legend.
• Have students analyze how cultural characteristics have created conflict in South Asia.
• Have students analyze South Asia in terms of physical and human characteristics.

Activity-Specific Assessments

• **Activity 2:** The student will compare and contrast cultural characteristics in South Asia.

• **Activity 3:** The student will create a population density tile and analyze the problems of overpopulation.

• **Activity 5:** The student will create an ad campaign to help lower death rates from natural processes in South Asia.
World Geography
Unit 9: East and Southeast Asia

Time Frame: Approximately three weeks

Unit Description

The focus of this unit is the physical and human characteristics of East and Southeast Asia and how these characteristics relate to the Association of Southeast Asian Nations (ASEAN). The relationship of the physical and human characteristics of East and Southeast Asian countries to their economic activities and types of economies will also be addressed.

Student Understanding

Students understand how various human activities and physical features of East and Southeast Asian countries have affected their history. Students focus on economic topics such as the distribution of natural resources throughout the area, standards of living, trade agreements, and environmental issues facing East and Southeast Asia.

Guiding Questions

1. Can students explain the ways in which regions of East and Southeast Asia are interconnected by trade?
2. Can students analyze or interpret a map of East and Southeast Asia to locate geographic information, using a variety of map elements?
3. Can students analyze regional issues and alliances in terms of common interests related to territory and resources in East and Southeast Asia?
4. Can students compare, contrast, and analyze the economic power, military power, and population information in various countries and regions of East and Southeast Asia?
5. Can students explain how location, physical features, and human characteristics of places influenced historical events in East and Southeast Asia?
6. Can students analyze world regions based on given characteristics?
7. Can students analyze the distribution of natural resources in terms of import need and export capacity in East and Southeast Asia?
8. Can students analyze the relationship between a country’s standard of living and its locally accessible natural resources?
### Unit 9: Grade-Level Expectations (GLEs)

<table>
<thead>
<tr>
<th>GLE #</th>
<th>GLE Text and Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The World in Spatial Terms</strong></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Identify, explain, and apply the five themes of geography (G-1A-H1)</td>
</tr>
<tr>
<td>2.</td>
<td>Compare and contrast various types of maps (G-1A-H1)</td>
</tr>
<tr>
<td>3.</td>
<td>Analyze or interpret a map to locate geographic information, using a variety of map elements (e.g., compass rose, symbols, distance scales, time zones, latitude, longitude) (G-1A-H1)</td>
</tr>
<tr>
<td>5.</td>
<td>Construct a map based on given narrative information (e.g., location of cities, bodies of water, places of historical significance) (G-1A-H1)</td>
</tr>
<tr>
<td>6.</td>
<td>Construct a chart, diagram, graph, or graphic organizer to display geographic information (G-1A-H1)</td>
</tr>
<tr>
<td>7.</td>
<td>Analyze, interpret, and use information in charts, diagrams, and graphs to explain geographic issues (G-1A-H1)</td>
</tr>
<tr>
<td><strong>Places and Regions</strong></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Evaluate how location, topography, climate, natural resources, and other physical characteristics affect human activities (e.g., cultural diversity, migration, physical features, historical events, plantation, subsistence farming) or the significance of a place (G-1B-H1)</td>
</tr>
<tr>
<td>11.</td>
<td>Draw conclusions about a place or area from its geographic or physical features (G-1B-H1)</td>
</tr>
<tr>
<td>12.</td>
<td>Explain how topography, climate, soil, vegetation, and natural resources shape the history of a region (G-1B-H2)</td>
</tr>
<tr>
<td>13.</td>
<td>Explain how location, physical features, and human characteristics of places influenced historical events (e.g., World War II, Cuban Missile Crisis, Vietnam, Middle East conflicts) (G-1B-H2)</td>
</tr>
<tr>
<td>15.</td>
<td>Analyze world regions in terms of given characteristics (e.g., population density, natural resources, economic activities, demography) (G-1B-H3)</td>
</tr>
<tr>
<td><strong>Physical and Human Systems</strong></td>
<td></td>
</tr>
<tr>
<td>34.</td>
<td>Distinguish between developed and developing countries, including the standard of living in these nations, GDP, and per capita income (G-1C-H5)</td>
</tr>
<tr>
<td>35.</td>
<td>Analyze ways in which the distribution of economic systems relates to regional tensions or regional cooperation (e.g., North and South Korea) (G-1C-H6)</td>
</tr>
<tr>
<td>37.</td>
<td>Analyze regional issues and alliances in terms of common interests related to territory and resources (e.g., oil, water, boundaries) (G-1C-H6)</td>
</tr>
<tr>
<td><strong>Environment and Society</strong></td>
<td></td>
</tr>
<tr>
<td>43.</td>
<td>Analyze world or regional distribution of natural resources in terms of import need and export capacity (G-1D-H3)</td>
</tr>
<tr>
<td>44.</td>
<td>Analyze the relationship between a country’s standard of living and its locally accessible natural resources (e.g., the effects of oil or natural gas reserves in a region) (G-1D-H3)</td>
</tr>
<tr>
<td>46.</td>
<td>Assess the role of government in preserving natural resources and protecting the physical environment (G-1D-H4)</td>
</tr>
</tbody>
</table>
Louisiana Comprehensive Curriculum, Revised 2008

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<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>47.</td>
<td>Evaluate the effectiveness of policies and programs related to conservation and use of natural resources (G-1D-H4)</td>
</tr>
<tr>
<td>48.</td>
<td>Evaluate import and export policies in regard to a country’s needs for resources (G-1D-H4)</td>
</tr>
</tbody>
</table>

Sample Activities

Activity 1: Mapping East and Southeast Asia (GLEs: 1, 2, 10, 11, 15)

Materials List: outline map of East and Southeast Asia, physical map of East and Southeast Asia, political map of East and Southeast Asia,

Students will use an outline map of East and Southeast Asia, which can be found at http://www.eduplace.com/ss/maps/. On this map, students should label all countries in this region (Brunei, Cambodia, China, East Timor or Timor-Leste, Indonesia, Japan, Laos, Malaysia, Mongolia, Myanmar, North Korea, Philippines, Singapore, South Korea, Taiwan, Thailand, Vietnam). The listed major waterways and landforms should also be added to the outline map. The countries and landforms may be found on physical and political maps of East and Southeast Asia (http://www.mapsofworld.com/physical-map/asia.htm and http://www.worldatlas.com/webimage/countryys/as.htm) or in textbooks.

- Yellow or Huang-He River
- Yangtze or Chang-Jiang River
- Xi He River
- Red River
- Irrawaddy River
- Mekong River
- Chao Phraya River
- Amur River
- Yalu River
- Sea of Japan
- Yellow Sea
- East China Sea
- Philippine Sea
- South China Sea
- Celebes Sea
- Andaman Sea
- Java Sea
- Gulf of Tonkin
- Bay of Bengal
- Gulf of Thailand
- Strait of Malacca
• Indian Ocean
• Pacific Ocean
• Mongolian Plateau
• Gobi Desert
• Taklimakan Desert
• Plateau of Tibet
• Kunlun Shan
• Himalayas
• Mt. Fuji
• Greater Khingan Range
• Kunlun Mountains
• North China Plain
• Manchurian Plain
• Tien Shan
• Altay Shan
• Okinawa
• Ryukyu
• Hainan
• Borneo
• Celebes
• Sumatra
• Java

Using the completed map, students will hypothesize about each country’s economy, standard of living, and settlement patterns (i.e., why people settle in the areas to which they migrated). Hold a guided discussion to elicit students’ responses.

Activity 2: Time Zones in East and Southeast Asia (GLE: 3)

Materials List: world or East and Southeast Asia time zone map, East and Southeast Asia political map

Review time zones with students using a time zone map. Discuss the location and importance of the prime meridian and the International Date Line. A time zone map of East and Southeast Asia can be found at http://www.worldtimezone.com/time-asia24.php. A world time zone map can be found at http://www.worldtimezone.net/index.php.

Students will then answer the following questions:
• How many time zones are there in East and Southeast Asia? (5)
• What is the significance of the International Date Line? (a new day begins)
• If it is 7 a.m. in Myanmar (Burma), what time is it in Japan? (10 A.M.)
• If it is noon in Tokyo, Japan, what time is it in North Korea? (noon)
• If it is noon in Manila, Philippines, what time is it in Tokyo, Japan? (1 P.M.)
Next, ask students to use the map scale on a political map of East and Southeast Asia to calculate distances between East and Southeast Asian cities. Using the story chain strategy (view literacy strategy descriptions) put students in groups of four. On a sheet of paper, ask the first student to write the opening sentence of a story chain in which the student describes a starting location (city) in East and Southeast Asia. The student should also state a fact about the chosen city. (Many people visit Xian, China to see the terra cotta warriors.) The student will then pass the paper to the student sitting to the right, and that student will write the next sentence in the story. This sentence must include a mode of transportation. (The most common mode of transportation leaving Xian is the train which travels at 75 MPH.) The paper will be passed again to the right to the next student who will write a third sentence of the story. This sentence should include a travel destination in East and Southeast Asia and an attraction to visit there. (Many tourists visit Beijing because they want to see the Forbidden City.) The paper is then passed to the fourth student who must use the information to calculate the distance between the starting city and final city and determine the time it will take to get there using the provided mode of transportation.

Gather the class back together. Solicit observations from each group and discuss their story chains with the class. Compare student writings. Some teacher guidance may be needed.

**Activity 3: Major Countries of East and Southeast Asia (GLEs: 6, 7, 15)**

Materials List: Major Countries of East and Southeast Asia BLM, atlas, encyclopedias, world fact books, Internet (optional)

Students will be asked to identify the five most important countries on the continent of East and Southeast Asia based on a variety of information (e.g., size, population, economic power, military power). Students should use a variety of sources to research the countries in this region (e.g., textbooks, atlases, encyclopedias, world fact books, etc.). Students may also use the following Internet site: www.nationalgeographic.com/education

These following steps will be followed in doing this activity:

Students will complete the Major Countries of East and Southeast Asia BLM graphic organizer (view literacy strategy descriptions) for the purpose of identifying the major countries. (See this BLM and the sample below.) This chart will be organized in the following manner:

<table>
<thead>
<tr>
<th>NAME OF COUNTRY</th>
<th>POPULATION OF COUNTRY</th>
<th>ECONOMIC POWER</th>
<th>MILITARY POWER</th>
<th>MAJOR CITIES</th>
<th>MAJOR LANDFORMS</th>
<th>ETHNIC GROUPS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
In completing the table, the following should be taken into consideration:

- Economic power should be based on per capita income.
- Military power should be based on the size and strength of the military.

Students should share their results with the class. After listening to all the information, students should then use their learning logs (*view literacy strategy descriptions*) to record their thoughts to the following prompt:

Based on the information you have researched and heard, what five countries in East and Southeast Asia are really the most important and why? Please use information and facts from your graphic organizer to support your answer.

**Activity 4: East and Southeast Asia Newspaper (GLEs:1, 5, 12, 13)**

Materials List: slideshow (optional), video (optional), East and Southeast Asia Newspaper BLM, encyclopedia, Internet (optional)

Present an overview of the history of East and Southeast Asia. This presentation should include information about the Korean War, Vietnam War, Japan’s role in WWII and China’s ideologies. The teacher will also discuss the current problems in world relations with China and North Korea. This can be done through notes, a slideshow, or a video.

Students will be randomly assigned a country in East and Southeast Asia. Using the RAFT writing strategy (*view literacy strategy descriptions*), have students write a newspaper article explaining the impact of geography on the history of the assigned country. For example, a student assigned Vietnam should research and write an article about the Vietnam War. Students may use their textbook, encyclopedias, or Internet to find information about their assigned country’s history. Students will assume the role of a newspaper reporter. They will write a newspaper article in which they explain the impact of geography on their country’s history. Include specific examples of the impact of geography (scarcity of resources, topography, etc.). Students should also draw a map to show the location of the historical events discussed in their newspaper article. (See the East and Southeast Asia Newspaper BLM and the sample below.)

<table>
<thead>
<tr>
<th>Role</th>
<th>Audience</th>
<th>Format</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regional newspaper reporter</td>
<td>Subscribers</td>
<td>Newspaper article</td>
<td>How has geography impacted the history of the assigned country?</td>
</tr>
</tbody>
</table>

Student groups should orally present their newspaper articles to the class and then display the RAFT article on a thematic bulletin board.
Activity 5: Scarcity Simulation (GLEs: 43, 44, 48)

Materials List: 18 pieces of paper, 5 pairs of scissors, 3 pencils, 16 paper clips, 2 rolls of tape, 2 rulers, colored markers, slideshow (optional)

The world’s resources are unevenly distributed. Since Japan is an island nation, it has special problems when it comes to natural resources. Discuss these problems and the distribution of resources in Japan. This can be done through a class discussion, notes, slideshow, or video. Students will be divided into groups to complete a resource distribution simulation on scarcity. In the simulation, resources are unevenly distributed to the groups of students, and they must accomplish a set of tasks which makes it necessary to trade with other groups. A debriefing provides the opportunity for students to reflect on the experiences and draw connections between the simulation and the real world.

The teacher will need materials placed in manila envelopes for six groups, with tasks cards attached to the outside of each envelope.

- Group 1: 10 pieces of paper
- Group 2: 2 pairs of scissors, a pencil, 10 paper clips
- Group 3: 2 pieces of paper, a roll of tape, 2 pencils, 2 pairs of scissors
- Group 4: 2 rulers, 2 pieces of paper
- Group 5: 1 pair of scissors, colored markers
- Group 6: 6 paper clips, 4 pieces of paper, 1 roll of tape

The tasks on the task cards are as follows:

1) Housing: Make a house. You decide the design and materials.
2) Education: Make a book. Each page must be at least 4 x 4 inches and you must have at least 4 pages.
3) Transportation: Make a form of transportation. You decide on the design.
4) Food: Make examples of three kinds of food. Be sure food examples are appropriate in color.
5) Clothing: Make an article of clothing the people of East and Southeast Asia might wear.

The students must complete all five tasks with the resources given. They will find it is impossible to do with the resources each group was given. This will force groups to trade with each other in order to complete their tasks. Each group should then discuss the following questions in their learning logs (view literacy strategy descriptions):

- What problems did your group encounter when it discovered that it did not have all the resources it needed?
- Cite examples of where groups encountered conflicts. What was the source of these conflicts?
- Cite examples of where groups cooperated. Did some groups create agreements for the sharing of resources?
• Would it have been possible for your group to complete all tasks without trading? Were there any advantages to trading? Cite examples of interdependence.
• What countries in our world face similar kinds of distribution of resources?
• What groups were most like Japan in its distribution of resources?
• In what ways do nations obtain resources they don’t have?
• Do nations ever give away resources? Do nations expect anything back from nations to whom they have given away resources?
• How do issues of protecting the environment and conservation affect the unequal distribution of resources from nation to nation?
• What issues might emerge in the future related to the resources available to Japan?

Students should share their results with the class. After listening to all of the information, students should then use their learning logs to record their thoughts.

Activity 6: Natural Processes and Conservation (GLEs: 46, 47)

Materials List: slideshow (optional), conservation articles, Philippines case study article, Internet access, overhead projector (optional)

The teacher should discuss the natural processes found in East and Southeast Asia. In addition, the teacher should discuss the unique ways countries in East and Southeast Asia have found to handle natural processes. This should include engineering ideas to strengthen buildings against tsunamis and cyclones. This can be done through notes or a slideshow. A case study article on the Philippines can be found at http://www.unic.or.jp/info/wcdr/wcdr-presskit_e.pdf on pages 28-29.

Students will read an article about East and Southeast Asian countries regarding their government’s conservation policies and environmental issues. Articles about conservation can be found at the following links:


Have students use the reciprocal teaching strategy (view literacy strategy descriptions) to read and learn about conservation policies in East and Southeast Asia. The reciprocal teaching strategy includes summarizing, questioning, clarifying, and predicting.

The teacher will begin by introducing the comprehension process of summarizing by sharing several short selections that are found at the above site on conservation policies. Work together with the class to write a summary statement. Write these summary statements on the board and ask students to help analyze and revise the statements.
Ask students the following questions:

- Why has government involvement in conservation changed in East and Southeast Asia?
- What more can the governments there do?

Students will work in groups of four to read and analyze a short selection on East and Southeast Asian conservation policies from Internet sites. Students will generate a summary statement that will be written on the board. The teacher will work with the class to select the most accurate statement.

Students will follow this process for each of the comprehension processes: questioning, clarifying, and predicting. The teacher will state a prediction about the section of the text that the students are about to read and should write that prediction on the board.

After completion of the reading selection, ask students to discuss how accurate the prediction was and if it helped guide their thinking while they read. Then, for the next short reading selection, ask students to make their own predictions. While students are reading, ask questions to focus attention on important information and ideas concerning conservation policies. Show students how to use the text to clarify confusing ideas. Ask students to follow the process with a new section of text.

After modeling the reciprocal teaching strategy, have students work in their groups of four, with each student taking responsibility for one of the comprehension processes. Select one member in each group to be the questioner, the clarifier, the summarizer, and the evaluator.

The questioner will ask questions aloud to focus attention on important information and ideas about East and Southeast Asian conservation policies. The clarifier will use the information from the reading selections and questions asked by the questioner to clarify confusing information. The summarizer will identify important facts concerning the article. The evaluator will explain whether the initial prediction was accurate.

Have students share their findings with the class. The teacher should record the feedback on the board or overhead projector and lead the class in a discussion of the findings.

**Activity 7: Economies of East and Southeast Asia (GLEs: 34, 35, 37, 43)**

Materials List: Economies of East and Southeast Asia BLM, world fact book, trade agreement articles, slideshow (optional)

Discuss the types of economic systems found in East and Southeast Asia. Include information about current economic policies and problems faced by China, North Korea, and other countries in the region. This can be done via notes or a slideshow. Students will use this information and a world fact book and textbook to complete the Economies of East and Southeast Asia BLM (see this BLM and the sample below). This graphic organizer (view literacy strategy descriptions) will allow students to easily compare and
contrast the types of economies, imports, and exports of each country in the region and to determine the factors that create a developing and developed country.

<table>
<thead>
<tr>
<th>Country</th>
<th>Type of Economy</th>
<th>Major Exports</th>
<th>Major Imports</th>
<th>Developed or Developing Country</th>
</tr>
</thead>
</table>

Students will then be given information about ASEAN (Association of Southeast Asian Nations) and EAFTA (East Asian Free Trade Agreement). This information can be found at the following links:

http://www.aseansec.org/64.htm

In their learning logs (view literacy strategy descriptions), have students:

- Discuss how these agreements have created cooperation and conflict within the region over both territory and resources (North and South Korea are the best examples of this).
- Discuss the role of the distribution of resources in the formation of these agreements.
- Examine the role of the United States in trade relations with these countries, balance of trade between countries in this region and the United States, and past imperialist tendencies of the United States and other countries in the region.
- Determine the impact of these free trade agreements on trade relations with countries not in the agreement, such as the United States (i.e., does this create a fair balance of trade between the United States and these countries?).

Have students share their results with the class. After listening to all the information, students should then use their learning logs to record their thoughts and change their answers as needed.

Activity 8: China’s Economic Problems (GLEs: 34, 44)

Materials List: article on China’s economy by the Foundation for Economic Education, current map of China, natural resource map of China, encyclopedias (optional)

Discuss with students that some experts have predicted that China is the sleeping tiger that is finally awakening to its potential, which means its impending tremendous industrial expansion and its impact on world trade. Also, China’s critically low minimum wage and standard of living makes it extremely difficult for China’s native population to be able to buy substantial quantities of its native goods, or for China to be able to import very much from other countries. Have students brainstorm (view literacy strategy descriptions) answers to the following in their learning logs (view literacy strategy descriptions):

- What will happen if the world goes into an economic tailspin and other countries drastically cut back their imports of Chinese goods?
- What will happen if China’s government can’t feed its masses, or if a serious natural calamity hits the country and the government can’t or won’t solve it?
- China is one of the major polluters of the earth today and doesn’t want to be hampered in its quest to become a major industrial power (as the U.S. did unfettered in the 1800’s and early 1900’s). How will this attitude impact their country?
- Predict the impact of China’s recent trade problems (i.e., lead paint in toys, contaminated food products, etc.) on trade relations between China and other countries such as the United States.

Students should share their results with the class. After listening to all the information, students should then use their learning logs to record their thoughts and change their answers as needed.

Review the following characteristics of a command economy:

- The government decides what will be produced (sets wages and prices).
- The government decides how many goods will be produced.
- The government decides how the goods will be produced.

Have the students compare and contrast China’s command economy under Mao Zedong and China’s modern economic policies under Deng Xiaoping and Hu Jintao (e.g., free enterprise zones and Hong Kong and Macao having a separate status since their incorporation into China in 1997 and 1999 respectively). Topics to be researched for the comparison and contrast are: use of Soviet-style five-year plans for industrial development, the Great Leap Forward economic plan, the Cultural Revolution, the Four Modernizations program, Tiananmen Square Massacre, free enterprise zones, and the special status of Hong Kong and Macao. This information can be found in encyclopedias or an article on the Chinese economy found at: http://www.fee.org/Publications/the-Freeman/article.asp?aid=2224. Using a current map of China (http://www.chinacenter.umn.edu/images/resources/chinamap3.jpg) and a natural resource map (http://lcluc.umd.edu/images/Science_Themes/Foley1-large.jpg), ask the students to locate China’s free enterprise zones (Shenzhen, Zhuhai, Xiamen, Shanton, Hong Kong, and Macao), noting their location away from the political and cultural center of Beijing and noting their correlation to available natural resources. Ask students what major incident occurring in June of 1989 probably contributed to the location of these remote economic zones (Tiananmen Square Massacre). Ask the class to make predictions about the impact that the market forces of demand, supply, and price will have on a totalitarian state such as China. Request student volunteers to share their predictions with the class.
Sample Assessments

General Guidelines

- Students should be monitored throughout their work on all activities via teacher observation, class discussion, report writing, group discussion, and other work generated by students during classroom activities.
- Teachers will use a variety of performance assessments to determine student understanding.
- Teachers will select assessments consistent with the type of product that results from the student activity. Use a variety of performance assessments to determine student comprehension consistent with the type of products resulting from the selected student activities.
- Teacher-created, comprehensive unit exams assessing the GLEs should be created consisting of the following:
  - a variety of formats for objective, convergent test items
  - depth of knowledge at various stages of Bloom’s taxonomy
  - LEAP-like constructed response items
  - open-ended response items requiring supporting evidence
  - test items aligned to the verbiage of the GLEs.

General Assessments

- Have students apply the five themes of geography to East and Southeast Asia.
- Have students demonstrate map skills by constructing, analyzing, or creating maps of physical regions, political sections, and major pathways in East and Southeast Asia. The maps will be evaluated on the use of the specific criteria that the students are required to label on their maps and in the legend.
- Have students analyze natural resource distribution and determine its impact on cooperation and conflict.

Activity-Specific Assessments

- **Activity 2:** Students will use maps of East and Southeast Asia to correctly identify time zones and distances between cities. Students must also determine the correct time it takes to travel between these locations.

- **Activity 4:** Students will write a newspaper article to explain the impact of the five themes of geography on their assigned country.

- **Activity 7:** Students will apply economic terms correctly to East and Southeast Asian countries. This will be done by distinguishing developed from developing countries.
World Geography
Unit 10: Australia and Oceania

Time Frame: Approximately three weeks

Unit Description

This unit focuses on the physical and human geography of Australia and Oceania. It explores the relationship between landforms and population and analyzes the impact of natural processes on human activities.

Student Understanding

Students understand that physical and human features have created regional labels throughout Australia and Oceania. Students understand how landforms and natural resources have altered settlement patterns. Students focus on natural resources, landforms, and the natural processes of these areas.

Guiding Questions

1. Can students apply the five themes of geography to Australia and Oceania?
2. Can students draw conclusions about Australia and Oceania from their geographic or physical features?
3. Can students assess the role of government in preserving natural resources and protecting the natural environment?
4. Can students explain the impact of natural processes on Australia and Oceania?
5. Can students predict the future population of Australia and Oceania and the problems it will cause?
6. Can students assess the role of differing viewpoints in disputes over natural resources and territory?
7. Can students analyze the relationship between a country’s standard of living and its locally accessible natural resources?
## Unit 10: Grade-Level Expectations (GLEs)

<table>
<thead>
<tr>
<th>GLE #</th>
<th>GLE Text and Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The World in Spatial Terms</strong></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Identify, explain, and apply the five themes of geography (G-1A-H1)</td>
</tr>
<tr>
<td>2.</td>
<td>Compare and contrast various types of maps (G-1A-H1)</td>
</tr>
<tr>
<td><strong>Places and Regions</strong></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Evaluate how location, topography, climate, natural resources, and other physical characteristics affect human activities (e.g., cultural diversity, migration, physical features, historical events, plantation, subsistence farming) or the significance of a place (G-1B-H1)</td>
</tr>
<tr>
<td>11.</td>
<td>Draw conclusions about a place or area from its geographic or physical features (G-1B-H1)</td>
</tr>
<tr>
<td>12.</td>
<td>Explain how topography, climate, soil, vegetation, and natural resources shape the history of a region (G-1B-H2)</td>
</tr>
<tr>
<td>13.</td>
<td>Explain how location, physical features, and human characteristics of places influenced historical events (e.g., World War II, Cuban Missile Crisis, Vietnam, Middle East conflicts) (G-1B-H2)</td>
</tr>
<tr>
<td>15.</td>
<td>Analyze world regions in terms of given characteristics (e.g., population density, natural resources, economic activities, demography) (G-1B-H3)</td>
</tr>
<tr>
<td><strong>Physical and Human Systems</strong></td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>Characterize areas or regions in terms of the physical processes that affect them (e.g., Pacific Ocean “Rim of Fire,” San Andreas Fault) (G-1C-H1)</td>
</tr>
<tr>
<td>24.</td>
<td>Examine the effects of a physical process (e.g., erosion and depository processes, global warming, El Niño) on the natural environment and societies of an area and draw conclusions from that information (G-1C-H1)</td>
</tr>
<tr>
<td>25.</td>
<td>Compare and contrast past and present trends in human migration (G-1C-H2)</td>
</tr>
<tr>
<td>26.</td>
<td>Assess the role of environmental changes, economic scarcity, conflict, political developments, cultural factors, and prosperity in human migration (e.g., escape from persecution or famine, migration to the suburbs) (G-1C-H2)</td>
</tr>
<tr>
<td>27.</td>
<td>Analyze patterns of urban development in an area or region (G-1C-H3)</td>
</tr>
<tr>
<td>32.</td>
<td>Analyze how certain cultural characteristics can link or divide regions (e.g., language, religion, demography) (G-1C-H4)</td>
</tr>
<tr>
<td>36.</td>
<td>Analyze the role of differing points of view and national self-interest in disputes over territory and resources (e.g., oil, water, boundaries) (G-1C-H6)</td>
</tr>
<tr>
<td>37.</td>
<td>Analyze regional issues and alliances in terms of common interests related to territory and resources (e.g., oil, water, boundaries) (G-1C-H6)</td>
</tr>
<tr>
<td><strong>Environment and Society</strong></td>
<td></td>
</tr>
<tr>
<td>42.</td>
<td>Assess the ways in which unequal distribution of natural resources has led to exploration, colonization, and conflict (G-1D-H3)</td>
</tr>
<tr>
<td>44.</td>
<td>Analyze the relationship between a country’s standard of living and its locally accessible natural resources (e.g., the effects of oil or natural gas reserves in a region) (G-1D-H3)</td>
</tr>
</tbody>
</table>
Sample Activities

Activity 1: Mapping Australia and Oceania (GLEs: 1, 2, 10, 11, 15, 44)

Materials List: Australia and Oceania outline map, Australia and Oceania physical map, Australia and Oceania political map, Australia and Oceania land use map, Australia and Oceania resource map, encyclopedias, world fact book (optional), Internet (optional), Economic Chart BLM

Provide the students with an outline map of Australia and Oceania which can be found at http://www.eduplace.com/ss/maps/. The students will label all countries (Australia, Fiji, Kiribati, Marshall Islands, Micronesia, Nauru, New Zealand, Palau, Papua New Guinea, Samoa, Solomon Islands, Tonga, Tuvalu, and Vanuatu) using a political map of the region. Students will then identify and label the following waterways and landforms using a physical map and an outline map:

- Pacific Ocean
- Indian Ocean
- Coral Sea
- Tasman Sea
- Great Barrier Reef
- Great Australian Bight
- Timor Sea
- Arafura Sea
- Gulf of Carpentaria
- Bass Strait
- Cook Strait
- Great Dividing Range
- MacDonnell Ranges
- Mount Kosciusko
- Great Sandy Desert
- Great Victoria Desert
- Gibson Desert
- Simpson Desert
- Great Artesian Basin
- Southern Alps
- Tasmania
- Cape York Peninsula
- Murray River
- Darling River
- Lake Eyre
- Western Plateau
- Nullarbor Plain
Use the brainstorming strategy (view literacy strategy descriptions) to identify the types of jobs people have who live in plains areas (i.e., farming, sheep herding, and cattle ranching). Ask students to brainstorm types of jobs people have who live along rivers. Ask students to brainstorm the types of jobs people have who live in the mountains.

Present information about the economic activities of Australia and Oceania. Have students illustrate the outline map of Australia and Oceania with drawings of the economic activities of each region using the land use map. Students should also illustrate the outline map of Australia and Oceania with drawings of the major natural resources found in the region using the natural resource map. Students should make a key on their map to show what each drawing represents.

Divide students into groups and assign each group a country in the Australia and Oceania region. Students will use a graphic organizer (view literacy strategy description) such as the Economic Chart BLM (see this BLM and the sample below) to record information about their assigned country. Students will do research using encyclopedias, Internet, textbooks, or world fact books to find the per capita income, GDP, standard of living, and quality of life in their assigned country. Students should also research the type of economy, major economic activities (legal and illegal), and the major exports from their assigned country. Each group will share their information with the class. During the presentations, students will check their outline maps to make sure they have the correct economic activities and natural resources in each country and complete their economic charts. After all groups have presented their information, the teacher should lead the class in a discussion about the relationship between natural resources and the standard of living in a country.

<table>
<thead>
<tr>
<th>Per Capita Income</th>
<th>GDP</th>
<th>Standard of Living</th>
<th>Quality of Life</th>
<th>Type of Economy</th>
<th>Major Economic Activities</th>
<th>Major Exports</th>
</tr>
</thead>
</table>

**Activity 2: Aborigines of the Australian Outback (GLEs: 25, 26, 27, 32)**

Material List: laminated map of Australia, encyclopedias, poster board, markers, Internet access (optional), newspapers and magazines (optional) pictures of the Australian Outback and of major Australian cities, Split-page Notetaking Guide BLM

Provide students with a laminated map of Australia. An outline map can be found at http://geography.about.com/library/blank/blxaustralia.htm. Students will use pictures of the Australian Outback and of the major cities in the country/continent from the Internet or magazines and newspapers. The activity will emphasize the movement of the Aborigines from the Outback to the cities due to economic and environmental conditions.

In this activity, students will be able to determine why the Aborigines are moving from their homeland to the urban areas. They will also be able to determine how past, present,
and future events affected this movement. The following guidelines will be used in conducting this activity:

- Students will pinpoint the location of the Aborigines’ homeland on the Australian map.
- Students will look at the different pictures of the Outback and of major Australian cities (e.g., Sydney, Melbourne, Perth, and Canberra) to determine reasons why the Aborigines left their homeland (permanently or temporarily).
- Students will do research using encyclopedias or the Internet to prepare a short report on the reasons the Aborigines left their original homeland (e.g., climate, environment, economy, traditions, or new opportunities). Students will use a split-page notetaking (view literacy strategy description) guide as the format for their reports. (See the Split-page Notetaking BLM.)
- Students will create a poster to display their findings. These will then be presented to the class, generating a discussion among students about the reasons they found for this movement of the Aborigines.
- Students will use a brainstorming (view literacy strategy description) session to discuss the reasons for the Aborigines’ movement and their future. The teacher will guide this session.

Ask students to use their split-page notes page to study by covering information in the right column. Using the prompt in the left column, students will try to recall the covered information on the right side. Time should be given for students to quiz each other on the information on their split-page note pages.

Activity 3: Natural Processes of Australia and Oceania (GLEs: 1, 24)

Materials List: slideshow or video presentation of natural processes of Australia and Oceania (optional), toothpicks, popsicle sticks, glue, fan, water bottle

Present information to the students about the natural processes in the region, including El Nino, global warming, earthquakes, flooding, volcanoes, cyclones, erosion, and desertification. This information may be presented through teacher notes, slideshows, or videos.

Students should predict the effects of each of the natural processes on Australia and Oceania. Students should determine why some natural processes are more likely to occur in some areas than others. Divide the class into small groups. Allow each group to use supplies such as toothpicks, popsicle sticks, and glue to create an urban area. When constructing their urban area, students should consider the natural processes the city would face and construct it accordingly. When the urban areas have been completed, students will present them to the class and describe the methods used to lessen the impact of natural processes. Using a fan and a water bottle, students will simulate natural processes such as flooding, cyclones, tsunamis, and earthquakes. Students should hypothesize about how and why the natural processes were successfully or unsuccessfully limited in their impact on urban areas.
Solicit observations from the students and discuss their findings with the class. Compare student findings. Some teacher guidance may be needed.

**Activity 4: Rim of Fire Map Activity (GLE: 21)**

Materials List: world map, Rim of Fire map, earthquake frequency chart, plate boundaries, Plate Tectonics BLM

Provide students with a world map illustrating the Pacific Ocean Rim of Fire and a chart showing earthquake frequency. Students should identify several important physical features (e.g., the ten most active volcanoes and/or ten sites of the most violent earthquakes) and provide latitude/longitude coordinates for each.

Students should mark and label the locations of these volcanoes and/or earthquakes and draw the plates from the plate boundaries map (http://geothermal.marin.org/GEOpresentation/sld006.htm) on the world map. Use a process guide (view literacy strategy descriptions) to help students assimilate, think critically about, and apply new knowledge concerning plate tectonics (see the Plate Tectonics BLM and the sample below). Have students fill in the guide as they study the Rim of Fire. Students will describe the relationship between plate boundaries and natural processes.

<table>
<thead>
<tr>
<th>Define plate tectonics.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which plate is the largest? Smallest?</td>
</tr>
<tr>
<td>What is the relationship among the distribution of volcanoes, plate boundaries, and earthquake zones?</td>
</tr>
<tr>
<td>What is the likely result of the Nazca Plate moving toward the South American Plate?</td>
</tr>
<tr>
<td>How was the Rim of Fire likely formed?</td>
</tr>
<tr>
<td>What can happen when plates slide past each other?</td>
</tr>
<tr>
<td>What can happen when plates collide?</td>
</tr>
</tbody>
</table>
Students are then asked to share their findings. Engage the class in a discussion of the impact of plate tectonics on natural processes.

Have students write a brief journal entry expressing their opinions of the reasons for the devastating effects the Rim of Fire has had on the human populations in these areas. The answers should be discussed as a class. Students should revisit their answers and make needed changes based on the class discussion.

Activity 5: Economies of Australia and Oceania (GLEs: 36, 37, 42, 44)

Materials List: Economies of Australia and Oceania BLM, world fact book, Internet (optional), slideshow (optional), overhead projector (optional)

Present information about the economies of Australia and Oceania. This can be done through notes, a slideshow, or a video. Students will use this information and additional information found in world fact books and in their textbook to complete the Economies of Australia and Oceania BLM graphic organizer (view literacy strategy descriptions) for the purpose of determining the economic power of each country in the region. (See this BLM and the sample below)

<table>
<thead>
<tr>
<th>Country</th>
<th>Major Exports</th>
<th>Major Natural Resources</th>
<th>Per Capita GDP/GNP</th>
<th>Standard of Living</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fiji</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Have students share their findings with the class. Record the feedback on the board or overhead projector and lead the class in a discussion of the findings.

Activity 6: History of Australia and Oceania (GLEs: 12, 13, 32, 42)

Materials List: Split-page Notetaking BLM, encyclopedias, Internet (optional), poster board, markers

Divide the class into groups of three or four. Randomly assign each group to research the history of a country in the region of Australia and Oceania. Tell the students that they will be called on randomly by group to come to the front of the room to be professor know-it-alls (view literacy strategy descriptions) and present the information on their assigned topics. Each group should prepare several questions to ask the class in order to assess the other students’ knowledge of the information presented. The professor know-it-alls should also be prepared to answer the questions they generated along with questions from the class that they will be called upon to answer. Each group will become the experts on the topics they research. The teacher will be the facilitator in this activity and monitor all presentations and class discussions for accuracy. Allow each group ample time to research their topics. When the research is complete, distribute the poster.
board so students can write down the most important information from their research and use it as a visual display during their presentations. Groups will be given the *split-page notetaking* (view literacy strategy descriptions) BLM (see this BLM and the sample below) so they can take notes on the important aspects of each group’s presentation.

<table>
<thead>
<tr>
<th>Topic: History</th>
<th>Country:</th>
</tr>
</thead>
<tbody>
<tr>
<td>When was it founded?</td>
<td></td>
</tr>
<tr>
<td>Was it ever ruled by another country? If so, by whom?</td>
<td></td>
</tr>
<tr>
<td>Who were the original inhabitants?</td>
<td></td>
</tr>
</tbody>
</table>

Students will use one column to record the questions and the other to record the answers. As students read the material, have them record the answers or notes of their findings beside each question. Students may use their notes to study for their tests. Students may cover one column and try to remember information in the other column.

To add novelty to this strategy, allow the “professor know-it-alls” to put on a tie, graduation cap and gown, a lab coat, or use a clipboard or other symbol of professional expertise. Ask students to stand shoulder-to-shoulder during the presentation and invite questions from the other groups after their presentation. The group should huddle as a team to discuss possible answers to the class questions, then return to their positions and give the answers in complete sentences. Each member of the group can state part of the sentence until it is complete or take turns answering the different questions. After they have addressed the class questions, members of the group may ask their prepared questions and elicit answers from the class. Once this process is complete, the teacher should call on another team and let them present information on their assigned topic. The entire process should be repeated until all groups have had a chance to present. The teacher should ask any additional questions of each group to ensure that all necessary material is covered. The *professor know-it-alls* should be held accountable for correct information.

Gather the class back together. Solicit observations from each group and discuss their findings with the class. Compare student findings. Some teacher guidance may be needed.

**Sample Assessments**

**General Guidelines**

- Students should be monitored throughout their work on all activities via teacher observation, class discussion, report writing, group discussion, and other work generated by students during classroom activities.
- Teachers will use a variety of performance assessments to determine student understanding.
- Teachers will select assessments consistent with the type of product that results from the student activity. Use a variety of performance assessments to determine
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- Teacher-created, comprehensive unit exams assessing the GLEs should be created consisting of the following:
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  - depth of knowledge at various stages of Bloom’s taxonomy
  - LEAP-like constructed response items
  - open-ended response items requiring supporting evidence
  - test items aligned to the verbiage of the GLEs.

General Assessments

- Have students demonstrate map skills by constructing, analyzing, or creating maps of physical regions, political sections, and major pathways in Australia and Oceania. The maps will be evaluated on the use of the specific criteria that the students are required to label on their maps and in the legend.
- Have students analyze and explain the impact of natural processes on Australia and Oceania.
- Have students construct a graphic to display geographic information about Australia and Oceania and explain the information presented in the graphic.

Activity-Specific Assessments

- **Activity 2:** The students will create a poster to display information about the migration of Aborigines to urban areas.
- **Activity 3:** The students will create an urban area with methods to control natural processes.
- **Activity 4:** The students will create a map displaying the correct location of the Earth’s plates and specific volcanoes and earthquake zones in the Rim of Fire.