

HISTORY AND SOCIAL SCIENCE STANDARDS OF LEARNING ENHANCED SCOPE AND SEQUENCE



World Geography

Commonwealth of Virginia
Department of Education
2010

Copyright © 2010
by the
Virginia Department of Education
P.O. Box 2120
Richmond, Virginia 23218-2120
<http://www.doe.virginia.gov>

All rights reserved. Reproduction of these materials for instructional purposes public school classrooms in Virginia classrooms is permitted.

Superintendent of Public Instruction

Patricia I. Wright

Assistant Superintendent for Instruction

Linda M. Wallinger

Office of Standards, Curriculum, and Instruction

Mark R. Allan, Director

Betsy S. Barton, History and Social Science Specialist

Beverly M. Thurston, History and Social Science / International Education Coordinator

Edited, designed, and produced by the CTE Resource Center

Margaret L. Watson, Administrative Coordinator

Mary C. Grattan, Writer/Editor

Darren E. Morris, Writer/Editor

Richmond Medical Park

2002 Bremon Road, Lower Level

Richmond, Virginia 23226

Phone: 804-673-3778

Fax: 804-673-3798

Web site: <http://CTEresource.org>

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

NOTICE

The Virginia Department of Education does not discriminate on the basis of race, sex, color, national origin, religion, age, political affiliation, veteran status, or against otherwise qualified persons with disabilities in its programs and activities.

Table of Contents

Introduction	viii
Basic Geographic Skills.....	1
Session 1: Sources of Geographic Information.....	6
Session 2: Longitude and Latitude.....	8
Session 3: Relative Location and Map Orientation.....	10
Session 4: Mental Maps of Local Locations; Following Verbal Directions	11
Session 5: Mental Maps of State Locations	13
Session 6: Mental Maps of U.S./World Locations.....	15
Session 7: Different Types of Maps.....	17
Session 8: The Evolution of Maps	19
Session 9: Review.....	21
Session 10: Assessment	22
Attachment A: Locating Places	23
Attachment B: Sample Assessment Items	25
Physical Geography, Regional Geography.....	26
Session 1: Weather Phenomena and Their Effects on the Environment.....	34
Session 2: The Impact of Ecological Processes on the Environment	36
Session 3: The Influence of Human Activity on the Environment	38
Session 4: The Influence of Technology on the Environment; the Impact of the Environment on Humans.....	40
Session 5: Physical Regions.....	42
Session 6: Cultural Regions	44
Session 7: Regional Landscapes and Cultural Characteristics.....	46
Session 8: Language and Ethnicity as Region Links	48
Session 9: Religions as Region Divider	50
Session 10: Local and National Political Divisions	52
Session 11: Political Divisions: Cooperation and Conflict	54
Session 12: International Political Divisions	56
Session 13: Political Divisions and Conflict.....	58
Session 14: Political Divisions and Cooperation	60
Session 15: Assessment	62
Attachment A: Sample Assessment Items.....	63
Attachment B: Unit 2 Study Guide	64
Population	65
Session 1: Population Distribution.....	70
Session 2: Characteristics of Human Populations.....	72
Session 3: Population Growth Rates.....	74
Session 4: Human Migration: Push Factors.....	76
Session 5: Human Migration: Pull Factors; Impact of Migrations	78
Session 6: Site and Situation	80
Session 7: Functions of Towns and Cities	82
Session 8: Influence of Urban Areas on Regions and Countries	84
Session 9: Assessment	86
Attachment A: Sample Assessment Items.....	87
Economic Geography	88
Session 1: Changes in Energy Resources Use over Time.....	94
Session 2: Natural, Human, and Capital Resources	96
Session 3: Levels of Economic Activity	98

Session 4: Unequal Distribution of Resources.....	100
Session 5: Resource Use and Culture; Resource Use and Technologies	102
Session 6: Costs and Benefits of Resources Use	104
Session 7: Levels of Economic Development.....	106
Session 8: Factors That Influence Economic Activity	108
Session 9: Comparative Advantage; Interdependence	110
Session 10: International Trade.....	112
Session 11: Changes in Economic and Social Interactions; Economic Unions.....	114
Session 12: Assessment	116
Attachment A: Resources Organizer	117
Attachment B: Note Sheet: Resources Change over Time	118
Attachment C: Note Sheet: Resources Change over Time	120
Attachment D: Sample Assessment Items.....	121
United States and Canada.....	122
Session 1: Physical Features	126
Session 2: Economic Characteristics	129
Session 3: Cultural Diversity	131
Session 4: Historical Cultural Characteristics.....	132
Session 5: Evolved Cultural Characteristics	134
Session 6: Cultural Landscape	136
Session 7: Cities.....	138
Session 8: Assessment	140
Attachment A: Physical Features of the United States and Canada	141
Attachment B: Economic Characteristics of the United States and Canada	142
Attachment C: USA/Canada Physical Features Map	143
Attachment D: Sample Assessment Items.....	144
Latin America and the Caribbean	145
Session 1: Countries; Physical Features.....	149
Session 2: Economic Characteristics	152
Session 3: Cultural Diversity	154
Session 4: Historical Cultural Characteristics.....	155
Session 5: Cultural Landscape	157
Session 6: Cities as centers of culture and trade	159
Session 7: Assessment	161
Attachment A: Latin America Review	162
Attachment B: Sample Assessment Items	165
Europe	166
Session 1: Countries; Physical Features.....	171
Session 2: Countries; Profile of a Nation.....	174
Session 3: More Physical Features; Climates	176
Session 4: Exchange Rates and Currency Exchange	178
Session 5: The European Union.....	180
Session 6: Economic Characteristics	182
Session 7: Reinforcement through Group Reports.....	184
Session 8: Cultural Characteristics	185
Session 9: Assessment	187
Attachment A: Europe Physical Characteristics.....	188
Attachment B: Sample Assessment Items	191

Russia and Central Asia.....	192
Session 1: Physical Features	197
Session 2: Climates; Vocabulary	198
Session 3: Natural Resources, Employment, Exports; Pollution; Fabergé Eggs	200
Session 4: Siberia.....	202
Session 5: Developing vs. Developed Countries	204
Session 6: Cultural Characteristics	206
Session 7: Review	208
Session 8: Assessment	209
Attachment A: Student Geography Notes on Russia and Central Asia.....	210
Attachment B: Natural Resources, Employment, Exports	212
Attachment C: Political Prisoners	213
Attachment D: Grading Rubric for Escape from Siberia	214
Attachment E: Economic Indicators Data	215
Attachment F: Travel Brochure.....	216
Attachment G: Sample Assessment Items.....	217
North Africa and Southwest Asia (Middle East)	219
Session 1: Countries; Physical Features.....	224
Session 2: Climate; Vocabulary	226
Session 3: Monotheistic Religions.....	228
Session 4: Assessment	229
Session 5: Developed vs. Developing Countries	230
Session 6: Cultural Characteristics	232
Session 7: Arabesque	234
Session 8: Assessment	236
Attachment A: Misconceptions and Rumors.....	237
Attachment B: Student Geography Notes on North Africa and Southwest Asia (Middle East)	238
Attachment C: Monotheistic Religions Chart	240
Attachment D: Monotheistic Religions Quiz	241
Attachment E: Economic Indicators Data	242
Attachment F: Sample Assessment Items	243
South Asia	246
Session 1: Countries; Physical Features.....	250
Session 2: Geographic Features; Hinduism	252
Session 3: Buddhism.....	253
Session 4: Distribution of Religions; History	255
Session 5: Timeline of Historic Events.....	256
Session 6: Indian and Pakistani Architecture, Landscapes, and Culture	258
Session 7: South Asian Boundary Changes and Disputes since 1947	259
Session 8: Assessment	261
Session 9: Kashmir	262
Session 10: South Asia Resources; Monsoons; Bangladesh.....	263
Session 11: South Asian Economic Development.....	264
Session 12: Pakistan, Afghanistan, and Al Qaeda; Unit Review	265
Session 13: Assessment	266
Attachment A: Geography Notes on South Asia.....	267
Attachment B: Notes on History of South Asia	268
Attachment C: An Introduction to Indian Architecture.....	269
Attachment D: South Asia Quiz.....	270
Attachment E: South Asia Resources.....	272
Attachment F: South Asia Unit Test	273

Southeast and East Asia.....	275
Session 1: Countries; Physical Features.....	279
Session 2: Physical Characteristics.....	282
Session 3: Economic Characteristics	284
Session 4: Cultural Diversity	286
Session 5: Cultural Characteristics	287
Session 6: Cultural Heritage	289
Session 7: Important Cities	290
Session 8: Cultural Landscape	292
Session 9: Assessment	294
Attachment A: Sample Assessment Items.....	295
Sub-Saharan Africa.....	296
Session 1: Countries; Physical Features.....	300
Session 2: Countries; Profile of a Nation.....	302
Session 3: Physical Characteristics.....	304
Session 4: Characteristics of Developing Economies.....	306
Session 5: Economic Characteristics	308
Session 6: Ethnic Groups; Languages; Historical Names.....	310
Session 7: Cultural Characteristics	312
Session 8: Cultural Heritage Diversity; Analogies; Quiz	314
Session 9: Assessment	316
Attachment A: Sub-Saharan Africa Glossary.....	317
Attachment B: African Analogies	318
Attachment C: Africa Facts Quiz	319
Attachment D: Review Activity	320
Attachment E: Sample Assessment Items	323
Australia, the Pacific Islands, and Antarctica	324
Session 1: Countries; Physical Features.....	328
Session 2: Physical Characteristics.....	330
Session 3: Economic Characteristics	332
Session 4: Cultural Characteristics	334
Session 5: Cities of Australia.....	336
Session 6: Cultural Landscape	338
Session 7: Assessment	339
Attachment A: Sample Assessment Items.....	340

Acknowledgments

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

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

Eleanor Joyce
City of Salem Schools

Martha Smith
Roanoke County Schools

John Hoffman
Prince William County Schools

Catherine LaRocco
Spotsylvania County Schools

Rebecca Mills
Spotsylvania County Schools

Agnes Dunn
Stafford County Public Schools, Retired

Introduction

The *History and Social Science Standards of Learning Enhanced Scope and Sequence* is intended to help teachers align their classroom instruction with the History and Social Science Standards of Learning that were adopted by the Board of Education in January 2008. The *Enhanced Scope and Sequence* is organized by topics from the original *History and Social Science Standards of Learning Scope and Sequence* document and includes the content of the Standards of Learning and the essential knowledge and skills found in the *History and Social Science Standards of Learning Curriculum Framework 2008*. In addition, the *Enhanced Scope and Sequence* provides teachers with sample lesson plans aligned with the essential knowledge and skills in the *Curriculum Framework*.

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

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

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

ORGANIZING TOPIC

Basic Geographic Skills

Standard(s) of Learning

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

Essential Understandings, Knowledge, and Skills

	Correlation to Instructional Materials
Skills <i>(to be incorporated into instruction throughout the academic year)</i>	
Gather, classify, and interpret information.	
Compare maps of different scales.	
Locate places on maps and globes.	
Locate places, using latitude/longitude, on maps and globes.	
Interpret maps and globes.	
Draw maps from memory.	
Evaluate information.	
Select the appropriate geographic resource to draw conclusions.	
Compare and contrast information found on different types of maps.	
Compare maps and make inferences.	
Draw conclusions and make inferences about geographic data.	
Identify and interpret regional patterns on maps.	
Interpret the idea, concepts, or events expressed by a cartoon, picture, or other graphic media.	
Select the appropriate geographic resource to draw conclusions.	
Use a compass rose to identify and use cardinal directions.	
Content	
Explain how the use of a variety of sources supports the process of geographic inquiry.	
Define the following geographic concepts:	

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

Explain that latitude and longitude define absolute location.

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

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

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

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

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

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

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

Demonstrate the following sources used to obtain information:

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

Identify the following uses of mental maps to organize information:

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

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

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

- Comparing sketch maps to maps in atlases or other resources

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

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

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

Illustrate the following standard ways maps show information:

- Symbols _____
- Color _____
- Lines _____
- Boundaries _____
- Contours _____

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

Show the following types of thematic maps:

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

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

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

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

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

Sample Resources

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

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

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

The Guide to Geographic Information Systems — GIS.com. <<http://www.gis.com/whatisgis/index.html>>. This site provides information on Geographic Information Systems (GIS).

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

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

Session 1: Sources of Geographic Information

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should be able to read and understand charts and maps.

Materials

- Examples of the following: geographic information system (GIS) images, field work, satellite images, photographs of geographic features, maps, globes, databases, primary sources, and diagrams.
- Classroom map that illustrates scale, latitude, and longitude

Instructional Activities

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

Specific Options for Differentiating This Lesson

Technology

- Have students use text-to-speech software to supplement their assigned research.
- Have students use digital versions of assigned content to complete activities.
- Have students use digital graphic organizers to categorize information.
- Have students use relevant online resources.
- Provide students with enlarged maps or images.

- Have students use whiteboards or handheld devices to interact with and share their maps.

Multisensory

- Have students use highlighters, colored markers or pens, and adaptive paper when reading and gathering information.
- Have students create a digital slide show, using vocabulary from the lesson.
- Have students color code longitude and latitude lines on a map of the Earth.
- Have students identify longitude and latitude on a map, using different colored strands of yarn.

Community Connections

- Invite a local surveyor to discuss with students how he/she creates and uses maps.

Small Group Learning

- Have students complete Activity 4 in small groups and share the maps of their assigned local areas with the class.

Vocabulary

- Have students use the following key vocabulary: *Geographic Information Systems (GIS), satellite images, maps, globes, compass rose, longitude, latitude, relative location, absolute location, scale, diagrams.*

Student Organization of Content

- Have students begin a notebook to organize information provided in this session by designing a cover and adding vocabulary and activities from this session.
- Have students make cards for vocabulary terms and add them to their notebooks.
- Have students create graphic organizers and add them to their notebooks.

Session 2: Longitude and Latitude

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should demonstrate a basic understanding of how to use an atlas and/or a map.
- Students should be able to use mapping software.

Materials

- Outline maps
- Attachment A: Locating Places

Instructional Activities

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

Specific Options for Differentiating This Lesson

Technology

- Have students use text-to-speech software to supplement their assigned research.
- Have students use digital versions of assigned content to complete activities.
- Have students access and use online resources to complete activities.
- Have students use whiteboards, computers, or handheld devices to share key concepts and maps.

Multisensory

- Have students color code cities by geographic region.
- Have students stand and turn to the cardinal direction given by the teacher or classmate.
- Have students use a compass to locate marked places around the school campus (orienteering).

Community Connections

- Invite guest speakers, including a surveyor or cartographer, to discuss with students how they use geographic tools in their professions.

Small Group Learning

- As a reference point, use the cities that are indicated as cultural and trade centers in the SOL framework as the cities to locate. Divide students into groups based on geographic regions. Have students locate and label each city in their region. After each group completes the activity, have them share the information with the other groups.

Vocabulary

- Have students use the following key vocabulary: *longitude, latitude, hemispheres, cardinal directions, intermediate directions, atlas.*

Student Organization of Content

- Have students add their maps from this session to their classroom notebooks.
- Have students contribute images to a digital slide show of important locations found on a map (e.g., the White House represents Washington, D.C.). Students should also supply the latitude and longitude with each image.

Session 3: Relative Location and Map Orientation

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should demonstrate a basic understanding of how to use a map.
- Students should be able to create digital maps.

Materials

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

Instructional Activities

1. Review information from previous sessions.
2. Explain the concepts of relative location and map orientation. Use examples in the immediate vicinity to demonstrate the concepts.
3. Display a map of the students' locality, and ask them to identify the spatial relationships of places, using relative location. Have the class orient the map to their current location.

Specific Options for Differentiating This Lesson

Technology

- Have students use text-to-speech software to supplement their assigned research.
- Have students use whiteboards, computers, or handheld devices to display and interact with maps of the school community.
- Have students locate specific destinations on a projected enlargement of a community map.

Multisensory

- Have students complete an orienteering exercise. Supply them with a map of the school grounds, a common starting point, a compass and instructions that should lead to a specific destination. At completion, students should be able to describe the concept of relative location and map orientation.

Community Connections

- Invite an expert to discuss orienteering.

Small Group Learning

- Have students complete the multisensory activity above in groups of three or four, and give each group a different destination.

Vocabulary

- Have students use the following key vocabulary: *relative location*, *map orientation*, *spatial relationships*.

Student Organization of Content

- Have students record their orienteering information on a data worksheet and add the document to their notebooks.
- Have students add their maps and graphics to their notebooks.

Session 4: Mental Maps of Local Locations; Following Verbal Directions _____

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should demonstrate a basic understanding of how to use a map.
- Students should be able to follow oral directions.

Materials

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

Instructional Activities

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

Specific Options for Differentiating This Lesson

Technology

- Have students use whiteboards, computers, or handheld devices to interact with and trace the different routes from home to school.
- Have students use mapping Web sites.
- Have students use word processors to complete the writing assignments.
- Have students use digital versions of assigned content to complete activities.

Multisensory

- Have students use highlighters, colored markers or pens, and adaptive paper when reading and gathering information.
- Have students color code and draw symbols or landmarks on a map that describes the route between the school and their homes.
- Have students identify sounds associated with the route from home to school.

Community Connections

- Invite local service professionals (e.g., police, emergency medical technicians, firefighters) to share with students how they navigate through the community for their jobs.

Small Group Learning

- Modify Activity 6 by dividing students into small groups, and have them read the directions to one another within the groups.
- Divide students into small groups. Introduce “Vacation Destination.” Explain that they will be given a list of vacation destinations. Have them choose a destination and use online resources to customize travel directions and routes. Have students give an indication of the miles traveled, the cost of gasoline, and the time needed to make the trip.

Vocabulary

- Have students use the following key vocabulary: *mental maps*, *directions*.

Student Organization of Content

- Have students develop a graphic organizer from information in the second small-group activity and add the document to their notebooks.
- Have students add all class-created maps and visuals to their notebooks.

Session 5: Mental Maps of State Locations

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should demonstrate a basic understanding of how to use a map.

Materials

- Large map of Virginia

Instructional Activities

1. Review the concepts from the previous session.
2. Explain that students will locate some state locations, using mental maps. Provide descriptions of state locations, or use selections from the following, appropriate to knowledge and readiness level of students:
 - Identify the large city on the Atlantic Ocean and near the Chesapeake Bay. (Virginia Beach)
 - Identify the city at the intersection of I-64 and I-95. (Richmond)
 - Identify the major historic house in the hills around Charlottesville. (Monticello)
 - Identify the river that divides Virginia and Maryland. (Potomac)
 - Identify the state due south of Virginia. (North Carolina)
 - Identify the large body of water that borders Virginia to the east. (Atlantic Ocean)

Have the students respond individually to these descriptions.

3. When the class has finished, display a large map of Virginia, and review the descriptions and the students' responses, pointing out the locations on the map.
4. Ask the whole class to name and compare geographic features found in each of the locations identified.
5. Assign a reading or other reinforcement activity, using available teacher resources.

Specific Options for Differentiating This Lesson

Technology

- Have students use text-to-speech readers.
- Have students use mapping Web sites.
- Provide students access to easy-to-read, large-type versions of all content.
- Have students identify key locations on a projected image or a whiteboard map display of Virginia.

Multisensory

- Have students use highlighters, colored markers or pens, and adaptive paper when reading and gathering information.
- Have students color code their maps.
- Have students create a map of Virginia using various materials to identify bodies of water, mountains, and other key features.

Community Connections

- Invite a speaker from the local visitors center to speak with students about various state locations.

Small Group Learning

- Have students complete Activity 2 in small groups.
- Have students work in pairs to develop a visual presentation for Activity 2.

Vocabulary

- Have students use the following key vocabulary: *intersection, cardinal directions, intermediate directions, borders, historic*.

Student Organization of Content

- Have students develop a graphic organizer to categorize information and add the document to their notebooks.
- Have students add all maps and diagrams to their notebooks.

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

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should demonstrate a basic understanding of how to use a map.
- Students should be able to identify locations using physical and mental mapping.
- Students should be able to use mapping software.

Materials

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

Instructional Activities

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

Specific Options for Differentiating This Lesson

Technology

- Have students use mapping Web sites.
- Have students create digital slide shows of their assignments.
- Have students use whiteboards, computers, or handheld devices to display and interact with maps of the world.

Multisensory

- Have students use highlighters, colored markers or pens, and adaptive paper when reading and gathering information.
- Display a blank map of the world. Divide students into several small groups, giving each group five different locations in the world, written on cards that are color coded for each group. Have groups brainstorm the locations and place their cards on the blank world map. After all cards have been placed, have students use a world map to check their answers.

Community Connections

- Invite a pilot to explain how flight routes are determined.
- Invite military personnel to share orienteering strategies for navigating through unknown places.

Small Group Learning

- Have student pairs develop a dot-to-dot presentation demonstrating navigation from location to location with voice recordings. Have students use the ordinal and intermediate directions.

Vocabulary

- Have students use the following key vocabulary: *cardinal directions, culture, language, recreation, customs, traditions, terrain.*

Student Organization of Content

- Have students make cards for vocabulary terms and add them to their notebooks.
- Have students add all maps and visuals to their notebooks.

Session 7: Different Types of Maps

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should demonstrate a basic understanding of how to use a map.

Materials

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

Instructional Activities

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

Specific Options for Differentiating This Lesson

Technology

- Have students use text-to-speech readers to supplement their assigned research.
- Have students use a screen reader or audiobook to complete their reading assignments.
- Have students use digital graphic organizers to categorize information.
- Have students use digital versions of assigned content to complete activities.
- Have students use whiteboards, computers, or handheld devices to display and interact with different types of maps.

Multisensory

- Have students color code maps by category or by type of map.

Community Connections

- Invite the school division's transportation director to talk with students about how bus routes are established.
- Invite a meteorologist to talk with students about how weather maps are created.

Small Group Learning

- Divide students into small groups, and assign each one a different type of map. Have each group research types of information on the maps and the situations in which they would be used. Have students share their findings with the class.
- Have students work in pairs to develop a type of map for specified places of interest.

Vocabulary

- Have students use the following key vocabulary: *road maps, political maps, climate maps, population maps, physical maps, thematic maps, boundaries, population density, elevation, precipitation, atlas.*

Student Organization of Content

- Have students develop graphic organizers from the small-group activity and add the document to their notebooks.
- Have students make cards for vocabulary terms and add them to their notebooks.
- Have students add all maps and diagrams to their notebooks.

Session 8: The Evolution of Maps

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should demonstrate a basic understanding of how to use an atlas and/or map.
- Students should be able to analyze changes in maps.

Materials

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

Instructional Activities

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

Specific Options for Differentiating This Lesson

Technology

- Have students use text-to-speech readers to supplement their assigned research.

- Have students use a screen reader or audiobook to complete their reading assignments.
- Have students use digital graphic organizers to categorize information.
- Have students use relevant online resources.
- Have students use whiteboards, computers, or handheld devices to display and interact with different types of maps.

Multisensory

- Have students use highlighters, colored markers or pens, and adaptive paper when reading and gathering information.
- Have students compare and contrast a digital slide show that demonstrates the evolutionary changes in boundaries, names, etc., for parts of the world.
- Have students create a before-and-after book demonstrating the evolutionary changes in boundaries, names, etc., for parts of the world.

Community Connections

- Invite a geography professor or historian to share with students evolutionary changes for parts of the world.

Small Group Learning

- Have students work in small groups to create study cards regarding the changes and reasons for the changes discussed in this session.
- Assign students to small groups based on categories of change in place name, change in boundary, perspectives of place names, and disputed areas. Have students research background information on the change they have been assigned. Next, have them develop maps illustrating the changes in their category—they will need two maps, one to show the original information and one to show the changes. Have students share their information with the class.

Vocabulary

- Have students use the following key vocabulary: *boundaries, perspectives, disputed, evolution, political map, international boundaries*.

Student Organization of Content

- Have students develop graphic organizers to list information shared in class on the changes in boundaries, names, etc., and add the document to their notebooks.
- Have students make cards for vocabulary terms and add them to their notebooks.
- In their notebooks, have students make dividers that create sections for each of the main geographic regions in the world, such as the United States, Canada, Latin America, Europe, Russia and Central Asia, Middle East, South Asia, East Asia, Southeast Asia, Sub-Saharan Africa, Australia, Oceania, and Antarctica. These sections will be referred to and added to throughout the unit.

Session 9: Review

Materials

- None identified

Instructional Activities

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

Specific Options for Differentiating This Lesson

Technology

- Have students create digital slide shows to supplement their assignments.

Multisensory

- Have students work in groups to produce a digital slide show that illustrates the various concepts of geography learned in this unit.

Small Group Learning

- Have students work in small groups to develop 10 sample questions for an assessment of concepts learned in this unit.

Vocabulary

- Assign students to a partner and have them use the vocabulary learned in this unit to develop a quiz game to review the unit content.

Student Organization of Content

- Provide a study guide/worksheet for students to complete while watching the electronic presentation.

Session 10: Assessment

Materials

- Assessment

Instructional Activities

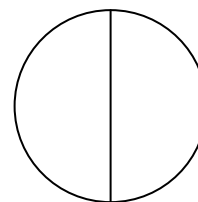
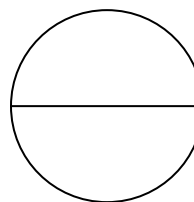
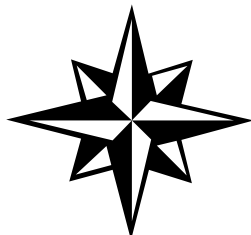
1. Administer the assessment. Sample assessment items can be found in Attachment B.

Attachment A: Locating Places

Latitude and Longitude

Cardinal and Intermediate Directions

Four Hemispheres



There are two types of location: _____ & _____.

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

Examples of _____ location: _____

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

Examples of _____ location: _____

_____ location can be found using _____ & _____.

LATITUDE: _____

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

B. Latitude measures _____ or _____ of the _____.

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

D. Latitude lines are _____ because they never meet.

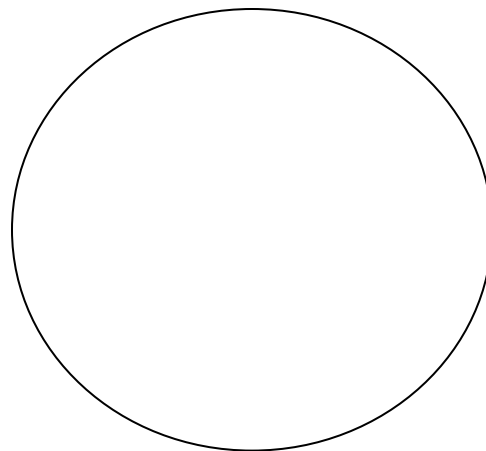
E. Latitude lines are also called _____.

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

66.5° N _____ 66.5° S _____

23.5° N _____ 23.5° S _____

0° _____



LONGITUDE: _____

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

H. Longitude measures _____ or _____ of the _____.

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

J. Longitude lines meet at the _____.

K. Longitude lines are also called _____.

Attachment B: Sample Assessment Items

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

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

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

- A _____
- B _____
- C _____
- D _____

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

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

- A New York City
- B San Francisco
- C Chicago
- D New Orleans*

Ask two or three questions about specific locations. Provide a map, and ask students to identify the distance between two points on the map. Sample questions may include:

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

- A _____kilometers
- B _____kilometers
- C _____kilometers
- D _____kilometers

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

4. What ocean is west of California?

- A Atlantic
- B Pacific*
- C Indian
- D Arctic

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

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

- A _____
- B _____
- C _____
- D _____

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

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

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

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

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

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

8. The purpose of GIS is to

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

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

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

10. The science of mapmaking is called

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

ORGANIZING TOPIC

Physical Geography, Regional Geography

Standard(s) of Learning

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

Essential Understandings, Knowledge, and Skills

Correlation to
Instructional Materials

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

- Interpret the ideas, concepts, or events expressed by a cartoon, picture, or other graphic media.
- Apply latitude to identify climate zones.
- Interpret charts, diagrams, and climographs.
- Select the appropriate geographic resource to draw conclusions
- Gather, classify, and interpret information.
- Explain cause-and-effect relationships.
- Identify and interpret regional patterns on maps
- Locate areas (regions) on maps and globes.
- Compare and contrast differing sets of ideas, beliefs, and behaviors.

Draw conclusions and make inferences about data.

Analyze photographs and pictures and make inferences.

Explain charts comparing two or more geographic concepts.

Identify primary ideas expressed in graphic data.

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

Compare maps and make inferences.

Identify regional patterns.

Participate in problem solving.

Content

Identify the following common characteristics that define climate:

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

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

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

Label and describe the following world climate regions:

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

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

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

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

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

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

- Crops
- Clothing
- Housing
- Natural hazards

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

- Earthquakes
- Floods
- Volcanic eruptions
- Erosion
- Deposition

Explain the following ways humans influence their environment:

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

[illegible]

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

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

Explain how the environment has the following impact on humans:

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

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

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

Show the following examples of physical regions:

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

Show the following examples of cultural regions:

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

Explain how regional labels reflect changes in perceptions of the following areas:

- Middle East
- Sun Belt
- Rust Belt

Explain how the following regional landscapes are influenced by climate and underlying geology and by the cultural, economic, and political characteristics of their inhabitants:

Physical Characteristics:

- Climate affects types of natural vegetation.
- Landforms affect transportation, population distribution, and the locations of cities.

Cultural Characteristics

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

- White House
- Lincoln Memorial
- Statue of Liberty

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

- Language:
 - Arab world: Arabic
 - Hispanic America: Spanish
 - Brazil: Portuguese
 - Canada: French and English
 - Switzerland: Multiple languages
 - English: International language
- Ethnic heritage:
 - Former Yugoslavia: Serbs, Croats, Bosnians, Albanians
 - Burundi and Rwanda: Hutus and Tutsis
 - United States, Switzerland: Multiple ethnicities united in one country
 - Korea and Japan: Predominantly single ethnicity
 - Cyprus: Greeks and Turks
- Religion as a unifying force:
 - Hinduism
 - Buddhism
 - Judaism
 - Christianity
 - Islam
- Religion as a divisive force:
 - Conflicts between Hindus and Muslims in Pakistan and India
 - Conflicts between Catholics and Protestants in Northern Ireland
 - Jews, Christians, and Muslims all claiming Jerusalem as their religious heritage site
 - Conflicts between Sunni and Shi'a

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

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

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

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

- GDP (Gross Domestic Product)
- Land size
- Population size
- Resources

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

- Major bodies of water

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

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

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

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

Explain the following reasons for political divisions:

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

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

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

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

- Countries
- Alliances: economic and political
 - North Atlantic Treaty Organization (NATO)
 - European Union (EU)
 - Organization of Petroleum Exporting Countries (OPEC)
 - North American Free Trade Agreement (NAFTA)
 - United Nations
 - Organization of American States (OAS)
 - League of Arab States

- Association of Southeast Asian Nations (ASEAN)
- African Union (AU)

Explain the following reasons for political divisions

- Differences in culture, language, religion
- Retention of historical boundaries
- Imperial conquest and control
- Economic similarities and differences

Explain that political divisions may generate conflict or cooperation.

Explain the following reasons for conflict and examples of cooperation at the national and international levels, and explain the examples provided:

- Reasons for conflict
 - Boundary and territorial disputes (Syria-Israel, Western Sahara-Morocco, China-Taiwan, India-Pakistan)
 - Cultural differences (language, religion)
 - Indonesia
 - Canada (Québec)
 - Sudan
 - Economic differences (fertile land, access to fresh water, access to coast, fishing rights, natural resources, different economic philosophies)
 - Ethnic differences
 - Balkans
 - Cyprus
 - Kashmir
 - Nationalism
- Examples of cooperation
 - Humanitarian initiatives (e.g., Red Cross and Red Crescent)
 - Economic alliances (e.g., Law of the Sea, China and United States, multinational corporations, North American Free Trade Agreement [NAFTA], Organization of Petroleum Exporting Countries [OPEC])
 - Cultural alliances (e.g., Francophone world, Commonwealth of Nations)
 - Military alliances (e.g., North Atlantic Treaty Organization [NATO])
 - Problem-solving alliances (e.g., Antarctica Treaty, United Nations [UN] peacekeepers)
 - Programs to promote international understanding (e.g., Peace Corps)
 - Alliances for environmental preservation
 - Alliances for foreign aid

Sample Resources

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

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

“Geography 370: Climatology — Climate Regions, Fall, 2003.” Sonoma State University.
<<http://www.sonoma.edu/users/f/freidel/climate/370regions.htm>>. This site provides information on various climate regions.

Guide to the Science of the Atmosphere. USA Today.
<<http://www.usatoday.com/weather/resources/basics/wworks0.htm>>. This site provides links to graphics and other information on various weather phenomena.

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

“Polders and Dykes of the Netherlands.” <<http://geography.about.com/library/weekly/aa033000a.htm>>. This site provides information on the ways the Dutch reclaim dry land from the sea.

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

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

Session 1: Weather Phenomena and Their Effects on the Environment

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should demonstrate a basic understanding of how to use a map.
- Students should be able to use the Internet as a research resource.

Materials

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

Instructional Activities

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

1. Explain that the next sessions will examine the effects of ecological processes on the Earth's surface as well as the division of the Earth into *regions* (areas of the Earth's surface that share unifying characteristics). The impact of conflict and cooperation on the divisions of the Earth will also be examined.
2. Display the following weather phenomena:
 - Monsoons — South and Southeast Asia
 - Typhoons — Pacific Ocean
 - Hurricanes — Atlantic Ocean
 - Tornadoes — United States

Have the students identify the characteristics of each of these weather phenomena. Encourage students not only to describe each phenomenon but also to identify the most probable location(s) for it to occur.

3. Show videos, photographs, or Internet resources that reflect the long-term effects on the Earth's surface of these various weather phenomena.
4. Ask students to identify the effects of these weather phenomena on the climate. Ensure that the matters of crops, clothing, housing, and natural hazards are addressed during the discussion.
5. Assign a reading or other reinforcement activity, using available teacher resources.

Specific Options for Differentiating This Lesson

Technology

- Have students use text-to-speech readers to supplement their assigned research.
- Have students use a screen reader or audiobook to complete their reading assignments.
- Have students use digital graphic organizers to categorize information.
- Have students use relevant online resources.
- Provide students with bookmarks for relevant Web sites.
- Have students use whiteboards, computers, or handheld devices to display and interact with maps of weather phenomena.

Multisensory

- Have students use highlighters, colored markers or pens, and adaptive paper when reading and gathering information.
- Discuss with students the warning signs of and preparation for a tornado, ensuring they are well-versed in the school's tornado evacuation procedures. Conduct a tornado drill. Coordinate this activity with your administrators, and arrange to have your students lead during the drill.

Community Connections

- Invite a local meteorologist to discuss with students weather phenomena and its short- and long-term effects.

Small Group Learning

- Divide the class into four groups, and assign each group a weather phenomenon. Have each group research where their phenomenon is found, the conditions that create it, the damage it causes to crops, clothing, and housing, and its effects on the climate.

Vocabulary

- Have students use the following key vocabulary: *weather phenomena, monsoon, typhoon, hurricane, tornado, climate, conflict, cooperation, natural hazards*.

Student Organization of Content

- Have students develop graphic organizers with the information presented in the small-group activity and add the document to the regional section of their notebooks.

Session 2: The Impact of Ecological Processes on the Environment

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should demonstrate a basic understanding of how to use a map.

Materials

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

Instructional Activities

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

Specific Options for Differentiating This Lesson

Technology

- Have students use text-to-speech readers to supplement their assigned research.
- Have students use a screen reader or audiobook to complete their reading assignments.
- Have students use digital graphic organizers to categorize information.
- Have students use relevant online resources.
- Have students use interactive whiteboards, computers, or handheld devices to display and interact with maps of weather phenomena.

Multisensory

- Have students use highlighters, colored markers or pens, and adaptive paper when reading and gathering information.
- Have students view a digital slide show that illustrates the effects of earthquakes, floods, volcanic eruptions, and erosion on the physical environment, and then compare and contrast the effects.

Community Connections

- Arrange for students to visit a local Emergency Operations Center (EOC), or invite a member of the EOC to talk with students about the effects of natural disasters on humans and the environment.
- Invite a meteorologist to discuss with students weather phenomena that may cause natural disasters.

Small Group Learning

- Divide the students into four groups and have them research well-known examples of each of the natural disasters. Have them share the information with the class.

Vocabulary

- Have students use the following key vocabulary: *earthquake, flood, volcanic eruption, erosion, weather phenomena, physical environment*.

Student Organization of Content

- Have students develop graphic organizers to note how each of the processes in the digital slide show occur and what their specific effects on the environment would be.
- Have students develop graphic organizers to take notes on information presented in the small-group activity.

Session 3: The Influence of Human Activity on the Environment

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should demonstrate a basic understanding of how to use a map.
- Students should be able to use the Internet as a research resource.

Materials

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

Instructional Activities

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

Specific Options for Differentiating This Lesson

Technology

- Have students use text-to-speech readers to supplement their assigned research.
- Have students use a screen reader or audiobook to complete their assignments.
- Have students use digital graphic organizers to categorize information.

- Have students use relevant online resources.
- Provide students with bookmarks for relevant Web sites.
- Have students use whiteboards, computers, or handheld devices to display and interact with maps of weather phenomena.

Multisensory

- Have students use highlighters, colored markers or pens, and adaptive paper when reading and gathering information.
- Have students view a digital slide show featuring examples of dams, canals, reservoirs, irrigation, polders, terracing, deforestation, desertification, acid rain, and pollution, and then compare and contrast the effects.
- Have students research environmental disasters related to Activity 3.

Community Connections

- Invite an official from the department of environmental health services to talk with students about dealing with various effects on the environment.
- Arrange for students to visit to a local recycling facility to learn about the recycling process.

Small Group Learning

- Have students work in small groups to make cards that illustrate each of the vocabulary terms.
- Have students work in small groups to research the following categories: water diversion management, landscape alteration, and environment alteration. Have them record their findings in the regional section of their notebooks.

Vocabulary

- Have students use the following key vocabulary: *dams, canals, reservoirs, irrigation, polders, terracing, deforestation, desertification, acid rain, pollution, water diversion management, landscape alteration, environment alteration, water diversion.*

Student Organization of Content

- Have students develop graphic organizers, arranged by place and example, based on the information from the small-group activity and add them to the regional section of their notebooks.

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

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should demonstrate a basic understanding of how to use a map.

Materials

- Video, Internet resources, or photographs that illustrate the impact of technological advances in agriculture, energy usage, and transportation (e.g., automobiles, airplanes) on the environment

Instructional Activities

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

Specific Options for Differentiating This Lesson

Technology

- Have students use text-to-speech readers to supplement their assigned research.
- Have students use a screen reader or audiobook to complete their reading assignments.
- Have students use digital graphic organizers to categorize information.
- Have students use relevant online resources.
- Provide students with bookmarks for relevant Web sites.

Multisensory

- Have students use highlighters, colored markers or pens, and adaptive paper when reading and gathering information.
- Create a chart that shows the influence of technology on the environment. Have students brainstorm examples for each category and add them to the chart. Have them take notes as you fill in the chart.

Community Connections

- Invite a local cooperative extension agent to speak with students about the influence of technology on the environment.

Small Group Learning

- Divide students into five groups, assigning each group one of the categories under “The Impact of the Environment on Humans.” Have students research their category and present the information to the class.

Vocabulary

- Have students use the following key vocabulary: *technology, environment, agriculture, fertilizers, mechanization, energy, fossil fuels, nuclear energy, transportation, railways, suburbs, noise pollution.*

Student Organization of Content

- Using the information from the multisensory activity, have students develop a graphic organizer that shows the influence of technology on the environment.
- Using the information from the small-group activity, have students develop a graphic organizer that shows the influence of humans on the environment.

Session 5: Physical Regions

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should demonstrate a basic understanding of how to use a map.

Materials

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

Instructional Activities

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

Specific Options for Differentiating This Lesson

Technology

- Have students use text-to-speech readers to supplement their assigned research.
- Have students use a screen reader or audiobook to complete their reading assignments.
- Have students use digital graphic organizers to categorize information.
- Have students use relevant online resources.
- Provide students with bookmarks for relevant Web sites.
- Have students use whiteboards, computers, or handheld devices to explore maps.

Multisensory

- Have students use highlighters, colored markers or pens, and adaptive paper when reading and gathering information.
- Use a large chart to facilitate a discussion about regions. Label the chart with world regions on the vertical axis and physical regions on the horizontal axis. Ask students to come up with examples of physical regions for each world region (taiga, Sahara, etc.). Leave space to the right of physical regions to use for cultural regions in Session 6. Students should also have copies of the chart to fill in and label as the discussion progresses.
- Have students create their own physical map of a region.

Community Connections

- Take a virtual tour of the different regions of the world.
- Invite a community member who has lived in another region of the world to discuss with students the physical and cultural characteristics of that region.

Small Group Learning

- Divide students into small groups to use blank world maps to identify the regional labels (Sahara, taiga, rain forest, Great Plains, Low Countries) and color them in. Have the students place the maps in their notebooks.

Vocabulary

- Have students use the following key vocabulary: *Sahara, taiga, rain forest, Great Plains, Low Countries, boundary lines, physical, cultural.*

Student Organization of Content

- Have students develop graphic organizers to learn the information given in the multisensory activity and add the completed graphic organizers to their notebooks.
- Have students make cards for vocabulary terms and add them to their notebooks.

Session 6: Cultural Regions

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should demonstrate a basic understanding of how to use a map.

Materials

- Map of the world

Instructional Activities

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

Specific Options for Differentiating This Lesson

Technology

- Have students use text-to-speech readers to supplement their assigned research.
- Have students use a screen reader or audiobook to complete their reading assignments.
- Have students use digital graphic organizers to categorize information.
- Have students use relevant online resources.
- Provide students with bookmarks for relevant Web sites.
- Have students use whiteboards, computers, or handheld devices to explore maps.

Multisensory

- Have students use highlighters, colored markers or pens, and adaptive paper when reading and gathering information.
- Continue with the chart from the multisensory activity in Session 5. Label the right column “Cultural Regions” and have students give examples of cultural regions and add them to the chart. Be sure that students also record this information in their notes.

Community Connections

- Have students take a virtual tour of the different regions of the world.
- Invite a community member who has lived in another region of the world to discuss their cultural experiences with students.
- Hold an international fair in which people from different cultural regions share their religions, languages, ethnicities, economics, and politics.

Small Group Learning

- Divide students into five groups, assigning each group one of the cultural regions from Activity 3. Have students define what each cultural region is and define the two examples. Have them find another example of their choice of cultural region. Have students share the information with the class. Provide a graphic organizer for students to record the information they learned.

Vocabulary

- Have students use the following key vocabulary: *cultural region, language, ethnicity, religion, economic, political, European Union (EU), North Atlantic Treaty Organization (NATO), African Union (AU)*.

Student Organization of Content

- Have students add the graphic organizer from the multisensory activity to their notebooks.
- Have students make cards for vocabulary terms and add them to their notebooks.

Session 7: Regional Landscapes and Cultural Characteristics

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should demonstrate a basic understanding of how to use a map.

Materials

- Large maps of the continents or of the world
- Photographs of cultural characteristics identified in the list below
- Unlabeled outline maps

Instructional Activities

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

Physical Characteristics:

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

Cultural characteristics

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

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

Specific Options for Differentiating This Lesson

Technology

- Have students use text-to-speech readers to supplement their assigned research.
- Have students use a screen reader or audiobook to complete their reading assignments.
- Have students use digital graphic organizers to categorize information.
- Have students use relevant online resources.
- Provide students with bookmarks for relevant Web sites.
- Have students use whiteboards, computers, or handheld devices to explore maps.

Multisensory

- Have students use highlighters, colored markers or pens, and adaptive paper when reading and gathering information.
- Display a large map outline in the classroom. Assign an architectural structure, statue, or monument (listed in Activity 3) to each student. Have them research information, find an image of their assigned work, present the information to the class, and place the picture on the large classroom map.

Community Connections

- Have students take a virtual tour of the different regions of the world.
- Invite a community member who has lived in another region of the world to discuss their experiences with students.
- Hold an international fair in which people from different cultural regions share their religions, languages, ethnicities, economics, and politics.

Small Group Learning

- Divide students into five groups. Assign one of the following topics to each group: tiled roofs, chalets, thatched roofs, tents and yurts, and castles. Have students describe these dwellings, find an image of their assigned topic, explain why these dwellings are common to specific regions, and present the information to the class. A similar activity can be done for the religious buildings.

Vocabulary

- Have students use the following key vocabulary: *Taj Mahal, Kaaba, Western Wall, Dome of the Rock, Church of the Holy Sepulcher, pyramids, Kremlin, Eiffel Tower, Virginia State Capitol building, Washington Monument, White House, Lincoln Memorial, Statue of Liberty, mosques, churches, synagogues, temples, pagodas, Middle East, Sun Belt, Rust Belt, physical characteristics, cultural characteristics, architectural structures, Pacific islands, chalets, yurts.*

Student Organization of Content

- Have students add the information they learned in this session into the various regional sections of their notebooks.
- Have students make cards for vocabulary terms and add them to their notebooks.

Session 8: Language and Ethnicity as Region Links

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should demonstrate a basic understanding of how to use a map.

Materials

- Large maps of the continents or of the world

Instructional Activities

1. Repeat the activity from Session 7 for the following information:
 - Language
 - Arab world — Arabic
 - Hispanic America — Spanish
 - Brazil — Portuguese
 - Canada — French and English
 - Switzerland — multiple languages
 - English—international language
 - Ethnic heritage
 - Former Yugoslavia — Serbs, Croats, Bosnians, Albanians
 - Burundi and Rwanda — Hutus and Tutsis
 - Cyprus — Greeks and Turks
 - United States, Switzerland —multiple ethnicities united in one country
 - Korea, Japan —predominantly single ethnicity
2. Assign a reading or other reinforcement activity, using available teacher resources.

Specific Options for Differentiating This Lesson

Technology

- Have students use a screen reader or audiobook to complete their reading assignments.
- Have students use relevant online resources.
- Provide students with bookmarks for relevant Web sites.
- Have students use whiteboards, computers, or handheld devices to explore maps.

Multisensory

- Have students use highlighters, colored markers or pens, and adaptive paper when reading and gathering information.
- Give each student a map, and have them use different colors for each language group and each ethnic heritage. Explain that language or ethnic heritage links regions.

Community Connections

- Have students take a virtual tour of the different regions of the world.
- Invite a community member who has lived in another region of the world to discuss their experience with students.
- Hold an international fair in which people from different cultural regions share their religions, languages, ethnicities, economics, and politics.
- Explore local language support groups that focus on teaching English to English-as-Second-Language users.

Small Group Learning

- Carry out the multisensory activity in small groups, and have students research the area from which each language or ethnic heritage comes. Have students share the information with the class, to complete the blank maps.

Vocabulary

- Have students use the following key vocabulary: *Hispanic, ethnic, ethnicity, Arab, heritage*.

Student Organization of Content

- Have students make cards for vocabulary terms and add them to their notebooks.
- Have students add all maps to their notebooks.

Session 9: Religions as Region Divider

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should demonstrate a basic understanding of how to use a map.

Materials

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

Instructional Activities

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

Specific Options for Differentiating This Lesson

Technology

- Have students use text-to-speech readers to supplement their assigned research.

- Have students use relevant online resources.
- Provide students with bookmarks for relevant Web sites.
- Have students use whiteboards, computers, or handheld devices to explore maps.

Multisensory

- Have students use highlighters, colored markers or pens, and adaptive paper when reading and gathering information.
- Have students do a role-play after researching each of the five religions. Hand them a card with a religion, and ask them to present that religion to the class.

Community Connections

- Invite local community members to discuss various religious practices with students.

Small Group Learning

- Divide the students into five groups, and have each group research a religion. Provide groups with a graphic organizer in which they must tell the name of the religion, the basic beliefs, and the conflicts they may have with an opposing religion (for example, conflicts between Hindus and Muslims in Pakistan and India). Have groups present the information to the class while the rest of the students record the information in their organizers.
- Have students research and develop a pie chart/bar graph depicting religious statistics for the commonwealth of Virginia or the local community.

Vocabulary

- Have students use the following key vocabulary: *Hinduism, Buddhism, Judaism, Christianity, Islam, ethnicity, uniting, dividing, unifying force, divisive force, conflicts, heritage.*

Student Organization of Content

- Have students make cards for vocabulary terms and add them to their notebooks.
- Have students add their graphic organizers to their notebooks.
- Have students add all maps to their notebooks.

Session 10: Local and National Political Divisions

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should demonstrate a basic understanding of how to use a map.

Materials

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

Instructional Activities

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

Specific Options for Differentiating This Lesson

Technology

- Have students use relevant online resources.
- Provide students with bookmarks for relevant Web sites.
- Have students use whiteboards, computers, or handheld devices to explore maps.

Multisensory

- Have students use highlighters, colored markers or pens, and adaptive paper when reading and gathering information.

- Divide the class into groups by their neighborhood or ZIP code, depending on how populous the community is. Discuss spatial division by showing the students how many different groups there are within your classroom.

Community Connections

- Have students go to their local government Web site and research their election district, their school district, and regional district.
- Invite a local official with the town or county government to share the political divisions (e.g., school board member, town council member, mayor's office, other elected officials).

Small Group Learning

- Divide students into groups by neighborhood or ZIP code. Have them research what their election districts are and what their regional districts are. Have them share their results with the class.

Vocabulary

- Have students use the following key vocabulary: *spatial division, neighborhood, election district, school district, colonized, boundary lines, political divisions, regional districts*.

Student Organization of Content

- Have students make cards for vocabulary terms and add them to their notebooks.
- Have students add all maps to their notebooks.

Session 11: Political Divisions: Cooperation and Conflict

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.

Materials

- None identified

Instructional Activities

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

Specific Options for Differentiating This Lesson

Technology

- Have students use text-to-speech readers to supplement their assigned research.
- Have students use relevant online resources.
- Provide students with bookmarks for relevant Web sites.
- Have students use whiteboards, computers, or handheld devices to explore maps.

Multisensory

- Have students use highlighters, colored markers or pens, and adaptive paper when reading and gathering information.
- While displaying information for the whole class, lead a discussion about spatial divisions in cooperation and conflict. Provide students with a graphic organizer divided in the same manner as the chart on the overhead or board. Have them record their answers as the discussion takes place.

Community Connections

- Have students go to their local government Web site and research their election district, their school district, and regional district.
- Invite a local town or county government official to discuss political divisions (e.g., school board member, town council member, mayor's office, other elected officials) with students.

Small Group Learning

- Divide the class into five small groups. Assign each group a reason for conflict and have them create a skit or presentation that illustrates the conflict and how to resolve it.

Vocabulary

- Have students use the following key vocabulary: *magnet schools*, *gerrymandering*, *cooperation*, *conflict*, *natural disasters*, *economic advantages*, *ethnic*, *cultural*, *scarce*.

Student Organization of Content

- Have students make cards for vocabulary terms and add them to their notebooks.
- Have students add all resources to their notebooks.

Session 12: International Political Divisions

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should demonstrate a basic understanding of how to use a map.

Materials

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

Instructional Activities

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

Specific Options for Differentiating This Lesson

Technology

- Have students use text-to-speech readers to supplement their assigned research.
- Have students use relevant online resources.
- Provide students with bookmarks for relevant Web sites.
- Have students use whiteboards, computers, or handheld devices to explore maps.

Multisensory

- Have students use highlighters, colored markers or pens, and adaptive paper when reading and gathering information.

- Using a projector or the board, draw four columns. Label each column with one of the four differences listed in Activity 4. Provide students with a graphic organizer that is set up in the same manner. Lead a class discussion and discovery of all of the countries and alliances listed in Activity 3. As they are discussed, put them into one of the four columns. Some may fall into more than one column. By the time the chart is completed, students should be able to see that alliances and divisions are usually the result of differences in culture, language or religion, retention of historical boundaries, imperial conquest and control, or economic similarities and differences.

Community Connections

- Have students take a virtual tour of the countries that share membership with the various alliances.

Small Group Learning

- Divide students into 11 groups or pairs. Using the alliances from Activity 3, assign each group one alliance to research. Have them present the information to the class.

Vocabulary

- Have students use the following key vocabulary: *alliance, exporting, league, association, commonwealth, imperial, North Atlantic Treaty Organization (NATO), European Union (EU), Organization of Petroleum Exporting Countries (OPEC), North American Free Trade Agreement (NAFTA), United Nations, Organization of American States (OAS), League of Arab States, Association of Southeast Asian Nations (ASEAN), African Union (AU), conquest.*

Student Organization of Content

- Have students make cards for vocabulary terms and add them to their notebooks.
- Have students add the graphic organizers to their notebooks.

Session 13: Political Divisions and Conflict

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should demonstrate a basic understanding of how to use a map.

Materials

- Outline world maps

Instructional Activities

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

Specific Options for Differentiating This Lesson

Technology

- Have students use text-to-speech readers to supplement their assigned research.
- Have students use a screen reader or audiobook to complete their assignments.
- Have students use relevant online resources.
- Provide students with bookmarks for relevant Web sites.
- Have students use whiteboards, computers, or handheld devices to explore maps.

Multisensory

- Have students use highlighters, colored markers or pens, and adaptive paper when reading and gathering information.
- Have students role-play the beliefs held by each group in the conflict.

Community Connections

- Assign students to use a current newspaper or news Web site to find examples of the various conflicts learned in the session.

Small Group Learning

- Divide the students into four groups. Assign each group a dispute listed in Activity 2. Have students research each example of conflict, find specific reasons for the conflict, and present their findings to the class.

Vocabulary

- Have students use the following key vocabulary: *nationalism, boundary disputes, territorial disputes, cultural, economic, ethnic, conflict, philosophies, fertile*.

Student Organization of Content

- To learn the vocabulary, have students create a concept drawing about nationalism and place it in the vocabulary section of their notebooks.
- Have students add all drawings, maps, or graphic organizers to their notebooks.

Session 14: Political Divisions and Cooperation

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should demonstrate a basic understanding of how to use a map.

Materials

- None identified

Instructional Activities

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

Specific Options for Differentiating This Lesson

Technology

- Have students use text-to-speech readers to supplement their assigned research.
- Have students use a screen reader or audiobook to complete their assignments.
- Have students use digital graphic organizers to categorize information.
- Have students use relevant online resources.
- Provide students with bookmarks for relevant Web sites.
- Have students use whiteboards, computers, or handheld devices to explore maps.

Multisensory

- Have students use highlighters, colored markers or pens, and adaptive paper when reading and gathering information.
- Have students debate issues that require international cooperation, as discussed in Activity 3.

Community Connections

- Invite local Red Cross officials to discuss humanitarian initiatives and opportunities for volunteering within the community.

Small Group Learning

- Divide students into eight groups, and assign each group one of the examples in international cooperation listed in Activity 3. Have each group research their example and discover why they are examples of cooperation by answering who, what, when, where, and how questions about them. Have students share the information with the class.

Vocabulary

- Have students use the following key vocabulary: *humanitarian, environmental preservation, foreign aid, law of the sea, multinational/multinational corporation, international, cooperation, initiatives, Red Cross, Red Crescent, economic alliances, North American Free Trade Agreement (NAFTA), Organization of Petroleum Exporting Countries (OPEC), cultural alliances, Francophone world, Commonwealth of Nations, military alliances, North Atlantic Treaty Organization (NATO), problem-solving alliances, Antarctica Treaty, United Nations (UN), peacekeepers, Peace Corps, environmental preservation, foreign aid.*

Student Organization of Content

- Have students make cards for vocabulary terms and add them to their notebooks.
- Have students add all maps, graphic organizers, and charts to their notebooks.

Session 15: Assessment

Materials

- Assessment

Instructional Activities

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

Attachment A: Sample Assessment Items

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

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

Ask questions such as:

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

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

Ask suggested questions such as:

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

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

Attachment B: Unit 2 Study Guide

Part 1: Short Answer

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

2. What are four factors that influence climate? _____

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

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

5. How are climate zones grouped? _____

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

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

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

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

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

Part 2: Vocabulary

Define the following terms:

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

ORGANIZING TOPIC

Population

Standard(s) of Learning

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

Essential Understandings, Knowledge, and Skills

	Correlation to Instructional Materials
Skills <i>(to be incorporated into instruction throughout the academic year)</i>	
Compare maps and make inferences.	
Identify and interpret regional patterns on maps.	
Draw conclusions and make inferences about data.	
Explain cause-and-effect relationships.	
Interpret charts and graphs.	
Interpret population pyramids.	
Analyze data to determine patterns.	
Identify and interpret regional patterns on maps.	
Identify primary ideas expressed in graphic data.	
Gather, classify, and interpret information.	
Locate places on maps and globes.	
Sequence events.	
Content	
Explain that population distribution is described according to location and density.	
Describe the following factors that influence population distribution:	
• Natural resources (e.g., oil, arable land, water)	
• Climate (e.g., hot/cold; wet/dry)	
• Economic development	
• Government policy	

- Rural/urban settlement patterns
- Capital resources (transportation, technology)
- Conflicts (refugees)

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

Explain the following characteristics of human populations:

- Birth and death rates (war, disease, migration)
- Age distribution
- Male/female distribution
- Life expectancy
- Infant mortality rate
- Urban/rural distribution
- GDP
- Ethnicities
- Language
- Religion
- Education

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

Describe the following factors that influence population growth rates:

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

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

- Push factors
 - Overpopulation
 - Religious persecution
 - Lack of job opportunities
 - Agricultural decline
 - Conflict
 - Political persecution
 - Natural hazards (e.g., droughts, floods, famines, volcanic eruptions)
 - Limits on personal freedom
 - Environmental degradation
- Pull factors
 - Religion
 - Economic opportunity
 - Land availability
 - Political freedom
 - Ethnic and family ties
 - Arable land

Explain how migrations have influenced regions through the following:

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

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

- Diffusion of U.S. culture to other regions
- Popularization of other cultural traditions in the U.S.

Describe site as the actual location of a city.

Describe the following examples (local characteristics) of site:

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

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

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

Describe the following examples of situation:

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

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

Summarize the following functions of towns and cities:

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

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

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

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

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

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

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

Sample Resources

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

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

<<http://www.nationalgeographic.com/xpeditions/standards/09/>>. This site provides information on population distribution.

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

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

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

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

Session 1: Population Distribution

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should demonstrate a basic understanding of how to use an atlas and/or a map.

Materials

- Atlas depicting population trends from early civilizations
- Class notes

Instructional Activities

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

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

6. Ask students to write a sentence about each of these factors, explaining how it would influence population distribution.
7. Assign a reading or other reinforcement activity, using available teacher resources.

Specific Options for Differentiating This Lesson

Technology

- Have students use text-to-speech readers to supplement their assigned research.

- Have students use a screen reader or audiobook to complete their assignments.
- Have students use relevant online resources.
- Provide students with bookmarks for relevant Web sites.
- Have students use whiteboards, computers, or handheld devices to explore maps of the factors listed in Activity 5.

Multisensory

- Have students participate in Activity 3.
- Have students create maps for natural resources and climate.

Community Connections

- Invite community members who have relocated to new places to describe factors that influenced the relocation. Have students compare the factors that influenced community members to relocate with those in early civilizations.

Small Group Learning

- Divide the students into seven groups, and assign each group one of the factors listed in Activity 5. Have students write a sentence(s) explaining how their topic would influence population distribution. They should also illustrate their topic. Have students share the information with the class.

Vocabulary

- Have students use the following key vocabulary: *population density, population distribution, arable land, climate, urban, rural, capital resources, refugees, natural resources, economic development, conflicts.*

Student Organization of Content

- Have students use graphic organizers to record the results of the small-group activity and add the document to their notebooks.
- Have students make cards for vocabulary terms and add them to their notebooks.

Session 2: Characteristics of Human Populations

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should demonstrate a basic understanding of how to use an almanac and/or a map.

Materials

- Class notes
- Almanacs

Instructional Activities

1. Review the information from the previous session.
2. Explain that human population characteristics differ over time and from region to region. Display maps or charts that reflect the following characteristics, and discuss each with the students. An almanac or *The World Factbook 2009* of the U.S. Central Intelligence Agency <<https://www.cia.gov/library/publications/the-world-factbook/index.html>> may be of assistance.
 - Birth and death rates (war, disease, migration)
 - Age distribution
 - Male/female distribution
 - Life expectancy
 - Infant mortality rate
 - Urban/rural distribution
 - Gross domestic product (GDP)
 - Ethnicity
 - Language
 - Religion
 - Education
3. Provide students with an almanac and other resource materials, and instruct them to prepare a chart that includes the above information for five or six selected countries. Add to the chart literacy rate, number of doctors, type of government, and other factors. NOTE: Select countries that do not have similar statistics so students can compare developing countries and developed countries. Also, select countries that represent each of the world regions. This may take more than one session for students to complete. An alternative is to divide the class in groups and have each group research different countries.
4. Have the students share what they discovered as they completed the charts. Encourage them to consider why these factors vary so much from country to country. Point out that countries with a high death rate and low life expectancy tend to have low literacy rates. Ask students to consider possible reasons for this and what other corresponding or related variables may exist.
5. Assign a reading or other reinforcement activity, using available teacher resources.

Specific Options for Differentiating This Lesson

Technology

- Have students use text-to-speech readers to supplement their assigned research.
- Have students use a screen reader or audiobook to complete their assignments.
- Have students use relevant online resources.
- Provide students with bookmarks for relevant Web sites.
- Have students use digital graphic organizers to categorize information.

Multisensory

- Have students use highlighters, colored markers or pens, and adaptive paper when reading and gathering information.
- Have students view and discuss a digital slide show that has maps or charts reflecting the characteristics listed in Activity 2.
- Have students research a particular country using the Web site listed in Activity 2 and create a poster from their research.

Community Connections

- Invite a county or city official with experience in population demographics to talk with students.
- Invite a census worker to discuss with students population growth and changes for a particular region.

Small Group Learning

- Have students complete Activity 3 in small groups, assigning six different countries to each group. Have students present their information to the class.

Vocabulary

- Have students use the following key vocabulary: *life expectancy, infant mortality, literacy rate, distribution, urban, rural, Gross Domestic Product (GDP), ethnicity, human population.*

Student Organization of Content

- Have students complete a graphic organizer using information presented to the class from the small-group activity, and have them add the document to their notebooks.
- Have students make cards for vocabulary terms and add them to their notebooks.

Session 3: Population Growth Rates

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should be able to use a population changes chart.

Materials

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

Instructional Activities

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

Specific Options for Differentiating This Lesson

Technology

- Have students use digital graphic organizers to categorize information.
- Have students use relevant online resources.

Multisensory

- Have students use highlighters, colored markers or pens, and adaptive paper when reading and gathering information.
- Have students view and discuss a digital slide show that illustrates population changes over time, including those that have grown at a rapid rate as well as those whose population has stabilized or declined.
- Have students research a country of their choice and chart the population changes over time using line graphs or other graphing tools.

Community Connections

- Invite a county or city official with experience in population demographics to talk with students.
- Invite a census worker to discuss with students population growth and changes for a particular region.

Small Group Learning

- Divide students into small groups, and have them discuss the factors listed in Activity 3. Give students a list of questions that will help them discover how the factors influence growth rates and share their findings with the rest of the class.

Vocabulary

- Have students use the following key vocabulary: *growth rates, medicine, hygiene, industrialization, urbanization, stabilized, declined, trend, economic development, society, government policy.*

Student Organization of Content

- Have students make cards for vocabulary terms and add them to their notebooks.
- Have students add all charts and graphic organizers to their notebooks.

Session 4: Human Migration: Push Factors

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should demonstrate a basic understanding of how to use an almanac, atlas and/or a map.

Materials

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

Instructional Activities

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

Specific Options for Differentiating This Lesson

Technology

- Have students use text-to-speech software to supplement their assigned research.
- Have students use digital graphic organizers to categorize information.
- Have students use relevant online resources.
- Provide students with bookmarks for relevant Web sites.

Multisensory

- Have students use highlighters, colored markers or pens, and adaptive paper when reading and gathering information.
- Collect the digital slide show pages that students prepare in the small-group activity, and show the entire activity to the class.

Community Connections

- Invite community members who have relocated to new places to describe factors that influenced their relocation. Have students compare the factors that influenced community members to relocate with those in early civilizations.
- Have students interview a community member who has recently relocated to the school community.

Small Group Learning

- Divide the class into nine small groups or pairs. Give each group or pair one of the push factors listed in Activity 3. Have students research and find a historical factor that reflects the push factor. Have each group prepare one slide from a digital slide show that illustrates their factor.

Vocabulary

- Have students use the following key vocabulary: *push factors, human migration, overpopulation, religious persecution, political persecution, droughts, floods, famines, environmental degradation, decline, conflict, natural hazards, personal freedom.*

Student Organization of Content

- Provide students with a printed copy of the digital slide show for their notebooks.
- Have students make cards for vocabulary terms and add them to their notebooks.

Session 5: Human Migration: Pull Factors; Impact of Migrations

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should demonstrate a basic understanding of how to use an almanac, atlas and/or map.

Materials

- Maps, almanacs, and atlases that illustrate pull factors

Instructional Activities

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

Specific Options for Differentiating This Lesson

Technology

- Have students use text-to-speech software to supplement their assignments.
- Have students use relevant online resources.
- Provide students with bookmarks for relevant Web sites.

Multisensory

- Have students use highlighters, colored markers or pens, and adaptive paper when reading and gathering information.
- Have students view and discuss a digital slide show that illustrates how the United States has provided the pull factors listed in Activity 3.

Community Connections

- Have students discuss how immigrants have contributed to local culture.
- Invite community members who have relocated to new places to describe factors that influenced this relocation. Have students compare the factors that influenced community members to relocate with those in early civilizations.
- Interview a community member who has recently relocated to the school community to speak with students.

Small Group Learning

- Have students work in small groups and brainstorm the contributions of different immigrant groups to the overall culture of the United States. Have them share this information with the class.

Vocabulary

- Have students use the following key vocabulary: *pull factors, customs, traditions, cultural landscape, cultural interaction, cultural diffusion, religion, economic opportunity, political freedom, ethnic, religious freedom, popularization, trends, foreign.*

Student Organization of Content

- Have students complete a graphic organizer with answers from the brainstorming small-group activity and add the document to their notebooks.
- Have students make cards for vocabulary terms and add them to their notebooks.

Session 6: Site and Situation

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should demonstrate a basic understanding of how to use a map.

Materials

- Unlabeled outline maps that reflect the location of sites and situations identified below

Instructional Activities

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

Specific Options for Differentiating This Lesson

Technology

- Have students use text-to-speech readers to supplement their assigned research.
- Have students use digital graphic organizers to categorize information.
- Have students use relevant online resources.
- Provide students with bookmarks for relevant Web sites.
- Have students use whiteboards, computers, or handheld devices to display maps of locations identified in Activities 3 and 5.

Multisensory

- Have students view pictures of all cities named in Activity 5 and discuss how these cities illustrate the concept of situation.
- Have students color code on a map the locations described in Activities 3 and 5.

Community Connections

- Invite community members with experience traveling through places listed in Activities 3 and 5 to talk with students.

Small Group Learning

- Divide the students into small groups. Give each group a chart labeled with the seven sites listed in Activity 3. Give the groups a list of all the different cities that are listed in Activity 3. Have students figure out under which heading each city would fall and fill in their charts accordingly. Have groups share their results and make any corrections on their charts.

Vocabulary

- Have students use the following key vocabulary: *site, situation, harbor, island, fall line, confluence, oasis, strait, land bridge, pilgrimage, maritime, geographical perspective, Transcontinental Railroad, Trans-Siberian Railroad.*

Student Organization of Content

- Have the students add the charts from the small-group activity to their notebooks.
- Have students make cards for vocabulary terms and add them to their notebooks.

Session 7: Functions of Towns and Cities

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.

Materials

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

Instructional Activities

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

Specific Options for Differentiating This Lesson

Technology

- Have students use text-to-speech readers to supplement their assigned research.
- Have students use digital graphic organizers to categorize information.
- Have students use relevant online resources.
- Provide students with bookmarks for relevant Web sites.

Multisensory

- Have students use highlighters, colored markers or pens, and adaptive paper when reading and gathering information.
- Have students present the information from their small-group activity to the other members of the class.

Community Connections

- Invite a city manager to speak with students about the functions of cities.
- Ask a local historian to speak with students about how the function of cities has changed over time.

Small Group Learning

- Divide students into four groups, and give each group one of the topics from Activity 4. Have each group prepare a short presentation describing how their example represents a change in the function of a city or town. They may use pictures or illustrations to help make their presentation more visual.

Vocabulary

- Have students use the following key vocabulary: *metropolitan areas, security, defense, manufacturing, service, function, rural, religious centers, trade centers, government administration, finance, diverse, coastal, transatlantic, depletion.*

Student Organization of Content

- Have students create a comparison chart for rural vs. metropolitan areas and add the document to their notebooks.
- Have students make cards for vocabulary terms and add them to their notebooks.

Session 8: Influence of Urban Areas on Regions and Countries

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should be able to draw the details of a city.

Materials

- Class notes

Instructional Activities

1. Review the content from the previous session.
2. Ensure students understand the difference between urban, suburban, and rural areas. Provide examples with which students are already familiar.
3. Have students draw a city on a sheet of paper. Ask them to include as many elements as they can. Give them 5–10 minutes to complete this. Once students are finished, ask them to share the positive aspects of their city. Also, ask them to share some potential problems that could occur in their city.
4. Explain that urban areas influence a region's and country's cultural, political, and economic ideas and systems. Display the following influences of urban areas on their regions and countries, and discuss each one, providing examples, videos, Internet resources, or photographs to facilitate understanding. Ensure students understand terms that may be new to them:
 - Nation-building (monuments, symbols)
 - Transportation/communication hubs
 - Magnets for migration
 - Seed beds of new ideas and technologies
 - Diversity, leading to creativity in the arts
 - Universities, educational opportunities
 - Corporate headquarters/regional offices
 - Media centers (news, entertainment)
5. Explain that while urban areas provide positive influences on their regions and countries, they also create problems. Display the following problems associated with growth of urban areas, and discuss each one, providing examples, videos, Internet resources, or photographs to facilitate understanding:
 - Transportation problems emerge, especially as automobile travel increases.
 - Rich and poor neighborhoods exist in different areas isolated from one another.
 - Providing essential services, such as fresh water, sewage disposal, electricity, schools, and clinics, becomes a problem (e.g., cities in Latin America, Africa, and Asia).
 - Air, water, and noise pollution increase.
 - Sprawl results in conversion of agricultural land to urban uses, especially in North America.
 - In developing countries, major cities are connected more to regions outside the country than to regions within the country.
6. Assign a reading or other reinforcement activity, using available teacher resources.

Specific Options for Differentiating This Lesson

Technology

- Have students use text-to-speech readers to supplement their assigned research.
- Have students use digital graphic organizers to categorize information.
- Have students use relevant online resources.

- Provide students with bookmarks for relevant Web sites.
- Have students use digital versions of the assigned content to complete Activity 3.

Multisensory

- Have students use highlighters, colored markers or pens, and adaptive paper when reading and gathering information.
- Divide the class into two groups—one that represents the positive aspects of urbanization and one that represents the negative aspects of urbanization. Have students debate their sides of the issue.

Community Connections

- Invite a town or city planner to discuss with students the factors in the expansion or development of a community.

Small Group Learning

- Divide the students into small groups and have them research examples of the effects of urbanization, both positive and negative. The information they find will be used for the multisensory activity.

Vocabulary

- Have students use the following key vocabulary: *transportation, transportation/communication hubs, seed beds of new ideas and technology, diversity, university, corporate headquarters, media centers, shantytowns, nation-building, migration, technologies, creativity, essential, conversion.*

Student Organization of Content

- Have students use a chart to record positive and negative aspects of urbanization and add the document to their notebooks.
- Have students make cards for vocabulary terms and add them to their notebooks.

Session 9: Assessment

Materials

- Assessment

Instructional Activities

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

Attachment A: Sample Assessment Items

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

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

ORGANIZING TOPIC

Economic Geography

Standard(s) of Learning

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

Essential Understandings, Knowledge, and Skills

	Correlation to Instructional Materials
Skills <i>(to be incorporated into instruction throughout the academic year)</i>	
Compare maps and globes and make inferences.	
Interpret regional patterns on maps and globes.	
Identify primary ideas expressed in graphic data.	
Gather, classify, and interpret information.	
Draw conclusions and make inferences about data.	
Analyze and evaluate information.	
Explain cause-and-effect relationships.	
Sequence information.	
Explain charts comparing two or more concepts.	
Identify primary ideas expressed in graphic data.	
Interpret population pyramids.	
Identify regional patterns on maps and globes.	

Content

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

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

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

Explain the following ways natural, human, and capital resources influence patterns of economic activity and land use in regions:

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

Describe the following three levels of economic activity:

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

Describe the effect of unequal distribution of resources:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Explain the following factors that influence economic activity:

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

- investment capital. _____
- Location of and ability to exchange goods: _____
 - Landlocked countries _____
 - Coastal and island countries _____
 - Proximity to shipping lanes _____
 - Access to communication networks _____
- Membership in political and economic alliances that provides access to markets (e.g., European Union [EU], North American Free Trade Agreement [NAFTA]) _____

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

Explain that resources are not equally distributed. _____

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

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

- Explain the following effects of unequal distribution of resources:
- Specialization in goods and services that a country can market for profit _____
 - Exchange of goods and services (exporting what a country can market for profit; importing what a country cannot produce profitably) _____

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

- Summarize the following examples of how some countries use their resources:
- Japan: Highly industrial nation despite limited natural resources _____
 - Russia: Numerous resources, many of which are not economically profitable to develop _____
 - United States: Diversified economy, abundant natural resources, specialized industries _____
 - Côte d'Ivoire: Limited natural resources, cash crops in exchange for manufactured goods _____
 - Switzerland: Limited natural resources, production of services on a global scale _____

- Explain the following reasons countries engage in trade:
- To import goods and services that they need _____
 - To export goods and services that they can market for profit _____

Explain that international trade fosters interdependence. _____

- Summarize the effects of comparative advantage on international trade, using the following information:
- Enables nations to produce goods and services that they can market for profit _____
 - Influences development of industries (e.g., steel, aircraft, automobile, clothing) _____
 - Supports specialization and efficient use of human resources _____

- Summarize the following spatial relationship changes that occur in economic and social interactions over time. Also, explain how improvements in transportation and communication have promoted globalization:
- Industrial labor systems (e.g., cottage industry to factory to office to telecommunications) _____
 - Migration from rural to urban areas _____
 - Industrialized countries exporting labor-intensive work to developing nations _____

- Growth of trade alliances _____
- Growth of service (tertiary) industries _____
- Growth of financial services networks and international banks _____
- Internationalization of product assembly (e.g., vehicles, electronic equipment) _____
- Technology that allows instant communication among people in different countries _____
- Modern transportation networks that allow rapid and efficient exchange of goods and materials (e.g., Federal Express, United Parcel Service, U. S. Postal Service) _____
- Widespread marketing of products (e.g., Fujifilm, Nike, United Colors of Benetton) _____

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

Explain that economic interdependence fosters the formation of economic unions. _____

Contrast the following examples of economic unions:

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

Compare the following advantages and disadvantages of economic unions:

- Advantages—
 - More efficient industries _____
 - Access to larger markets _____
 - Access to natural, human, and capital resources without restrictions _____
 - Greater influence on world market _____
- Disadvantages—
 - Closing of some industries _____
 - Concentration of some industries in certain countries, leaving peripheral areas behind _____
 - Agribusiness replacing family farms _____
 - Difficulty in agreeing on common economic policies _____

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

Sample Resources

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

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

“European Union institutions and other bodies.” *Europa: Gateway to the European Union.* <http://europa.eu/abc/index_en.htm>. This Web site introduces and provides information about the EU.

“Indicators on income and economic activity.” *United Nations Department of Economic and Social Affairs, Statistics Division.* <http://www.economywatch.com/world_economy/world-economic-indicators/world-gdp.html>. This site provides information on the Gross Domestic Product of the world’s countries.

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

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

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

Comparative Advantage. The Library of Economics and Liberty. <<http://www.econlib.org/library/Topics/Details/comparativeadvantage.html>>. This site explains the concepts of *absolute advantage* and *comparative advantage* in the world of economics.

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

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

Session 1: Changes in Energy Resources Use over Time

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.

Materials

- Class notes

Instructional Activities

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

- kerosene
- lamp oil
- wood

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

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

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

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

- natural resources
- human resources
- capital resources

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

4. Instruct students to use their textbook or other instructional resources to identify pictures of the various types of resources. Discuss the pictures they identify.

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

Specific Options for Differentiating This Lesson

Technology

- Have students use text-to-speech readers to supplement their assigned research.
- Have students use a screen reader or audiobook to complete their reading assignments.
- Have students use relevant online resources.
- Have students use whiteboards, computers, or handheld devices to explore the three types of resources.

Multisensory

- Have students use highlighters, colored markers or pens, and adaptive paper when reading and gathering information.
- Have students create digital slide shows illustrating the list of energy resources and technology from Activity 2.
- Have students complete a sorting activity (of images or text) for the three types of resources.

Community Connections

- Invite a local government official to discuss with students the town's/county's plans for energy conservation and waste management.

Small Group Learning

- Divide students into three groups, and give each group one of the topics from Activity 3. Have them brainstorm for 10 examples of their resource. Have students use graphic organizers to record their responses, share their answers, and record the information.

Vocabulary

- Have students use the following key vocabulary: *deforestation, contamination, pollution, aesthetics, natural resources, human resources, capital resources*.

Student Organization of Content

- Have students add the graphic organizers from the small-group activity to their notebooks.
- Have students make cards for vocabulary terms and add them to their notebooks.

Session 2: Natural, Human, and Capital Resources

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.

Materials

- List of resources developed in the previous session

Instructional Activities

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

Ensure students understand the difference between renewable and nonrenewable, skilled and unskilled, and the definition of *entrepreneurial* and *infrastructure*.
3. Instruct students to use their textbook or other instructional resources to identify pictures of the various types of resources. Discuss the pictures they identify.
4. Instruct students to complete Attachment B: Note Sheet: Resources Change over Time. Examine the demand of resources and how demand has changed over time. Discuss with students how the demand for coal has declined due to more usage of oil.
5. Assign a reading or other reinforcement activity, using available teacher resources.

Specific Options for Differentiating This Lesson

Technology

- Have students use relevant online resources.
- Have students use whiteboards, computers, or handheld devices to create sorts for comparing resources.

Multisensory

- Have students use highlighters, colored markers or pens, and adaptive paper when reading and gathering information.
- Have students create a collage of natural, human, and capital resources by using magazines, online resources, newspapers, etc., to find examples.

Community Connections

- Invite a local town or county official who manages the recycling program to discuss natural resources with students.
- Arrange for students to visit to a local recycling facility to learn about the recycling process.
- Invite local, small-business entrepreneurs to discuss with students the process for starting a business.

Small Group Learning

- Divide students into three small groups. Assign one group renewable vs. nonrenewable, another group skilled vs. unskilled, and the third group entrepreneurial and infrastructure. Have students brainstorm and develop a short presentation for the class, explaining their two words and, in most cases, the relationship between them.
- In small groups, have students create a business model that includes the three resources and addresses the key parts in Activity 2.

Vocabulary

- Have students use the following key vocabulary: *entrepreneurial, managerial, infrastructure, renewable, nonrenewable, skilled laborers, unskilled laborers, natural gas, fossil fuels, investment, oil, coal, synthetic*.

Student Organization of Content

- Have students make a graphic organizer with the information presented in the small-group activity.
- Have students make cards for vocabulary terms and add them to their notebooks.

Session 3: Levels of Economic Activity

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.

Materials

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

Instructional Activities

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

Specific Options for Differentiating This Lesson

Technology

- Have students use text-to-speech readers to supplement their assigned research.
- Have students use digital graphic organizers to categorize information.
- Have students use relevant online resources.

Multisensory

- Have students use highlighters, colored markers or pens, and adaptive paper when reading and gathering information.
- Have students create a bulletin board display for Activity 3, using pictures from magazines, newspapers, or online resources to illustrate the three levels of economic activity.

Community Connections

- Invite employees from the different levels of economic activity to discuss their jobs (e.g., farmer, auto mechanic, retail worker).
- Arrange for students to visit local businesses that focus on the three levels of economic activities.

Small Group Learning

- Have students work in small groups to find examples of the three levels of economic activity for their bulletin board displays.
- Have students work in small groups to share Activity 4 and compare group-by-group findings.

Vocabulary

- Have students use the following key vocabulary: *primary, secondary, tertiary, retail trade, informational technology services, manufacturing, processing.*

Student Organization of Content

- Provide students with a graphic organizer to record their examples of the three types of economic resources.
- Have students create sorts for the activities and include the sorts in their notebooks.

Session 4: Unequal Distribution of Resources

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.

Materials

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

Instructional Activities

1. Review the previous session's content by displaying the students' posters reflecting the levels of economic activity.
2. Display pictures reflecting the uneven distribution of resources. Explain that this uneven distribution impacts national and international relations. Display the following effects of unequal distribution of resources, and discuss and provide examples of each:
 - Interdependence of nations: trading in goods, services, and capital resources
 - Uneven economic development
 - Energy producers and consumers
 - Imperialism
 - Conflict over control of resources
3. Explain that natural, human, and capital resources can have an influence on patterns of economic activity and land use. Display the following examples and discuss with students:
 - Economic activities that require extensive areas of land (e.g. agriculture) vs. those that require a limited area (e.g., manufacturing)
 - Land uses that are compatible with each other (e.g., open spaces and residential) vs. land uses that are not compatible (e.g., landfills and residential).
4. Suggest reasons why some economic activities are located near resources and others are not.
5. Assign a reading or other reinforcement activity, using available teacher resources.

Specific Options for Differentiating This Lesson

Technology

- Have students use text-to-speech readers to supplement their assigned research.
- Have students use a screen reader or audiobook to complete their reading assignments.
- Have students use whiteboards, computers, or handheld devices to complete assigned activities.

Multisensory

- Have students use highlighters, colored markers or pens, and adaptive paper when reading and gathering information.
- Have students view and discuss a digital slide show presentation of the information in Activity 2.
- Have students complete a sorting activity, matching pictures of examples for the types of effects for unequal distribution of resources.

Community Connections

- Arrange for students to visit different agricultural or manufacturing businesses, and compare the different needs for each.
- Invite a local town/county land-use official to discuss with students how the government evaluates land usage.

Small Group Learning

- Divide students into small groups, and have them use their textbooks or newspapers to find examples of a variety economic activity. Have them record their answers in a graphic organizer and share their results with the class. During the class discussion, have students add different examples to their organizers.

Vocabulary

- Have students use the following key vocabulary: *interdependence, imperialism, aluminum smelting, hydroelectric power, conflict.*

Student Organization of Content

- Have students add their graphic organizers to their notebooks.
- Have students make cards for vocabulary terms and add them to their notebooks.

Session 5: Resource Use and Culture; Resource Use and Technologies _____

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.

Materials

- Class notes

Instructional Activities

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

Specific Options for Differentiating This Lesson

Technology

- Have students use text-to-speech readers to supplement their assigned research.
- Have students use a screen reader or audiobook to complete their reading assignments.
- Have students use relevant online resources.
- Have students use whiteboards, computers, or handheld devices to complete activities.

Multisensory

- Moderate a debate on development vs. conservation. Allow each side time to research their argument and five minutes to present their side.

Community Connections

- Invite a local economist to discuss with students job market trends, changes in demands, and future opportunities based on consumer demands.

Small Group Learning

- Have small groups use their textbooks or conduct online research to find examples of cultural conflicts over resource use. Students may also come up with examples of local conflicts over resource use and share their findings with the class.

Vocabulary

- Have students use the following key vocabulary: *economic, environmental, priorities, indigenous, technological innovations, internal combustion engine, demand, conservation, computer chips.*

Student Organization of Content

- Have students create cause-and-effect charts for new technological advances that increased or decreased demands. Have students add the charts to their notebooks.
- Have students make cards for vocabulary terms and add them to their notebooks.

Session 6: Costs and Benefits of Resources Use

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should demonstrate knowledge of renewable and nonrenewable resources.

Materials

- Class notes

Instructional Activities

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

Include in the discussion the problems related to non-renewable resources, such as petroleum.
3. Assign a reading or other reinforcement activity, using available teacher resources.

Specific Options for Differentiating This Lesson

Technology

- Have students use relevant Web sites that list the costs and benefits for using different resources.
- Have students access and use digital versions of all content.

Multisensory

- Arrange for students to present the skits written in the small-group activity.

Community Connections

- Invite a local official to share the costs and benefits for projects that require the use of various resources.

Small Group Learning

- Have students work in small groups to brainstorm what would happen if we ran out of oil. Have students write a skit about a world without oil, including in their skits information about how the burning of fossil fuels has degraded our environment and created health problems.
- In small groups, have students design a development project for the local town, city, or county and identify the resources needed, and include the costs and benefits for using the resources.

Vocabulary

- Have students use the following key vocabulary: *cost, benefits, resource depletion, goods, services, employment, environmental degradation*.

Student Organization of Content

- Have students complete compare-and-contrast charts for the cost and benefits of using resources. Have them add the charts to their notebooks.

- Have students make cards for vocabulary terms and add them to their notebooks.

Session 7: Levels of Economic Development

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.

Materials

- Photographs, Internet resources, or video depicting contrasting levels of economic development in various countries
- Index cards listing contrasting indicators of levels of economic development (e.g., high population growth, low population growth, high literacy rate, low literacy rate)

Instructional Activities

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

Provide selected photographs depicting the different levels of economic development of various countries, for example, a photograph of a modern home in the United States with a high level of technology versus a home in rural India; a photograph of cars traveling on an interstate highway versus bicycles or horses traveling down a small rural road. Explain that the level of economic development varies from country to country for a combination of the reasons shown above.
3. Explain that a country's level of economic development is measured by the following indicators:
 - Urban-rural ratio
 - Labor force characteristics (primary, secondary, tertiary sectors)
 - Gross domestic product (GDP) per capita
 - Educational achievement
4. Explain that the standard of living and quality of life of a country is measured by:
 - Population growth rate (natural increase)
 - Population age distribution
 - Literacy rate
 - Life expectancy
 - Infant mortality rate
 - Percentage of urban population
5. Display cards with economic indicators such as high population growth, low population growth, high literacy rate, and low literacy rate. Instruct students to identify whether the indicator is common to developed or developing countries.
6. Instruct students to develop a chart to record economic indicators of selected countries. The chart should contain a column for each of the indicators listed in steps 3 and 4 above and a row for each country specified by the teacher. Provide Internet resources or almanacs for students to complete the chart.
7. Have the students complete the chart, or assign a reading or other reinforcement activity, using available teacher resources.

Specific Options for Differentiating This Lesson

Technology

- Have students use text-to-speech readers to supplement their assigned research.
- Have students use relevant online resources.

Multisensory

- Have students use highlighters, colored markers or pens, and adaptive paper when reading and gathering information.
- For Activity 6, have students develop a bulletin board that contrasts developing vs. developed nations, using information from almanacs or online resources.
- Have students complete a graphic organizer to record the information for their notebooks.

Community Connections

- Invite a local economic development official to discuss with students the incentives and programs for businesses to start in or relocate to a particular town or county.

Small Group Learning

- In small groups, have students use their textbooks to work on Activity 5 and share their results with the class.
- Have students work in pairs to create a presentation on the economic development of various countries.

Vocabulary

- Have students use the following key vocabulary: *developed, developing nation, standards of living, economic development, GDP per capita, urban/rural ratio, population growth rate, population age distribution, literacy rate, life expectancy, infant mortality, gender parity, economic indicators, natural resources, capital resources, economic development, infrastructure.*

Student Organization of Content

- Have students add their graphic organizers to their notebooks.
- Have students create Venn diagrams to compare and contrast levels of economic development for developed vs. developing nations.

Session 8: Factors That Influence Economic Activity

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should demonstrate a basic understanding of how to use an almanac, atlas and/or map.

Materials

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

Instructional Activities

1. Review the types of resources and their uses, the impact of unequal distribution of resources, the ways the culture of a region influences the use of resources, and the definition and tools of measurement of developed and developing nations. Tell students that they will now analyze the global patterns and networks of economic interdependence.
2. Explain that many factors influence the economic activity of a region. These factors include the following:
 - Access to human, natural, and capital resources, such as
 - skills of the work force
 - natural resources
 - new technologies
 - transportation and communication networks
 - investment capital
 - Location of and ability to exchange goods:
 - Landlocked countries
 - Coastal and island countries
 - Proximity to shipping lanes
 - Access to communication networks
 - Membership in political and economic alliances that provide access to markets (e.g., European Union [EU], North American Free Trade Agreement [NAFTA]).Provide examples of each of these.

3. Distribute unlabeled outline maps and atlases. Instruct students to annotate their maps so that landlocked countries are reflected in green and countries with coastal boundaries are reflected in blue. Also, have them indicate with dotted lines those countries that are members of the European Union, and with dots those countries that are members of the North American Free Trade Agreement.
4. Provide students with outline maps of five developed nations and five developing nations. Provide students with atlases, and instruct them to write on their maps these nations' literacy rate and GDP. Instruct them to write a paragraph explaining the correlation between education and the level of economic development of a country.
5. Assign a reading or other reinforcement activity, using available teacher resources.

Specific Options for Differentiating This Lesson

Technology

- Have students use text-to-speech readers to supplement their assigned research.
- Have students use a screen reader or audiobook to complete their assignments.
- Have students use relevant online resources.

- Have students use whiteboards, computers, or handheld devices to locate developed and developing nations on a map.

Multisensory

- Have students use highlighters, colored markers or pens, and adaptive paper when reading and gathering information.
- Using Activities 3 and 4, have students color-code and highlight the information they are annotating.

Community Connections

- Invite a local economist who specializes in human, natural, and capital resources and the impact of economic activity on a region to speak with students.

Small Group Learning

- In small groups, have students brainstorm factors that influence the economic activity of a region. Give them a graphic organizer divided into three columns and labeled “Access to human, natural, and capital resources,” “Location of and ability to exchange goods,” and “Membership in political and economic alliances.” Have students come up with examples for each column using the textbook as a resource, then share their answers and write down the information given by other groups.

Vocabulary

- Have students use the following key vocabulary: *investment capital*, *landlocked countries*, *global*, *interdependence*, *alliances*, *European Union (EU)*, *North American Free Trade Agreement (NAFTA)*.

Student Organization of Content

- Have students add their maps to their notebooks.
- Have students complete a compare-and-contrast chart for identified developed and developing nations.
- Have students make cards for vocabulary terms and add them to their notebooks.

Session 9: Comparative Advantage; Interdependence

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should be able to use the Internet as a research resource.

Materials

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

Instructional Activities

1. Review the content from the previous session.
2. Explain to students that certain countries seem to have a natural advantage over other countries. Use various sports teams as an example. The teams that have more money are able to draw the better players, and the better the players, the more money the teams make, as fans want to see the better players. In addition, sports teams in large populated areas develop a loyal following.
3. Display the term *comparative advantage*. Explain that comparative advantage means that countries will export goods and services that they can produce at lower relative costs than other countries — i.e., a country enjoys comparative advantage when it has relative advantage over other countries in the production of certain products because it can produce the products at a lower *opportunity cost* (define this term) than the others countries can. Further explanation of comparative advantage, as well as of *absolute advantage*, may be found at the following Web site: <<http://www.econlib.org/library/Topics/Details/comparativeadvantage.html>>.
4. Explain the following effects of comparative advantage on international trade:
 - Enables nations to produce goods and services that they can market for profit
 - Influences development of industries (e.g., steel, aircraft, automobile, clothing)
 - Supports specialization and efficient use of human resources
5. Explain that since no country has all the resources it needs, countries become dependent on other countries to meet their needs. This interdependence as a result of unequal distribution of resources leads to
 - specialization in goods and services that a country can market for profit
 - exchange of goods and services (exporting what a country can market for profit; importing what a country cannot produce profitably).Provide examples of this interdependence. For example, Japan sells manufactured products and purchases food and raw materials to meet its needs.
6. Trade Activity
 - Assign students to work in groups of 4 or 5 people. Have each group sit together. Each group must make the following items:
 - A cube of aluminum foil that is 2" x 2" x 2"
 - A green pentagon that is 5" long
 - A paper chain that is at least 3 colors
 - A flag that has 3 colors
 - A paper airplane that is at least 20" long, and it must fly.

- Give each group a limited number of supplies. Arrange it so each group can make at least one of the items. Arrange it so that one group has more supplies than others to demonstrate that one country can dominate resources.
- Have students attempt to make the required items. Eventually, students will have to trade in order to make their items. Discuss with students how they are able to trade. What were their trading methods? Explain why it is important for countries to maintain good relations in order to trade goods.

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

Specific Options for Differentiating This Lesson

Technology

- Have students use text-to-speech readers to supplement their assigned research.
- Have students use relevant online resources.

Multisensory

- Have students use highlighters, colored markers or pens, and adaptive paper when reading and gathering information.
- Develop a game called “International Trade.” The object of the game is to find someone that will trade what they have for something that you need. The winning country will have a favorable balance of trade.
- Have students create an import-and-export map for various countries. Have them identify resources that are imported, exported, and exchanged goods and services by linking countries together.

Community Connections

- Invite a local manufacturer who must purchase resources to create their products. The local manufacturer can discuss with students the shipping of items to and from their business.

Small Group Learning

- In small groups, have students research the term *interdependence* online. Have them record at least five examples of interdependence and share their results with the class.

Vocabulary

- Have students use the following key vocabulary: *natural advantage*, *comparative advantage*, *opportunity cost*, *interdependence*, *specialization*, *exporting*, *importing*, *absolute advantage*.

Student Organization of Content

- Have students include their search results in their notebooks.
- Have students create Venn diagrams that compare and contrast goods and services for various countries.
- Have students label a map identifying the specialization for each country.
- Have students make cards for vocabulary terms and add them to their notebooks.

Session 10: International Trade

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should demonstrate an understanding of the different resources needed for manufacturing goods and services.
- Students should demonstrate an understanding of the concepts of *import* and *export*.

Materials

- Class notes

Instructional Activities

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

Specific Options for Differentiating This Lesson

Technology

- Have students use text-to-speech readers to supplement their assigned research.
- Have students use relevant online resources.

Multisensory

- Have students use highlighters, colored markers or pens, and adaptive paper when reading and gathering information.
- Have students present their findings from the small-group activity to the class.
- Have students represent a country selected by the teacher. Each student will hold playing cards that include a good or service in which that country specializes. If another student (country) has a good or service the country needs, the classmates will trade the good or service cards.

Community Connections

- Invite a local economist to discuss with students the trade process for importing and exporting goods and services between countries.

Small Group Learning

- Divide students into five groups, assigning a country from Activity 2. Have students research their country, to determine the basis of their economy and what they import and export, then share the information with the class.
- In small groups, using a map, have students sort specialized goods and services by countries.

Vocabulary

- Have students use the following key vocabulary: *diversified economy, import, export, cash crops, trade*.

Student Organization of Content

- Have students include sorts and maps of goods and services and include these resources in their notebooks.
- Have students make cards for vocabulary terms and add them to their notebooks.

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

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should be able to use the Internet as a research resource.

Materials

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

Instructional Activities

1. Review content from the previous session.
2. Explain that economic and social interactions change over time. Display the following changes, and discuss them with the students, providing examples:
 - Industrial labor systems (e.g., cottage industry to factory to office to telecommunications)
 - Migration from rural to urban areas
 - Industrialized countries exporting labor-intensive work to developing nations
 - Growth of trade alliances
 - Growth of service (tertiary) industries
 - Growth of financial services networks and international banks
 - Internationalization of product assembly (e.g., vehicles, electronic equipment)
 - Technology that allows instant communication among people in different countries
 - Modern transportation networks that allow rapid and efficient exchange of goods and materials (e.g., Federal Express, United Parcel Service, U. S. Postal Service)
 - Widespread marketing of products (e.g., Fujifilm, Nike, United Colors of Benetton)
3. Explain that economic interdependence can be depicted through trade, resource, or transportation maps. Explain that many countries participate in economic unions. Examples of these unions include:
 - EU — European Union
 - NAFTA — North American Free Trade Agreement
 - ASEAN — Association of Southeast Asian Nations
 - OPEC — Organization of Petroleum Exporting Countries

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

4. Explain that belonging to an economic union has advantages and disadvantages for countries, as shown:
 - Advantages of economic unions
 - More efficient industries
 - Access to larger markets
 - Access to national, human, and capital resources without restrictions
 - Greater influence on world market
 - Disadvantages of economic unions
 - Closing of some industries
 - Concentration of some industries in certain countries, leaving peripheral areas behind
 - Agribusiness replacing family farms
 - Difficulty in agreeing on common economic policies
5. Assign a reading or other reinforcement activity, using available teacher resources.

Specific Options for Differentiating This Lesson

Technology

- Have students use text-to-speech readers to supplement their assignments.
- Have students use relevant online resources.
- Have students use whiteboards, computers, or handheld displays to view maps of the unions listed in Activity 3.

Multisensory

- Have students use highlighters, colored markers or pens, and adaptive paper when reading and gathering information.
- Have students divide into two groups—one to debate the advantages of belonging to NAFTA, the other to debate the disadvantages. At the end of the debate, students should have a list of advantages and disadvantages to add to their notebooks.

Community Connections

- Invite a local banker to discuss national and international banking practices with students.
- Have students use Web cams, online video chat, text messaging, e-mail, or other resources to connect with pen pals from other countries.

Small Group Learning

- Using Activity 2, assign students to work in small groups to research current examples of each of the changes. Have them share their results with the class.

Vocabulary

- Have students use the following key vocabulary: *telecommunications, migration, industrial labor system, internationalization, marketing, economic unions, peripheral, agribusiness, Association of Southeast Asian Nations (ASEAN), Organization of Petroleum Exporting Countries (OPEC), unions.*

Student Organization of Content

- Have students develop graphic organizers of the advantages and disadvantages of NAFTA and add the document to their notebooks.
- Have students make cards for vocabulary terms and add them to their notebooks.

Session 12: Assessment

Materials

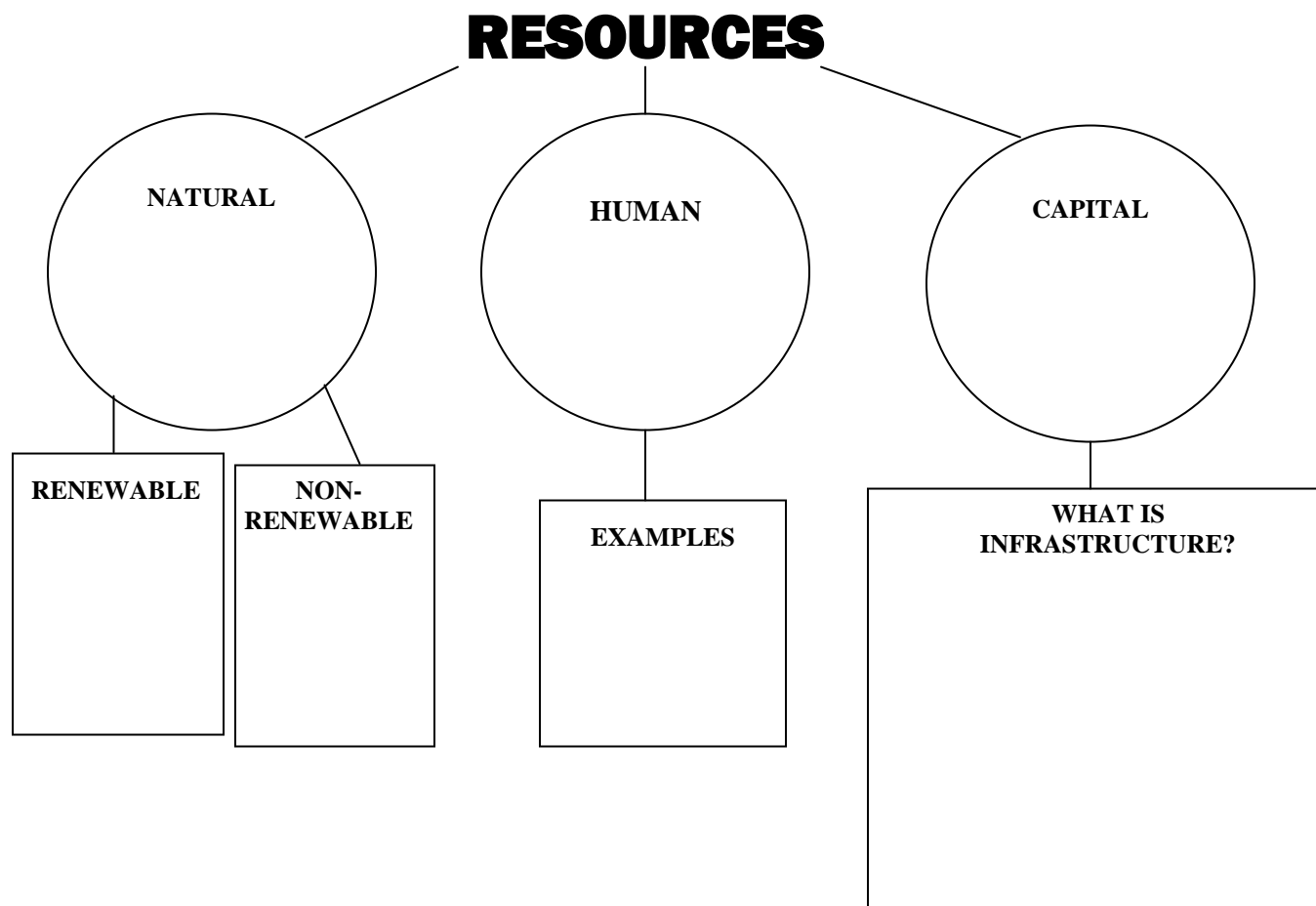
- Assessment

Instructional Activities

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

Attachment A: Resources Organizer _____

What is a **resource**? _____
Natural substances become resources if and when they become useful to humans!



Attachment B: Note Sheet: Resources Change over Time _____

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

Historical Progression of Natural Materials used for technology

_____ → _____ → _____

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

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

Answer the questions below:

1. How has the demand for resources affected the environment?
2. Why has there been a demand for different types of resources? Give an example and explain.

ANSWER SHEET

to Note Sheet: Resources Change over Time

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

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

Historical Progression of Natural Materials used for technology

wood → coal → petroleum

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

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

Answer the questions below:

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

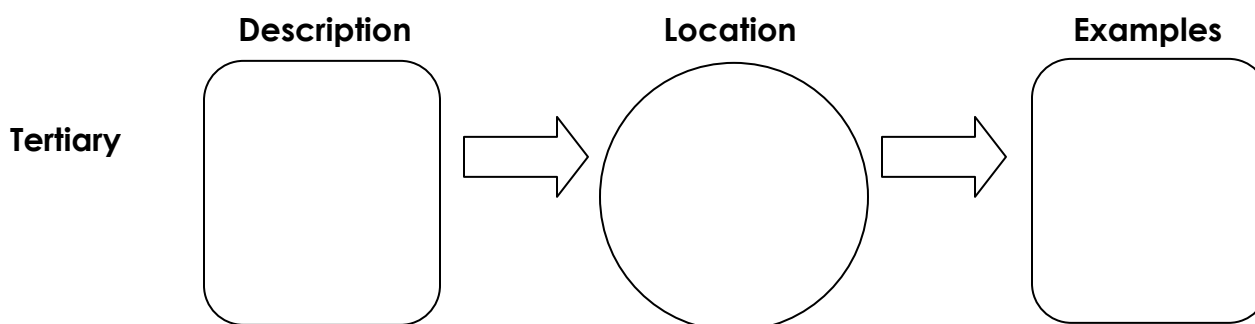
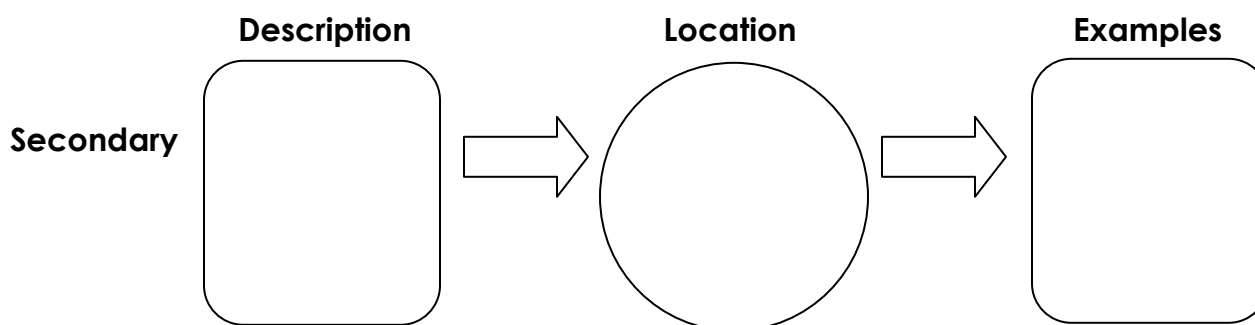
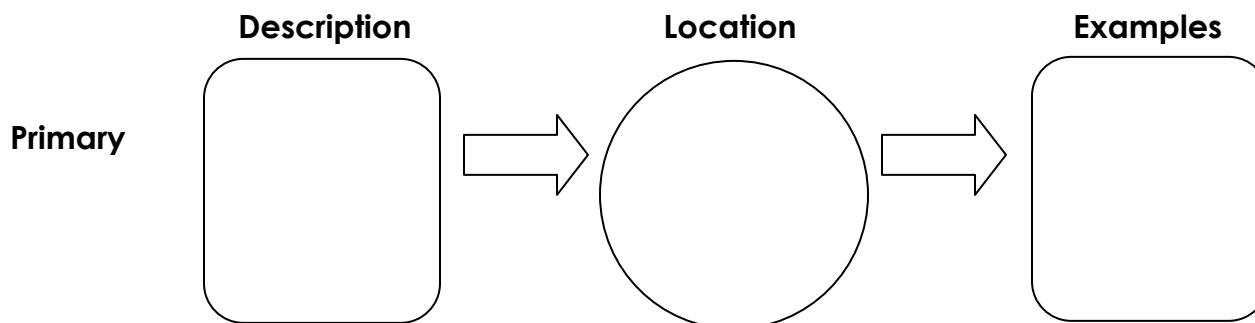
Demand has affected resource depletion, environmental degradation, and caused health problems in humans and animals.

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

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

Attachment C: Note Sheet: Resources Change over Time _____

Levels of Economic Activity



Attachment D: Sample Assessment Items

<p>1. Which of the following resources are considered renewable? A Forests* B Oil C Coal D Iron</p> <p>2. Which of the following is a human resource? A A teacher* B A bank account C An oil field D A machine</p> <p>3. An example of tertiary economic activity is A a steel mill. B retail trade.* C fishing. D automobile assembly.</p> <p>4. Using a provided atlas or almanac, identify various indicators of levels of economic development specific to certain given countries.</p> <p>5. Using a provided atlas or almanac, identify the resources indigenous to specified countries and explain the ways economic activities in these countries may be impacted by their resources.</p> <p>6. Using a map, identify the economic unions from around the world.</p> <p>7. The EU is an alliance tied to what continent? A North America B South America C Africa D Europe*</p>	<p>8. The direct use of raw materials is known as A primary activity.* B secondary activity. C tertiary activity. D trading.</p> <p>9. Automobile assembly and steel manufacturing are examples of A tertiary activity. B secondary activity.* C infrastructure. D primary activity.</p> <p>10. Which country has limited natural resources, but strong human and capital resources? A United States B Japan* C Russia D Cote D'Ivoire</p> <p>11. Which type of economy is controlled by the government? A Command* B Traditional C Market D Subsistence</p> <p>12. All are members of NAFTA EXCEPT A the United States. B Mexico. C Canada. D China.*</p>
--	---

ORGANIZING TOPIC

United States and Canada

Standard(s) of Learning

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

Essential Understandings, Knowledge, and Skills

	Correlation to Instructional Materials
Skills <i>(to be incorporated into instruction throughout the academic year)</i>	
Explain charts comparing two or more concepts.	
Identify primary ideas expressed in graphic data.	
Gather, classify, and interpret information.	
Draw conclusions and make inferences about data.	
Explain cause-and-effect relationships.	
Identify and locate regions, continents, oceans, and major features on maps and globes.	
Organize and interpret information.	
Use maps and other geographic resources to obtain information and draw conclusions.	
Participate in problem solving and decision making.	
Compare maps and make inferences.	
Identify and interpret regional patterns on maps.	

Content

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

Physical characteristics	
• Abundant natural resources	
• Continental Divide	
• Rivers	
◦ Mississippi	
◦ St. Lawrence	
◦ Colorado	
◦ Columbia	
◦ Rio Grande	

- Other water features
 - Gulf of Mexico
 - Great Lakes
 - Arctic Ocean
 - Pacific Ocean
 - Atlantic Ocean
 - Hudson Bay
- Land forms
 - Appalachian Mountains
 - Pacific coastal ranges
 - Basin and range
 - Rocky Mountains
 - Great Plains
 - Interior lowlands
 - Atlantic and Gulf coastal plains
 - Columbia Plateau
 - Colorado Plateau
- Varied climatic regions: Ranging from tundra in Alaska to tropical wet in Hawaii

Economic characteristics

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

Cultural characteristics

- Colonized by Europeans
- Multicultural societies
- Increasingly diverse populations
- High literacy rate
- High standards of living
- Highly urbanized
- Canada's struggle to maintain a national identity
- Highly mobile populations
- World's longest unfortified border between the United States and Canada
- Democratic forms of government
- Arts that reflect the cultural heritage of multicultural societies
- North Atlantic Treaty Organization (NATO)
- Cities as centers of culture and trade
 - Toronto, Ontario
 - Montreal, Québec
 - Ottawa, Ontario
 - Québec City, Québec

- Vancouver, British Columbia _____
- Washington, D.C. _____
- Chicago, Illinois _____
- New York City, New York _____
- Los Angeles, California _____
- Houston, Texas _____
- Cultural landscape
 - U.S. Capitol _____
 - Golden Gate Bridge _____
 - Independence Hall _____
 - St. Louis Gateway Arch _____
 - Wheat fields _____
 - Skyscrapers, shopping malls _____
 - Bilingual signs _____
 - Influence of the automobile (e.g., gas stations, motels, interstate highways, drive-up services) _____

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

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

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

Use the following examples to explain how current events are connected to the geographical characteristics of places and regions:

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

Sample Resources

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

Maps of the United States. United States Geological Survey, United States Department of Interior.
<<http://www.usgs.gov/pubprod/>>. This site provides access to information about geographic maps of the United States, including how to purchase them.

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

US Trade Representative—NAFTA.
<http://www.ustr.gov/Trade_Agreements/Regional/NAFTA/Section_Index.html>. This site provides access to information about the North American Free Trade Agreement, which aims to increase access to international markets for U.S. exports.

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

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

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

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

Session 1: Physical Features

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should demonstrate a basic understanding of how to use an atlas and/or a map.

Materials

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

Instructional Activities

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

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

2. Distribute unlabeled outline maps and atlases to students, and instruct them to lightly shade the following physical feature on the outline maps and label each feature appropriately:
 - Rivers
 - Mississippi
 - St. Lawrence
 - Colorado
 - Columbia
 - Rio Grande
 - Other water features
 - Gulf of Mexico
 - Great Lakes
 - Arctic Ocean
 - Pacific Ocean
 - Atlantic Ocean
 - Hudson Bay
 - Land forms
 - Appalachian Mountains
 - Pacific coastal ranges
 - Basin and range
 - Rocky Mountains
 - Great Plains
 - Interior lowlands
 - Atlantic and Gulf coastal plains
 - Canadian Shield
 - Grand Canyon
 - Columbia Plateau
 - Colorado Plateau

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

Specific Options for Differentiating This Lesson

Technology

- Have students use text-to-speech readers to supplement their assigned research.
- Have students use a screen reader or audiobook to complete their assignments.
- Have students use whiteboards, computers, or handheld devices to display an interactive map of North America, the United States, and Canada.
- Provide students with bookmarks for relevant Web sites.
- Have students use whiteboards, computers, or handheld devices to identify specific locations on a map of United States and Canada.

Multisensory

- Have students use highlighters, colored markers or pens, and adaptive paper when reading and gathering information.
- Have students create digital slide shows for Activity 3.
- Have students label locations on a map of the United States and Canada, using cut-and-paste labels or write-ins.

Community Connections

- Invite a member of the U.S. Forest Service or the National Park Service to discuss with students the different physical features in the United States.
- With students, visit a local park, national forest, or visitor center to map the physical features of the area.

Small Group Learning

- Have students develop answers for Activity 1 and share them with the class.
- Have students work in small groups to create a travel brochure highlighting the physical features of an area described in Activities 1 and 2.

Vocabulary

- Have students use the following key vocabulary: *gulf, lake, ocean, bay, coastal, plateau, archipelago, agricultural, mountain, plain, Canadian shield, canyon, piedmont, continental divide, basin, ranges, interior lowlands, tundra, tropical wet, prominent.*

Student Organization of Content

- Have students add their maps and notes to their notebooks.
- Have students include online resources and images in their notebooks.
- Have students make cards for vocabulary terms and add them to their notebooks.

Session 2: Economic Characteristics

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should be able to use the Internet as a research resource.

Materials

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

Instructional Activities

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

Specific Options for Differentiating This Lesson

Technology

- Have students use text-to-speech readers to supplement their assignments.

- Have students use relevant online resources.
- Provide students with bookmarks for relevant Web sites.
- Have students use whiteboards, computers, or handheld devices for interactive activities supporting the understanding of natural resources and land use.

Multisensory

- Have students use highlighters, colored markers or pens, and adaptive paper when reading and gathering information.
- Have students create digital slide shows that illustrate the answers to the Activity 3 questions.
- Have students create a collage of images representing the economic factors for the United States and Canada.

Community Connections

- Invite an economist, stock trader, or investment group employee to talk with students about the stock exchange, marketplace, and other economic features shared by the United States and Canada.

Small Group Learning

- Have students complete Activity 3 as a group exercise.
- In small groups, have students compare and contrast the economic characteristics between the United States and Canada.

Vocabulary

- Have students use the following key vocabulary: *consumer mentality, sustained economic growth, economies, exporters, diversified, minerals, energy, information systems, infrastructures, North American Free Trade Agreement (NAFTA), multinational corporations, world financial markets, sustained economic growth.*

Student Organization of Content

- Have students add all charts and graphic organizers to their notebooks.
- Have students make cards for vocabulary terms and add them to their notebooks.

Session 3: Cultural Diversity

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.

Materials

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

Instructional Activities

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

Specific Options for Differentiating This Lesson

Technology

- Provide students with closed captioning for the video used in Activity 2.
- Have students use whiteboards, computers, or handheld devices to display and complete the teacher-developed viewing guide. Interactive sorts can be created from the information collected.

Multisensory

- Ask students to bring food prepared from traditional recipes from the specific cultures that settled in the United States and Canada—perhaps they could bring a food from their own country of origin. For extra credit, have them dress in a traditional costume from another culture. Students may conduct online research to find recipes from other countries.

Community Connections

- Invite community members with knowledge of the Canadian culture (food, dress, other characteristics) to speak with students.

Small Group Learning

- Have students work in pairs or small groups to present the findings of the various cultural characteristics of the United States and Canada for Activity 2.

Vocabulary

- Have students use the following key vocabulary: *culture*, *scenery*, *characteristics*, *dress*.

Student Organization of Content

- Have students add all graphic organizers to their notebooks.
- Provide a teacher-developed viewing guide that identifies characteristics from Activity 2, for students to complete while watching the video.

Session 4: Historical Cultural Characteristics

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should be able to use the Internet as a research resource.

Materials

- None identified

Instructional Activities

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

Specific Options for Differentiating This Lesson

Technology

- Have students use text-to-speech readers to supplement their assignments.
- Have students use relevant online resources.
- Provide students with bookmarks for relevant Web sites.

Multisensory

- Have students use highlighters, colored markers or pens, and adaptive paper when reading and gathering information.
- Have students view and discuss a video or movie that demonstrates historical cultural characteristics.
- Have students complete a collage, art piece, or brochure highlighting the cultural characteristics of United States and Canada.

Community Connections

- Invite a community member with knowledge of the Canadian culture to speak with students.
- Invite a historian with knowledge of early exploration and the effects on present-day cultures to speak with students.

Small Group Learning

- For Activity 2, divide students into five small groups. Have the first group research the colonization of the United States and Canada by Europeans. Have the second group use more current information to document Canada's struggle to maintain a national identity. Have the third group compare and contrast the democratic forms of government in the United States and Canada. Have the fourth group examine arts that reflect the cultural heritage of multicultural societies. Have the fifth group compare consumer mentalities in the United States and Canada. Have the groups share the information they found with the class.

Vocabulary

- Have students use the following key vocabulary: *settlement, colonized, multicultural societies, diverse, national identity, democratic, cultural heritage*.

Student Organization

- Have students use the information learned from the small-group activity to develop a graphic organizer and add it to their notebooks.

Session 5: Evolved Cultural Characteristics

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should demonstrate a basic understanding of how to use an almanac and/or atlas.
- Students should be able to use the Internet as a research resource.

Materials

- Atlases
- Almanacs

Instructional Activities

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

Specific Options for Differentiating This Lesson

Technology

- Have students use text-to-speech readers to supplement their assignments.
- Have students use relevant online resources.
- Provide students with bookmarks for relevant Web sites.

Multisensory

- Have students view and discuss a video about the similarities between the United States and Canada.
- Have students research current issues with border crossings and homeland security.

Community Connections

- Invite an urban planner to compare and contrast the urban settings of the United States and Canada.

Small Group Learning

- Have students complete Activity 2 as a small-group activity.

Vocabulary

- Have students use the following key vocabulary: *unfortified*, *statistics*, *literacy rates*, *standard of living*, *urbanized*, *mobile populations*, *unfortified border*, *multinational alliances*, *North Atlantic Treaty Organization (NATO)*, *waste*, *pollution*.

Student Organization of Content

- Have students record information about the similarities between the United States and Canada and add the information to their notebooks.
- Have students make cards for vocabulary terms and add them to their notebooks.

Session 6: Cultural Landscape

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should be able to use the Internet as a research resource.

Materials

- Pictures or Internet resources

Instructional Activities

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

Divide the class into groups of three or four, and instruct each group to locate information on one of these structures and prepare a chart or poster that includes its size, age, and cost to present to the class.
3. Display pictures or Internet resources of the following features of the cultural landscape of the United States and Canada, and ask students to explain their significance:
 - Wheat fields
 - Skyscrapers, shopping malls
 - Bilingual signs
 - Influence of the automobile (e.g., gas stations, motels, interstate highways, drive-up services)
4. Assign a reading or other reinforcement activity, using available teacher resources.

Specific Options for Differentiating This Lesson

Technology

- Have students use text-to-speech readers.
- Have students use relevant online resources.
- Provide students with bookmarks for relevant Web sites.
- Have students use whiteboards, computers, or handheld devices to view maps and pictures of the identified structures.

Multisensory

- Have students create and present digital slide shows of the structures and features from Activities 2 and 3.
- Have students create a travel brochure of the structures in Activity 2.

Community Connections

- Invite community members with knowledge of the cultural landscapes to speak with students.
- Invite an architect to discuss with students the process of building different structures in Activity 2.

Small Group Learning

- Have students complete Activity 2 as a small-group activity.

Vocabulary

- Have students use the following key vocabulary: *urban sprawl*, *bilingual signs*, *interstate*, *cultural landscape*, *skyscrapers*, *influence*.

Student Organization of Content

- Have students add charts and graphic organizers to their notebooks.
- Have students make cards for vocabulary terms and add them to their notebooks.

Session 7: Cities

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should demonstrate a basic understanding of how to use an almanac, atlas, and/or a map.
- Students should be able to use digital technology to produce a travel brochure.

Materials

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

Instructional Activities

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

Specific Options for Differentiating This Lesson

Technology

- Have students use text-to-speech readers to supplement their assigned research.
- Have students use relevant online resources.
- Provide students with bookmarks for relevant Web sites.
- Have students use whiteboards, computers, or handheld devices to explore maps of the identified locations listed in Activity 2.

Multisensory

- Have students use highlighters, colored markers or pens, and adaptive paper when reading and gathering information.
- Have each student choose one of the cities in Activity 2 and create a travel brochure using available resources. The brochure should include the current population, major industries, climate, tourist destinations, and

whatever interesting facts or information the students find about their city. Have students share the brochures with the class.

- Have students take a virtual tour of each city.

Community Connections

- Invite a travel agent to share with students the features of each city listed in Activity 2.

Small Group Learning

- Divide the students into pairs or small groups. Assign one or two cities to each group or pair, and have students find the following information on each of the cities listed in Activity 2 and share their research with the class:
 - Country
 - Longitude and latitude (absolute location)
 - Relative location
 - Function
 - Examples of cultural landscape

Vocabulary

- Have students use the following key vocabulary: *population, industries*.

Student Organization of Content

- Have students use the information from the small-group activity to develop graphic organizers and add that document to their notebooks.
- Have students add all maps to their notebooks.

Session 8: Assessment

Materials

- Assessment

Instructional Activities

1. Administer the assessment. Sample assessment items can be found in Attachment D.
1. As an extension activity, have students create a map of the physical features of the U.S. and Canada. See Attachment C: USA/Canada Physical Features Map.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The United States and Canada have _____.

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

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

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

Rich supply of _____, _____, & _____ resources.

Highly developed _____: Examples— _____

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

_____ - Ex. _____

_____ - Ex. _____

Sustained _____.

Widening gap between _____ & _____.

Members of NAFTA (_____)

Contains U.S., Canada, and _____.

Center of world financial markets (_____)

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

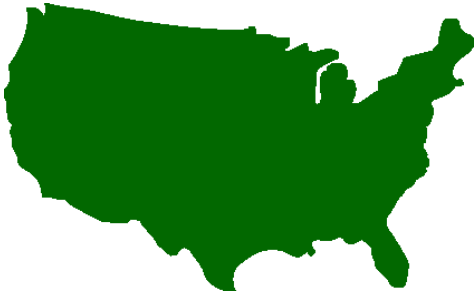
_____, and _____.

_____: Ex: _____

Export of U.S. _____ via the _____.

Ex: _____

Attachment C: USA/Canada Physical Features Map _____



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

The following features are required to be on your Map:

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

Name: _____

My group members are:

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

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

Attachment D: Sample Assessment Items

- | | |
|--|---|
| <p>1. Which of the following rivers is located in the central part of the United States and empties into the Gulf of Mexico?
 A Colorado
 B James
 C Mississippi*
 D Hudson</p> <p>2. A body of water that borders Alaska is the
 A Atlantic Ocean.
 B Hudson Bay.
 C Labrador Sea.
 D Arctic Ocean.*</p> <p>3. Which of the following cities is in Canada?
 A Chicago
 B Houston
 C Montreal*
 D Albany</p> <p>4. North America is characterized by a variety of climate regions. Tundra is a climate region in
 A Texas.
 B the Great Plains.
 C Alaska.*
 D the Pacific Islands.</p> <p>5. The mountain range that extends north and south through the eastern U.S. is the
 A Rocky Mountains.
 B Cascades Mountains.
 C Appalachian Mountains.*
 D Pyrenees.</p> <p>6. Which city is considered to be the center of the world financial market?
 A New York City*
 B San Francisco
 C Toronto
 D Houston</p> | <p>7. Which continent was responsible for the colonization of the United States and Canada?
 A Africa
 B Asia
 C South America
 D Europe*</p> <p>8. The populations of the USA and Canada can best be described as
 A predominantly single ethnicity.
 B dual ethnicity.
 C multicultural society.*
 D monocultural society.</p> <p>9. The USA and Canada both enjoy which form of government?
 A Democratic*
 B Communist
 C Socialist
 D Absolute monarchy</p> <p>10. The Continental Divide follows the crest of which mountain range?
 A Appalachian Mountains
 B Rocky Mountains*
 C Pacific coastal ranges
 D Andes Mountains</p> |
|--|---|

ORGANIZING TOPIC

Latin America and the Caribbean

Standard(s) of Learning

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

Essential Understandings, Knowledge, and Skills

	Correlation to Instructional Materials
Skills <i>(to be incorporated into instruction throughout the academic year)</i>	
Explain charts comparing two or more concepts.	
Identify primary ideas expressed in graphic data.	
Gather, classify, and interpret information.	
Draw conclusions and make inferences about data.	
Explain cause-and-effect relationships.	
Identify and locate regions, continents, oceans, and major features on maps and globes.	
Organize and interpret information.	
Use maps and other geographic resources to obtain information and draw conclusions.	
Participate in problem solving and decision making.	
Compare maps and make inferences.	
Identify and interpret regional patterns on maps.	
Content	
Describe how physical, economic, and cultural characteristics influence regional development. Use the regional information provided below.	
Countries	
<ul style="list-style-type: none">Mexico and Central America<ul style="list-style-type: none">MexicoBelizeGuatemalaEl SalvadorHondurasNicaraguaCosta RicaPanama	

- South America
 - Colombia _____
 - Venezuela _____
 - Guyana _____
 - Suriname _____
 - French Guiana _____
 - Ecuador _____
 - Peru _____
 - Bolivia _____
 - Brazil _____
 - Paraguay _____
 - Argentina _____
 - Uruguay _____
 - Chile _____
- Caribbean
 - Cuba _____
 - Haiti _____
 - Jamaica _____
 - Dominican Republic _____
 - Puerto Rico (United States) _____

Physical Characteristics

- Major mountain ranges: Andes, Sierra Madres _____
- Wildlife migration patterns (e.g., Monarch butterflies) _____
- Rain forests _____
- Coastal desert: Atacama _____
- Reversed seasons south of the equator _____
- Amazon River Basin _____
- Grasslands: *pampas*, *llanos* _____
- Tropical climates predominant _____
- Volcanoes and earthquakes _____
- Archipelagoes _____
- Vertical zonation: *tierra caliente*, *tierra templada*, *tierra fria* _____

Economic Characteristics

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

Cultural Characteristics

- Indian civilizations
- African traditions
- Influence of European colonization
- Predominance of Roman Catholic religion
- Rigid social structure
- Mestizos
- Location of settlements: coastal in South America
- Megacities, squatter settlements
- Rapid population growth
- Out-migration
- Cultural heritage
 - Music: African influences, calypso, steel drum bands, reggae
 - Traditional dances
 - Spanish, Portuguese languages
- Cultural landscape
 - Pyramids, cathedrals
 - Haciendas, *ejidos* (communal land)
 - Machu Picchu
 - Tikal
- Cities as centers of culture and trade
 - Mexico City
 - Rio de Janeiro
 - Buenos Aires
 - Santiago

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

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

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

Use the following examples to explain how current events are connected to the geographical characteristics of places and regions:

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

Sample Resources

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

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

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

Flags of Latin America. Discovery Channel School.

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

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

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

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

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

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

Session 1: Countries; Physical Features

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should demonstrate a basic understanding of how to use an atlas and/or map.

Materials

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

Instructional Activities

1. NOTE: This may take more than one session. Display the following questions, and instruct students to respond to them in writing:
 - Where is Latin America and the Caribbean in relation to the United States?
 - What climates do Latin American and the Caribbean countries have?
 - What are the major cities in Latin America and the Caribbean?
 - What resources are available in Latin America and the Caribbean?
 - What physical features are present in Latin America and the Caribbean?
 - What ethnic groups are in Latin America and the Caribbean?
 - What country or countries colonized Latin America and the Caribbean?
 - What languages are spoken in Latin America and the Caribbean?

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

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

2. Distribute unlabeled outline political maps, handouts, and atlases, and instruct students to label the following countries:
 - Mexico and Central America
 - Mexico
 - Belize
 - Guatemala
 - El Salvador
 - Honduras
 - Nicaragua
 - Costa Rica
 - Panama
 - South American
 - Colombia
 - Venezuela
 - Guyana
 - Suriname
 - French Guiana
 - Ecuador
 - Peru

- Bolivia
 - Brazil
 - Paraguay
 - Argentina
 - Uruguay
 - Chile
 - Caribbean
 - Cuba
 - Haiti
 - Jamaica
 - Dominican Republic
 - Puerto Rico (United States)
3. Distribute outline physical maps, and instruct students to lightly shade and label the following:
- Andes mountains
 - Sierra Madres
 - Atacama
 - Amazon River Basin
 - Pacific Ocean
 - Atlantic Ocean
 - Gulf of Mexico
4. Instruct the students to define the following terms or features, using their textbooks or other available resources:
- Rain forests
 - Pampas
 - Llanos
 - Volcanoes
 - Earthquake
 - Vertical zonation (how human activities vary across regions and why)
 - *Tierra caliente*
 - *Tierra templada*
 - *Tierra fria*

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

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

Specific Options for Differentiating This Lesson

Technology

- Have students use text-to-speech readers to supplement their assigned research.
- Have students use relevant online resources.
- Provide students with bookmarks for relevant Web sites.
- Have students use whiteboards, computers, or handheld devices to interact with maps.

Multisensory

- Have students use highlighters, colored markers or pens, and adaptive paper when reading and gathering information.

- Have students view and discuss a digital slide show of pictures illustrating the terms in Activity 4.
- Have students use colored pens or pencils to color code the maps from Activities 2 and 3.
- Have students take a virtual tour of the cities and countries listed in Activities 1 and 2.

Community Connections

- Invite community members who have traveled to the locations listed in Activities 1 and 2 share their experiences with students.
- Invite a representative from the National Park Service to discuss with students the physical features of the habitats listed in Activity 4.

Small Group Learning

- Have students complete Activity 1 in small groups.
- Have students work in small groups to create video presentations or commercials highlighting the cities and countries listed in Activities 1 and 2.

Vocabulary

- Have students use the following key vocabulary: *rain forests, pampas, llanos, volcanoes, earthquake, vertical zonation, tierra caliente, tierra templada, tierra fria.*

Student Organization of Content

- Have students add their maps to their notebooks.
- Have students make cards for vocabulary terms and add them to their notebooks.

Session 2: Economic Characteristics

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should demonstrate a basic understanding of how to use a map.

Materials

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

Instructional Activities

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

Specific Options for Differentiating This Lesson

Technology

- Have students use text-to-speech readers to supplement their assigned research.
- Have students use digital graphic organizers to categorize information.
- Have students use relevant online resources.
- Provide students with bookmarks for relevant Web sites.

Multisensory

- Have students use highlighters, colored markers or pens, and adaptive paper when reading and gathering information.
- Have students view and discuss a digital slide show that illustrates various aspects of Latin American culture.
- Have students view and discuss a video that illustrates various aspects of Latin American culture.

Community Connections

- Invite an economist, stock trader, or investment group employee to talk with students about the stock exchange, marketplace, and other economic features of Latin America.

Small Group Learning

- Have students work in pairs or small groups to answer the questions in Activity 3, record their answers in a graphic organizer, and share the information with the rest of the class.

Vocabulary

- Have students use the following key vocabulary: *subsistence farming, plantation agriculture, slash-and-burn agriculture, haciendas, cattle ranges, gauchos, deforestation, smog, disparity, diverse economies, cash crops, destruction, income distribution, North American Free Trade Agreement (NAFTA), diverse mineral resources.*

Student Organization of Content

- Have students add their graphic organizers from the small-group activity to their notebooks.
- Have students make cards for vocabulary terms and add them to their notebooks.

Session 3: Cultural Diversity

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.

Materials

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

Instructional Activities

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

Specific Options for Differentiating This Lesson

Technology

- Provide students with closed captioning for the video used in Activity 2.
- Have students use whiteboards to interact with the teacher-developed viewing guide. Interactive sorts can be created from the information collected.

Multisensory

- Have students bring food prepared from traditional recipes from the specific cultures of Latin America and the Caribbean. For extra credit, students can dress in a traditional costume from another culture.

Community Connections

- Invite community members with knowledge of the Latin American and Caribbean cultures (food, dress, climate, other characteristics) to speak with students.

Small Group Learning

- Divide students into small groups or pairs to present the findings of the various cultural characteristics of Latin America and the Caribbean through Activity 2.

Vocabulary

- Have students use the following key vocabulary: *culture, physical environment, human adaptations, characteristics, environment, climate, dress.*

Student Organization of Content

- Have students add all graphic organizers to their notebooks.
- Provide a teacher-developed viewing guide that identifies various characteristics from Activity 2.

Session 4: Historical Cultural Characteristics

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.

Materials

- None identified

Instructional Activities

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

Specific Options for Differentiating This Lesson

Technology

- Have students use text-to-speech readers to supplement their assigned research.
- Have students use relevant online resources.
- Provide students with bookmarks for relevant Web sites.

Multisensory

- Have students use highlighters, colored markers or pens, and adaptive paper when reading and gathering information.
- Have students view and discuss a digital slide show of the factors listed in Activity 2.
- Have students view and discuss a video that covers historical cultural characteristics of Latin America.

Community Connections

- Invite a community member with knowledge of the Latin American culture to speak with students.
- Invite a historian with knowledge of early exploration and the effects on present-day cultures to speak with students.

Small Group Learning

- Have students complete Activity 2 as a small-group activity, using a graphic organizer to record their responses.

Vocabulary

- Have students use the following key vocabulary: *Chiapas, Amazonian, Amazonian Indian, African, colonization, Roman Catholic, social structure, gender roles, Mestizos, megacities, squatter settlements, out-migration, indigenous people, traditions, predominance.*

Student Organization of Content

- Have students add the graphic organizers from the small-group activity to their notebooks.
- Have students make cards for vocabulary terms and add them to their notebooks.

Session 5: Cultural Landscape

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should be able to use the Internet as a research resource.

Materials

- Videos, CDs, or tapes of Latin American music
- Pictures or Internet resources depicting Latin American pyramids, cathedrals, haciendas, *ejidos*, Machu Picchu, and Tikal

Instructional Activities

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

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

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

Specific Options for Differentiating This Lesson

Technology

- Have students use text-to-speech readers to supplement their assigned research.
- Have students use relevant online resources.
- Provide students with bookmarks for relevant Web sites.

Multisensory

- Have students use highlighters, colored markers or pens, and adaptive paper when reading and gathering information.
- Assign students to research a pioneer in one of the three fields or areas of Latin American music. Have them present a brief biographical sketch to the class and play one example of that particular music.
- Ask students to look for examples of Latin American musical influences in current pop music.
- Have students create a model of a Latin American instrument.

Community Connections

- Invite the school music teacher to demonstrate the various Latin American instruments.
- Invite local musicians with experience playing Latin American music to share with the students.

Small Group Learning

- Divide students into six groups and have them find a picture or drawing that illustrates the cultural landscape as indicated in Activity 3. Have them give a brief presentation in which they show their illustration, define what their cultural landscape is, and cite its location.

Vocabulary

- Have students use the following key vocabulary: *calypso, steel drum band, reggae, pyramid, cathedral, hacienda, ejidos, Machu Picchu, Tikal, influences, cultural landscape*.

Student Organization of Content

- Provide students with a graphic organizer to record information they learned from the small-group activity.
- Have students make cards for vocabulary terms and add them to their notebooks.

Session 6: Cities as centers of culture and trade

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should demonstrate a basic understanding of how to use an almanac, atlas and/or a map.
- Students should be able to use the Internet as a research resource.

Materials

- Unlabeled outline maps of Latin America
- Atlases and almanacs

Instructional Activities

1. Review the content of the previous session.
2. Distribute maps of Latin America, and instruct students to annotate the following locations on their maps:
 - Havana
 - Mexico City
 - Brasília
 - Buenos Aires
 - Santiago
 - São Paulo
 - Rio de Janeiro
3. Distribute atlases, almanacs, and/or use Internet resources, and instruct students to locate the following information on each city and develop a chart comparing the following information for each:
 - Current population
 - Economic activities

Specific Options for Differentiating This Lesson

Technology

- Have students use text-to-speech readers to supplement their assigned research.
- Have students use relevant online resources.
- Provide students with bookmarks for relevant Web sites.
- Have students use whiteboards, computers, or handheld devices to interact with maps of the cities from Activity 2.

Multisensory

- Have students use highlighters, colored markers or pens, and adaptive paper when reading and gathering information.
- Have students play a review game with the information they have learned in their small-group activity. The clues in the game could be used as a potential test bank.

Community Connections

- Invite local community members with knowledge of Latin America to share with students their experiences.

Small Group Learning

- Divide students into small groups. Assign them a city from Activity 2. Have students identify the country, relative location, function(s), cultural landscape, current population, and economic activities, as well as latitude and longitude. Provide them with a graphic organizer in which to record their responses.

Vocabulary

- Have students use the following key vocabulary: *Havana, Mexico City, Brasília, Buenos Aires, Santiago, Sao Paulo, Rio de Janeiro.*

Student Organization of Content

- Have students add the graphic organizer from the small-group activity to their notebooks.
- Have students add their maps to their notebooks.

Session 7: Assessment

Materials

- Assessment

Instructional Activities

1. Have students complete Attachment A: Latin America Review.

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

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

Attachment A: Latin America Review

Latin America Map

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

Physical Characteristics

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

Economic Characteristics

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

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

Cultural Characteristics

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

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

Attachment B: Sample Assessment Items

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

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

2. The Caribbean includes

- A Uruguay.
- B El Salvador.
- C Ecuador.
- D Jamaica.*

3. Physical characteristics of Latin America include

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

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

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

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

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

6. Large farming estates in Latin America are called

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

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

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

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

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

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

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

10. What is the official language of Brazil?

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

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

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

ORGANIZING TOPIC

Europe

Standard(s) of Learning _____

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

Essential Understandings, Knowledge, and Skills _____

	<i>Correlation to Instructional Materials</i>
Skills <i>(to be incorporated into instruction throughout the academic year)</i>	
Explain charts comparing two or more concepts.	_____
Identify primary ideas expressed in graphic data.	_____
Gather, classify, and interpret information.	_____
Draw conclusions and make inferences about data.	_____
Explain cause-and-effect relationships.	_____
Identify and locate regions, continents, oceans, and major features on maps and globes.	_____
Organize and interpret information.	_____
Use maps and other geographic resources to obtain information and draw conclusions.	_____
Participate in problem solving and decision making.	_____
Compare maps and make inferences.	_____
Identify and interpret regional patterns on maps.	_____
Content	
Describe how physical, economic, and cultural characteristics influence regional development. Use the regional information provided below.	_____
Countries	
Location of countries, with particular emphasis on countries listed (selected on the basis of their per capita GDP, land size, and population)	
• GDP	
◦ Switzerland	_____
◦ Luxembourg	_____
◦ Norway	_____
• Land size	
◦ Ukraine	_____
◦ France	_____

- Spain
- Population
 - Germany
 - United Kingdom
 - Italy
 - France

Physical Characteristics

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

Economic Characteristics

- Mountain regions: Tourism, recreation, mineral resources
- Areas threatened by air and water pollution
 - Forests (Black Forest)
 - Cities (Venice)
 - Rivers (Rhine, Danube, Seine)

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

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

Cultural Characteristics

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

Cultural landscape

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

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

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

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

Use the following examples to explain how current events are connected to the geographical characteristics of places and regions:

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

Sample Resources

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

The Euro: Our Currency. <<http://www.eurocoins.co.uk/images1euros.html>>. This site offers downloadable images of the different denominations of the instituted currency for participating European countries.

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

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

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

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

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

Session 1: Countries; Physical Features

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should demonstrate a basic understanding of how to use an almanac, atlas, and/or a map.

Materials

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

Instructional Activities

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

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

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

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

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

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

- Peninsulas
 - Iberian
 - Italian
 - Scandinavian
 - Jutland
 - Balkan
- Islands
 - Great Britain
 - Ireland
 - Sicily

- Iceland
- Mountains
 - Alps
 - Pyrenees
- Rivers
 - Danube
 - Rhine
 - Seine
 - Volga
- Seas
 - Adriatic
 - Aegean
 - Mediterranean
 - Baltic
 - Black
 - North
- Oceans
 - Atlantic
 - Arctic
- Strait of Gibraltar

4. After labeling their maps, have students complete Attachment A: Europe Physical Characteristics. Assign a reading or other reinforcement activity, using available teacher resources.

Specific Options for Differentiating This Lesson

Technology

- Have students use text-to-speech readers to supplement their assigned research.
- Have students use relevant online resources to locate countries and physical features in the lesson.
- Have students use interactive whiteboards with labels that students can drag to appropriate locations on a map.
- Have students use online resources to view satellite images and the physical features of the European countries.

Multisensory

- Have students use highlighters, colored markers or pens, and adaptive paper when reading and gathering information.
- Have students color code the maps in Activities 3.
- Have students view and discuss a video tour of the physical features of Europe.

Community Connections

- Ask school staff to share with students their photo albums or video collections from trips to Europe.

Small Group Learning

- Have students complete Activity 1 as a small-group activity.
- To reinforce the names and locations of countries, play a strategic board game (also available online) in which students attempt to capture territories from other players.

Vocabulary

- Have students create flash cards (include words and pictures and/or definitions) they can use to become familiar with the following key vocabulary: *peninsula, island, strait*.

Student Organization of Content

- Create a map wall, and have students add countries and features as they are learned.
- Have students create a collection of maps in their notebooks or electronic files.
- Have students make cards for vocabulary terms and add them to their notebooks.

Session 2: Countries; Profile of a Nation

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should demonstrate a basic understanding of how to use an almanac, atlas, and/or a map.
- Students should be able to use the Internet as a research resource.

Materials

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

Instructional Activities

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

Profile of a European Nation

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

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

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

4. Provide a due date for the project.

Specific Options for Differentiating This Lesson

Technology

- Have students prepare a profile report in Activity 3 as a digital slide show, including images.
- Have students use text-to-speech readers to supplement their assigned research.
- Have students use digital graphic organizers to categorize information.
- To assist students in focusing on relevant content, provide links to a limited number of select online resources.

Multisensory

- Have students use highlighters, colored markers or pens, and adaptive paper when reading and gathering information.
- Have students create a collage that represents the information on the chosen country in Activity 3.

Community Connections

- Invite a person from a European country to speak with the class about the information in Activities 2 and 3, or have students record an interview of that person to share with the class.

Small Group Learning

- Have students complete Activity 2 or 3 as a small-group activity.

Vocabulary

- Have students use the following key vocabulary: *migrant worker*, *gross domestic product (GDP)*, *global influence*, *ethnic groups*, *stock exchange*, *United Nations Security Council*.

Student Organization of Content

- Create a classroom library that includes the students' European Country reports and video interviews.
- Have students create a notebook that organizes the information about the European countries.
- Create a note-taking template or graphic organizer that students may use to record information as it is presented in class.

Session 3: More Physical Features; Climates

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should demonstrate a basic understanding of how to use a map.

Materials

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

Instructional Activities

1. Review the maps completed in session 1 on the major physical features of Europe. Discuss the following terms with the students, and illustrate examples of them through pictures or Internet resources:
 - Eurasia (include Ural Mountains)
 - Fjords
 - North European plain
 - Tundra
 - North Atlantic Drift
 - PoldersPoint out examples of these physical features on the map of Europe.
2. Distribute unlabeled outline maps of Europe and atlases containing climate information. Instruct students to color-code the different climate regions of Europe. Instruct students to write down the lines of latitudes that run through Europe and North America. Direct students to write a brief paragraph, using available resources, to explain the effects of the North Atlantic Drift and prevailing westerlies on Europe's climates.
3. Assign a reading or other reinforcement activity, using available teacher resources.

Specific Options for Differentiating This Lesson

Technology

- Have students use text-to-speech readers to supplement their assigned research.
- Have students use relevant online resources.

Multisensory

- Have students use highlighters, colored markers or pens, and adaptive paper when reading and gathering information.
- Have students view and discuss a digital slide show illustrating the information in Activity 1.

Community Connections

- Using an international pen pal organization, match students with those in another country. Using e-mail and/or online video calls, have students learn about the climate and physical features of their pen pal's locations.

Small Group Learning

- Divide students into small groups and assign them regions of Europe with various climates. Have groups compose a report about what it would be like to live in that climate, including clothing, hobbies, sports, and popular activities.
- Have students prepare and deliver a weather report for a given location in Europe, on a given day, using online weather sites.

Vocabulary

- Create a Frayer model for each of the following key vocabulary: *Eurasia*, *ffjords*, *North European plain*, *tundra*, *North Atlantic drift*, *westerlies*.

Frayer Model	
Definition	Characteristics / Draw
Examples	Non-Examples

Student Organization of Content

- Have students illustrate and label each physical feature listed in Activity 1 and add the document to their notebooks.

Session 4: Exchange Rates and Currency Exchange

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should be able to use the Internet as a research resource.

Materials

- Current exchange rate between the euro and the dollar
- Imitation money representing the euro as well as the currencies of several European countries that do not use the euro. NOTE: See the Web site <<http://www.eurocoins.co.uk/images1euros.html>> for downloadable images of the euro.
- Chart showing current exchange rates between the currencies of various European countries. NOTE: See the Web site <<http://www.xe.com/ucc/>> for up-to-the-minute rates.

Instructional Activities

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

Specific Options for Differentiating This Lesson

Technology

- Provide students with a calculator for converting currencies.
- Explore applications that are available for converting currencies in real time.
- Have students research how countries provide currency to the visually impaired (scanning applications, differentiating size of bills, etc.).
- Have students use digital graphic organizers to categorize information.
- Have students use relevant online resources.

Multisensory

- Have students complete Activity 4 as a multisensory activity.
- Provide a table with headings, as shown below, and have students list items (e.g., food, electronics, clothing) they would like to purchase and the cost in USD (U.S. dollars). Have them use online converters to find the current rate of exchange and calculate the cost in euros, pounds, kroner, or francs.

Item	USD	Euros	Pounds/Krone/Franc
------	-----	-------	--------------------

Community Connections

- Invite a banker to speak with students about exchange rates and factors that influence changes in the rates.

Small Group Learning

- Have students complete any of the activities in small groups or pairs.
- Have small groups create a spreadsheet that converts currencies.

Vocabulary

- Have students use the following key vocabulary: *exchange rate, euro, Benelux countries, currency*.

Student Organization of Content

- Have students add a symbol to the map key of each country that represents the currency used in that country.

Session 5: The European Union

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should demonstrate a basic understanding of how to use a map.
- Students should be able to use the Internet as a research resource.

Materials

- Unlabeled outline map of Europe

Instructional Activities

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

Specific Options for Differentiating This Lesson

Technology

- Provide students with links to relevant online resources.
- Have students access slide presentations and maps at the European Union Web site:
http://europa.eu/index_en.htm.

Multisensory

- Have students complete Activity 3 as a multisensory activity.
- Have students add a symbol to the legends of their maps that denotes membership in the EU.

Community Connections

- Have students view/participate in the European Union's blogs at http://europa.eu/take-part/blogs/index_en.htm.
- Lead a classroom discussion on the parallels of the countries in the European Union and states of the United States.

Small Group Learning

- Have students complete Activity 2 as a small-group activity.
- Have students debate of the pros and cons of establishing the European Union and use of the euro. The teacher will moderate the debate.

Vocabulary

- Have students create a word wall, using the following key vocabulary: *European Union (EU)*, *North American Free Trade Agreement (NAFTA)*, *euro*.

Student Organization of Content

- Have students make a chart with the information learned in Activity 4 and add the document to their notebooks.
- Have students use a compare-and-contrast graphic organizer to examine EU and NAFTA.

Session 6: Economic Characteristics

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should be able to use the Internet as a research resource.
- Students should demonstrate a basic understanding of the physical features of countries in Europe.
- Students should demonstrate a basic understanding of natural resources and the concept of pollution.

Materials

- Map of Europe

Instructional Activities

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

Specific Options for Differentiating This Lesson

Technology

- Have students use a map to examine and predict, based on information about climate regions and their physical features, where populations would grow fastest and what industries would develop to support the economy.
- Have students conduct online research to determine whether their hypotheses are supported.
- Have students use relevant online resources.

Multisensory

- Have students view and discuss a video or multisensory presentation that describes the economic characteristics of Europe.

Small Group Learning

- Have students complete Activity 1 as a small-group activity. Ask students to provide an explanation of how these characteristics contributed to the development of populated areas of Europe (how the physical characteristics of the countries/cities influenced industry, agriculture, tourism, and, therefore, the region's economy); years later, what effects did industry have on the natural environment? Groups may also research causes and effects of pollution in the listed areas.

Vocabulary

- Have students use the following key vocabulary: *crop yield, fertile soils, chernozem*.

Student Organization of Content

- Have students create cause-and-effect tables (a cause with multiple effects) or graphic organizers (e.g. Cause: river nearby / Effects: city develops; higher population; industry develops; economic gain; pollution of river).

Session 7: Reinforcement through Group Reports

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should be able to use the Internet as a research resource.

Materials

- None identified

Instructional Activities

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

Specific Options for Differentiating This Lesson

Technology

- Have students create multimedia reports to present to the class.

Multisensory

- Have students view and discuss archived news reports about the digging of the Chunnel or the fall of the Berlin Wall.

Community Connections

- Access personal interest stories related to topics (e.g. “Rail passengers spend a cold, dark night stranded in Chunnel”).

Small Group Learning

- Assign roles for students in Activity 2 (e.g. scribe, researcher, presenter, timer).

Vocabulary

- Have students create a foldable (trifold: word, picture, definition) for the following key vocabulary: *Chunnel*, *communism*, *capitalism*.

Student Organization of Content

- Provide a report template to help students organize information.
- Provide a rubric for students to use in a peer review of presentations.
- Have students record the information from the small-group activity into graphic organizers and add the document to their notebooks.

Session 8: Cultural Characteristics

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should demonstrate a basic understanding of how to use a map.
- Students should be able to use the Internet as a research resource.

Materials

- Index card for each student

Instructional Activities

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

- Big Ben
 - Windmills
 - Castles
 - Cathedrals
 - Brandenburg Gate
5. Allow time for the students to share their postcards.
 6. Assign a reading or other reinforcement activity, using available teacher resources.

Specific Options for Differentiating This Lesson

Technology

- Have students take a virtual tour of their selected city or landmark before creating their postcards.

Multisensory

- Have students complete Activity 4 as a multisensory activity.
- Have students include on their postcards the type of food they ate, the clothing they saw, the climate, architecture, art, and music they observed. Encourage them to incorporate them in the picture on the postcards.
- Allow students to find visual references to prior eras or points in history (e.g., the Brandenburg Gate as it was being built, or in the present day).
- As part of group presentations, have students locate cities or landmarks on a classroom map.

Community Connections

- Hold an international festival with student displays and food from European countries.

Small Group Learning

- Have students complete Activity 3 as a small-group activity.

Vocabulary

- Have students use the following key vocabulary: *Industrial Revolution, sporadic, democracy, representative government, exploration, densely populated, landmark.*

Student Organization of Content

- Have students complete an interactive note-taking activity that incorporates information, illustrations, and comments about the following:
 - Birthplace of Industrial Revolution
 - Various ethnic groups and their languages, religions, and customs
 - Sporadic conflict among groups (wars, revolutions)
 - Birthplace of western culture—Greece and Rome
 - Spread of European culture to many other parts of the world through exploration, colonization, and imperialism
 - Highly urbanized areas
 - One of the world's most densely populated areas
 - North Atlantic Treaty Organization (NATO).

Session 9: Assessment

Materials

- Assessment

Instructional Activities

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

Attachment A: Europe Physical Characteristics _____

Physical Characteristics of Europe — “A Peninsula of Peninsulas”

*Europe is part of a large landmass called _____.

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

What are some of them? _____

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

_____ (Italian) _____ (Iberian)

_____ (Scandinavian) _____ (Jutland)

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

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

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

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

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

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

*Rivers are vital to economic survival in Europe

_____ — flows _____ to _____

_____ — travels through _____

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

_____ — found in _____

*Seas — _____ found along _____ eastern coast

_____ found along _____ eastern coast

_____ helps to warm southern Europe’s climate

_____ found north of Poland and south of Sweden and Finland

_____ found in Eastern Europe

_____ between Norway and Great Britain — has oil!

*Oceans — What two major oceans surround Europe? _____

*Straits — The Strait of _____ divides _____ from Africa

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

Climate regions are _____ from Tundra to Mediterranean.

The _____ is a current that brings warmth to Europe.

ANSWER SHEET

Physical Characteristics of Europe — “A Peninsula of Peninsulas”

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

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

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

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

Italy (Italian)

Spain and Portugal (Iberian)

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

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

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

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

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

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

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

*Rivers are vital to economic survival in Europe

Danube — flows **west** to **east**

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

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

Volga — found in **Russia**

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

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

The Mediterranean Sea helps to warm southern Europe's climate

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

The Black Sea found in Eastern Europe

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

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

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

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

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

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

Attachment B: Sample Assessment Items

- | | |
|---|--|
| <p>1. The EU (European Union) is
 A a mutual defense agreement that includes most of the European countries including Russia.
 B an economic alliance to encourage free trade and a single market among its member.*
 C a political organization that wants to unite all countries of Europe under one government.
 D an agreement made between the United States and the United Kingdom to promote the sharing of natural resources.</p> <p>2. Europe is separated from Asia, in part by the
 A Transylvanian Alps.
 B Northern European Plain.
 C Danube River.
 D Ural Mountains.*</p> <p>3. About one-third of the forests in Germany have been damaged by
 A acid rain.*
 B earthquakes.
 C flooding.
 D volcanoes.</p> <p>4. Which of the following is an example of a multilingual nation?
 A France
 B Germany
 C Switzerland*
 D Sweden</p> <p>5. Western Europe has a mild climate because of
 A its latitude.
 B differences in elevation.
 C its mountains.
 D the North Atlantic Drift.*</p> <p>6. Fighting in Bosnia and other areas of former Yugoslavia is mainly due to
 A high unemployment.
 B changes in government policies.
 C natural disasters.
 D ethnic differences.*</p> | <p>7. What two countries are located on the Iberian Peninsula?
 A Spain and Portugal*
 B Denmark and Germany
 C Norway and Sweden
 D Italy and Switzerland</p> <p>8. This connects Great Britain and Europe under the English Channel.
 A Big Ben
 B English River Boat
 C Chunnel*
 D Louvre</p> <p>9. What is the name of the European Sea where large amounts of oil have been found and extracted?
 A North Sea*
 B Baltic Sea
 C Mediterranean
 D Aegean</p> <p>10. What country is renowned for its secure banking facilities?
 A France
 B Belgium
 C Switzerland*
 D Italy</p> <p>11. What organization was created to protect Western Europe from possible attacks from Communist nations?
 A EU
 B NATO*
 C NAFTA
 D UN</p> |
|---|--|

ORGANIZING TOPIC

Russia and Central Asia

Standard(s) of Learning _____

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

Essential Understandings, Knowledge, and Skills _____

*Correlation to
Instructional Materials*

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

Explain charts comparing two or more concepts.

Identify primary ideas expressed in graphic data.

Gather, classify, and interpret information.

Draw conclusions and make inferences about data.

Explain cause-and-effect relationships.

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

Organize and interpret information.

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

Participate in problem solving and decision making.

Compare maps and make inferences.

Identify and interpret regional patterns on maps.

Content

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

Countries

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

- GDP
 - Kazakhstan
 - Russia
 - Turkmenistan
- Land size
 - Kazakhstan
 - Russia

- Turkmenistan
- Population
 - Kazakhstan
 - Russia
 - Uzbekistan

Physical Characteristics

- Vast land area: Spans two continents, Europe and Asia (covers 11 time zones)
- Vast areas of tundra, permafrost, taiga, and steppe
- Varied climatic regions
- Black earth belt (rich *chernozem* soil)
- Mountains (e.g., Ural Mountains which divide Europe from Asia)
- Caucasus
- Siberia (the sleeping land), located east of the Urals
- Major oil, natural gas, and mineral resources
- Water features
 - Volga River
 - Ob River
 - Amur River
 - Lake Baikal
 - Caspian Sea
 - Aral Sea
 - Bering Strait
 - Pacific Ocean
 - Arctic Ocean
- Some rivers flow northward to the Arctic Ocean.

Economic Characteristics

- Transition from communist to free market economy
- Farming and industry concentrated in the Fertile Triangle region, rich, *chernozem* soil (wheat farming)
- Infrastructure: Trans-Siberian Railroad, systems of rivers, canals, and railroads
- Energy resources: Hydroelectric power, oil, and natural gas
- Russian natural resources not fully developed due to climate, limited transportation links, and vastness of the country
- Foreign competition for investment in the region (oil pipelines)
- Widespread pollution
- Shrinking of the Aral Sea
- Political and economic difficulties after the breakup of the Soviet Union
- Cotton production in Central Asia

Cultural Characteristics

- Diverse ethnic groups, customs, and traditions (many people of Turkic and Mongol heritage)
- Cultural heritage
 - Ballet
 - Fabergé eggs
 - Music
 - Icons
 - *Matryoshka* dolls

- Oriental carpets
- Samovars
- Cultural landscape
 - Russian Orthodox churches (e.g., St. Basil’s Cathedral, Moscow)
 - Red Square
 - Kremlin
 - Mosques, minarets
 - Siberian villages
 - Soviet-style apartment blocks
- Cities as centers of culture and trade
 - Moscow
 - St. Petersburg
 - Novosibirsk

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

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

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

Use the following examples to explain how current events are connected to the geographical characteristics of places and regions:

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

Sample Resources

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

A Chronology of Russian History. Bucknell University. <<http://www.bucknell.edu/x20136.xml>>. This page dates the major (and some not so major) events in Russian history and links them with explanatory and related materials on the Internet.

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

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

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

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

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

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

The Moscow Kremlin: An Historic Tour. The University of Texas at Austin. <<http://uts.cc.utexas.edu/~powellm/kremlin.html>>. This site provides historical information about and pictures of the Kremlin.

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

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

Rare Antique Imperial Russian Samovars. The Lower East Side Restoration Project. <<http://www.russiansamovars.com/russian-imperial-samovars.php>>. This site provides information about and pictures of antique samovars that are for sale, allowing buyers to own a piece of Jewish cultural history.

“Solzhenitsyn, Aleksandr (Isayevich).” *The Nobel Prize Internet Archive.* <<http://www.almaz.com/nobel/literature/Solzhenitsyn.html>>. This site offers a biography of the famous Russian author.

“Timeline: Early Russian History from Legendary Warrior Rurik to Ivan the Great.” Infoplease.com.
<<http://www.infoplease.com/spot/russiain1.html>>. This site provides a timeline of Russian history from 1862 until today.

Where, Oh Where Will We Go? Guilford County Schools, North Carolina.
<<http://its.guilford.k12.nc.us/webquests/russia/russia.htm>>. In this Webquest, students prepare a trip to St. Petersburg for four people and take on different roles to learn about Russia.

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

Session 1: Physical Features

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should demonstrate a basic understanding of how to use an atlas and/or a map.
- Students should be able to use the Internet as a research resource.

Materials

- Physical and political maps of Russia and Central Asia
- Video on the physical features of the region, and a related, teacher-developed viewing guide
- Unlabeled physical/political outline maps of the region
- A list of the physical characteristics, countries, and cities to be located
- Attachment A: Student Geography Notes on Russia and Central Asia

Instructional Activities

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

Specific Options for Differentiating This Lesson

Technology

- Have students use whiteboards, computers or handheld devices to interact with maps.
- Have students view and interact with projected images of maps.

Small Group Learning

- Have students create oversized maps (11 by 17 inches) in small groups.

Vocabulary

- Have students illustrate the following key vocabulary: *marsh, swamp, Kum, plateau, upland, subarctic, continental, subtropical, permafrost*.

Student Organization of Content

- Have students add Attachment F to their notebooks.
- Have students create word maps of the terms above for a vocabulary notebook.
- Have students color code the items on Attachment F on their maps.

Session 2: Climates; Vocabulary

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should demonstrate a basic understanding of how to use a map.
- Students should be able to use the Internet as a research resource.

Materials

- Climate map of Russia and Central Asia
- Resource listing necessary vocabulary words
- Background information on the region included with this lesson

Instructional Activities

1. Review the activity from the previous session.
2. Display a climate map of the region. Instruct students to analyze the climates by reading the key and interpreting the map. Have the students predict the population density in the northern part of the region and justify their prediction. Instruct students to write a paragraph describing the climate extremes in Russia and Central Asia. Descriptions should include statements that show the students understand that the climates found in Russia and Central Asia range from subtropical to arctic. Have students share their paragraphs, and discuss the concepts mentioned.
3. Distribute the resource listing vocabulary words students need to understand. The teacher may direct students to define the words or may provide the terms and definitions as a matching exercise for students to complete. Vocabulary should include the following words:
 - Tundra
 - Permafrost
 - Taiga
 - Steppe
 - Chernozem
 - Siberia
 - Divert
 - Irrigation
 - Desertification
4. Create an electronic slide presentation highlighting the definitions that students need to be familiar with for the physical geography of Russia and Central Asia. Use maps and pictures to show the different climate regions and physical features.

Specific Options for Differentiating This Lesson

Technology

- Have students use relevant online resources.
- Have students use whiteboards for the vocabulary matching activity.

Community Connections

- Invite a person who has visited Russia or emigrated from Russia to share information about the country with students.

Small Group Learning

- Have students work in small groups to define the vocabulary and share their definitions with the class.

Vocabulary

- Have students use the following key vocabulary: *tundra*, *permafrost*, *taiga*, *steppe*, *chernozem*, *Siberia*, *divert*, *irrigation*, *desertification*.

Student Organization of Content

- Have students organize vocabulary on a word wall for display throughout the unit.

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

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should demonstrate a basic understanding of how to use an almanac, atlas and/or a map.
- Students should be able to use the Internet as a research resource.

Materials

- Map of the natural resources of Russia and Central Asia
- Attachment B: Natural Resources, Employment, Exports
- An outline political map of the region for each student
- Almanacs and/or Internet access

Instructional Activities

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

Specific Options for Differentiating This Lesson

Technology

- Have students use text-to-speech readers to supplement their assigned research.
- Have students use relevant online resources.

Multisensory

- Have students use highlighters, colored markers or pens, and adaptive paper when reading and gathering information.
- Have students present the information they learned in the small-group activities to the class.
- Have students design a decorative egg that represents an area of Russia.
- Have students create a trip plan for a vacation across Russia and include some of the sites they would encounter, the road conditions that may exist, and the industry they would observe.

Community Connections

- Have students take a virtual tour of a museum that exhibits Fabergé eggs.

Small Group Learning

- Divide students into research groups for Activities 2, 3, and 4.

Vocabulary

- Have students create word maps for the following key vocabulary: *Fabergé*, *Chernobyl*, *pipeline*.

Student Organization of Content

- Provide students with the information that they will need to complete the table in Attachment B.
- Organize the information in Attachment B into a card sort for students to complete in small groups.

Session 4: Siberia

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should demonstrate a basic understanding of how to use an almanac, atlas and/or a map.

Materials

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

Instructional Activities

1. Display the map of the lights of the world at night. Ask students to identify the string of lights that extends across Siberia and to explain what the string of lights represents. Students should conclude that the lights represent the towns along the Trans-Siberian Railroad. Point out that the cities along the route developed because they are located on the railroad.
2. Show a video on Siberia. Discuss the physical features and the climate of the region. Include facts from Attachment A: Student Geography Notes on Russia and Central Asia.
3. Have students finish Attachment C: Political Prisoners. They should use Attachment D: Grading Rubric for Escape from Siberia to complete the assignment. Review the information on these sheets, and answer all questions the students may have.

Specific Options for Differentiating This Lesson

Technology

- Have students use text-to-speech readers to supplement their assigned research.
- Have students use an open-source text-recording program that allows students to record audio and edit their writing assignments.
- Have students use relevant online resources that include an example of a first-person account.

Multisensory

- Have students complete Activity 2 as a multisensory activity.
- Have students complete Attachment C as a multisensory activity.

Small Group Learning

- Have students complete Activity 3 as a peer grading exercise, using the Attachment C grading rubric.
- Provide students with a “choice board” and allow them to select a product that meets the requirements of the assignment in Attachment C.

Choice board example:

Create a wanted poster.	Present a newscast reporting the escape.	Write a newspaper report of the prisoner’s escape.
Write a journal entry from the viewpoint of the fugitive or a KGB agent.	Your Choice (Get teacher approval.)	Create a podcast that outlines the fugitive’s plan for the escape.
Write a rap or poem that tells the story of the escape.	Create a storyboard with drawings that represent the escape.	Write a first-person account of the escape.

Vocabulary

- Have students use the following key vocabulary: *KGB, fugitive, asylum, journal, first-person account*.

Student Organization of Content

- Have students use the grading rubric, as well as Attachment D, to help organize themselves.
- Have students make cards for vocabulary terms and add them to their notebooks.

Session 5: Developing vs. Developed Countries

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should demonstrate a basic understanding of how to use an almanac.
- Students should be able to use the Internet as a research resource.

Materials

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

Instructional Activities

1. Instruct students to list the characteristics of a developed country and those of a developing country. Have the students share their answers, reviewing with the students the characteristics of developed and developing countries.
2. Instruct students to go to the Web site <http://factfinder.census.gov/home/saff/main.html?_lang=en> or to use almanacs to gather data and complete Attachment E: Economic Indicators Data. Have students compare the data to their understanding of developed and developing countries and determine whether each country is developed or developing.
3. After students have completed their chart, have them write a paragraph that summarizes the economic status of the countries in the region, supporting their summary by the data in their chart.

Specific Options for Differentiating This Lesson

Technology

- Have students use text-to-speech readers to supplement their assigned research.
- Have students use relevant online resources.

Multisensory

- Have students use highlighters, colored markers or pens, and adaptive paper when reading and gathering information.
- Have students create a digital slide show to share the information they learn about countries listed in Attachment E.
- Have students create a readers theater script to act out that includes information about developed and developing countries at an economic summit.

Community Connections

- Provide data, or have students complete Attachment E, for their community, state, or the United States to compare to the countries included in the unit of study.

Small Group Learning

- Have students use Attachment E to research the economic indicators of the given countries. Divide the students into four groups, have each group to research three countries, then share the information with the class.
- Divide the class in two groups to brainstorm a list of characteristics of a developed and developing country. Have students create a Venn diagram to compare and contrast the characteristics that fall in each category and are in common to both.

Vocabulary

- Review column headings on Attachment E with students to ensure their understanding of categories.

Student Organization of Content

- Have students write information learned from the small-group activity in Attachment E.
- Have students use Attachment E to organize their notes.

Session 6: Cultural Characteristics

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should be able to use the Internet as a research resource.
- Students should be able to publish brochures electronically.

Materials

- Photographs of cultural sites and cultural symbols of the region
- Attachment F: Travel Brochure

Instructional Activities

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

Specific Options for Differentiating This Lesson

Technology

- Have students take a virtual tour of the assigned location.
- Have students conduct online research into the significance of the cultural items listed in Activity 2. Have them present this information to the class in a podcast or slide presentation.

Multisensory

- Have students use Activity 1 to create a digital slide show that includes examples of traditional foods, music, and clothing.
- Have students create travel brochures using the information they gathered in Activities 2 and 3.
- Create a classroom travel agency. Invite students from another class to meet with the student travel agents, who will try to entice them to visit the countries being studied.

Community Connections

- Invite a member of the community who has visited one of the listed locations to share with students any pictures, videos, and experiences of the culture of the city visited.
- Have students interview someone who is from one of the cities or who has visited one of the cities. Students should focus on cultural information such as music, food, and art.

Small Group Learning

- Have students work in small groups to locate and describe the items listed in Activity 2. Have them share their research with the class and record it in graphic organizers.

Vocabulary

- Have students use the following key vocabulary: *Turkic heritage, Mongol heritage, icon, Matrioshka dolls, samovar, Russian orthodox, mosque, minarets.*

Student Organization of Content

- Have students complete their graphic organizers from the small-group activity and add the document to their notebooks.
- Provide students with an electronic template to create their travel brochure.
- Have students create a poster-size version of a travel brochure to display in the classroom or hallway.

Session 7: Review

Materials

- Blank BINGO grids/cards

Instructional Activities

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

Session 8: Assessment

Materials

- Unlabeled outline map of the region

Instructional Activities

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

The country located at number 1 is

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

The body of water located at number 2 is

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

Attachment A: Student Geography Notes on Russia and Central Asia



I. Three plains stretch across Europe and Asia:

A. The North European Plain

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

B. West Siberian Plain

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

II. Mountains and plateaus

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

III. Seas and lakes

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

IV. Rivers

- A. The Amur River flows east and forms the boundary between Russia and China.

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

V. Climates

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

VI. Facts about the region

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

Attachment B: Natural Resources, Employment, Exports

Name: _____

Date: _____

Natural resources in the region

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

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

Attachment C: Political Prisoners

Due Date: _____

Political Prisoners Escape from Siberian Labor Camp near Yakutsk

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

Objectives

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

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

- What physical feature is located at $66\frac{1}{2}^{\circ}$ N, 130° E? Would this be a problem or a possible solution?
- What natural vegetation is found in northeast Russia? Would the existence of this natural vegetation region influence the planning of your escape route?
- How many people might you find in that region who could help you get out of Russia or provide food and shelter?
- What is the average temperature in January?
- What transportation routes are available in the area?
- In which direction does the Lena River flow? Would this influence your escape route?
- Would an escaped fugitive from the Soviet Union in 1950 be welcome in all the countries that bordered the Soviet Union at that time?

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

Attachment D: Grading Rubric for Escape from Siberia _____

Name: _____

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

Teacher Comments:

Attachment E: Economic Indicators Data

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

Attachment F: Travel Brochure

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

Due Date:

Countries

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

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

Attachment G: Sample Assessment Items

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

1. The Crimean Peninsula has a _____ climate that is suitable for growing citrus fruits, winter grains, and vegetables.

- A Mediterranean*
- B Tundra
- C Highland
- D Subarctic

2. In Russia, most people who practice a religion belong to the

- A Catholic church.
- B Protestant faith.
- C Orthodox church.*
- D Muslim faith.

3. Russia and Central Asia cover almost _____ of all the land on the Earth.

- A 1/2
- B 1/3
- C 1/6*
- D 1/4

4. In the sub-arctic region of Russia, snow is common for _____ months a year.

- A 6
- B 8*
- C 10
- D 12

5. The largest forest region in the world is the

- A coniferous forests (taiga) of Russia.*
- B Black Forest of Europe.
- C Brazilian tropical rain forest.
- D tundra of Russia.

6. The pollution crisis in the former Soviet Union and Central Asia was caused by

- A government neglect of the environment.*
- B focus on production of consumer goods.
- C government overspending.
- D focus on developing a market economy.

7. The border between Europe and Asia is formed partially by the

- A Carpathian Mountains.
- B Ural Mountains.*
- C Pamir Mountains.
- D Yenisei River.

8. The largest country in Asia is

- A Belarus.
- B Russia.*
- C Ukraine.
- D Georgia.

9. Chernobyl is the site of

- A the beginning of the Bolshevik revolution in 1917.
- B the eastern-most city on the Trans-Siberian Railroad.
- C a nuclear reactor accident in 1986.*
- D Lenin's birthplace.

10. The fortress that houses the government of Russia is

- A St. Basil's Cathedral.
- B The Kremlin.*
- C Gorky Park.
- D Siberia.

11. Religious paintings found in Russian Orthodox Churches and people's homes are

- A crucifixes.
- B an icons.*
- C crosses.
- D murals.

12. The religious building in Red Square with nine colorful domes is

- A the Church of the Holy Sepulcher.
- B the Dome of the Rock.
- C the Church of the Annunciation.
- D St. Basil's Cathedral.*

13. In a command economy

- A the government makes all decisions regarding the manufacture, sales, and distribution of products.*
- B the supply and demand of the consumers determine what is bought and sold.
- C Individuals make all decisions regarding the manufacture, sales, and distribution of products.
- D Foreign governments make all decisions regarding the manufacture, sales, and distribution of products.

14. In a market economy

- A the government makes all decisions regarding the manufacture, sales, and distribution of products.
- B the supply and demand of the consumers determine what is bought and sold.*
- C individuals can operate their own businesses but profits go to the government.
- D foreign governments run the businesses.

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

ORGANIZING TOPIC

North Africa and Southwest Asia (Middle East)

Standard(s) of Learning

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

Essential Understandings, Knowledge, and Skills

Correlation to
Instructional Materials

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

Explain charts comparing two or more concepts.

Identify primary ideas expressed in graphic data.

Gather, classify, and interpret information.

Draw conclusions and make inferences about data.

Explain cause-and-effect relationships.

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

Organize and interpret information.

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

Participate in problem solving and decision making.

Compare maps and make inferences.

Identify and interpret regional patterns on maps.

Content

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

Countries

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

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

- Algeria
- Saudi Arabia
- Libya
- Population
 - Iran
 - Turkey
 - Egypt

Physical Characteristics

- Crossroads of Europe, Africa, and Asia
- Desert and semiarid climates: Sahara, *sahel*, steppes
- Mountains
 - Atlas
 - Taurus
 - Zagros
- Water features
 - Mediterranean Sea
 - Red Sea
 - Black Sea
 - Arabian Sea
 - Persian/Arabian Gulf
 - Strait of Hormuz
 - Bosphorus Strait
 - Dardanelles Strait
 - Nile River
 - Tigris River
 - Euphrates River
 - Jordan River
- Seasonal flooding, alluvial soils, delta regions, oases, wadis

Economic Characteristics

- Heavy reliance on primary economic activity (oil drilling, agriculture, pastoralism)
- Major producer of world's oil
- Oil revenues: Positive and negative effects
- Water: The region's most precious resource
- Great variation in standards of living, ranging from very high to poverty-stricken
- Regional conflicts, political unrest that affects tourism
- Aswan High Dam: Positive and negative effects
- Suez Canal: Enhanced shipping routes in the region
- Guest workers
- Trade important to region from earliest time
- Wide range of per capita incomes and levels of development
- Contemporary trade routes (sea lanes)
- Organization of Petroleum Exporting Countries (OPEC)

Cultural Characteristics

- Rapid urbanization
- Modernization centered in urban areas while traditional life continues in rural areas
- Large percentage of population under age 15
- Population unevenly distributed

- Arab countries and Arabic language
- Non-Arab countries: Turkey, Iran, Israel
- Birthplace of three major monotheistic religions: Judaism, Christianity, and Islam
- Conflict over Palestine
- Nomadic lifestyles
- Art that reflects the diversity of religions (stained glass, geometric tiles, calligraphy, mosaics, prayer rugs)
- Cities as centers of culture and trade
 - Baghdad
 - Cairo
 - Istanbul
 - Jerusalem
 - Mecca
 - Tehran
- Cultural landscape
 - Mosques, minarets
 - Church of the Holy Sepulcher
 - Hagia Sophia
 - Bazaars, *sucs*
 - Western Wall
 - Dome of the Rock
 - Kaaba
 - Pyramids
 - Oil rigs
 - Walled cities

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

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

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

Use the following examples to explain how current events are connected to the geographical characteristics of places and regions:

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

Sample Resources

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

Africa. Geographia. <<http://www.geographia.com/indx06.htm>>. This site provides access to much information about countries in Africa.

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

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

“Arabesque.” *Wikipedia, The Free Encyclopedia.* <<http://www.wikipedia.org/wiki/Arabesque>>. This site describes arabesque, an aspect of Islamic art that is an elaborate application of repeating geometric forms often echoing the forms of plants and animals and that is usually found decorating the walls of Mosques.

“Arabic Alphabet.” *Wikipedia, The Free Encyclopedia.* <http://www.wikipedia.org/wiki/Arabic_alphabet>. This site provides much information about the Arabic alphabet.

“The Aswan High Dam.” *What You Need to Know About.* <<http://geography.about.com/library/weekly/aa012698.htm?once=true&>>. This Web site outlines the positive and negative effects of the dam on the Nile River and surrounding land.

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

Graphic Maps.com. World Atlas.com. <<http://www.worldatlas.com/clipart.htm>>. This site provides numerous free outline maps, map tests, and clip art.

InfoNation. United Nations. <http://www.un.org/Pubs/CyberSchoolBus/infonation/e_infonation.htm>. This site provides information to facilitate comparison of data on three or more countries; from the UN Cyberschoolbus: A Global Teaching and Learning Project.

“Mesopotamia, The Code of Hammurabi.” Washington State University. <<http://www.wsu.edu/~dee/MESO/CODE.HTM>>. This site provides a 1910 translation of the law codes of Hammurabi.

Middle East Webquest. Jones Academic Magnet High. <<http://home.earthlink.net/~lazarski/home/Midest1.htm>>. This site is a fully programmed Webquest activity designed to help students learn more about the Middle East.

OnlineNewsHour. Public Broadcasting Service. <http://www.pbs.org/newshour/bb/middle_east/conflict/>. This site, the Web site of the *NewsHour with Jim Lehrer*, provides an index of past programs and a search feature, thus allowing access to information about this organizing topic.

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

Owl and Mouse Educational Software. <<http://www.yourchildlearns.com/owlmouse.htm>>. This site offers various map puzzles, interactive maps, and map games.

Pyramids: The Inside Story. Public Broadcasting Service. <<http://www.pbs.org/wgbh/nova/pyramid/>>. This site provides information on Ancient Egypt.

Sakkal, Mamoun. “The Art of Arabic Calligraphy.” *Sakkal Design*. <<http://www.sakkal.com/ArtArabicCalligraphy.html>>. This site gives the history and describes the styles of Arabic calligraphy.

Shulman, Robin. *Tracing Borders*. Public Broadcasting Service. <<http://www.pbs.org/frontlineworld/fellows/israel/intro.html>>. This site details the “border” between Israel and the Palestinian people.

Siddiqui, Elisabeth. “Islamic Art.” Colorado State University. <http://www.colostate.edu/Orgs/MSA/find_more/islart.html>. This site gives a concise description of Islamic art.

“Southwest Asia/North Africa.” *Arizona Geographic Alliance*. <http://alliance.la.asu.edu/maps/MidEast_Labeled.pdf>. This site provides an outline map of the countries of this area.

Theban Mapping Project. <<http://www.thebanmappingproject.com/>>. This is an interactive site on Egypt, including flash tours.

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

Session 1: Countries; Physical Features

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should be able to use the Internet as a research resource.
- Students should demonstrate a basic understanding of how to use a map.

Materials

- Physical and political map of North Africa and Southwest Asia
- Map of North Africa and Southwest Asia
- Video on the physical features of North Africa and Southwest Asia and a related, teacher-prepared viewing guide
- Physical and political outline maps of North Africa and Southwest Asia
- A list of the physical features, countries, and cities
- Attachment A: Misconceptions and Rumors
- Attachment B: Student Geography Notes on North Africa and Southwest Asia (Middle East)

Instructional Activities

1. As an introduction to this region, have students complete Attachment A: Misconceptions and Rumors. Discuss with students the current events that exist in this part of the world due to cultural conflict.
2. Display a physical map of the region, and instruct students to analyze the physical features by reading the key and interpreting the map. Have the students answer the following questions:
 - What physical feature dominates North Africa? (Sahara Desert)
 - Why is this region sometimes referred to as the Middle East? (Answer: It is at the crossroads of three continents.)
 - What is the name of the river that flows through Egypt? Why do you think it is an important river?

Discuss the answers to the above questions, using the maps to demonstrate.

3. Show a video on the physical features of the region, and have students answer questions based on the information in the viewing guide. Discuss student responses to the questions.
4. Distribute outline physical and political maps of the region, and instruct students to label the following:
 - Kuwait
 - United Arab Emirates
 - Qatar
 - Israel
 - Algeria
 - Saudi Arabia
 - Libya
 - Iran
 - Turkey
 - Egypt
 - Iraq
 - Atlas Mountains
 - Taurus Mountains
 - Zagros Mountains
 - Mediterranean Sea
 - Red Sea
 - Black Sea
 - Arabian Sea
 - Persian/Arabian Gulf
 - Bosphorus Strait
 - Dardanelles Strait
 - Strait of Hormuz
 - Nile River
 - Tigris River
 - Euphrates River
 - Jordan River

Outline maps may be found at the following Web sites:

- “Southwest Asia/North Africa.” *Arizona Geographic Alliance*.
<<http://alliance.la.asu.edu/maps/MidEast.pdf>>
- “Label Middle Eastern Countries and Major Bodies of Water.” *Enchanted Learning.com*.
<<http://www.enchantedlearning.com/subjects/continents/Mideast/label/>>.
- Free map puzzles and games: *Owl and Mouse Educational Software*.
<<http://www.yourchildlearns.com/owlmouse.htm>>.

Specific Options for Differentiating This Lesson

Technology

- Have students conduct online research for photos of each of the cities and physical features to make a collage for each country, or to paste onto a large map of the area.

Multisensory

- Have students create a poster displaying the physical features of a region in North Africa or Southwest Asia, using online images or ones they have drawn.
- Have students create a simulated soil sample representative of a region in Northern Africa or the Middle East, using materials found in their environment.
- Delete some of the key words from Attachment B and have students complete the assignment as they listen to the teacher, view videos, and participate in discussions.

Community Connections

- Have each student find a newspaper article related to a country in North Africa or Southwest Asia (Middle East) and provide a summary of the article to the class.

Small Group Learning

- Have students complete a pair-share activity with the puzzles and games found on the Owl and Mouse Web site.

Vocabulary

- Have students use the following key vocabulary: *silk, fertilizer, Cradle of Civilization, biblical times, canal, semi-arid, arid, choke points, wadis, bedouins, pastoralism, desalinate, commodity, poverty level, oasis, delta regions, alluvial soil deposits, Holy Land, terrorist, Arabic, Farsi, Hebrew, Turkish, prayer rugs, mosaics, calligraphy, monotheistic, Torah, Bible, Koran, PLO, Gaza Strip, West Bank, Golan Heights, Taliban, desecrated, militant, Promised Land, exile, tolerance, Arab League, Holocaust, partitioning, Six-Day War, embargo, Camp David Accords, coalition, suicide bombing, hostages*.

Student Organization of Content

- Have students complete Attachment A and add the document to their notebooks.
- Have students label small maps and keep them in their notebooks.
- Have students list links to valuable Web sites in their notebooks for future review.
- Complete the first two columns of a “Know, Want-to-Know, Learned” (KWL) chart at the beginning of this lesson, as it introduces this region of the world. At the end of this unit, have students complete the “Learned” section.

Session 2: Climate; Vocabulary

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should demonstrate a basic understanding of how to use an atlas and/or a map.
- Students should be able to use the Internet as a research resource.

Materials

- Climate map of the regions either from an atlas, the textbook, other instructional resources, or the following Web site http://www.cpc.ncep.noaa.gov/products/analysis_monitoring/regional_monitoring/middle_east.html
- Wall map of the region
- A list of essential vocabulary words
- Background information on the region included with this lesson

Instructional Activities

1. Display a climate map of the region, and have students analyze the climate by reading the key and interpreting the map. Instruct the students to write a paragraph that describes the climate in North Africa and Southwest Asia. NOTE: Answers should show that the students understand the arid climate in the region. Next, have the students explain how to predict the population density in the deserts.
2. Distribute a list of essential vocabulary words, and have students write definitions of the terms. You may wish to have them create a picture display of the terms by assigning one or two terms to each student to locate and bring in pictures. Vocabulary should include the following:

- | | | |
|----------------------|---------------|----------------|
| 1. Seasonal flooding | 12. Sahel | 23. Medina |
| 2. Oasis | 13. Farsi | 24. Jerusalem |
| 3. Delta | 14. Mosque | 25. Jews |
| 4. Alluvial soil | 15. Synagogue | 26. Muslims |
| 5. Irrigation | 16. Church | 27. Islam |
| 6. Desertification | 17. Torah | 28. Muhammad |
| 7. Wadis | 18. Koran | 29. Jesus |
| 8. Petroleum | 19. Bible | 30. Christians |
| 9. Desalination | 20. Kurds | 31. Suez Canal |
| 10. Nomad | 21. Palestine | 32. Aswan Dam |
| 11. Bedouins | 22. Mecca | |

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

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

Specific Options for Differentiating This Lesson

Technology

- Have students view and discuss videos describing the climate regions and showing the vegetation of this area of the world.
- Have students conduct online research to find the daily weather conditions in various regions of each country in this unit and keep a running chart of temperature and humidity.

Multisensory

- Have students create a class bulletin board to illustrate all of the vocabulary from Activities 1 and 2.

Community Connections

- Have students discuss the following: If a teenager from (select a country or geographic region from North Africa or Southwest Asia) visited your city, what do you think he or she would find most surprising?

Small Group Learning

- Have students work in small groups on a specific number of the vocabulary words in Activity 2. Have the groups research the terms and present them to the class in a digital slide show, oral presentation, or through other visuals, then add a visual to the word wall.

Vocabulary

- Have students conduct an open-word sort with listed vocabulary and label the categories they create (Have students include “Climate” as one category.).

Student Organization of Content

- Have students use a teacher-developed worksheet that lists vocabulary words.
- Have students develop a word wall using new vocabulary. Add visuals collected in other activities.

Session 3: Monotheistic Religions

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should demonstrate a basic understanding of how to use a map.

Materials

- Map of the area that shows the religions found there

Instructional Activities

1. Point out on a map of the area the religions found there.
2. Discuss the history of the region as it relates to the three monotheistic religions found there. Focus attention particularly on the contested land in Israel and the holy sites in Israel and Saudi Arabia.
3. Assign a reading or other reinforcement activity, using available teacher resources.

Specific Options for Differentiating This Lesson

Technology

- Have students select one of the three monotheistic religions, research it online, and prepare a digital slide show for the class.

Multisensory

- Hold a class debate in which each of the groups in the small-group activity present their side of the argument for claiming Jerusalem as their Holy Land.

Community Connections

- Arrange for students to visit to a synagogue, a mosque, and a Christian church. Discuss how each reflects the beliefs of that religion.
- Invite religious leaders from each of the three groups to speak with students about the most important beliefs of their religion.

Small Group Learning

- Divide the students into three groups, and have each group research one monotheistic religion and present their information to the class.

Student Organization of Content

- Have students create a timeline for the establishment of each of the three religions.
- Have students complete a concept map for each of the three religions including the deity/god, key beliefs, places of historic significance, key practices, places of worship, etc.

Session 4: Assessment

Materials

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

Instructional Activities

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

Answer Key

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

Session 5: Developed vs. Developing Countries

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should demonstrate a basic understanding of how to use an almanac.
- Students should be able to use the Internet as a research resource.

Materials

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

Instructional Activities

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

Specific Options for Differentiating This Lesson

Technology

- Provide step-by-step instructions for students for using the Web sites in the instructional activities or demonstrate using them.
- Use an interactive whiteboard to demonstrate the process for finding information from the above Web sites.

Multisensory

- Have students create and present a digital slide show to the class, instead of the writing assignment in Activity 3.

Community Connections

- Provide data, or direct students to complete Attachment E, for their community, state, or the United States to compare the countries included in the unit of study.

Small Group Learning

- Have students use Attachment E to research the economic indicators of the 16 countries. Divide students into four groups, and have each group research four countries, then share the information they learn with the class.

Vocabulary

- Review column headings on Attachment E to ensure understanding of categories.

Student Organization of Content

- Have students use Attachment E to organize their research and notes.
- Modify Attachment E to match Web sites used by students to obtain information (use corresponding vocabulary and categories).

Session 6: Cultural Characteristics

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should be able to use the Internet as a research resource.
- Students should be able to make a computer-generated travel brochure.

Materials

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

Instructional Activities

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

Specific Options for Differentiating This Lesson

Technology

- Have students take a virtual tour of the assigned location.
- Have students use relevant online resources.

Multisensory

- Have students use Activity 1 to create a digital slide show with examples of traditional foods, music, and clothing.
- Have students create travel brochures using the information they gathered in Activity 2.
- Create a classroom travel agency. Invite students from another class to meet with the student travel agents, who will try to entice them to visit the countries being studied.

Community Connections

- Invite a community member who has visited one of the listed locations to share with students any pictures, videos, and experiences of the culture of the city visited.
- Have students interview someone who is from one of the cities or who has visited one of the cities. Students should focus on cultural information such as music, food, and art.

Small Group Learning

- Divide students into small groups, and ask them to locate and describe the items listed in Activity 2. Have them share their findings with the class and record it in graphic organizers.

Vocabulary

- Have students use the following key vocabulary: *bazaar*, *suqs*, *Western Wall*, *Dome of the Rock*, *Church of the Holy Sepulcher*.

Student Organization of Content

- Have students complete the graphic organizer from the small-group activity and add the document to their notebooks.
- Provide students with an electronic template to create their travel brochure.
- Create a poster-size version of a travel brochure to display in the classroom or hallway.

Session 7: Arabesque

Prerequisite Understanding/Knowledge/Skills

- Students should be able to use the Internet as a research resource.

Materials

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

Instructional Activities

1. Review with students the five pillars of Islam. Show them pictures of prayer rugs, Islamic buildings, and other symmetrical Islamic art. Discuss with the students the characteristics of Islamic art.
2. Direct students in creating an arabesque drawing. Explain that an arabesque is a form of symmetrical drawing that includes calligraphy designs, geometric shapes, flowers, vines, leaves, animals, and other things from nature. Images of people are not included in an arabesque. The designs of many oriental rugs are examples of arabesque. The following Web sites provide examples of Islamic art:
 - *Arabesque*. Wikipedia, The Free Encyclopedia <<http://www.wikipedia.org/wiki/Arabesque>>
 - *The Art of Arabic Calligraphy*. Sakkal Design <<http://www.sakkal.com/ArtArabicCalligraphy.html>>To complete the assignment, have the students
 - fold a square piece of paper in half, vertically, horizontally, or diagonally
 - draw the design on one-half of the folded paper
 - trace the drawn design on the other half of the paper
 - open the paper to reveal the whole design, which will be symmetrical
 - color the design, making sure the colors in the two sections also match.

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

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

Specific Options for Differentiating This Lesson

Technology

- Have students conduct online research to locate examples of arabesque art.

Multisensory

- Have students display their arabesque drawings on a class bulletin board.

Community Connections

- Invite a local artist or art teacher to talk with students about arabesque art.
- Arrange for students to explore the surrounding community and photograph examples of arabesque art.

Small Group Learning

- Use peer coaching for students who have difficulty with fine-motor skills or drawing—pair these students with a student who has been identified as gifted in art.

Vocabulary

- Have students use the following key vocabulary: *arabesque art*, *symmetrical art*, *calligraphy*.

Student Organization of Content

- Provide a black-and-white line drawing of an example of arabesque artwork, and have students color the design.

Session 8: Assessment

Materials

- Unlabeled outline map of the region

Instructional Activities

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

The country located at number 1 is

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

The body of water located at number 2 is

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

Attachment A: Misconceptions and Rumors

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

Answer the following questions from your own point of view.

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

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

Attachment B: Student Geography Notes on North Africa and Southwest Asia (Middle East)

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




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

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

VII. Cultural characteristics

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

Attachment C: Monotheistic Religions Chart

Religion	Founder Date	Place of Origin	Symbol	Followers Called	Holy Book	God	Major Beliefs
					House of Worship	Name of God	
Judaism	Abraham Isaac Jacob	Mesopotamia and Israel		Jews Hebrews	Torah	One God	<ul style="list-style-type: none"> ➤ Monotheism ➤ God sent laws people must obey — The Ten Commandments. ➤ The Messiah or son of God has not yet been born. ➤ House of worship called a <i>synagogue</i> or temple ➤ Day of worship is called the <i>Sabbath</i>, which begins on Friday evening and continues through Saturday. ➤ There are about 14 million Jews today. They live predominantly in the United States, Israel, and the former Soviet Union.
	2000 B. C. (B.C.E.)				Synagogue (Temple)	Yahweh	
Christianity	Followers of Jesus	Jerusalem		Christians	Bible: Old and New Testaments	One God	<ul style="list-style-type: none"> ➤ Monotheism ➤ Jesus is the Messiah or son of God. He lived, died, and was resurrected from the dead. ➤ Life after death ➤ Day of worship is Sunday ➤ There are over one billion Christians today. They are primarily Roman Catholics, Protestants, and Orthodox Christians.
	30 A.D. (C.E.)				Church Cathedral	God Lord	
Islam	Muhammad	Mecca Medina		Muslims	Quran or Koran	One God	<ul style="list-style-type: none"> ➤ Monotheism ➤ Five Pillars of Islam: <ol style="list-style-type: none"> 1. No other God but Allah 2. Pray five times a day facing Mecca 3. Give alms to the poor 4. Fast during the month of Ramadan 5. Make a pilgrimage to the Holy City of Mecca ➤ Life after death ➤ No day of worship. Men must attend a prayer service on Fridays. ➤ There are over 800 million Muslims today. They live mostly in the Middle East, Europe, North Africa, Indonesia, and Pakistan.
	600 A. D. (C.E.)				Mosque	Allah	

Attachment D: Monotheistic Religions Quiz

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

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

Questions

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

Attachment E: Economic Indicators Data

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

Attachment F: Sample Assessment Items

SECTION I

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

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

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

18. The followers of Muhammad are called

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

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

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

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

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

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

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

22. The main language in North Africa is

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

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

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

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

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

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

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

26. The climate type that dominates Southwest Asia is

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

27. The most economically developed country of Southwest Asia is

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

28. The sacred book of Islam is the

- A Qur'an.*
- B Rub al Khali.
- C Bible.
- D Torah.

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

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

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

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

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

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

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

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

- 33. What event left the Palestinians without a homeland?**
 A The Arab-Israeli war of 1948*
 B World War I
 C the Arab-Israeli war of 1967
 D World War II
- 34. The Middle East is located at the crossroads of these three continents:**
 A Europe, Asia, and North America.
 B North America, South America, and Central America.
 C Africa, North America, and Asia.
 D Africa, Asia, and Europe.*
- 35. A large percentage of the population in the region is**
 A under the age of 15.*
 B over the age of 15.
 C approaching retirement.
 D already retired.
- 36. The purpose of the Suez Canal is to**
 A provide water for irrigation.
 B provide water for fishing.
 C be used for shipping routes in the region.*
 D be used in case of war to transport troops.
- 37. An area in the desert where usable water is available is called a/an**
 A oasis.*
 B delta.
 C gulf.
 D wadis.
- 38. Palestinians who have fled Israel to live in the neighboring countries are called**
 A immigrants.
 B emigrants.
 C refugees.*
 D aliens.
- 39. Which statement best describes the movement of people in the region?**
 A People are rapidly moving to the cities.*
 B People are being forced to move to the cities.
 C People are being encouraged to stay in the rural areas.
 D People are not moving within the region.
- 40. One employment problem facing the Persian Gulf countries is that there are**
 A not enough people to work on the jobs.
 B too many people engaged in agriculture.
 C too many people leaving the region to work elsewhere.
 D too many guest workers from other countries.*

- 41. The Suez Canal connects the following two major bodies of water:**
 A the Red Sea and the Persian Gulf.
 B the Indian Ocean and the Caspian Sea.
 C the Persian Gulf and the Nile River.
 D the Mediterranean Sea and the Red Sea.*
- 42. Which country in the region has the greatest supply of oil reserves?**
 A Iraq
 B Saudi Arabia*
 C Libya
 D Egypt
- 43. Which statement best describes the distribution of the population in the region?**
 A Most people live along the coast.
 B Most people live in the desert.
 C The population is evenly distributed.
 D The population is unevenly distributed.*
- 44. Ancient cities were defended by**
 A walls built around them.*
 B armies armed with crossbows.
 C moats built around them.
 D being built on steep, inaccessible cliffs.
- 45. Muslim art**
 A is mostly seen in stained glass.
 B includes pictures of Muhammad.
 C is symmetrical or balanced.*
 D mostly included statues of people.

SECTION II

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

- 46. Country number 10 is**
 A Algeria.
 B Egypt.
 C Iran.
 D Saudi Arabia.
- 47. Water body A is the**
 A Red Sea.
 B Mediterranean Sea.
 C Black Sea.
 D Persian/Arabian Gulf.

ORGANIZING TOPIC

South Asia

Standard(s) of Learning

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

Essential Understandings, Knowledge, and Skills

	Correlation to Instructional Materials
Skills <i>(to be incorporated into instruction throughout the academic year)</i>	
Explain charts comparing two or more concepts.	
Identify primary ideas expressed in graphic data.	
Gather, classify, and interpret information.	
Draw conclusions and make inferences about data.	
Explain cause-and-effect relationships.	
Identify and locate regions, continents, oceans, and major features on maps and globes.	
Organize and interpret information.	
Use maps and other geographic resources to obtain information and draw conclusions.	
Participate in problem solving and decision making.	
Compare maps and make inferences.	
Identify and interpret regional patterns on maps.	
Content	
Describe how physical, economic, and cultural characteristics influence regional development. Use the regional information provided below.	
Countries	
<ul style="list-style-type: none">• Afghanistan• Pakistan• Nepal• Bhutan• Bangladesh• India• Sri Lanka	

Physical Characteristics

- Influence of mountains on population, settlements, movement, climate _____
- Mountains _____
 - Himalayas _____
 - Western and Eastern Ghats _____
- Varied climate regions, ranging from tropical wet to humid continental _____
- Natural hazards: Monsoons _____
- Influence of water (rivers, seas, and ocean currents) on agriculture, trade, and transportation _____
- Bodies of water _____
 - Arabian Sea _____
 - Indian Ocean _____
 - Bay of Bengal _____
 - Ganges River _____
 - Indus River _____
 - Brahmaputra River _____
- Abundant arable land _____
- Loess _____
- Plateau of Tibet _____
- Gobi Desert _____

Economic Characteristics

- Varied economies in the region, ranging from subsistence/commercial agriculture to high-tech industrial manufacturing _____
- Participation in global markets _____
- Agricultural advancements and technology, enabling greater food production: "Green Revolution" _____
- Environmental degradation _____
- Deforestation _____
- Fishing _____
- Rice, tropical crops _____

Cultural Characteristics

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

- New Delhi

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

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

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

Use the following examples to explain how current events are connected to the geographical characteristics of places and regions:

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

Sample Resources

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

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

Hinduism. Minnesota State University.

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

“The Himalayas: Two Continents Collide.” United States Geological Survey.

<<http://pubs.usgs.gov/publications/text/himalaya.html>>. This site gives information about one of the most dramatic and visible creations of plate-tectonic forces.

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

Investigating al-Qaeda. BBC News. <http://news.bbc.co.uk/1/hi/in_depth/world/2001/war_on_terror/>. This site is an ongoing chart of events related to al-Qaeda, with links to details about each event.

The Majestic Taj Mahal. Australian National University. <<http://www.indiamarks.com/guide/The-Majestic-Taj-Mahal/191>>. This site provides information about India’s noble tribute to the grace of Indian womanhood.

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

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

Session 1: Countries; Physical Features

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should demonstrate a basic understanding of how to use an atlas and/or a map.
- Students should be able to use the Internet as a research resource.

Materials

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

Instructional Activities

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

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

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

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

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

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

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

Specific Options for Differentiating This Lesson

Technology

- Have students use an interactive mapping program.
- Have students take a virtual tour of the area to be studied.
- Have students use digital graphic organizers to categorize information.
- Have students use relevant online resources.

Multisensory

- Have students use highlighters, colored markers or pens, and adaptive paper when reading and gathering information.
- Have students color code their maps.

- Have students create symbols that represent products produced and imported from South Asia.

Community Connections

- Invite community members who have visited or emigrated from the areas in the lesson to speak with students.

Small Group Learning

- Have students work in small groups to complete Activity 1. Have the groups develop their own graphic organizers to record their responses, then share them with the entire class.

Vocabulary

- Have students use the following key vocabulary: *monsoon, earthquake, jute, sisal*.

Student Organization of Content

- Organize items to be placed on the map in categories (cities, rivers, seas and oceans, etc.).
- Provide students with a response sheet for Activity 1.
- Have students make cards for vocabulary terms and add them to their notebooks.

Session 2: Geographic Features; Hinduism

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.

Materials

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

Instructional Activities

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

Specific Options for Differentiating This Lesson

Technology

- Have students view and interact with maps through whiteboards or a projected image.

Small Group Learning

- Have students work in small groups to create oversized maps (11 by 17 inches).

Vocabulary

- Create a South Asia word wall that will grow as the unit progresses.
- Have students use the following key vocabulary: *marsh, swamp, Kum, plateau, upland, subarctic, continental, subtropical, permafrost*.

Student Organization of Content

- Have students add Attachment F to their notebooks.
- Have students create word maps of the terms above for a vocabulary notebook.
- Have students color code the items on Attachment F on their maps.

Session 3: Buddhism

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should be able to use the Internet as a research resource.

Materials

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

Instructional Activities

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

Specific Options for Differentiating This Lesson

Technology

- Have students use text-to-speech readers to supplement their assigned research.
- Have students use digital graphic organizers to categorize information.
- Have students use a screen reader or audiobook to complete their reading assignments.
- Have students use relevant online resources.

Multisensory

- Have students use highlighters, colored markers or pens, and adaptive paper when reading and gathering information.
- Have students view and discuss a video about Buddhism.

Community Connections

- Arrange for students to attend a Buddhist mandala sand painting event, or have students view and discuss a video about such an event.

Small Group Learning

- Have students complete Activity 3 in small groups, using a teacher-provided chart to compare Hinduism with Buddhism.

Vocabulary

- Have students scan the article on Buddhism from Activity 2. Have them create three columns (I Know, I Sort of Know, I Don't Have a Clue) and categorize words from the article. Students may help each other if they know a word. Words may be added to the word wall.

Student Organization of Content

- Have students use the graphic organizer from the small-group activity to organize their information.
- Have students create a compare/contrast graphic organizer to record the similarities and differences between the various religions in South Asia.

Session 4: Distribution of Religions; History

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should demonstrate a basic understanding of how to use a map.

Materials

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

Instructional Activities

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

Specific Options for Differentiating This Lesson

Technology

- Have students create digital slide shows that represent the major eras listed in Attachment B.
- Have students use a mapping program to record significant events and locations.
- Have students use digital graphic organizers to categorize information.

Multisensory

- Have students use highlighters, colored markers or pens, and adaptive paper when reading and gathering information.
- Have students view and discuss a video about Mohandas K. Ghandi and his role in Indian independence.

Community Connections

- Ask students to choose one of the eras listed in Attachment B that they would like to “visit,” and have them write a news report about an event from the era.

Small Group Learning

- Divide the class into five groups. Assign each group one of the major eras on Attachment B. Have students find at least four interesting facts about their era and record their responses in a teacher-created graphic organizer. Information can then be shared with the class, and the entire organizer can be filled out. Items can be added to the timeline created in the next lesson (Timeline of Historic Events).

Vocabulary

- Have students use the following key vocabulary: *grid planning*, *granaries*, *hieroglyphic*, *Hellenistic*, *Sanskrit*, *British East India Company*, *crown colony*, *Sepoy rebellion*, *partition*.

Student Organization of Content

- Have students add their graphic organizers to their notebooks.
- Have students make cards for vocabulary terms and add them to their notebooks.

Session 5: Timeline of Historic Events

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should demonstrate a basic understanding of how to use a map.
- Students should be able to use the Internet as a research resource.

Materials

- Unlabeled outline map of South Asia
- Internet access
- Textbook or other instructional resources

Instructional Activities

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

Specific Options for Differentiating This Lesson

Technology

- Provide access to a wiki space and have students add events and items listed in Activity 1.
- Have students use digital graphic organizers to categorize information.
- Have students use relevant online resources.

Multisensory

- Have students use highlighters, colored markers or pens, and adaptive paper when reading and gathering information.
- Use the small-group activity to construct a human timeline (each person represents an event). Have each group create an entry to share with the group that can be posted around the upper wall of the room.

Small Group Learning

- Using the events/items in Activity 1, have students work in pairs on an item from the list. Have students complete a RAFT (Role, Audience, Format, Topic) writing assignment. Have them write an account of a Role: Time Traveler; Audience: Classmates; Format: Web site or wiki space; and interesting facts about the event.

Vocabulary

- Add the key vocabulary to the word wall (photo, description, definition) initiated in Session 1.
- Have students use the following key vocabulary: *Indian National Congress, Akbar, Mughal Empire, Taj Mahal, Muslim League.*

Student Organization of Content

- Have students make a notebook-sized timeline using a computer-generated timeline program.
- Have students use adding machine tape to create a personal timeline.

Session 6: Indian and Pakistani Architecture, Landscapes, and Culture _____

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should be able to use the Internet as a research resource.

Materials

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

Instructional Activities

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

Specific Options for Differentiating This Lesson

Technology

- Have students conduct online research to locate pictures of Indian architecture and Indian or Pakistani music.

Multisensory

- Present Activity 3 as a digital slide show.
- Have students work in small groups to create a poster representing one type of Indian architecture.

Community Connections

- Invite a musician who plays traditional Indian or Pakistani music to play musical selections for students.
- Have students research modern-day pop music in India or Pakistan.

Small Group Learning

- Divide students into eight groups or pairs. Assign each group or pair one of the architectural examples from Attachment C. Have students research their example and present it to the class.
- Ask students to form groups and perform an Indian or Pakistani song.

Vocabulary

- Add the following term with an illustration to the classroom word wall: *stupa*.

Student Organization of Content

- Provide students with graphic organizers for Activities 2 and 3.

Session 7: South Asian Boundary Changes and Disputes since 1947

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should demonstrate a basic understanding of how to use a map.

Materials

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

Instructional Activities

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

Specific Options for Differentiating This Lesson

Technology

- Use online resources to locate accounts and points of view from both sides of the boundary dispute issue.
- Provide access to relevant online resources.

Multisensory

- Have students view and discuss a video about assassinations that changed the world, including attempts aimed at Mohandas K. Gandhi and the issues related to Activity 2.

Community Connections

- Find current event items that refer to one of the events or items listed in Activity 2. Share and discuss in small groups.

Small Group Learning

- Have students complete Activity 2 in small groups. Divide the class into three groups and have students research at least five facts for each territorial change or dispute and present it to the class.

Vocabulary

- Have students make vocabulary cards and place them on the word wall. Have them include a logo, drawing, illustration, or symbol as a visual reminder of the meaning of the term.
- Have students use the following key vocabulary: *mahatma*, *Punjab*, *Sikhs*, *religious autonomy*, *Tamil Tigers*.

Student Organization of Content

- Provide graphic organizers for students to use for both Activity 2 and the video.

Session 8: Assessment

Materials

- Attachment D: South Asia Quiz

Instructional Activities

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

Session 9: Kashmir

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should demonstrate a basic understanding of how to use a map.
- Students should be able to use the Internet as a research resource.

Materials

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

Instructional Activities

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

Specific Options for Differentiating This Lesson

Technology

- Have students use the BBC's "Quick Guide: Kashmir Dispute" at http://news.bbc.co.uk/2/shared/spl/hi/pop_ups/quick_guides/04/south_asia_kashmir_dispute/html/1.stm.

Multisensory

- Moderate a student debate about the conflict in Kashmir.

Community Connections

- Invite a local history professor with knowledge about the conflict to speak with students.

Small Group Learning

- Divide students into four groups, and assign each group as follows:
 - Group 1: Indian nationals
 - Group 2: Pakistani nationals
 - Group 3: Muslim perspective
 - Group 4: Hindu perspective

Have students research their group to find the background and perspectives of the group. Then have them use the information they learned for the multisensory activity.

Student Organization of Content

- Provide students with a script to use as they debate the Kashmir dispute.
- Provide students with a graphic organizer to record the information they learn from the debate.

Session 10: South Asia Resources; Monsoons; Bangladesh

Prerequisite Understanding/Knowledge/Skills

- Students should be familiar with the geography of South Asia.

Materials

- Atlases with physical and resource information on South Asia
- Attachment E: South Asia Resources
- Article on monsoons, with related, teacher-prepared questions
- Article on Bangladesh, with related, teacher-prepared questions (*Bangladesh—A Country Study* <<http://lcweb2.loc.gov/frd/cs/bdtoc.html>>)

Instructional Activities

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

Specific Options for Differentiating This Lesson

Technology

- Have students use online photographs and video reports.

Multisensory

- Distribute photographs of the aftermath of monsoons in South Asia: http://www.time.com/time/photogallery/0,29307,1650392_1422868,00.html.
- Have students write human-interest stories about the experiences of someone who has survived a monsoon or someone who has lost a family member in a monsoon.
- Have students dramatize a meeting of members of the U.S. State Department and their ideas for assisting the victims of a monsoon.

Community Connections

- Invite a member of the local Red Cross to speak with students about emergency relief planning and implementation.

Small Group Learning

- Divide students into even/odd pairs and have them complete Activity 2 as a pair-share activity.

Vocabulary

- Have students use the following key vocabulary, and have them add images and definitions to the word wall being created throughout the unit: *subcontinent*, *monsoon*.

Student Organization of Content

- Have students use Attachment E to organize their notes.

Session 11: South Asian Economic Development

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should be able to use the Internet as a research resource.

Materials

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

Instructional Activities

1. Show a video on South Asian economic development, highlighting:
 - emerging high-tech sector
 - bureaucratic reforms in India
 - sweatshop labor issues and emerging middle class.
2. Hold a discussion on the economic possibilities for South Asia.
3. Distribute an article on South Asian development, with related, teacher-prepared questions.

Specific Options for Differentiating This Lesson

Technology

- Provide access to a site, such as the World Bank Blog, where students can read current articles and respond to posts. (e.g., Global Youth Conference 2012: Addressing Youth Unemployment in South Asia, <http://blogs.worldbank.org/endpovertyinsouthasia/global-youth-conference-2012-addressing-youth-unemployment-south-asia>).

Multisensory

- Hold a class debate about one of the topics listed in Activity 1. Have students compare and contrast South Asia economic growth to the historical growth of the United States economy.

Community Connections

- Invite and interview someone who has emigrated from South Asia, and discuss the job opportunities.

Small Group Learning

- Have students work in small groups to complete research into examples of the three topics in Activity 1.

Vocabulary

- Have students use the following key vocabulary: *sweatshop*, *bureaucratic*, *high-tech sector*.

Student Organization of Content

- Have students use the vocabulary listed to create metaphors, similes, or analogies (e.g., A sweatshop is like a _____).
- Have students use a graphic organizer to record their responses for the small-group activity.

Session 12: Pakistan, Afghanistan, and Al Qaeda; Unit Review

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should demonstrate a basic understanding of how to use a map.
- Students should be able to use the Internet as a research resource.

Materials

- Article on Pakistan, Al Qaeda, and the Afghanistan war (*Pakistan – A Country Study* <<http://lcweb2.loc.gov/frd/cs/pktoc.html>> and *Investigating al-Qaeda* <http://news.bbc.co.uk/1/hi/in_depth/world/2001/war_on_terror/>)
- Teacher-prepared review sheet for the unit on South Asia

Instructional Activities

1. Distribute an article on Pakistan and the war against Al Qaeda, with related, teacher-prepared questions. Have the students read and make notes on the article. (*Pakistan – A Country Study* <<http://lcweb2.loc.gov/frd/cs/pktoc.html>> and *Investigating al-Qaeda* <http://news.bbc.co.uk/1/hi/in_depth/world/2001/war_on_terror/>)
2. Hold a class discussion on South Asia and the war on terrorism, with students responding to prompts by using the notes they have made.
3. Hand out a teacher-created review sheet for the unit, and conduct a review of the material to be covered on the unit test. Give further study cues for test.

Specific Options for Differentiating This Lesson

Technology

- Have students use relevant Web sites.

Community Connection:

- Have students organize a letter writing or care package drive for the local veterans' hospital or active duty soldiers in Afghanistan

Student Organization of Content

- Have students use a graphic organizer to record their responses to the article.

Session 13: Assessment

Materials

- Assessment

Instructional Activities

1. Administer the assessment. A unit test for South Asia can be found in Attachment F.

Attachment A: Geography Notes on South Asia

- Major Regions
 - Himalayas
 - Hindu-Kush
 - Indo-Gangetic Plain
 - Deccan Plateau
 - Thar Desert
 - Indian Ocean islands: Sri Lanka, Maldives
- Climate-hazard patterns of South Asia
 - Monsoons
 - Earthquakes
 - Desertification
 - Deforestation
- Resources
 - Rice
 - Wheat
 - Jute, sisal
 - Cotton
 - Cash crops: tea
 - Minerals: coal, iron

Attachment B: Notes on History of South Asia

- Indus Civilization (2500–1500 B.C. [B.C.E.])
 - Civilization grew on banks of the Indus River in what is today Pakistan.
 - Cities became highly advanced, with grid planning, interior plumbing, and granaries.
 - Hieroglyphic script, which has yet to be deciphered, was developed.
 - Invasions and drought caused slow decline.
- Aryan Period (1500–400 B.C. [B.C.E.])
 - Nomadic, illiterate warriors drove south into the Deccan plateau.
 - Hinduism was formed and practiced for the first time.
- Imperial Period (400 B.C.–100 A.D. [C.E.])
 - Hellenistic Greeks invaded and influenced Indian art and philosophy.
 - The Mauryan Empire (ca. 200 B.C. [B.C.E.]) excelled in administration and philosophy.
 - The Gupta Empire (ca. 320 A.D. [C.E.]) excelled in science, literature, and the arts.
 - Sanskrit was developed as the sacred language of Hinduism and Buddhism.
- Medieval Period (1000–1600 A.D. [C.E.])
 - Muslims invaded from Persia.
 - Rivalry between southern Hindus and northern Muslims erupted into battles over trade routes with Chinese and Europeans.
- Imperialist Era (1600–1947)
 - Vasco da Gama reached India in 1498 and was followed by many Europeans.
 - Battles took place over which European nation would dominate India.
 - The British East India Company was created in South Asia about 1750.
 - Greater India became a crown colony after the Sepoy rebellion in 1857.
 - Resistance movements against British rule surfaced around 1900.
 - The Partition and its impact
 - Mohandas K. Gandhi and independence

Attachment C: An Introduction to Indian Architecture

- **Early Architecture:** Both Buddhist and Hindu lasting architecture stem from the symmetrical stupa model. The stupa started as a small tomb or cell, sometimes carved out of the cave used by a Buddhist Holy man. Walls, gates, porches, and eventually vertical height or a dome were added, as the structures became grander and more elaborate. Stupas are often adorned with ornate carving and sculpture that is always balanced. Examples:
 - Chaitya Cave
 - Temple at Sanchi
 - Temple at Orissa
- **Mughal Architecture:** Created by the Muslim Mughals, it often highlighted the wealth and grandeur of Mughal courtly life. Islamic styles, such as pointed arches and minarets, were copied. Examples:
 - Taj Mahal
 - Red Fort
- **Colonial and Modern Architecture:** Heavily influenced by European ideas and ideals. Examples:
 - British Administration Building in Delhi
 - Modern Parliament Buildings in New Delhi
 - Nuclear Power Plant in Bombay

Attachment D: South Asia Quiz

Name: _____

Part I: Map (30 points) — Match the features listed below to the lettered features on the map.

- | | | |
|---------------------|-------------------------|------------------------|
| 1. Arabian Sea | 6. Western Ghats | 11. Vindhya Range |
| 2. Deccan Plateau | 7. Brahmaputra River | 12. Indus River |
| 3. Ganges River | 8. Indian Ocean | 13. Thar Desert |
| 4. Hindu-Kush Range | 9. Bay of Bengal | 14. Himalaya Highlands |
| 5. Himalaya Range | 10. Indo-Gangetic Plain | 15. Eastern Ghats |

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

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

Part III: Short Answer — Answer two of the three questions below. (40 points — 20 points each)

1. Describe *three* natural resources that have enriched South Asian civilization. How are these resources utilized in the modern world?
2. Describe *two* geographic factors that have isolated South Asia from the world. How have transportation advances in the 20th century overcome these barriers?
3. How have the monsoons been both a blessing and curse to South Asia? Support your answer with solid facts.

Attachment E: South Asia Resources

Name: _____

Answer the following questions, using information found in an atlas of South Asia:

1. What energy resources are available on the South Asian subcontinent?

2. Where are these energy resources found?

3. What are the cash crops of India?

4. Where are these cash crops grown?

5. What products are manufactured in South Asia?

6. Where is the industrial area of South Asia?

7. What are the major ports of South Asia?

8. What route would South Asian products take to reach each of the following countries?

Japan

North America

Europe

Australia

Attachment F: South Asia Unit Test

Name: _____

Part I: Map—Match the countries listed below to the lettered countries on the map.

1. India
2. Nepal
3. Sri Lanka
4. Pakistan
5. Bangladesh
6. Afghanistan
7. Bhutan

Part II: Multiple Choice—Select the best possible answer.

1. **The conflict in Kashmir has led to**
 A the Soviet withdrawal from Afghanistan.
 B increased tension between India and Pakistan.*
 C fighting between India and Bangladesh.
 D civil war in Pakistan.
2. **What form of government did India form after the withdrawal of the British?**
 A Communist
 B Democracy with strong presidential executive
 C Parliamentary democracy*
 D Autocracy run by military leaders
3. **Which pair of events or developments reflects a cause-and-effect relationship?**
 A Green revolution — Decrease in food supply
 B Invasion of Tibet — Invasion of Afghanistan
 C Bangladesh created — Conflict over Sri Lanka
 D Population explosion — Shortages of environmental resources*
4. **Most of recent Indian economic growth has been in the sector of**
 A improved agriculture.
 B high technology.*
 C heavy industry, such as cars and steel.
 D services, such as entertainment and banking.

5. **Which is an accurate generalization about India's foreign policy?**
 A India has always sided with the Western powers of Great Britain and the U. S.
 B India has become a leader among the nonaligned nations.*
 C India refused to join the United Nations.
 D India sided with the Soviet Union during the Cold War.
6. **The first European traders to take advantage of the route around Africa to India were the**
 A Dutch led by de Soto.
 B Portuguese led by da Gama.*
 C British led by Drake.
 D French led by Diaz.
7. **Mahatma Gandhi's greatest failure was**
 A the failure to unite the entire South Asian sub-continent.*
 B the rejection of India's admission into the UN.
 C the British retreat from India in 1947.
 D the failure to gain popular support among Indian Hindus.
8. **The British unified India and the rest of South Asia by using all of the following EXCEPT**
 A railway and communication lines.
 B Christian missionaries to convert Hindus.
 C equal treatment for all people.*
 D central administration and justice by the British Raj.

Part III: Map Interpretation—Answer the following questions based upon the resource map attached.

1. What specific region of India is most important to the modern economy? Describe why.
2. India may be lacking specific industrial resources critical to the development of a high-technology or service economy. What are two of these critical resources?

Part IV: Essay—Answer the following question, using well-developed paragraphs.

Like other developing regions, South Asia has had mixed success in modernizing since 1947. In a standard-format essay, describe how the following issues are affecting South Asia's modernization goals:

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

ORGANIZING TOPIC

Southeast and East Asia

Standard(s) of Learning

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

Essential Understandings, Knowledge, and Skills

	Correlation to Instructional Materials
Skills <i>(to be incorporated into instruction throughout the academic year)</i>	
Explain charts comparing two or more concepts.	
Identify primary ideas expressed in graphic data.	
Gather, classify, and interpret information.	
Draw conclusions and make inferences about data.	
Explain cause-and-effect relationships.	
Identify and locate regions, continents, oceans, and major features on maps and globes.	
Organize and interpret information.	
Use maps and other geographic resources to obtain information and draw conclusions.	
Participate in problem solving and decision making.	
Compare maps and make inferences.	
Identify and interpret regional patterns on maps.	
Content	
Describe how physical, economic, and cultural characteristics influence regional development. Use the regional information provided below.	
Countries	
<ul style="list-style-type: none">• Southeast Asia<ul style="list-style-type: none">◦ Philippines◦ Indonesia◦ Malaysia◦ Thailand◦ Cambodia◦ Burma (Myanmar)◦ Laos◦ Vietnam	

- Singapore
- Brunei
- East Asia
 - Mongolia
 - China (People's Republic of China)
 - Japan
 - Taiwan (Republic of China)
 - North Korea
 - South Korea

Physical Characteristics

- Influence of mountains: Population, settlements, movement, climate
- Mountains
 - Himalayas
 - Mount Fuji
- Varied climate regions ranging tropical wet to humid continental
- Natural hazards: Monsoons, typhoons, volcanic eruptions, earthquakes
- Influence of water (rivers, seas, and ocean currents) on agriculture, trade, and transportation
- Bodies of water
 - Bay of Bengal
 - Pacific Ocean
 - Yangtze River (Chang Jiang)
 - Mekong River
 - Yellow River (Huang He)
- Abundant arable land
- Loess
- Plateau of Tibet
- Gobi Desert

Economic Characteristics

- Varied economies in the region ranging from subsistence/commercial agriculture to high-tech industrial manufacturing
- Participation in global markets
- Newly industrialized countries: South Korea, Taiwan, Singapore
- Japan: Economic leader
- China in transition from a centrally planned economy
- Agricultural advancements and technology, enabling greater food production: "Green Revolution"
- Environmental degradation
- Deforestation
- Fishing
- ASEAN (Association of Southeast Asian Nations)
- Rice, tropical crops

Cultural Characteristics

- Areas of extremely dense and sparse population
- Contrast between rural and urban areas
- Religious diversity: Hinduism, Islam, Buddhism, Christianity, Taoism, Shinto, Confucianism

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

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

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

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

Use the following examples to explain how current events are connected to the geographical characteristics of places and regions:

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

Sample Resources

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

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

“Fuji, Honshu, Japan.” University of North Dakota. <<http://www.japan-guide.com/e/e2172.html>>. This site provides information about and pictures of Mount Fuji.

Lienhard, John H. “Engines of Our Ingenuity #1299: Stability of Pagodas.” University of Houston. <<http://www.uh.edu/engines/epi1299.htm>>. This Web page explains why pagodas are able to withstand the destructive power of earthquakes.

Perry-Castañeda Library Map Collection. University of Texas at Austin. <<http://www.lib.utexas.edu/maps/asia.html>>. This site provides a great variety of downloadable maps.

“Yangtze River.” <http://cgee.hamline.edu/rivers/Resources/river_profiles/Yangtze.html>. This site provides information about and pictures of the Yangtze River, the largest river in China.

Session 1: Countries; Physical Features

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should demonstrate a basic understanding of how to use an atlas and/or a map.
- Students should be able to use the Internet as a research resource.

Materials

- Maps, atlases, textbook, or other instructional resources that contain information on Southeast and East Asia
- Handout listing Southeast and East Asia countries to be identified
- Unlabeled outline political and physical maps of the Eastern Hemisphere or the world

Instructional Activities

1. Display the following questions, and instruct students to respond to them in writing:
 - What is the longitude and latitude running through the center of Southeast and East Asia?
 - What nations make up Southeast and East Asia?
 - What countries in Southeast and/or East Asia have you visited, if any?
 - What products does the United States import from Southeast and East Asia?
 - What type of food would you find at a restaurant featuring cuisine from Southeast and East Asia?

Divide the class into groups of three or four students each, and instruct the students in each group to share their responses and develop a group response to each question. Allow students to use their textbooks and other available resources. Allow time for groups to share their responses.
2. Distribute unlabeled outline political maps, handouts, and atlases to students, and instruct them to label on the map the following countries:
 - Southeast Asia
 - Philippines
 - Indonesia
 - Malaysia
 - Thailand
 - Cambodia
 - Burma (Myanmar)
 - Laos
 - Vietnam
 - Singapore
 - Brunei
 - East Asia
 - Mongolia
 - China (People's Republic of China)
 - Japan
 - Taiwan (Republic of China)
 - North Korea
 - South Korea
3. Distribute outline physical maps, and instruct students to lightly shade and label the following physical features:
 - Mountains
 - Himalayas
 - Mount Fuji
 - Bodies of water

- Bay of Bengal
- Pacific Ocean
- Yangtze River (Chang Jiang)
- Mekong River
- Yellow River (Huang He)

- Other physical characteristics
 - Plateau of Tibet
 - Gobi Desert
 - Loess

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

Specific Options for Differentiating This Lesson

Technology

- Have students use online maps to view physical features of Southeast and East Asia.
- Have students use online maps to complete Activities 2 and 3.

Multisensory

- As a class project, prepare and eat foods from the countries studied in this unit, and compare the spices commonly used.

Community Connections

- Arrange for students to visit a restaurant featuring cuisine from one of the countries studied in this unit. Interview the owner about the authenticity of the dishes, how close the recipes are to its culture, and whether modifications are made to accommodate local tastes (e.g., less spicy.)

Vocabulary

- Have students keep a vocabulary notebook for Southeast and East Asia unit, with the word, a sentence taken directly from resources using that word, a definition, and then a definition written by the student in his/her own words. Continue adding to this notebook throughout the unit.
 - *Loess*
 - *Plateau*

Student Organization of Content

- Have students add their maps to their notebooks.

Session 2: Physical Characteristics

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should demonstrate a basic understanding of how to use a map.
- Students should be able to use the Internet as a research resource.

Materials

- Notes on physical characteristics of Southeast and East Asia
- Pictures or Internet resources of important physical features found in the region (listed in step 2 below)

Instructional Activities

1. Review content from the previous session.
2. Display physical maps of Southeast and East Asia, and point out the key features students located and labeled in the previous session. Instruct students to define the following terms or features, using their textbooks or other available resources:
 - Monsoons
 - Typhoons
 - Volcanoes
 - Earthquakes
 - LoessDisplay pictures or Internet resources illustrating each of the above terms or features, and discuss them as a class.
3. Discuss the following physical characteristics of Southeast and East Asia. Provide students with notes to explain each:
 - Influence of mountains on population, settlements, movement, and climate
 - Varied climate regions include tropical wet, tropical wet and dry, humid subtropical, highland, arid, and humid continental
 - Influence of water (rivers, seas, and ocean currents) on agriculture, trade, and transportation
 - Abundant arable land
4. Assign a reading or other reinforcement activity, using available teacher resources.

Specific Options for Differentiating This Lesson

Technology

- Have students use online resources to view photos and videos of bodies of water, areas of agriculture, and the natural hazards listed above.
- Have students play computer simulation games such as *Oregon Trail* to get a sense of the barriers presented by mountains, rivers, and climate as populations attempt to move and settle.

Multisensory

- Have students create concept drawings of the vocabulary words (i.e., represent a concept without words by using symbols, pictures, etc.).
- Have students role-play a person who has survived one of the natural disasters from Activity 2.

Community Connections

- Have students find news articles/videos from recent years which feature typhoons, earthquakes, etc. Have them role-play as a news anchor reporting the event.

Small Group Learning

- Have small groups select one of the items in Activity 3 to research and present to the class, using a skit, digital slide show, or a song they composed.

Vocabulary

- Ensure that students are familiar with the following vocabulary. Have them add the words to the vocabulary notebooks for Southeast and East Asia they started in Session 1 and include the word, a sentence taken directly from resources using that word, a definition, and then a definition written by the student in his/her own words. Have them continue adding to this notebook throughout the unit. Students may also draw a picture of each word.
 - *Monsoon*
 - *Typhoon*
 - *Volcanoes*
 - *Earthquakes*

Student Organization of Content

- Have students use a graphic organizer to take notes on information discovered during the multisensory and small-group activities.

Session 3: Economic Characteristics

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should be able to use the Internet as a research resource.

Materials

- Pictures, Internet resources, and/or videos that illustrate various aspects of the economy of Southeast and East Asia

Instructional Activities

1. Review the content from the previous session.
2. Ask students to define the factors that contribute to a region's or nation's economy. Guide discussion by suggesting natural resources and land use.
3. NOTE: This may take more than one class session. Ask students to describe factors that contribute to the economy of Southeast and East Asia. After some discussion, display the following characteristics, and encourage students to respond to the questions or statements listed. Provide resource materials in the class, or have students use the media center or computer lab to answer these questions. Another option is to assign certain questions to different groups and to allow the groups to report the answers to the class. Review the answers with the class by displaying pictures, Internet resources, and/or videos that illustrate the answers or by providing additional information to enhance content understanding.
 - **Varied economies in the region, ranging from subsistence/commercial agriculture to high-tech industrial manufacturing.** What types of plants are grown on the subsistence farms in the region? What types of crops are grown on the commercial farms? What types of high-tech industries exist?
 - **Participation in global markets.** How does each of the countries in the region participate in the global market?
 - **Newly industrialized countries: South Korea, Taiwan, and Singapore.** What is the GDP of each of these countries?
 - **Japan: Economic leader.** What products do we purchase from Japan? What is the GDP of Japan? How does the GDP of Japan compare to that of the U.S.?
 - **China in transition from a centrally planned economy.** What is a centrally planned economy? How is China changing? What is the GDP of China? What type of government does China have?
 - **Agricultural advancements and technology, enabling greater food production: the "Green Revolution."** What is the "Green Revolution"? What does it have to do with the countries in the region?
 - **Environmental degradation.** How is the environment of the region being degraded? What steps are being taken to prevent this degradation?
 - **Deforestation.** What is causing deforestation in the region?
 - **Fishing.** What types of fish are indigenous to these areas?
 - **Association of Southeast Asian Nations (ASEAN).** What function does ASEAN serve for the countries?
 - **Rice, tropical crops.** What are the tropical crops of the region?

Specific Options for Differentiating This Lesson

Technology

- Have students conduct online research for the session activities.
- Provide students with relevant Web sites for each project.

Multisensory

- Use a frontloading strategy to develop background knowledge for some of the concepts introduced in this activity (e.g., subsistence agriculture, commercial agriculture, global economy). Introduce a concept, then ask

students to describe any ideas they have of that concept. Create a vocabulary list from the ideas generated by students. Have them add and delete words as appropriate to their research.

Small Group Learning

- Divide students into 11 small groups or pairs to research the issues listed in Activity 3 and present their research to the class in a digital slide show, a news broadcast, a newspaper article, or a graph.

Vocabulary

- Have students use the following vocabulary and add them to their vocabulary notebooks for the Southeast and East Asia unit. Add the word, a sentence taken directly from resources using that word, a definition, and then a definition written by the student in his/her own words. Have them continue adding to this notebook throughout the unit.
 - *Subsistence agriculture*
 - *Commercial agriculture*
 - *High-tech industrial manufacturing*
 - *Global market*
 - *Centrally planned economy*
 - *Green revolution*
 - *Environmental degradation*
 - *Deforestation*
 - *ASEAN*

Student Organization of Content

- Have students complete a graphic organizer for their responses in Activity 3.

Session 4: Cultural Diversity

Prerequisite Understanding/Knowledge/Skills

- Students should understand the concept of cultural diversity.

Materials

- A video that reflects the culture of Southeast and East Asia, and a related, teacher-developed viewing guide

Instructional Activities

1. Review the content from the previous sessions.
2. Show a video that illustrates various cultures of Southeast and East Asia. Develop a resource to guide students as they view the video. Ask them to describe the scenery, dress, and other cultural characteristics observed in the video.
3. Assign a reading or other reinforcement activity, using available teacher resources.

Specific Options for Differentiating This Lesson

Technology

- Have students conduct online research about one aspect of the many cultures of Southeast and East Asia.

Multisensory

- Have pairs of students or small groups choose one country or region and present a multimedia demonstration of the music, clothing, literature, theater, and/or food from that area.

Community Connections

- Have students research recipes for cuisine native to Southeast and East Asia, and prepare a meal as a class.
- Invite a staff member from the school who has visited this region to speak with students about the cultural aspects.

Small Group Learning

- Complete the differentiation activities in small groups, as noted.
- Have students create an advertisement for clothing worn in traditional costumes from this region.
- Have students work in small groups to develop a menu for traditional meals that might be served in a restaurant featuring Southeast and East Asian cuisine.

Vocabulary

- Have students continue adding newly researched words to their vocabulary notebooks. Have them include the word, a sentence taken directly from resources using that word, a definition, and then a definition written by the student in his/her own words.

Student Organization of Content

- Have students use the teacher-generated worksheet from the movie to organize their notes.
- Provide graphic organizers for students to use in noting the types of food, music, literature, clothing, and fine arts from different cultures/regions.

Session 5: Cultural Characteristics

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should be able to use the Internet as a research resource.

Materials

- None identified

Instructional Activities

1. Review the content of the previous session.
2. Provide a brief background of the settlement of Southeast and East Asia. Divide the class into groups of three or four, and assign one of the following cultural characteristics to each group to research. Instruct each group to prepare a report on their specific topic. The report should include pictures, charts, maps, and/or posters when appropriate:
 - Areas of extremely dense and of sparse population
 - Contrast between rural and urban areas
 - Religious diversity: Hinduism, Islam, Buddhism, Christianity, Taoism, Shinto, Confucianism
 - Respect for ancestorsHave groups present their reports to the rest of the class.
3. Assign a reading or other reinforcement activity, using available teacher resources.

Specific Options for Differentiating This Lesson

Technology

- Have students use relevant Web sites for research (e.g., sites with information on geographic density or on culture, such as <http://studentadventures.discoveryeducation.com/teachers/education-center/lesson-plans-videos.cfm>).

Multisensory

- Have student groups from Activity 2 contribute a picture or graphic and incorporate the images into a class bulletin board.
- Have students report using multimedia, and provide them with rubrics for peer review of others' presentations.

Community Connections

- Provide students with, or direct students in finding, the population density in their state or in the U.S. and compare with areas in studied in this unit.

Small Group Learning

- Divide class into four small groups, and have students select one country in Southeast or East Asia and address all aspects bulleted in Activity 2.
- While arithmetic density is the most common way of measuring population density, several other methods have been developed which aim to provide a more accurate measure of population density over a specific area. Small groups may choose to research any or all of the following for a specific area:
 - Arithmetic density: The total number of people/area of land (measured in square kilometers or square miles)
 - Physiological density: The total population/area of arable land
 - Agricultural density: The total rural population/area of arable land
 - Residential density: The number of people living in an urban area/area of residential land

- Urban density: The number of people inhabiting an urban area/total area of urban land
 - Ecological optimum: The density of population that can be supported by the natural resources.
- Have each group create a “Confucius-like” saying.

Vocabulary

- Have students use the following vocabulary and add them to their vocabulary notebooks. Have students write a word, a sentence taken directly from resources using that word, a definition, and then a definition written by the student in his/her own words.
 - *Dense*
 - *Sparse*
 - *Rural*
 - *Urban*
 - *Taoism*
 - *Shinto*
 - *Confucianism*

Student Organization of Content

- Provide students with a graphic organizer to compare the different religions in Southeast and East Asia.

Session 6: Cultural Heritage

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should be able to use the Internet as a research resource.

Materials

- Pictures, Internet resources, and/or actual examples of the cultural heritage of Southeast and East Asia

Instructional Activities

1. Review the content from the previous session.
2. Display pictures, Internet resources, and/or actual examples of the cultural heritage of Southeast and East Asia, including
 - silks
 - batik
 - wood and ivory carvings
 - ideograms, unique alphabets
 - jewels.Explain the process of making some of these products.
3. Assign a reading or other reinforcement activity, using available teacher resources.

Specific Options for Differentiating This Lesson

Technology

- Have students conduct online research for images and instructional videos about the production of silk, carvings, jewels, and batik.

Multisensory

- Invite the art teacher to show how batiks are made and to lead the class in making a batik T-shirt (or tie-dye to get the idea.)

Community Connections

- Invite an artist who carves or works with batik to present to the class.
- Invite a jeweler to discuss which precious and semi-precious stones are found in Southeast or East Asia and how they are tumbled and cut.

Small Group Learning

- Allow students to work in small groups to research cultural aspects of this area.

Vocabulary

- Have students use the following key vocabulary: *ideograms*, *batik*.

Student Organization of Content

- Have students add to their notebooks links for Web sites that feature videos and photos to help them remember the art of this region.

Session 7: Important Cities

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should demonstrate a basic understanding of how to use an almanac, atlas and/or a map.
- Students should be able to use the Internet as a research resource.

Materials

- Maps of Southeast and East Asia
- Atlases and almanacs

Instructional Activities

1. Review the content of the previous session.
2. Distribute maps of Southeast and East Asia, and instruct students to annotate the following location on their maps:
 - Tokyo
 - Beijing
 - Seoul
 - Singapore
 - Ho Chi Minh City
 - Jakarta
3. Distribute atlases and/or almanacs, and instruct students to locate the following information on each city and develop a chart comparing the following information for each:
 - Literacy rate
 - GDP
 - Current population
 - Major industry or industries
 - Type of national government of the city's country
 - Famous people who came from the city
4. Assign a reading or other reinforcement activity, using available teacher resources.

Specific Options for Differentiating This Lesson

Technology

- Have students research the topics in Activity 3 online.
- Have students use an interactive whiteboard to display a map. Have names of cities on the side, and have students practice dragging them to the appropriate location on the map.
- Have students take virtual tours of the cities studied.

Multisensory

- Provide videos of scenes from the cities studied in this unit.
- Have students create travel posters or brochures of the city they select.

Community Connections

- Invite people who have visited the cities studied to speak with students, show videos from their trips, and relate stories and impressions of the culture.

Small Group Learning

- Have students complete Activities 2 and 3 in small groups.

Student Organization of Content

- Have students use a graphic organizer to record the information learned in the session.
- Have students add their maps to their notebooks.

Session 8: Cultural Landscape

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should be able to use the Internet as a research resource.

Materials

- None identified

Instructional Activities

1. Review the content of the previous session.
2. Ask students to identify well-known landmarks in the United States. Ask what they think makes these landmarks special.
3. Display pictures or Internet resources of the following features representing the cultural landscape of Southeast and East Asia:
 - Angkor Wat
 - Great Wall of China
 - Pagodas
 - Temples and shrines
 - Terraced rice fields

As each picture or Internet resource is displayed, ask students if they can identify the item and its location. Also ask students to explain why this feature is important to the culture of its region. Provide information on each item as it is presented, and discuss with the class.

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

Specific Options for Differentiating This Lesson

Technology

- Have students conduct online research for pictures and videos of the landscapes in Activity 3 and research them.
- Have students use whiteboards, computers, or handheld devices to display a map of Southeast and East Asia.

Multisensory

- Have students create digital slide shows from their research for Activity 3.
- Have students present research on one of the landscapes from Activity 3 on a poster with pictures and narrative. Have classmates use a gallery walk to explore and critique the work of their peers.

Small Group Learning

- On index cards, have students in small groups write statements that may be true or false about each of the features listed above. Have groups trade cards, discuss the statements, and decide whether they are true or false, and, if false, correct the statement.

Vocabulary

- Have students use the following words and add them to their vocabulary notebooks. Have them add the word, a sentence taken directly from resources using that word, a definition, and then a definition written by the student in his/her own words.
 - *Terraced*
 - *Pagoda*
 - *Temple*

- *Shrine*

Student Organization of Content

- Have students record information about each of the presentations in a graphic organizer.

Session 9: Assessment

Materials

- Assessment

Instructional Activities

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

Attachment A: Sample Assessment Items

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

ORGANIZING TOPIC

Sub-Saharan Africa

Standard(s) of Learning

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

Essential Understandings, Knowledge, and Skills

	Correlation to Instructional Materials
Skills <i>(to be incorporated into instruction throughout the academic year)</i>	
Explain charts comparing two or more concepts.	
Identify primary ideas expressed in graphic data.	
Gather, classify, and interpret information.	
Draw conclusions and make inferences about data.	
Explain cause-and-effect relationships.	
Identify and locate regions, continents, oceans, and major features on maps and globes.	
Organize and interpret information.	
Use maps and other geographic resources to obtain information and draw conclusions.	
Participate in problem solving and decision making.	
Compare maps and make inferences.	
Identify and interpret regional patterns on maps.	
Content	
Describe how physical, economic, and cultural characteristics influence regional development. Use the regional information provided below.	
Countries	
Location of countries with particular emphasis on countries listed below (selected on the basis of their per capita GDP, land size, and population)	
<ul style="list-style-type: none">GDP<ul style="list-style-type: none">South AfricaGabonBotswanaLand size<ul style="list-style-type: none">Democratic Republic of CongoSudan	

- Chad
- Mozambique
- Madagascar
- Population
 - Nigeria
 - Ethiopia
 - Democratic Republic of Congo
 - South Africa
 - Tanzania
 - Kenya

Physical Characteristics

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

Economic Characteristics

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

- High population growth rate
- High infant mortality rate
- Large percentage of population under age 15
- Low literacy rate

Cultural Characteristics

- Uneven population distribution
- Many ethnic groups, languages, customs
- Large numbers of refugees
- Knowledge of history through oral tradition
- Country names related to historical empires: Mali, Ghana, Zimbabwe
- Cities as centers of culture and trade
 - Lagos
 - Dakar
 - Johannesburg
- Cultural landscape
 - Markets
 - Churches
 - Mosques, minarets
 - Villages
 - Modern city cores
- Diversity of Africans reflected in cultural heritage
 - Masks
 - Sculpture
 - Dance
 - Music
 - Colorful dress
 - Jewelry

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

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

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

Use the following examples to explain how current events are connected to the geographical characteristics of places and regions:

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

Sample Resources

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

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

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

"Where is the world's longest freshwater lake?" *What You Need to Know about Geography*. <<http://geography.about.com/library/faq/blqzlongfreshwaterlake.htm>>. This site provides information about Lake Tanganyika.

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

The World Factbook 2002. U.S. Central Intelligence Agency. <<https://www.cia.gov/library/publications/the-world-factbook/index.html>>. This site contains searchable information on all countries, including Gross Domestic Product, land size, and population.

Other resources, such as the books listed below, may prove helpful in teaching this unit:

Aardema, Vema. *Bringing the Rain to Kapiti Plain*. New York: Dial Books, 1981.

Courland, Harold. *The King's Drum and Other African Stories*. New York: Harcourt, Brace, Jovanovich, 1970.

Musgrove, Margaret. *Ashanati to Zulu: African Traditions*. New York: Dial Books, 1976.

Session 1: Countries; Physical Features

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should demonstrate a basic understanding of how to use an almanac, atlas, and/or a map.
- Students should be able to use the Internet as a research resource.

Materials

- Maps, atlases, almanacs, textbooks, or other instructional resources that contain information on Sub-Saharan Africa
- Handout listing Sub-Saharan African countries to be identified
- Unlabeled outline political and physical maps of Sub-Saharan Africa

Instructional Activities

1. Introduce the unit on Sub-Saharan Africa by displaying the following questions, and instructing students to respond to them in writing:
 - Where does the Equator intersect the Prime Meridian?
 - What countries make up Sub-Saharan Africa?
 - What countries are immediately north of Sub-Saharan Africa?
 - What famous landmarks are located in Sub-Saharan Africa?
 - What major geographic features are located in Sub-Saharan Africa?
 - What major bodies of water border Sub-Saharan Africa?

Divide the class into groups of three or four students each, and instruct the students in each group to share their responses and develop a group response to each question. Allow students to use their textbooks and other available resources. Allow time for groups to share their responses.
2. Distribute unlabeled outline political maps, handouts, and atlases to students, and instruct them to label on the map the following countries:
 - South Africa
 - Gabon
 - Botswana
 - Democratic Republic of Congo
 - Sudan
 - Chad
 - Mozambique
 - Madagascar
 - Nigeria
 - Ethiopia
 - Tanzania
 - Kenya
3. Distribute outline physical maps, and instruct students to lightly shade and label the following physical features:
 - Kalahari Desert
 - Namib Desert
 - Nile River
 - Zambezi River
 - Niger River
 - Congo River
 - Atlantic Ocean

- Indian Ocean
- Red Sea
- Lake Victoria
- Lake Tanganyika
- Victoria Falls
- Mt. Kilimanjaro
- Mt. Kenya
- Great Rift Valley

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

Specific Options for Differentiating This Lesson

Technology

- Have students conduct online research on the location of the countries in Activity 2 and their physical features: <http://www.pbs.org/wnet/africa/tools/where/goals.html>.
- Have students take virtual tours of the sites.

Multisensory

- Have students color code their maps.
- Have students make and assemble a jigsaw puzzle of Sub-Saharan Africa, with each country represented on a separate puzzle piece. They should be sure to include physical features.

Community Connections

- Invite natives of Sub-Saharan Africa who live in your region, or those who have visited the region, to speak with students and share photos and videos of this area.

Small Group Learning

- Using Activity 1, divide students into six small groups to check their anticipatory set. Encourage students with more background information to share with others.

Vocabulary

- As students use textbooks and other resources to respond to Activity 1, have them write words that are unknown, confusing, or interesting in their notebooks. Have them write the exact sentence in which the word was found and the definition in their own words.
- Write each of the words in listed in Activities 2 and 3 on index cards. Perform an open sort (students put into categories they determine are appropriate) or supply the categories for students to sort (closed sort.)

Student Organization of Content

- Have students add their maps to their notebooks.
- Have students use a K-W-L chart to record what they know and what they want to learn before starting this session; after the session, they should record what they learned.

Session 2: Countries; Profile of a Nation

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should demonstrate a basic understanding of how to use an almanac, atlas, and/or a map.
- Students should be able to use the Internet as a research resource.

Materials

- Maps, almanacs, and atlases that provide information on Sub-Saharan Africa
- Handout: Sub-Saharan Africa project instructions (below)

Instructional Activities

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

Profile of a Sub-Saharan African Nation

Directions: Prepare a report that includes the following information on a Sub-Saharan Africa country that you select or that your teacher assigns:

- Earlier name(s) of the country
- Type of climate
- Language(s) spoken
- Important cities and their functions
- Physical features reflected on a map
- Political information, such as the type of government, current government leaders, and current political issues
- Economic information, such as GDP, resources, and industries
- Cultural information, such as the type of food, clothing, and popular pastimes
- Information on education, availability of healthcare, farming, and population
- A summary of two-to-four current news stories about the selected country

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

4. Provide a due date for the project.
5. Grade the report on the basis of points assigned to each of the following:
 - Topic
 - Presentation
 - Cover
 - Physical features
 - Travel information
 - Political information
 - Economic information
 - Cultural information

- News stories

Specific Options for Differentiating This Lesson

Technology

- Have students use relevant online resources.

Multisensory

- Have students develop a Sub-Saharan Africa current-events bulletin board.
- Have students critique each other's reports based on rubrics developed from Activity 5.
- Encourage students to deliver reports in a variety of formats (e.g., written reports with pictures, digital slide shows, travel brochures, documentaries).

Community Connections

- Have students conduct online research on two to four current news stories relating to this subject.
- Have students complete research on the GDP, land area, and population in your region of the U.S. or other areas in the U.S. (e.g., Alaska, Montana, New York City). This will provide a basis for comparison with Sub-Saharan Africa in Activity 1.

Small Group Learning

- Have students complete Activity 3 in small groups. It may be helpful to assign roles to each member of a group based on strengths.

Vocabulary

- As students research their reports, have them highlight unfamiliar vocabulary. They may add words to a word wall for this unit.

Student Organization of Content

- Have students file the Profile of Sub-Saharan African Nation handout and include as a rubric the information in Activity 5.

Session 3: Physical Characteristics

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should be able to use the Internet as a research resource.
- Students should demonstrate a basic understanding of how to use an atlas and/or a map.
- Students should be able to read a climate map.

Materials

- Pictures and/or Internet resources of physical features in Sub-Saharan Africa
- Climate map of Sub-Saharan Africa
- Unlabeled outline maps of Sub-Saharan Africa

Instructional Activities

1. Review content from the previous session.
2. Review the maps students completed in session 1 on the major physical features of Sub-Saharan Africa. Discuss the following terms or physical features with the students, and point out examples of them on maps and through pictures or Internet resources:
 - plateau
 - escarpment
 - equator
3. Illustrate, using maps, how river transportation is impeded by waterfalls and rapids in the region.
4. Distribute an unlabeled outline map of the African continent, and instruct students to annotate the map with the location of the equator and to identify the different climate regions that exist north and south of the equator. Ask, “Are the climates found north and south of the equator similar or different?”
5. Using a physical map of Africa, point out the smooth coastlines and lack of harbors. Ask, “Is such a coastline a positive or a negative for the economy of a country?”
6. Instruct students to shade on their outline map the landlocked countries of Sub-Saharan Africa. Have them write a brief paragraph explaining the challenges that result from being a landlocked country.
7. Identify the major mineral resources that are located in Sub-Saharan Africa.
8. Display a map of Africa showing the location of the tropical rain forest, and then discuss why it is not well-suited to agriculture.
9. Assign a reading or other reinforcement activity, using available teacher resources.

Specific Options for Differentiating This Lesson

Technology

- Provide online videos and photos of physical features with which students may be unfamiliar (e.g., smooth coastlines vs. coastlines with harbors; rapids; tropical rain forests).
- Have students interact with a projected image of the map of Sub-Saharan Africa, so students may point to areas as they are discussed.
- Use online maps and satellite imagery to view waterfalls and rapids on the rivers, harbors, etc.

Multisensory

- Have students annotate and color code their maps while completing the activities above.
- Have students view and discuss online videos of mining for jewels and minerals (e.g., http://www.pbs.org/wnet/africa/explore/southern/southern_overview.html).

Community Connections

- Invite a geologist to speak to the class about this area of the world and its resources.
- Take a virtual tour of the natural history museum.

Small Group Learning

- Have students work in pairs or small groups to complete Activities 3 through 8.

Vocabulary

- Have students add the following vocabulary to the word wall developed for this unit:
 - *Plateau*
 - *Escarpment*
 - *Equator*
 - *Waterfalls*
 - *Impeded*
 - *Rapids*
 - *Landlocked.*

Student Organization of Content

- Have students use graphic organizers to record features of each country.

Session 4: Characteristics of Developing Economies

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should demonstrate a basic understanding of how to use an almanac, atlas and/or a map.
- Students should be able to use the Internet as a research resource.

Materials

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

Instructional Activities

1. Review the content from the previous session.
2. Divide students into groups of three or four, and assign each group one of the following topics to research. Have each group gather information on their topic from maps, almanacs, atlases, and textbooks, as well as from the Internet, and prepare a report on it.
 - The GDP of the countries in the region
 - The life expectancy in the region
 - The high population-growth rate in the region
 - The high infant-mortality rate in the region
 - The large percentage of population under age 15 in the region
 - The low literacy rate in the region
3. Allow time for the groups to report to the class.
4. Distribute Attachment A: Sub-Saharan Africa Glossary, and discuss each glossary term and definition. Instruct students to study it and place it in their notebooks.
5. Assign a reading or other reinforcement activity, using available teacher resources.

Specific Options for Differentiating This Lesson

Technology

- Have students conduct online research for resources for Activity 2 (see <http://www.pbs.org/wnet/africa/photoscope/index.html>).

Multisensory

- Have students use graphs, pie charts, pictures, and other formats to report to the class the information they learned in the small-group activity.

Community Connections

- Have students conduct research using online resources or international magazines for newspaper articles from Sub-Saharan Africa that relate to issues of infant-mortality rate, literacy, and life expectancy.
- Have students conduct research to learn what the life expectancy, infant-mortality rate, and literacy rates are for their region, as compared with those in Sub-Saharan Africa.

Small Group Learning

- Provide students with short stories about life in Sub-Saharan Africa. After reading them, have students discuss issues in small groups.

Vocabulary

- Use vocabulary in Attachment A for a concentration game: Students write a vocabulary word on the front of a card and the definition on another card, mix the cards and turn them facedown, and take turns turning over one card, then another, to find a match.
- Have students write vocabulary in their notebooks, draw a picture representing each word, and write a definition in their own words with a sentence for each.

Student Organization of Content

- Have students use graphic organizers to record the information they learn from the small-group activity.
- Have students add Attachment A to their notebooks.

Session 5: Economic Characteristics

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should be able to use the Internet as a research resource.

Materials

- Pictures, Internet resources, and/or videos that illustrate various aspects of the economy of Sub-Saharan Africa

Instructional Activities

1. Review the content from the previous session.
2. Review with students the factors that contribute to a region's or nation's economy. Guide discussion by reminding them of natural resources and land use.
3. Provide pictures, Internet resources, and/or videos of the economic characteristics of Sub-Saharan Africa listed below, and explain and discuss the significance/impact of each on the economy of the region. Allow time for students to research the questions listed and to report on their findings to the class.
 - **Large percentage of population engaged in agriculture (primary activity).** What crops are grown?
 - **Subsistence agriculture.** What products do subsistence farmers grow?
 - **Nomadic herding.** What animals are indigenous?
 - **Slash-and-burn agriculture**
 - **Plantation agriculture.** What products are grown on these plantations?
 - **Cash crops and food crops.** What crops are grown for sale?
 - Poorly developed infrastructure
 - Large number of landlocked states
 - Substantial mineral wealth (diamonds, gold, and other metals)
 - **Major exporters of raw materials.** What materials are exported from what countries?
 - Wide range of per capita income
 - Productivity lags behind population growth
 - Desertification
 - Democracy slow to evolve
 - Impact of AIDS
4. Assign a reading or other reinforcement activity, using available teacher resources.

Specific Options for Differentiating This Lesson

Technology

- Have students use text-to-speech readers to supplement their assigned research.
- Have students use relevant online resources (e.g., <http://www.pbs.org/wnet/africa/tools/eco/goals.html>, <http://siteresources.worldbank.org/DATASTATISTICS/Resources/GNIPC.pdf>, and multimedia on World Bank site: <http://wbi.worldbank.org/wbi/>).

Multisensory

- Have students create digital slide shows or videos to present information from their research in Activity 3.
- Have students read articles and view videos/photos online and discuss the long- and short-term challenges of not having clean water (See <http://news.bbc.co.uk/2/hi/world/676064.stm>).

Community Connections

- Have students select aspects of economic development in Sub-Saharan Africa, compare those aspects with the area in which they live (e.g., type of agriculture, access to clean water, infrastructure), and discuss how the challenges facing Africa would change their everyday life.

Small Group Learning

- Have students work in pairs or small groups to complete Activity 3.
- Have students work in small groups to write and present a news story highlighting what they have learned about issues of desertification, water, and other topics in this session.

Vocabulary

- Reinforce the following vocabulary after students have completed their research by having students talk about each topic using the “Talking-a-Mile-a-Minute” activity: One student selects one topic and talks non-stop, stating everything they know about the topic, comparing it to similar concepts that they are more familiar with, giving examples, and non-examples, etc.
 - *Nomadic herding*
 - *Slash-and-burn agriculture*
 - *Plantation agriculture*
 - *Per capita income*
 - *Productivity*
 - *AIDS*

Student Organization of Content

- Have students use graphic organizers to organize their notes for Activity 3 and to compare economic characteristics of the different countries in Sub-Saharan Africa.

Session 6: Ethnic Groups; Languages; Historical Names

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should demonstrate a basic understanding of how to use an almanac, atlas and/or a map.
- Students should be able to use the Internet as a research resource.

Materials

- Maps, almanacs, atlases, textbooks, and Internet resources that provide information on Sub-Saharan Africa

Instructional Activities

1. Review the content from the previous session.
2. Divide students into groups of three or four, and assign one of the following topics to each group to research. Provide research materials in the classroom for groups to use, and have each group prepare a two-to-three-minute report on their assigned topic.
 - Identify the major ethnic groups of Sub-Saharan Africa. (NOTE: As there are many ethnic groups, provide a list of these in order to limit the scope of the project to a reasonable number.)
 - Identify the major languages of Sub-Saharan Africa, both native languages and colonial languages.
 - Prepare a brief report on the relation of the country names, such as Mali, Ghana, and Zimbabwe, and historical empires.
3. Assign a reading or other reinforcement activity, using available teacher resources.

Specific Options for Differentiating This Lesson

Technology

- Have students use text-to-speech readers to supplement their assigned research.
- Have students use a screen reader or audiobook to complete their reading assignments.
- Have students use digital graphic organizers to categorize information.
- Have students use relevant online resources.

Multisensory

- Have students use highlighters, colored markers or pens, and adaptive paper when reading and gathering information.
- Have students complete the report from Activity 2 as a multisensory activity.
- Prepare a RAFT (Role, Audience, Format, Topic) writing assignment in which students take a role as they write. An example would be, Role: Mali; Audience: The United Nations; Format: A letter; Topic: What is the symbolism of the Mali national anthem and flag? (The national anthem celebrates the Malian struggle for independence and its newly achieved unity as well as urges Malians to channel their efforts into the process of nation building. Mali's flag uses the color symbolism of the pan-African unity movement—green (hope), gold (a reference to one of Mali's natural resources), and red (the blood sacrificed in the struggle against colonization). Read more: Culture of Mali—history, people, traditions, women, beliefs, food, customs, family, social (<http://www.everyculture.com/Ja-Ma/Mali.html#ixzz1v2QtBnKP>).

Community Connections

- Help students create a comparison matrix that features the United States and the countries of Sub-Saharan Africa. Choose three features to compare and contrast between the countries listed. Write statements that include similarities and differences (e.g., the United States and Mali are similar in that they both struggled against colonization; the United States and Mali are different in that they are organized in a one-party system of government).

Comparison Matrix			
Characteristics	Items to be Compared:		
	Sample #1	Sample #2	
1.			Similarities:
			Differences:
2.			Similarities:
			Differences:
3.			Similarities:
			Differences:
4.			Similarities:
			Differences:
5.			Similarities:
			Differences:
6.			Similarities:
			Differences:

Small Group Learning

- Have students complete Activity 2, using a graphic organizer to record their responses.

Vocabulary

- Have students create a glossary of the country names, languages, and key words, and include a translation and image.
- Create a card sort in which key concepts are listed and students are directed to sort in different ways. Students can sort by country, by language, by ethnic group, etc. Cards can be used to play a quiz game. (“Jeopardy!”-style PowerPoint templates can be downloaded and edited to fit the lesson. An example can be found at: jc-schools.net/tutorials/PPT-games/jeopardysocialstudies.ppt.)

Student Organization of Content

- Have students create concept maps for each of the ethnic groups in the Sub-Saharan countries.
- Have students collect images of the major ethnic groups in the three countries.
- Help students to locate sound files of the languages spoken in the three countries.
 - Find information at the following Web sites:
 - Mali: <http://www.everyculture.com/Ja-Ma/Mali.html>
 - Ghana: <http://www.everyculture.com/Ge-It/Ghana.html>
 - Zimbabwe: <http://www.everyculture.com/To-Z/Zimbabwe.html>

Session 7: Cultural Characteristics

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should demonstrate a basic understanding of how to use an almanac, atlas and/or a map.
- Students should be able to use the Internet as a research resource.

Materials

- Maps, almanacs, atlases, textbooks, and Internet resources that provide information on Sub-Saharan Africa
- Index card for each student

Instructional Activities

1. Review content covered in the previous session.
2. Ask students to describe their image of African culture.
3. Provide a brief background on the following elements of African history:
 - Uneven population distribution
 - Large number of refugees
 - Knowledge of history through oral tradition
4. Have each student select a city or element of the cultural landscape from the following list (make sure that each is selected) and research its significance, including its history, size, location, and other aspects. Distribute index cards to the students, and have them compose and write on the card a postcard message that reflects their visit to the location. The message should include the where (including country), when, and why of their visit. On the other side of the card, have them illustrate the city or cultural feature with a drawing or by gluing a picture of it. Focus of the activity should be on the aspects of culture represented in the landscape.
 - Lagos
 - Dakar
 - Johannesburg
 - Markets
 - Churches
 - Mosques
 - Minarets
 - Villages
 - Modern city cores
5. Allow time for the students to share their postcards.
6. Assign a reading or other reinforcement activity, using available teacher resources.

Specific Options for Differentiating This Lesson

Technology

- Have students use text-to-speech readers to supplement their assigned research.
- Have students create podcasts.

Multisensory

- Have students use highlighters, colored markers or pens, and adaptive paper when reading and gathering information.
- Have students create digital photo stories.

Small Group Learning

- Have students work in small groups to complete Activity 3. Provide graphic organizers for students to record their responses.

Vocabulary

- Direct students to complete a vocabulary review activity such as “Paragraph Pass,” in which a topic is listed at the top of the page; students pass the page to one another and add one fact before passing it on to the next person.
- Use an online activity, such as these from <http://www.saisd.net/admin/curric/sstudies/handson.html>, to review the vocabulary in Activity 4.

Student Organization of Content

- Have students use the graphic organizer from the small-group activity to organize their notes.
- Have students create podcasts about the cultural feature selected.

Session 8: Cultural Heritage Diversity; Analogies; Quiz

Prerequisite Understanding/Knowledge/Skills

- Students should be able to identify major geographic, economic, and cultural features of the Sub-Saharan Africa.
- Students should be able to compare and contrast the geographic, economic, and cultural features of Sub-Saharan Africa.

Materials

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

Instructional Activities

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

Answers

1. Mount Kilimanjaro
2. Addis Ababa
3. Lake Victoria
4. Congo River
5. Zimbabwe
6. gorilla
7. Dar es Salaam
8. Victoria Falls
9. cheetah
10. Mali
11. Kalahari
12. Namibia

4. Distribute Attachment C: Africa Facts Quiz, and allow time for students to complete it. Review the answers with the students.
5. Review Attachment D: Review Activity with the students the material covered in this unit for the assessment.

Specific Options for Differentiating This Lesson

Technology

- Have students use online videos to review traditional arts in Africa (<http://www.pbs.org/wnet/africa/tools/music/goals.html>); modern-day fine arts and music in Africa (http://www.pbs.org/wnet/africa/resources_arts.html); countries and physical features (http://www.pbs.org/wnet/africa/explore/index_flash.html).

Multisensory

- Have students play a quiz game for review, using whiteboards, computers, or handheld devices.
- Have students do a gallery walk of all of the projects they have completed throughout this unit and record information using a teacher-provided template or graphic organizer.
- Have students go on a scavenger hunt in the classroom, reviewing completed projects and searching for specific information given by the teacher.
- Have students complete an open-word sort using index cards from each unit. Teachers may supply categories for those who need more structure.

Small Group Learning

- Have students complete the review activities in pairs or small groups.
- Have students form small groups to review all information from the unit. Some projects were completed with different students/pairs/groups researching different topics, so each can summarize their research for others.
- Play “I’m thinking of a ...” (place, event, physical feature, etc.), and have students give a description until someone can guess it.

Vocabulary

- Use a concentration game to match vocabulary with the appropriate definition.

Student Organization of Content

- Group small sets of questions from the attachments with corresponding sets of answers from which students may choose.

Session 9: Assessment

Materials

- Assessment

Instructional Activities

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

Attachment A: Sub-Saharan Africa Glossary

escarpment. A steep cliff; steep side of a plateau

Sahel. Band of semi-arid land south of the Sahara

deforestation. Process of stripping land of its trees

desertification. Transition of arable land into desert

coup. Use of force in an attempt to take over a government

animism. Traditional religion of Africa based on belief that things in nature have spirits

malnutrition. Lack of a healthy diet

famine. Widespread shortage of food

apartheid. Policy of strict racial segregation that was practiced in South Africa. The word means “apartness.”

sanctions. Actions taken to punish a country for a policy (such as apartheid) and to bring pressure to change

rift valley. Deep land depression caused where the Earth’s crust stretches. The Great Rift Valley is in eastern Africa.

Swahili. Language spoken by many people in east Africa

subsistence agriculture. Raising only enough food to support the family

staple crop. Main food produced, stored, and consumed in a region

Attachment B: African Analogies

Analogies require thinking. You must determine the relationship between the first pair of terms and use that relationship to solve for the missing term.

Example

“Canada: North America:: _____: Africa.” is read “Canada is to North America as _____ is to Africa.”

Solution

Canada is the largest country in North America. Sudan is the largest country in Africa. Therefore, “Sudan” is the missing term.

1. Mount McKinley : North America :: _____: Africa.
2. Nairobi : Kenya :: _____: Ethiopia.
3. Lake Superior : North America :: _____: Africa.
4. Zambezi River : Indian Ocean :: _____: Atlantic Ocean.
5. Congo : Belgium Congo :: _____: Rhodesia.
6. Crocodile : reptile :: _____: mammal.
7. Khartoum : Sudan :: _____: Tanzania.
8. Niagara Falls : Niagara River :: _____: Zambezi River.
9. Ostrich : 40 mph :: _____: 70 mph.
10. Congo : Tropical Wet :: _____: Arid.
11. Limpopo : river :: _____: desert.
12. Chad : Libya :: _____: South Africa.

Make up two African analogies:

- 1.
- 2.

Attachment C: Africa Facts Quiz

1. True or False: There is a purple animal native to Africa. _____
2. How many independent countries are there in Africa? _____
3. Africa is the only continent in all four _____.

4. What is the African nation whose capital, Monrovia, honors an American president? _____
5. What African lake was once as big as New Jersey but has been shrinking into extinction since 1970?

6. Hobe West in Namibia weighs 66 tons and is the world's largest known _____.

7. What is Africa's highest mountain? _____ Is it taller than North America's highest mountain? _____
8. True or False: About 800 different languages are spoken throughout Africa. _____
9. What is Africa's most populous country? _____
10. Comoros, an African archipelago, is the world's leading producer of ylang-ylang. What is it used for?

Attachment D: Review Activity

Be able to identify the following:

Physical Features

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

Countries

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

Physical Characteristics

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

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

Historical Characteristics

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

South Africa

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

Problems in Africa

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

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

Economic Characteristics

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

Attachment E: Sample Assessment Items

- | | |
|---|---|
| <p>1. Most of Sub-Saharan Africa is
 A a large jungle.
 B plains and hills.
 C a large plateau.*
 D mountains and valleys.</p> <p>2. Europeans wanted colonies in Africa for all the following reasons EXCEPT
 A to provide markets for European goods.
 B to provide valuable resources.
 C to build an empire for their country.
 D to improve the way of life for Africans.*</p> <p>3. The African city that served as a supply station for ships traveling between Europe and Asia was
 A Cape Town.*
 B Nairobi.
 C Johannesburg.
 D Kinshasa.</p> <p>4. The Hutu and Tutsi are two ethnic groups that are in conflict in
 A Sudan and Mali.
 B Kenya and Tanzania.
 C Ethiopia and Somalia.
 D Rwanda and Burundi.*</p> <p>5. Which of the following was a major effect of colonial rule of Africa?
 A Colonial-drawn boundaries often included rival ethnic groups, leading to fighting and political unrest.*
 B African countries copied governments of European nations completely.
 C African nations developed strong economies and industrialized rapidly.
 D Many Africans received education so they could hold political offices.</p> <p>6. Which of the following is NOT characteristic of sub-Saharan Africa?
 A River transportation is impeded because of waterfalls and rapids.
 B Many countries are landlocked.
 C There are similar climate patterns north and south of the Equator.
 D Africa's irregular coastline provides many harbors.*</p> <p>7. Most people in Africa make a living in
 A service industries.
 B mining.
 C manufacturing.
 D agriculture.*</p> | <p>8. Khartoum, the capital of Sudan, developed because of its location
 A on the Mediterranean Sea.
 B at the confluence of the Blue Nile and White Nile Rivers.*
 C in the fertile Congo River Valley.
 D as a trade center between Kenya and South Africa.</p> <p>9. Which of the following is <i>not</i> characteristic of sub-Saharan Africa's population?
 A Low literacy rates
 B Low life expectancy
 C Low per capita GDP
 D Low infant mortality rate*</p> <p>10. Apartheid was practiced in
 A Sudan.
 B Congo.
 C South Africa.*
 D Nigeria.</p> <p>11. Which of the following best describes what is happening in the Sahel region?
 A Deforestation
 B Desertification*
 C Earthquakes
 D Reforestation</p> <p>12. All of the following parallels run through Africa EXCEPT the:
 A Arctic Circle.*
 B Equator.
 C Tropic of Cancer.
 D Tropic of Capricorn.</p> <p>13. Most people in Africa are employed at this level of economic activity in agriculture and herding.
 A Primary*
 B Secondary
 C Tertiary
 D Quaternary</p> <p>14. Which of the following was NOT an early African empire?
 A Ghana
 B Mali
 C Liberia*
 D Zimbabwe</p> |
|---|---|

ORGANIZING TOPIC

Australia, the Pacific Islands, and Antarctica

Standard(s) of Learning

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

Essential Understandings, Knowledge, and Skills

	Correlation to Instructional Materials
Skills <i>(to be incorporated into instruction throughout the academic year)</i>	
Explain charts comparing two or more concepts.	
Identify primary ideas expressed in graphic data.	
Gather, classify, and interpret information.	
Draw conclusions and make inferences about data.	
Explain cause-and-effect relationships.	
Identify and locate regions, continents, oceans, and major features on maps and globes.	
Organize and interpret information.	
Use maps and other geographic resources to obtain information and draw conclusions.	
Participate in problem solving and decision making.	
Compare maps and make inferences.	
Identify and interpret regional patterns on maps.	
Content	
Describe how physical, economic, and cultural characteristics influence regional development. Use the regional information provided below.	
Countries	
<ul style="list-style-type: none">AustraliaNew ZealandPapua New GuineaHawaiian archipelago (United States)	
Physical Characteristics	
<ul style="list-style-type: none">Wide range of vegetation, from tropical rain forests to desert scrubAustralia, mostly desertThe Great Dividing Range	

- The Great Barrier Reef
- Australia's isolation, resulting in unique animal life
- Antarctica, the world's coldest, driest, windiest continent; icecap
- Hawaiian Archipelago (U.S.)
- Pacific Islands: Volcanic, coral, or continental

Economic Characteristics

- Air and water travel that bring goods and services to remote areas
- Dry areas of Australia well suited to cattle and sheep ranching
- Upset of environmental balance, caused by the introduction of non-native plants and animals
- Ranching, mining (primary activities)
- Communication and financial services (tertiary activities)

Cultural Characteristics

- Pacific Islands are sparsely populated.
- Most of Australia's population lives near the coast.
- Traditional culture continues to shape life in the Pacific Islands.
- Lifestyles range from subsistence farming to modern city living.
- Cultures reflect the mix of European and indigenous cultures (e.g., Maori and aborigines).
- Antarctica has no permanent residents.
- Cities as centers of culture and trade
 - Canberra, A.C.T. (Australian Capital Territory)
 - Sydney
 - Auckland
- Cultural landscape
 - Sydney Opera House
 - Cattle and sheep stations (Australia)
 - Research stations (Antarctica)
 - Thatched-roof dwellings (Pacific Islands)

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

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

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

Use the following examples to explain how current events are connected to the geographical characteristics of places and regions:

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

- Geographic patterns of trade and interdependence (e.g., oil)
- Geographic patterns of wealth and poverty (developed and developing nations)

Sample Resources

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

Canberra Travel Guide. Lonely Planet. <<http://www.lonelyplanet.com/worldguide/australia/canberra/>>. This site provides information on Canberra, the capital of Australia.

Australian History on the Internet. National Library of Australia. <<http://www.nla.gov.au/oz/histsite.html>>. This site provides access to a large amount of information on the history of Australia.

A Guide to Australia. Charles Sturt University. <<http://www.csu.edu.au/australia/>>. This site provides a plethora of information about Australia and its people.

Infoplease Atlas. <<http://www.infoplease.com/atlas/pacificislands.html>>. This site provides maps of and information on the geography of the Pacific Islands.

Kluge, P. F. "Pacific Islands." *National Geographic.com*.
<http://www.nationalgeographic.com/traveler/articles/1020pacific_islands.html>. This site provides information on the Pacific island Palau.

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

Welcome to Melbourne: The Official Site for Melbourne, Victoria, Australia. <<http://www.visitmelbourne.com/>>. This site provides information on Melbourne, Australia.

Session 1: Countries; Physical Features

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should demonstrate a basic understanding of how to use an almanac, atlas, and/or a map.
- Students should be able to use the Internet as a research resource.

Materials

- Maps, atlases, almanacs, and textbooks or other instructional resources that contain information on Australia, New Zealand, Papua New Guinea, and Antarctica
- Handouts listing locations in Australia, New Zealand, Papua New Guinea, and Antarctica to be identified
- Unlabeled outline political maps of the Eastern Hemisphere

Instructional Activities

1. Display the following questions:
 - What is the longitude and latitude running through the center of the following: Australia, New Zealand, Papua New Guinea, and Antarctica?
 - What type of climate do these countries/continent have?
 - What major cities are in these countries/continent?
 - What resources are available in these countries/continent?
 - What physical features are present in these countries/continent?
 - What ethnic groups live in these countries/continent?
 - What country colonized these countries/continent?
 - What language(s) is/are spoken in these countries/continent?

Divide the class into groups of three or four students each, and instruct each group to work together to answer the above questions. Allow students to use their textbooks and other available resources to develop their responses.
2. Distribute unlabeled outline maps, handouts, and atlases to students, and instruct them to lightly shade in and label the following countries:
 - Australia
 - New Zealand
 - Papua New Guinea
 - Antarctica
 - Hawaiian archipelago (U.S.)
3. On the same map, instruct students to draw and label the following:
 - The Great Dividing Range
 - The Great Barrier Reef
 - The Pacific Ocean

Specific Options for Differentiating This Lesson

Technology

- Have students use online resources to locate countries and physical features in the lesson (e.g. <http://www.australia.com/about.aspx> or <http://videos.howstuffworks.com/geography/geography-of-australia-videos-playlist.htm> - video-7242).
- Have students use a whiteboard with labels that students can drag to appropriate locations on a map.
- Have students use online maps and satellite images to view the countries and their physical features.
- Have students use interactive mapping applications.

Multisensory

- Have students color code the maps in Activities 2 and 3.
- Have students view and discuss video of the physical features of Australia (e.g. Australia Tourism <http://www.australia.com/about.aspx>).

Community Connections

- Invite school staff to bring photo albums or video collections from trips to Australia to share with students.

Small Group Learning

- Have students complete Activity 1 as a small-group or paired activity. Provide the students with a graphic organizer to record their answers.

Vocabulary

- Have students create Frayer models to become familiar with the following vocabulary. Post the terms on the classroom walls: *peninsula, island, strait, archipelago*.

Student Organization of Content

- Create a topic wall, and have students add information and features as they are learned.
- Have students create a collection of maps in their notebooks.

Session 2: Physical Characteristics

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should demonstrate a basic understanding of how to use a map.

Materials

- Pictures and/or Internet resources illustrating types of vegetation of Australia, New Zealand, and Papua New Guinea

Instructional Activities

1. Display maps of Australia, New Zealand, Papua New Guinea, and Antarctica, and point out the key features students were instructed to locate and label in the previous session.
2. Display pictures and/or Internet resources illustrating the various types of vegetation indigenous to each of these areas, and discuss them as a class. Also show pictures of
 - the Australian desert
 - the Great Dividing Range
 - the Great Barrier Reef
 - Australia's unique animal life
 - Antarctica's icecap
 - the Pacific Islands with volcanoes and coral.
3. Assign a reading or other reinforcement activity, using available teacher resources.

Specific Options for Differentiating This Lesson

Technology

- Have students use online maps and satellite images to view physical features of the areas discussed in this session.
- Have students use interactive mapping applications.

Multisensory

- Have students use highlighters, colored markers or pens, and adaptive paper when reading and gathering information.
- Have students view and discuss a digital slide show for Activity 2.
- Have students create a classroom map and post images from Activity 2 on the map in the appropriate locations.

Community Connections

- Invite a local botanist or zoologist to talk with students about the diverse flora and fauna of Australia.

Small Group Learning

- Have students complete Activity 2 in small groups. Provide students with a graphic organizer to record their responses.
- Have students create podcasts that can be posted on a classroom wiki space describing each of the regions listed in Activity 2. Images of flora and fauna native to the regions can also be posted.

Vocabulary

- Continue activity from Session 1. Create Frayer models for the following vocabulary, and post the terms on the word wall throughout the unit: *icecap*, *coral*.

Student Organization of Content

- Have students add their graphic organizers from the small-group activity to their notebooks.
- Have students create a table in which they list the types of vegetation and wildlife that can be found in each of the areas listed in Activities 2 and 3.

Session 3: Economic Characteristics

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should be able to use the Internet as a research resource.

Materials

- Pictures, Internet resources, and/or videos that illustrate various aspects of the economy of Australia, New Zealand, Papua New Guinea, and Antarctica.

Instructional Activities

1. Review the content from the previous session.
2. Review with students the factors that contribute to a country's economy. Guide discussion by suggesting natural resources and land use.
3. Ask students to describe factors that contribute to the economy of Australia, New Zealand, Papua New Guinea, and Antarctica. After some discussion, display the following characteristics, and encourage students to respond to the questions or statements listed. Provide resource materials in the class to answer these questions. Another option is to assign certain questions to different groups and to allow the groups to report the answers to the class. Review the answers with the class by displaying pictures, Internet resources, and/or videos that illustrate the answers or by providing additional information to enhance content understanding.
 - **Air and water travel bring goods and services to remote areas.** What types of transportation are available in each of these areas? What types of weather obstacles do modes of transportation encounter?
 - **Ranching and mining are primary activities.** What types of livestock are raised on ranches in these countries? What minerals are mined in these countries?
 - **Dry areas of Australia are well suited to cattle and sheep ranching.** What types of cattle are raised in Australia? How large are the ranches? Do sheep and cattle graze together?
 - **Upset of environmental balance is caused by the introduction of non-native plants and animals.** What plants and animals have been introduced into these countries? What problems have they caused?
 - **Communication and financial services are tertiary activities.** What types of industry have spurred this region's growth? Give examples of ways communication has enhanced the development of this region.

Specific Options for Differentiating This Lesson

Technology

- Have students use relevant online resources.

Multisensory

- Have students view and discuss a video about the nations listed in the session.
- Have students view and discuss a digital slide show that illustrates various aspects of the economies of Australia, New Zealand, Papua New Guinea, and Antarctica.

Small Group Learning

- Have students work in small groups to complete the topics in Activity 3, and have them find examples of their assigned economic aspect for each nation.

Vocabulary

- Have students complete a Frayer model for the following vocabulary, to be added to the word wall: *non-native*.

Student Organization of Content

- Have students develop a graphic organizer to record their responses to Activity 3.
- Have students create a table to organize aspects of the economies of Australia, New Zealand, Papua New Guinea, and Antarctica. This activity could be conducted in small groups by assigning either an economic aspect or a country that could be added to a classroom table projected using a whiteboard.

Country	Transportation	Natural Resources	Land Use	Plants and Animals	Industry
Australia					
New Zealand					
Papua New Guinea					
Antartica					

- Have students write statements about the similarities and differences between these aspects of economy in the nations.

Session 4: Cultural Characteristics

Prerequisite Understanding/Knowledge/Skills

- Students should be able to locate Australia, the Pacific Islands, and Antarctica on a map.
- Student should be able to describe the physical and economic characteristic of Australia, the Pacific Islands, and Antarctica.

Materials

- Video, pictures, and/or Internet resources illustrating the various cultures of Australia, New Zealand, and Papua New Guinea, and a related, teacher-developed viewing guide for the video

Instructional Activities

1. Review the content from the previous sessions.
2. Show a video that illustrates the various cultures of Australia, New Zealand, and Papua New Guinea. Distribute a resource to guide students' viewing of the video. Ask them to describe the scenery, dress, and other cultural characteristics observed in the video.
3. Provide a brief background of the settlement of Australia, New Zealand, Papua New Guinea, and Antarctica. Display the following information on the cultural characteristics of these regions, and provide examples of these characteristics by explaining and providing pictures, videos, and/or Internet resources of them:
 - The Pacific Islands are sparsely populated.
 - Most of Australia's population lives near the coast.
 - Traditional culture continues to shape life in the Pacific Islands.
 - Lifestyles range from subsistence farming to modern city living.
 - Cultures reflect the mix of European and indigenous cultures (e.g., Maori and aborigines).
 - Antarctica has no permanent residents.
4. Assign a reading or other reinforcement activity, using available teacher resources.

Specific Options for Differentiating This Lesson

Technology

- Have students use online maps and satellite images to view physical features of the areas discussed in this session.
- Have students use interactive mapping applications.

Multisensory

- Have students use highlighters, colored markers or pens, and adaptive paper when reading and gathering information.
- Have students view and discuss the video of the areas covered in this session.
- Provide access to relevant online resources to locate countries and cultural features in the lesson (e.g., <http://www.australia.com/about.aspx> or <http://videos.howstuffworks.com/geography/geography-of-australia-videos-playlist.htm> - video-7242).

Community Connections

- Have students discuss the similarities and differences between the cultures of Australia and the United States.
- Have students explore online resources, such as "Discover Your Inner Aussie," to view personal stories about the people, pets, sports, and activities practiced by contemporary Australians.
- Have students plan a cruise to the area. They should select a date and describe the weather, sights, and people that might be discovered along the way.

Small Group Learning

- Divide students into small groups. Explain that although Australians speak English, there are words in their vocabularies that are unique to the Australian continent. Have students research these unique words and create a glossary that would come in handy on a trip.

Vocabulary

- Have students create Frayer models for the following vocabulary and post them on the word wall: *Maori*, *aborigines*, *indigenous*.

Student Organization of Content

- Have students create postcards or travel journals that they might complete on a trip to the region. Ask them to describe the scenery, dress, and other cultural characteristics of the region in their accounts.
- Have students collect images that represent the people, dress, scenery, foods, and activities of the region and create travel posters that can be displayed in the classroom.

Session 5: Cities of Australia

Prerequisite Understanding/Knowledge/Skills

- Students should be able to work in small groups.
- Students should be able to use the Internet as a research resource.

Materials

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

Instructional Activities

1. Review the content from the previous session.
2. Use pictures or Internet resources to introduce the major cities of Australia. Divide the class into groups of three or four students. Assign each group one of the following cities on which to do research:
 - Canberra, A.C.T. (Australian Capital Territory)
 - Sydney
 - AucklandProvide resource materials and access to the Internet, or have the groups use the media center or library to gather data on their assigned city. The report should include the following information:
 - Location of the city
 - Current population of the city
 - Economic and political functions of the city
 - Primary, secondary, and tertiary economic activities
 - The major products traded in the area
3. Have the groups develop maps and/or posters to use during a class presentation about their assigned city.
4. Assign a reading or other reinforcement activity, using available teacher resources.

Specific Options for Differentiating This Lesson

Technology

- Have students use text-to-speech readers to supplement their assigned research.
- Have students use relevant online resources.

Multisensory

- Have students view and discuss a digital slide show or a video about the cities of Australia.

Community Connections

- Have students write letters that they would send home while on a trip to one of the Australian cities listed. Ask them to choose one aspect of the list in Activity 2 and make a comparison to their hometown or another city in the United States (e.g., Canberra and Washington, D.C.).

Small Group Learning

- Have students work in small groups to complete Activity 2. Add the relative location and longitude to the list of items the students must find, and give them a graphic organizer to record their responses.
- Provide students with a list of activities that they may be interested in pursuing or attractions they might see on a trip to Australia's three major cities, Canberra, Australian Capital Territory; Sydney; and Auckland. Ask students to sort the activities and attractions according to where they could pursue them (e.g., Canberra: bicycling, exploring the Embassies, prime minister's residence, Australian Institute of Sport, etc.).

Vocabulary

- Have students use the following term: *Boxing Day*.

Student Organization of Content

- Have students use the graphic organizer from the small-group activity to help organize their notes.
- Have students create concept maps including the city name and location; the city's current population; the city's economic and political functions; primary, secondary, and tertiary economic activities; and the major products traded in the area.

Session 6: Cultural Landscape

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should be able to use the Internet as a research resource.

Materials

- Pictures and/or Internet resources of the cultural landscape of Australia, New Zealand, Papua New Guinea, and Antarctica
- Atlases and almanacs

Instructional Activities

1. Review the content of the previous session.
2. Show students pictures and/or Internet resources of the cultural landscape of Australia, New Zealand, Papua New Guinea, and Antarctica. Include the following:
 - Sydney Opera House (Australia)
 - Cattle and sheep stations (Australia)
 - Research stations (Antarctica)
 - Thatched roof dwelling (Pacific Islands)
 - Petroglyphs of the Aborigines (Australia)Discuss each of the above features of the cultural landscape as the pictures are displayed.
3. Assign a reading or other reinforcement activity, using available teacher resources.

Specific Options for Differentiating This Lesson

Technology

- Have students use relevant online resources.

Multisensory

- Have students view and discuss a digital slide show of examples of the cultural landscapes listed in Activity 2.
- Have students create a storyboard about an area or feature of Australia with drawings of petroglyphs and translations of the meanings of the petroglyphs.

Small Group Learning

- Have students work in small groups to research petroglyphs. Have them create a petroglyph based on their research.

Vocabulary

- Have students create a Frayer model with the following vocabulary and add it to the word wall: *petroglyph*, *thatched roof*, *opera*.

Student Organization of Content

- Provide students with an online reference (such as <http://tstreet.edu.glogster.com/five-themes-australia/>) and an organizer for the cultural landscapes of this region as they relate to the five themes of geography (place, region, human, environment, and interaction).

Session 7: Assessment

Materials

- Assessment

Instructional Activities

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

Attachment A: Sample Assessment Items

<p>1. A significant physical feature of Australia is A Western Ghats. B rain forests. C archipelagoes. D the Great Barrier Reef.*</p> <p>2. An element in Australia's cultural landscape is A floating markets. B the Golden Gate Bridge. C skyscrapers. D the Sydney Opera House.*</p> <p>3. Physical characteristics of the Pacific Islands include A volcanoes and coral.* B tundra and tropical climates. C grasslands and humid continental climate. D rain forests and desert.</p> <p>4. Economic characteristics of Australia and the Pacific Islands have been affected by A heavy smog. B the introduction of non-native plants.* C the destruction of rain forests. D tropical crops.</p> <p>5. Research stations are the major cultural characteristics of A East Asia. B Europe. C Antarctica.* D South Africa.</p> <p>6. Australia is the only country that is also a(n) A archipelago. B peninsula. C continent.* D isthmus.</p>	<p>7. The original inhabitants of Australia are the A Indians. B Pygmies. C Aborigines.* D Maori.</p> <p>8. Most of Australia's population lives A in the mountains. B in the outback. C along the coast.* D on the Great Barrier Reef.</p> <p>9. Which of the following is a major export of New Zealand? A Wool* B Cars C Oil D Electronics</p> <p>10. In the Pacific Islands, many people live in A yurts. B wooden chalets. C igloos. D thatched roof dwellings.*</p> <p>11. Australia was colonized by A France. B Great Britain.* C Germany. D the United States of America.</p> <p>12. Kangaroos and other animal life unique to Australia are explained by A Australia's geographic isolation.* B the impact of climate change on Australia. C extinctions caused by European settlement of Australia D Australia's arid climate.</p>
--	---