

Louisiana Believes.

## World Geography

A grayscale photograph of a teacher and a young student in a classroom. The teacher, a woman with dark curly hair, is smiling and pointing at a globe. The student, a young boy, is also pointing at the globe. The background shows a chalkboard and some classroom posters.

**Comprehensive Curriculum**  
REVISED 2012

LOUISIANA DEPARTMENT OF EDUCATION

# World Geography

## Table of Contents

<b>Unit 1: Enhancing Geography Skills.....</b>	<b>1</b>
<b>Unit 2: The United States and Canada .....</b>	<b>12</b>
<b>Unit 3: Central America, South America, and the Caribbean.....</b>	<b>27</b>
<b>Unit 4: Europe .....</b>	<b>41</b>
<b>Unit 5: Russia and Northern Eurasia .....</b>	<b>54</b>
<b>Unit 6: Middle East and North Africa .....</b>	<b>66</b>
<b>Unit 7: Africa, South of the Sahara.....</b>	<b>81</b>
<b>Unit 8: South Asia.....</b>	<b>93</b>
<b>Unit 9: East and Southeast Asia .....</b>	<b>105</b>
<b>Unit 10: Australia and Oceania.....</b>	<b>119</b>

## **2012 Louisiana Comprehensive Curriculum Course Introduction**

The Louisiana Department of Education issued the first version of the *Comprehensive Curriculum* in 2005. The *2012 Louisiana Comprehensive Curriculum for Social Studies* is aligned with Louisiana's 2011 Social Studies content standards and, where appropriate, to the Common Core State Standards for Literacy in History/Social Studies, Science, and Technical Subjects.

### **Organizational Structure**

The curriculum is organized into coherent, time-bound units with sample activities and classroom assessments to guide teaching and learning.

### **Implementation of Activities in the Classroom**

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

### **Features**

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

*Underlined standard numbers* on the title line of an activity indicate that the content of the standards is a focus in the activity. Other standards listed are included, but not the primary content emphasis.

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

The *Access Guide to the Comprehensive Curriculum* is an online database of suggested strategies, accommodations, assistive technology, and assessment options that may provide greater access to the curriculum activities. This guide is currently being updated to align with the CCSS. Click on the *Access Guide* icon found on the first page of each unit or access the guide directly at <http://sda.doe.louisiana.gov/AccessGuide>.



**World Geography**  
**Unit 1: Enhancing Geography Skills**

**Time Frame:** Approximately two weeks



**Unit Description**

This unit reviews and reinforces basic geography skills needed to comprehend and interpret maps, charts, diagrams, and graphs students will encounter in their study of World Geography. Students will apply information from maps, geographic tools, and technologies that answer questions about the physical and human geography of the world.

**Student Understandings**

Students understand that a variety of map skills are required to analyze and interpret geographic information. Students learn to analyze, interpret, and apply information found on charts, diagrams, and graphs representing real world situations. Students understand how to apply information gathered from geographic tools and technologies.

**Guiding Questions**

1. Can students identify and use the map elements (map title, compass rose, scale, legend, date, and author) to interpret data on a given map?
2. Can students describe current technology that is used to gather geographic information?
3. Can students describe how location influences climate, resources, human settlement and activities?
4. Can students list factors that influence the climate of a region?
5. Can students identify various types of maps and their uses?
6. Can students explain the effects of both natural and human processes on Earth?
7. Can students analyze, interpret, and apply information found on charts, diagrams, and graphs to explain geographic information?
8. Can students identify and explain the four components of Earth's physical systems?

**Unit 1 Grade-Level Expectations (GLEs) and ELA Common Core State Standards (CCSS)**

<b>Grade Level Expectations</b>	
<b>GLE #</b>	<b>GLE Text</b>
<b>The World in Spatial Terms and Uses of Geography</b>	
WG.1.1	Describe the impact of technology on the study of geography and gather geographic information using technological tools.
WG.1.2	Explain Earth’s grid system, using latitude and longitude to locate key places and answer geographic questions about that place.
WG.1.3	Compare and contrast various types of maps and map projections and evaluate distortions associated with each map projection.
WG.1.4	Use geographic representations to locate the world’s continents, major landforms, major bodies of water and major countries and to solve geographic problems.
<b>Physical Systems</b>	
WG.2.1	Describe and categorize elements of the natural environment as belonging to one of four components of Earth’s physical systems: atmosphere, lithosphere, biosphere, or hydrosphere
WG.2.4	Explain and give examples of natural and human processes that shape Earth’s surface and identify specific locations where these processes occur.
<b>ELA CCSS for Literacy in History/Social Studies 6-12</b>	
<b>CCSS#</b>	<b>CCSS Text</b>
<b>Reading Standards for Literacy in History/Social Studies 6–12</b>	
RH.9-10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies
RH.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
<b>Writing Standards for Literacy in History/Social Studies 6-12</b>	
WHST.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**Sample Activities**

**Activity 1: Map Vocabulary (GLE: WG.1.3, RH.9-10.4)**

Materials List: Vocabulary Self-Awareness Chart BLM

Throughout this basic geography skills unit, have students maintain a *vocabulary self-awareness chart* ([view literacy strategy descriptions](#)). This awareness chart is valuable for students because it highlights their understanding of what they know, as well as what they still need to learn in order to fully comprehend the material. Provide students with a list of map-related terms such as: map key/legend, map symbols, distance scale, compass rose, cardinal directions, intermediate directions, map projections, time zones, latitude, longitude, hemisphere, poles, physical map, political map, general purpose map, and special purpose map. Have students complete a self-assessment of their knowledge of these concepts using the provided *vocabulary self-awareness chart*. Ask students to rate their understanding of a word using a “+” for understanding, a “?” for limited knowledge, or a “-” for lack of knowledge. Throughout the unit students will refer to this chart to add information as they gain knowledge of these map-related terms. The goal is to replace all the question marks and minus signs with a plus sign. (See the Vocabulary Self-Awareness Chart BLM and sample below.) Students will use the completed chart as a study guide for their unit exam or vocabulary quiz.

Vocabulary Term	+	?	-	Explanation	Example/Sketch
<i>Map key/legend</i>					
<i>Map symbols</i>					
<i>Distance scale</i>					

**Activity 2: Geographic Tools (GLE: WG.1.1; CCSS: WHST.9-10.7)**

Materials List: compass, various types of maps, charts and graphs of geographic information, electronic or computer-based geographic tools such as Google Earth, GPS, mapping software, GIS, interactive maps

Place students in small groups and have them rotate through three or four stations. In each station, the students will use the given geographic tool (compass, map, chart, graph, Google Earth, GPS, mapping software, GIS, interactive maps) to solve geographic problems or answer geographic questions.

Stations should be set up using the geographic tools available, however every effort should be made to include at least one electronic or computer-based geographic tool.

After students rotate through all of the stations, have them respond to a *SPAWN* writing ([view literacy strategy descriptions](#)) prompt. SPAWN is an acronym that stands for five categories of writing prompts (*Special Powers, Problem Solving, Alternative Viewpoints, What If?, and Next*), which can be crafted in numerous ways to stimulate students' predictive, reflective, and critical thinking about content-area topics. Using the category *Next*, have students answer the following question:

**How do you think technology will change the study of geography and the role of the geographer in the next 50 years?**

Students should copy the prompt in their *learning logs* ([view literacy strategy descriptions](#)) before writing responses and recording the date. A *learning log* is a notebook, binder, or some other repository that students maintain in order to record ideas, questions, reactions, and reflections and to summarize newly learned content. Documenting ideas in a log about content being studied forces students to “put into words” what they know or do not know. This strategy will allow students to keep prompts for future practice with possible constructed response questions on assessments.

With a partner, have students discuss their predictions about the impact of technology on the future study of geography. Afterward, ask volunteers to share predictions with the class.

### **Activity 3: Types and Parts of Maps (GLEs: WG.1.3, WG.1.4)**

Materials List: copies of a United States road map or city map, political map of the United States, Types of Maps Word Grid BLM, general purpose and special purpose maps, tape measure or yard stick

Direct students in locating various map elements on a United States road map or political map (teachers may choose to use either map for this). Include the map elements described below.

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

Have students identify the map title.

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

Review the use of a compass rose. Select a state on a U.S. political map and have students determine the cardinal or intermediate direction to surrounding states selected by the teacher. (For example, the teacher selects Arkansas. Students will say Louisiana is south of Arkansas. ) This can also be done using cities located on the map.

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

Have students use a distance scale to determine straight-line distance between three major cities. It is important to select answers that are easily rounded up or down to the nearest mileages listed on the map scale because some map scales may not be very detailed. Show students how to estimate the distance whenever the answer falls between mileage ticks on the scale.

Have students use a yard stick or tape measure to record the measurements of the classroom including desks, technology, and doors. Students should use these measurements to draw a map of the classroom to scale.

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

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

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

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

Review the following general information about maps.

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

- A physical characteristic is anything that is naturally occurring. Some types of physical characteristics are elevation, climate, precipitation, and natural vegetation.
- A cultural/human characteristic is anything created by humans. Some types of cultural characteristics are religion, political boundaries, and languages.

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



- A general purpose map shows information that is often used by map readers. For example, a political map of the United States shows the boundaries between the United States and other countries in addition to the boundaries of the individual states. It also shows the states’ capitals and other cities.
- A special purpose map provides nearly any imaginable topic with the scope being broad or narrow. For example, a map showing the number of automobiles in each country of Central America would be a special purpose map, as would various land use and time zone maps.

Have the students look through various resources to locate and identify the different types of maps (e.g., political, physical, historical, relief, precipitation, natural vegetation, land use, climate, time zone, etc.) found in their textbooks. Instruct students on the various features that characterize the different types of maps. As students encounter these features, they can use a *word grid* ([view literacy strategy descriptions](#)) to organize their findings.

The *word grid* is an effective, visual technique employed in helping students learn important related terms and concepts from the content areas. It provides students with an organized framework for learning words by analyzing the similarities and differences of key features. As students encounter various types of maps, they will write them on the grid and indicate the key features using “yes” or “no” according to the ones that do or do not apply. (See the Types of Maps Word Grid BLM and sample below.)

Types of Maps Word Grid				
Type of Map	Displays Physical Characteristics	Displays Cultural Characteristics	General Purpose Map	Specific Purpose Map
Elevation	<i>Yes</i>	<i>No</i>	<i>No</i>	<i>Yes</i>
Historical				

Once the grid is complete, quiz students by asking questions about the similarities and differences between types of maps. This will allow students to make a connection between their effort in completing the grid and using it as a study tool to compare map types.

#### **Activity 4: Map Projections (GLEs: WG.1.3, WG.1.4)**

Materials List: Balloons, markers, scissors to share, Map Projections BLM

An *anticipation guide* ([view literacy strategy descriptions](#)) is a series of statements about a topic that students are asked to respond to before and after learning. The *anticipation guide* will assist students in activating prior knowledge as well as set a purpose for learning. This strategy is especially useful to struggling or reluctant readers and learners, as it helps focus their attention to important information. Provide students with the following statements:

***The world can be accurately portrayed on a flat map.***

***There is only one way to draw a world map.***

Allow students to respond to the statements as being either true or false.

Give each student a balloon and marker. Have students blow up the balloon and hold, not tie, the opening so the air will not escape. Students then use a marker to draw the seven continents as accurately as possible on the balloon. Finally, students deflate the balloon and decide how they can cut the balloon to create a flat map of the world.

After attempting to create an accurate flat map out of the balloon, have students revisit their *anticipation guide* answers. Have students discuss their answers, the problems faced creating the flat map, and how the activity changed their thoughts about the *anticipation guide* with a partner. Have students volunteer to share their discussions with the class.

Have students read the portion of their textbook about map projections. As students read, allow them to complete a *graphic organizer* ([view literacy strategy descriptions](#)). *Graphic organizers* are visual ways to display information in an organized manner and make it easier for students to understand the information. This *graphic organizer* will allow students to easily distinguish between the advantages and disadvantages of each type of map projection. (See Map Projections BLM)

Map Projection	Advantages	Disadvantages	Uses
<i>Conical</i>	<i>Shows shape fairly accurately</i>	<i>Distorts landmasses at the edges of the map</i>	<i>Shows landmasses that extend over large areas from east to west</i>

Have students use the *graphic organizer* to answer the following prompt:

**Can any map projection claim to be the best to use for answering all map-related questions?** Explain your answer.

Have students use the *graphic organizer* and *anticipation guide* as a study guide for a quiz on map projections.

### **Activity 5: Using Latitude and Longitude (GLEs: WG.1.2, WG.1.4)**

Materials List: hurricane tracking chart, Hurricane Tracking Exercises BLM, sidewalk chalk

Model the process for finding locations using latitude and longitude for students. Then take students outside to complete a human grid activity. For this activity, draw a grid system using sidewalk chalk. Assign each student a set of coordinates and have the students stand at their assigned location on the sidewalk chalk grid. Then randomly ask students to move (for example: have a student move 10 degrees North or to the equator).

This will provide students with guided practice finding places on a grid using latitude and longitude.

Provide students with background information on the effects of ocean and wind currents, water temperature, and landmasses on hurricanes. In addition, discuss, with students why wind speed, precipitation and intensity of hurricanes fluctuate.

Using a hurricane tracking chart to track the path of a hurricane is a practical and relevant method for Louisiana students to review latitude and longitude. Give students a copy of a hurricane tracking chart, and have them track the path of three storms. Before conducting these exercises, ensure that students understand the following basics about hurricane tracking:

- The location of a hurricane is plotted from the eye or center of the storm.
- The location of the eye is stated as a coordinate which consists of latitude (always given first) and longitude.
- The latitude and longitude of a hurricane is normally given to the nearest tenth of a degree. For example: 20.5° N; 89.3°W
- The cardinal directions for latitude and longitude are abbreviated.
- Hurricane locations should be plotted using a small dot on the map which keeps the map neat and uncluttered.

After plotting each set of coordinates for positions 1-4, have students predict the location of each storm’s possible landfall. Call out the latitude and longitude coordinates for each storm or provide copies of the Hurricane Tracking Exercises BLM for the students. (See sample below.)

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

<b>Hurricane Katrina</b>	<b>Latitude</b>	<b>Longitude</b>
Position 1	23.4° N	76.0° W
Position 2	24.4° N	84.4° W
Position 3	25.1° N	86.8° W
Position 4	26.9° N	89.0° W
Position 5	28.8° N	89.6° W
<b>Landfall Location:</b>		

A hurricane tracking chart is not a chart, but a map with grids lines that allows people to plot the path of a hurricane. Provide students with the name of a well-known hurricane that has impacted Louisiana and have them do the tasks listed below.

- Prepare an analytical report for each day of the storm’s movements, explaining why changes occurred in wind speed, precipitation, and intensity.
- Generalize about the influence of warm ocean currents and landmasses on the storms’ intensities.
- Discuss the impact of the storm on the wetlands and the people.

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

**Activity 6: Four Spheres of Earth (GLE: WG.2.1; CCSS: RH.9-10.5)**

Materials List: “The Four Spheres of the Earth” article (link in activity), 3x5 index cards (enough for 4 per student)

Provide students with a copy of the article “The Four Spheres of the Earth” found at [geography.about.com/od/physicalgeography/a/fourspheres.htm](http://geography.about.com/od/physicalgeography/a/fourspheres.htm). Have students preview the article by looking for things such as the title, subheadings, underlined terms, and key ideas. Then have students read the article about the hydrosphere, lithosphere, biosphere, and atmosphere. Pass out four index cards to each student and have them write one item which can be found in each sphere (the student should have one example on each card).

Place students in groups of four or five. Provide each group with four index cards (each index card will have the name of one of the spheres of the Earth). Place these four category cards down on the table or desk where the group is sitting. Students will use the cards they created after reading the article to complete the activity. Each student will take turns (go clockwise) placing a card from their hand on the appropriate pile. Any other player may yell BOLOGNA to challenge a card placement. If the card was placed in the wrong pile, the person who played it must take all the cards from every pile. If the card was played in the correct pile, the person who yelled BOLOGNA must take all the previously played cards. The first person to play all of their cards wins the game.

After all groups played the game, allow each group to present their definitions for each of the four spheres of Earth as well as the items they believe belong in each sphere. As each group presents, students should actively listen to make sure correct information is being presented.

**Activity 7: Physical Systems and Natural and Human Processes (GLE: WG.2.1, WG.2.4; CCSS: RH.9-10.2)**

Materials List: readings on tornadoes, erosion, earthquakes, global climate change, deforestation, and desertification, Natural and Human Processes BLM

Review with students the four physical systems of Earth. This will include:

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

Students will use the above information to categorize various elements chosen by the teacher as belonging to one of Earth’s four physical systems (e.g.: fertile soil, oxygen, glacier ice, sedimentary rock, ants, salt water, etc.).

Use the jigsaw method and place students in home groups of six members. Provide each member of this home group with a different reading on one of the following six natural and human processes: tornadoes, erosion, earthquakes, global climate change, deforestation, and desertification. Allow students ample time to read their selection. Place students in expert groups based on the selection they read (all students who read about tornadoes will be in one group, erosion in another, etc...). Students will discuss the readings in their expert groups. Discussion should focus on describing the process, describing the impact of the process on Earth, and where the process occurs. Working together, each expert group will collaborate to create a summary of the main ideas from the reading. Each student will need a copy of the summary to take back to their home groups. Students will then return to their home groups and teach the rest of their group about their assigned natural or human processes. As each student presents their summary the other members of the home group will take notes using a *graphic organizer* ([view literacy strategy descriptions](#)) (See Natural and Human Processes BLM).

<b>Processes</b>	<b>Natural or Human</b>	<b>Impact on Earth</b>	<b>Areas where it occurs</b>
Tornado			
Erosion			
Desertification			

After all students have presented their summaries in the home group lead a class discussion about each of the natural or human processes to assure all students have documented accurate information. Students should use their corrected *graphic organizer* as a study guide for future assessments.

### Sample Assessments

#### General Guidelines

- Students should be monitored during all activities via teacher observation, data collection logs, writing products, class discussion, and journal entries.
- All student-developed products should be evaluated as the unit progresses.
- Select assessments that are consistent with the types of products that result from the student activities.
- Student investigations and projects should be evaluated with criteria assigned specific point values. The criteria should be distributed to the students when assignments are made and, when possible, students should assist in the development of the scoring criteria.
- Use a variety of performance assessments to determine student comprehension consistent with the type of products resulting from the selected student activities.

- Teacher-created, comprehensive unit exams assessing the GLEs should consist of the following:
  - a variety of formats for objective, convergent test items
  - depth of knowledge at various stages of Bloom's taxonomy
  - EOC-like constructed response items
  - open-ended response items requiring supporting evidence
  - test items aligned to the verbiage of the GLEs.

**Activity-Specific Assessments:**

- Activity 2: Have students write a narrative paragraph in which they will predict the ways in which technology will change the future study of geography. Students should apply what they learned about past and current geographic technology to make logical predictions about future improvements to the study of Earth and its people. Paragraphs will be assessed according to predetermined criteria distributed to the students at the time the paragraph is assigned.
- Activity 3: Have students identify and analyze the features that characterize the various types of maps (physical, political, vegetation, climate, time zone, etc.) by accurately completing the types of maps word grid. Students will be assessed by taking a quiz on the information from the word grid.
- Activity 5: Have students use latitude and longitude to determine the absolute location of various cities in the United States. Using the Hurricane Tracking Exercises BLM, students should accurately locate the landfall location of each hurricane. Students will also correctly describe the impact of wind and ocean currents, water temperature, and landmasses on the intensity of the hurricane. Students will be assessed by taking a quiz which demonstrates the ability to use latitude and longitude accurately to determine location.

**World Geography**  
**Unit 2: The United States and Canada**

**Time Frame:** Approximately four weeks



**Unit Description**

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

**Student Understandings**

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

**Guiding Questions**

1. Can students describe the unifying characteristics of the United States and Canada?
2. Can students determine how human and physical characteristics promote cooperation between the United States and Canada?
3. Can students determine how the physical characteristics of the United States and Canada have shaped economic development?
4. Can students describe the shared cultural heritage between the United States and Canada?
5. Can students describe how the United States' and Canada's standard of living compare with each other?
6. Can students explain how physical features and natural resources influenced settlement patterns in the United States and Canada?
7. Can students describe how the physical environment challenges the United States and Canada?

**Unit 2 Grade-Level Expectations (GLEs) and ELA Common Core State Standards (CCSSs)**

<b>Grade Level Expectations</b>	
<b>GLE #</b>	<b>GLE Text</b>
<b>World in Spatial Terms and Uses of Geography</b>	
WG.1.4	Use geographic representations to locate the world’s continents, major landforms, major bodies of water and major countries and to solve geographic problems
<b>Physical Systems</b>	
WG.2.2	Identify and locate world climate regions and evaluate the impact of the Earth/Sun relationship, ocean currents, wind currents, and elevation on each climate region
WG.2.3	Compare and contrast regions of the world by analyzing the plant and animal life indigenous to the region (ecosystems)
WG.2.4	Explain and give examples of natural and human processes that shape Earth’s surface and identify specific locations where these processes occur
<b>Region</b>	
WG.3.1	Analyze how cooperation, conflict, and self-interest impact the cultural, political, and economic regions of the world and relations between nations
WG.3.2	Determine the unifying characteristics that regions possess and explain changes that they have experienced over time
WG.3.3	Explain how human and physical characteristics facilitate or hinder regional interactions
<b>Place</b>	
WG.4.1	Determine the physical and human characteristics that comprise the identity of a given place
WG.4.2	Analyze the distinguishing physical characteristics of a given place to determine their impact on human activities
WG.4.3	Identify and analyze distinguishing human characteristics of a given place to determine their influence on historical events
WG.4.4	Evaluate the impact of historical events on culture and relationships among groups
<b>Human Systems</b>	
WG.5.1	Describe and classify reasons for human migration in terms of push or pull factors to determine the changes and similarities in these factors over time
WG.5.2	Use population pyramids, geographic data and maps to analyze the current impact of population growth and to predict future population trends
WG.5.3	Describe and illustrate specific examples of economic interdependence in various regions



WG.5.4	Determine the factors that contribute to a country’s standard of living
WG.5.5	Explain how changes in technology have contributed to the spread of ideas and information throughout the world
<b>Environment and Society</b>	
WG.6.3	Analyze the distribution of resources and describe their impact on human systems (past, present, and future)
WG.6.4	Assess the role of government and business in preserving or consuming natural resources and protecting or destroying the physical environment
<b>ELA CCSS for Literacy in History/Social Studies 6-12</b>	
<b>CCSS#</b>	<b>CCSS Text</b>
<b>Reading Standards for Literacy in History/Social Studies 6–12</b>	
RH.9-10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
RH.9-10.3	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them
RH.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
RH.9-10.9	Compare and contrast treatments of the same topic in several primary and secondary sources
<b>Writing Standards for Literacy in History/Social Studies 6-12</b>	
WHST.9-10.2	<p><b>1.</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>
WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation
WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.
WHST.9-10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

**Sample Activities**

**Activity 1: Mapping the United States and Canada (GLEs: WG.1.4, WG.4.2, WG.5.4, WG.6.3; CCSS: WHST.9-10.4)**

Materials List: United States and Canada outline map, physical maps of the United States and Canada, political maps of the United States and Canada, United States and Canada Map List BLM, Impact of Landscapes and Resources BLM, resource maps of the United States and Canada, world almanac or information from world fact book

Students will complete an outline map of the United States and Canada. Outline maps can be found at [http://www.eduplace.com/ss/maps/pdf/n\\_america\\_pol.pdf](http://www.eduplace.com/ss/maps/pdf/n_america_pol.pdf). On this map, students should label countries, political subdivisions/regions, major landforms, and natural resources from their memory and from physical, political and resource maps of the United States and Canada. A list of map items can be found on the United States and Canada Map List BLM (see sample below) which can be copied for students or the information displayed for them to copy.

United States	Canada	Major Landforms	Natural Resources
All 50 states	Yukon	Great Lakes	coal

Using the completed map, students will hypothesize how the landscape and natural resources impact each country’s economy, standard of living, and settlement patterns (i.e. why did people settle in certain areas). Have students complete the Impact of Landscapes and Resources BLM. Then hold a guided discussion to elicit students’ responses.

Landscape or Resources	Impact
Coal	

Discuss with students the factors that contribute to standard of living (birth rate, death rate, health care, literacy rate, GDP, and economic opportunity). Have students use information from the textbook, almanac, or world fact book to write a paragraph explaining the factors that contribute to the standard of living in the United States and Canada.

**Activity 2: Regional Labels (GLEs: WG.3.2, WG.3.3, WG.4.1; CCSSs: WHST.9-10.4, WHST.9-10.10)**

Materials List: United States and Canada outline map, colored pencils, historic maps of the United States and Canada, transportation maps of the United States and Canada, Internet access (optional)

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

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

If needed, these regions can be found using the Internet. A blank outline map of North America can be found at:

[http://www.eduplace.com/ss/maps/pdf/n\\_america\\_pol.pdf](http://www.eduplace.com/ss/maps/pdf/n_america_pol.pdf)

After completion of the map, lead a class discussion about the physical and human characteristics that unify each region placed on the map. Student responses should be recorded on the board or overhead projector. On the back of the completed map, have students hypothesize the impact of physical and human characteristics on communication and interactions among regions. Use *discussion* ([view literacy strategy descriptions](#)) in the form of Inside-Outside Circles. Students will stand and face each other in two concentric circles with the inside circle facing out and the outside circle facing in. Have students discuss the impact of physical and/or human characteristics with the person standing directly in front of them. After a set amount of time, ask the outer circle to rotate and discuss with their new partner. After several rotations, pick various students to share their ideas as well as the ideas of the person with whom they discussed.

Working in groups of three or four, students will complete a *text chain* ([view literacy strategy descriptions](#)) about the unifying physical and human characteristics of the region (chosen by the student from the above lists). The *text chain* strategy gives students the opportunity to demonstrate their understanding of newly learned material. The process involves a small group of students writing a short composition using the information and concepts being learned. The *text chain* will include a beginning, middle, and a logical ending, the steps in a process, or solution to a problem. By writing out new understandings in a collaborative context, students provide themselves and the teacher a reflection of their developing knowledge. Have each student pick one region and write a sentence about that region's physical or human characteristics. Each student in the group will start a text chain and pass it to the person next to them so that all students are simultaneously writing on someone's text chain at any given time. The student will pass the *text chain* on to the next student who will expand on the unifying characteristics of the region. This *text chain* will continue with the next student or students describing the impact of these characteristics on the region. The *text chain* ends when it returns to its original author. At this point each student should have a completed *text chain* and the group should have completed three or four *text chains*, depending upon the number of students in the group, each focused on the region chosen by the first student. Hold a guided discussion of responses as a means of checking for understanding.

Display historic maps of the regions placed on the map from various periods in history. Include transportation maps so students can analyze the importance of selected

transportation and communication routes (i.e., roads, railways, Alaskan Pipeline, waterways, etc.) that connect regions of the U. S. and Canada (e.g., trade). Discuss with students how these regions have changed over time and how improvements in technology have impacted connections between regions.

Ask students to write a paragraph in which they describe the basic characteristics of one region discussed in class, explaining why some regions overlap, and describing how the regions have changed over time. Students will use the text chains, maps, and class notes from the board or overhead projector to assist them in writing their paragraph. Students should write this paragraph in their *learning logs* ([view literacy strategy descriptions](#)) for use in the preparation for future assessments. Have students share their paragraphs with a partner and then with the class.

**Activity 3: Physical and Human Characteristics of the United States and Canada**  
(GLEs: **WG.2.2**, **WG.2.3**, **WG.4.1**; CCSSs: **RH.9-10.5**, **WHST.9-10.2b**)

Materials List: Features of Canada and U.S. BLM; political, physical, climate, vegetation, population, land use, and resource maps of North America; readings about animal life found in the United States and Canada, overhead projector (optional)

Present information on landforms, climate regions, vegetation regions, native animal life, population, population density, natural resources, ethnic groups, economic activities and culture (examples: education, language, religion, arts, etc...) found in both the United States and Canada. Also discuss the impact of Earth/sun relationship, ocean and wind currents, and elevation on the climate in the United States and Canada.

Assign a different climate or vegetation region found in the United States and/or Canada to each student. Have students write a paragraph in their *learning logs* ([view literacy strategy descriptions](#)) to describe the impact of Earth/sun relationship, ocean and wind currents, and elevation on the region they were assigned. Then, have students analyze physical, climate, vegetation, and population maps of North America and locate climate and vegetation regions. These maps can be found in the textbook or other sources. Provide students with information about the physical and human characteristics of the United States and Canada. Before having students read, have students preview the readings by looking at subheadings, underlined terms, italicized information and key points, etc. Information can be found on the Internet including the following readings:  
“Physical features of the U.S.” <http://www.infoplease.com/ce6/us/A0861706.html>  
“People of the United States” <http://www.infoplease.com/ce6/us/A0861708.html>  
“Geography of Canada”  
<http://www.kidport.com/reflib/worldgeography/canada/canada.htm>

The students will use these maps as well as information presented by the teacher and from the readings to identify similarities and differences in physical and human characteristics of the United States and Canada using the Features of Canada and United States BLM Venn diagram. (See the Features of Canada and U.S. BLM.) A useful

method for students to compare and contrast countries is through the use of a *graphic organizer* ([view literacy strategy descriptions](#)) such as a Venn diagram.

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

As students share their findings with the class, record the feedback on the board or overhead projector and lead the class in a discussion of the findings. Students will then use the Venn diagram to write a three paragraph essay comparing and contrasting the United States and Canada. The first paragraph should compare and contrast landforms, climate regions, vegetation regions, and indigenous animal life. The second paragraph should include comparisons about land use, natural resources and economic activities. The final paragraph should compare and contrast the populations and culture of the United States and Canada. Students should cite text from the informational text readings to support their findings. Consult with the ELA teachers and use the citation method required by ELA in your school. Ask student volunteers to share their essays with the class followed by class discussion as a review of the information and to check for understanding.

**Activity 4: Cultural Heritage (GLEs: WG.5.1, WG.5.2; CCSSs: RH.9-10.3, WHST.9-10.4, WHST.9-10.8, WHST.9-10.9)**

Materials List: population pyramids from various times in United States and Canadian history, Push and Pull Factors BLM, Internet access (optional)

Present information about the push and pull factors of migration. This should include classifying events (examples: discrimination, war, economics, famine, unemployment, etc.) as push or pull factors. Have students complete the Push and Pull Factors BLM (see sample below).

Stimulus	Circle One	Possible Impact
Drought (Dust Bowl)	Push Pull	
Trail of Tears	Push Pull	

Students will research their heritage or a country of interest using various print sources as well as digital sources. As students conduct their research summaries, important information notes should be taken from each print and digital source. Research should focus on determining possible reasons for their ancestors' migration to the United States and should be classified as push or pull factors. Students will then research modern trends in migration from their country or continent of origin to North America. These factors will also be classified as push or pull factors. Students will use this information to

write two paragraphs comparing past and present trends in migration and analyze the impact of historical events on migration. Be sure students determine the cause/effect relationship among the events and specify if these earlier historical events caused later ones or if they simply preceded them. Students should also cite evidence from both print and digital sources in their writing. Consult with the ELA teachers and use the citation method required by ELA in your school. Paragraphs should be shared with a partner and then with the class to check for accuracy and understanding.

Create *SPAWN* ([view literacy strategy descriptions](#)) prompts to help guide students through this process of thinking about the impact of immigration on the United States and Canada. Below are examples of *SPAWN* prompts.

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

**Problem Solving-** Many migrant workers enter the United States because of the poor economy in their home country. How can the United States keep illegal, migrant workers from taking jobs from unemployed Americans?

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

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

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

Allow students to choose one prompt and write their responses within a reasonable period of time. Students should copy the prompt in their *learning logs* ([view literacy strategy descriptions](#)) before writing responses and recording the date.

Students should share their responses from the *SPAWN* prompt and findings from their heritage research with the rest of the class. Use these prompts, heritage research, and population pyramids from various points in United States and Canadian history to discuss past and present trends and patterns in migration to North America. After the discussion, allow students to revisit and revise *SPAWN writing* based on newly acquired knowledge.

The migration packet provided on the National Geographic website at <http://www.nationalgeographic.com/xpeditions/activities/09/gapacket05.pdf> is a good tool to help students keep focused as they research their country of origin.

**Activity 5: Geography and History (GLEs: WG.4.3, WG.4.4; CCSSs: RH.9-10.2, RH.9-10.9, WHST.9-10.10)**

Materials List: Cuban Missile Crisis newspaper article, Sample Questioning the Content BLM, poster board, encyclopedias, Internet (optional)

Present information about the impact of geography (location, physical features, human characteristics, topography, climate, and natural resources) on historical events in the United States and Canada. These should include military presence in World War II, the Cuban Missile Crisis, Vietnam, 9/11 attacks and the Iraq region. This is a suggested list, but students should learn about at least two events that impacted the United and States and two that impacted Canada. Some events such as World War II impacted both countries and can be used for both.

A class discussion should be held to discuss the impact of historical events presented on the culture of the United States and/or Canada or groups within these countries as well as the impact of the historic event on the relationship or perceived relationship among countries or groups within the United States and/or Canada. An example of this would be the treatment of Arabs and Muslims within the United States after 9/11.

Students will then read a newspaper article about the Cuban Missile Crisis. This can be found at <http://www.washingtonpost.com/wp-srv/world/digitalarchive/index.html>. Use the Sample Questioning the Content BLM as a method of modeling *questioning the content* (QtC) ([view literacy strategy descriptions](#)) while the class reads the article. (See sample BLM below.)

Goal	Query
Initiate discussion.	What is the content about? What is the overall message?

Students need to be taught that they can, and should, ask questions of authors as they read. The goal of *questioning the content* is to teach students to use a questioning process to construct meaning of content and to think at higher levels about the content they are reading and from which they are expected to learn. This strategy strives to elicit readers' thinking while keeping them focused in their discussion. Students should use the Sample Questioning the Content BLM (which could be posted in the classroom on poster board) as a model for their questioning of the content in selected readings. Allow students to create and answer their own questions. Facilitate students in the process to insure that the questions focus mainly on the impact of geography on the event. Have students share their answers with the rest of the class.

Provide students with another newspaper article about a historic event in United States or Canadian history (these should be primary source articles). Have students use *questioning the content* technique as they read the article. Provide students with informational text from the encyclopedia or history textbook about the historical event presented in the article. Students will then summarize the article and informational text



as well as compare and contrast how the historic event was portrayed in the article and the informational text in their *learning logs* ([view literacy strategy descriptions](#)). The class will utilize their *learning logs* as they discuss each historic event and the impact of geography on the event discussed. The *learning logs* can then be used as a study tool for future assessments.

**Activity 6: Quebec vs. Canada (GLEs: WG.3.1; CCSSs: RH.9-10.2, WHST.9-10.4)**

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

Present information about historical and present day disagreements between the province of Quebec and the rest of Canada over language and culture. In a 1995 vote, a large number of Canadian citizens living in Quebec voted to separate from the rest of Canada. Have students hypothesize the impact of the separation of a state, province, or region from a country on the relationships between the country, separated region, and the rest of the world (especially the main trading partners of the country).

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

*Anticipation guides* ([view literacy strategy descriptions](#)) are developed by generating statements about a topic that force students to take positions and defend them. This *anticipation guide* is structured in a “true” or “false” format to monitor prior knowledge. Before reading, students will respond to the statements by circling “true” or “false.” Ask student volunteers to share their answers with the class and conduct a brief discussion of the student answers without giving away the correct information. After reading the article on Quebec separatism, students refer to the guide to see if their opinions have changed. Have students cite evidence in the reading to support their opinions even if their original responses did not change. (See the Quebec Separatism Anticipation Guide BLM and sample below.) The *anticipation guide* and article should be used as the basis for a class discussion on the impact of conflict and self-interest in Canada.

<b>Quebec Separatism Anticipation Guide</b>
<b>“Quebec, by Razor-Thin Margin, Votes 'NO' On Leaving Canada” © 1995</b>
Complete this exercise individually. Before reading the article, read each statement below and indicate whether the statements are <b>True</b> or <b>False</b> by circling your choice. After reading the article, indicate whether your opinion of the statement has changed and cite evidence for your final answer.



1. Citizens in general have a right to vote to have their state or province separate from the rest of the country.

Before: True or False

After: True or False

Evidence:

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Have students write a short essay stating whether or not a province of Canada or a state within the United States should have the right to separate or secede from their countries. A discussion of Texas could be brought into the conversation as a state who has threatened on several occasions to secede from the United States. Using *discussion* ([view literacy strategy descriptions](#)) in the form of Fishbowl Discussions, allow one group of students to discuss Texas secession while the second group listens, but cannot contribute to the conversation. Form two circles with the “inner” circle being the “fishbowl” group debating Texas secession and the “outer” circle for students listening to the debate. After several minutes, allow those “looking in” the fishbowl to discuss the conversation of the group in the fishbowl. Then have one member from the group inside the fishbowl to share a summary of the discussion with the class. A member of the group “looking in” should then provide the group’s critique of the conversation with the class.

**Activity 7: Natural Processes (GLE: WG.2.4; CCSSs: RH.9-10.2, WHST.9-10.4)**

Materials List: “Children of the Storm” article (see link in the activity)

Use the *lesson impressions* ([view literacy strategy descriptions](#)) strategy to create situational interest in the content to be covered by capitalizing on students’ curiosity and increasing motivation by heightening anticipation and providing a meaningful purpose for learning. By asking students to form a written impression of the topic to be discussed or text to be read, they become eager to discover how closely their impression text matches the actual content. The approach can be used before students encounter any informational source. This strategy is especially useful for reluctant and struggling students as it increases engagement and focuses reading and learning. Provide students with the following impression words:

**flooding, hurricane, shortages, evacuations, and coastal erosion.**

Have students use the impression words to write a short descriptive passage in their *learning logs* ([view literacy strategy descriptions](#)). The passage should allow students to use the impression words to make predictions about what they will learn in the lesson. At the end of the lesson, students will return to their *learning logs* to determine if their predictions were correct.

Allow a few volunteers to share their passage with the class. Discuss with students how physical environment, natural processes, and disasters impact human activities (e.g. volcanic activity, hurricanes, earthquakes, floods, and forest fires). Students should read a brief description of how hurricane Katrina impacted the personal lives of people in Louisiana. An article and photos can be found at links listed below.

“Children of the Storm”:

<http://www.people.com/people/archive/article/0,,20144348,00.html>

Photos:

<http://news.nationalgeographic.com/news/2010/08/photogalleries/100826-hurricane-katrina-pictures-fifth-anniversary-nation-before-after/>

Discuss natural processes that take place in the United States and Canada. Natural processes in Canada include earthquakes (Great Banks Earthquake of 1929), floods (Red River flood of 1997), hurricanes (the 1927 Nova Scotia hurricane and Hurricane Ophelia in 2005), and fires (Okanagan Mountain park fire of 2003). Natural processes in the United States include earthquakes (San Andres Fault), floods (Great Flood of the Mississippi River in 1993), hurricanes (hurricanes Katrina and Rita in 2005), and fires (annual wildfires in California and the West). Allow the class to create a list of natural processes they have experienced or other natural processes they have heard about through news reports, newspapers, or other media.

Students should brainstorm and write a brief descriptive essay describing how they would solve local or regional problems (e.g., government disaster aid, evacuation plans, coastal erosion, and flooding) associated with natural processes. The essay can include personal experiences or experiences of family members. These should be shared with the class. The likely success rate of each solution should be discussed or debated by the class.

Students should revisit their *lesson impression* to determine how close their original writing was to the content covered in the lesson.

**Activity 8: United States and Canada Conservation Policies Debate (GLE: WG.6.4; CCSSs: RH.9-10.2, WHST.9-10.4)**

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

Students will read an article about the United States government’s conservation policies. Articles about conservation can be found at the following links:

<http://www.ers.usda.gov/AmberWaves/July06SpecialIssue/Features/Emphasis.htm>

<http://www.ers.usda.gov/Briefing/ConservationPolicy/>

Students will then read an article about the Canadian government’s conservation policies. These articles can be found at the following links:

[http://www.ramsar.org/cda/en/ramsar-documents-wurl-policies-national-wetland-21188/main/ramsar/1-31-116-162%5E21188\\_4000\\_0](http://www.ramsar.org/cda/en/ramsar-documents-wurl-policies-national-wetland-21188/main/ramsar/1-31-116-162%5E21188_4000_0)

<http://www.dfo-mpo.gc.ca/fm-gp/policies-politiques/wasp-pss/wasp-psas-2009-eng.htm>

After reading the articles, the students will write their opinions about the debate topics in their *learning logs* ([view literacy strategy descriptions](#)). *Learning logs* will be used during the class debate about the necessity of conservation. Provide students with a variety of scenarios to debate. Topics to debate may include:

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

Students will use their new knowledge about conservation policies to complete a *RAFT writing* ([view literacy strategy descriptions](#)). This form of writing gives students the freedom to project themselves into unique roles and look at content from unique perspectives. From these roles and perspectives, *RAFT writing* has been used to explain processes, describe a point of view, envision a potential job or assignment, or solve a problem. The *RAFT* acronym stands for:

**R** – Role (role of the writer)

**A** – Audience (to whom or what the RAFT is being written)

**F** – Form (the form the writing will take, as in letter, song, etc.)

**T** – Topic (the subject focus of the writing)

For this activity, students will use the following *RAFT*:

- **Role:** Concerned citizen from Louisiana
- **Audience:** US Senator
- **Format:** Letter
- **Topic:** Your opinion about the role of government in protecting the environment and the job that is currently being done

Students will share their letters with the class and use the *RAFT writing* to review United States conservation policies for a quiz and unit test.

### **Activity 9: Communication and Interdependence (GLEs: WG.5.3, WG.5.5; CCSSs: RH.9-10.2, WHST.9-10.10)**

Materials List: large wall world map, labels from household products, string, NAFTA text (see link in activity)

Have students bring in labels (portion of the label or box that tells where the product was made) from household items (food, clothing, toys, electronics, etc...). Labels should be placed around the border of the map and a string should link the label to its country of origin. Prompt students to think about which countries or regions produce most of the

items and if certain regions specialize in certain types of products. Based on the class created map, explain to students the concept of interdependence.

Provide students with a copy of the objectives from the NAFTA text. This can be found at: <http://www.nafta-sec-alena.org/en/view.aspx?x=343&mtpiID=122>. After reading the document, discuss the purpose of a free trade agreement with students. Have students look at the class wall map with labels and have students hypothesize the impact of NAFTA on imports into the United States. Have students determine if free trade agreements benefit the United States, why or why not?

Lead a class discussion with students explaining how goods are not the only things that can be moved. Ideas and information can also move from one location to another. Have students brainstorm ways that ideas and information can be “traded.” Create a class timeline of technological innovations that have allowed ideas and information to spread around the world more quickly (telegraph, telephone, cell phone, Internet, social media sites, etc...).

Have students write a short paragraph in their *learning logs* ([view literacy strategy descriptions](#)) explaining which technological innovation they believe has had the greatest impacted on the spread of information around the world.

## Sample Assessments

### General Guidelines

- Students should be monitored during all activities via teacher observation, data collection logs, writing products, class discussion, and journal entries.
- All student-developed products should be evaluated as the unit progresses.
- Select assessments that are consistent with the types of products that result from the student activities.
- Student investigations and projects should be evaluated with criteria assigned specific point values. The criteria should be distributed to the students when assignments are made and, when possible, students should assist in the development of the scoring criteria.
- Use a variety of performance assessments to determine student comprehension consistent with the type of products resulting from the selected student activities.
- Teacher-created, comprehensive unit exams assessing the GLEs should consist of the following:
  - a variety of formats for objective, convergent test items
  - depth of knowledge at various stages of Bloom’s taxonomy
  - EOC-like constructed response items
  - open-ended response items requiring supporting evidence
  - test items aligned to the verbiage of the GLEs.

### Activity-Specific Assessments

- Activity 1: Have students write a narrative paragraph in which they correctly identify at least two of the factors that impact the standard of living in a country and correctly describe how these two factors specifically impact the United States and Canada. The paragraph will be assessed according to predetermined criteria distributed to the students at the time the paragraph is assigned.
- Activity 7: Have students develop a plan to solve a local or regional problem created by natural disasters. The student should pick a problem that occurs in his state or region, provide a description of the problem, and describe a possible solution that utilizes current technology or resources. The plan will be assessed according to predetermined criteria distributed to the students at the time of the assignment.
- Activity 8: Have students create a *RAFT* writing in the form of a letter to their US Senator. Students must correctly identify the government's role in environmental conservation and persuade their Senator to do more or less regarding saving the environment. The letter will be assessed according to predetermined criteria distributed to students at the time the *RAFT* is assigned.

**World Geography**  
**Unit 3: Central America, South America, and the Caribbean**

**Time Frame:** Approximately three weeks



**Unit Description**

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

**Student Understandings**

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

**Guiding Questions**

1. Can students describe the unifying characteristics of Central America, South America, and the Caribbean?
2. Can students determine how physical characteristics hindered regional interactions over time?
3. Can students describe how physical characteristics of these regions influenced human activities in the past and present?
4. Can students describe the need for trade agreements in Latin America?
5. Can students determine how competition for resources has influenced human activity in these regions?
6. Can students explain why many countries in these regions are considered “emerging economies”?
7. Can students describe the role of government in preserving natural resources and protecting the environment in these regions?

**Unit 3: Grade-Level Expectations (GLEs) and ELA Common Core State Standards (CCSSs)**

<b>Grade Level Expectations</b>	
<b>GLE #</b>	<b>GLE Text</b>
<b>World in Spatial Terms and Uses of Geography</b>	
WG.1.4	Use geographic representations to locate the world’s continents, major landforms, major bodies of water and major countries and to solve geographic problems
<b>Physical Systems</b>	
WG.2.3	Compare and contrast regions of the world by analyzing the plant and animal life indigenous to the region (ecosystems)
WG.2.4	Explain and give examples of natural and human processes that shape Earth’s surface and identify specific locations where these processes occur
<b>Region</b>	
WG.3.1	Analyze how cooperation, conflict, and self-interest impact the cultural, political, and economic regions of the world and relations between nations
<b>Place</b>	
WG.4.2	Analyze the distinguishing physical characteristics of a given place to determine their impact on human activities
WG.4.3	Identify and analyze distinguishing human characteristics of a given place to determine their influence on historical events
<b>Human Systems</b>	
WG.5.1	Describe and classify reasons for human migration in terms of push or pull factors to determine the changes and similarities in these factors over time
WG.5.2	Use population pyramids, geographic data and maps to analyze the current impact of population growth and to predict future population trends
WG.5.3	Describe and illustrate specific examples of economic interdependence in various regions
WG.5.4	Determine the factors that contribute to a country’s standard of living
<b>Environment and Society</b>	
WG.6.2	Identify challenges posed by the physical environment and evaluate strategies that will allow humans to more effectively deal with these challenges
WG.6.3	Analyze the distribution of resources and describe their impact on human systems (past, present, and future)
WG.6.4	Assess the role of government and business in preserving or consuming natural resources and protecting or destroying the physical environment

<b>ELA CCSS for Literacy in History/Social Studies 6-12</b>	
<b>CCSS#</b>	<b>CCSS Text</b>
<b>Reading Standards for Literacy in History/Social Studies 6–12</b>	
RH.9-10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies
RH.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text
RH.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author’s claims
<b>Writing Standards for Literacy in History/Social Studies 6-12</b>	
WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.

### Sample Activities

**Activity 1: Mapping Latin America (GLEs: WG.1.4, WG.4.2, WG.5.4, WG.6.3; CCSSs: RH.9-10.2, RH.9-10.4, WHST.9-10.4)**

Materials List: Latin America outline map, Latin America physical map, Latin America political map, Latin American Map BLM, Latin America land use map, Latin America resource map, encyclopedias, a world fact book (optional), secondary sources on Latin America (textbooks, Internet articles, maps, pictures, etc.), Landforms Vocabulary Self-Awareness Chart BLM, Latin American Economies Research BLM, Latin American Economies BLM

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

Provide students with an outline map of Latin America (Caribbean and Central and South America) which can be found at <http://www.eduplace.com/ss/maps/>. Students will label all countries, landforms, island regions, and bodies of water on the outline map using the physical and political maps as their guide. Provide students with a copy of the Latin America Map BLM or display it for students to copy. The Latin America Map BLM (see sample below) provides students with a list of countries, landforms, and bodies of water that should be added to the outline map. Student maps can be peer edited and checked for accuracy.



Countries	Island Regions	Landforms	Bodies of Water
Mexico	Greater Antilles	Andes Mountains	Caribbean Sea
Belize	Lesser Antilles	Llanos	Atlantic Ocean

Have students complete a vocabulary self-awareness chart ([view literacy strategy descriptions](#)) for the types of landforms found on the maps (see Landforms Vocabulary Self-Awareness Chart and sample BLM below). As students complete the chart, ask students to rate their understanding of the landforms using a “+” for understanding, a “?” for limited knowledge, or a “-” for lack of knowledge. These definitions should then be discussed as a class. Students should add information to the chart as the definitions are discussed. The completed chart will be used as study guide for vocabulary and unit tests.

Vocabulary Term	+	?	-	Explanation	Example/ Sketch
Mountains					
Plains					

Use *discussion* ([view literacy strategy descriptions](#)) in the form of Think-Pair-Square-Share to identify the types of jobs people have who live in plains areas (i.e., farming, sheep herding, and cattle ranching). This form of *discussion* is based on the idea that students learn and remember best when they participate in an interactive dialogue about class topics. This strategy promotes deeper processing of content and rehearsal of newly learned content. Students will analyze both physical and land use maps in order to determine the types of jobs found in plains areas. Students may also use the world fact book, encyclopedia, or textbook to check the information gathered from the maps.

After students study the maps, conduct research, and identify the types of jobs found in plains areas, ask students to think alone for a short period of time then pair up with someone to share their thoughts. Then have pairs of students share with other pairs, forming, in effect, small groups of four students. Follow the small group sharing with a class discussion in which all groups can check their work for accuracy and misconceptions can be corrected. Students should record their thoughts about the types of jobs available in the plains areas of Latin America in their *learning logs* ([view literacy strategy descriptions](#)).

Next, explain to the students that the Amazon River in South America is the largest (widest) river in the world while the Nile River in Africa is the longest. Explain the difference to the students. (The largest river means it has more tributaries and distributaries than any other river.) Ask students to analyze physical maps and land use maps to determine the types of jobs people have who live along rivers. Again use *discussion* in the form of Think-Pair-Square-Share to allow students to discuss the jobs available along rivers. Follow the small group sharing with a class discussion in which

all groups can check their work for accuracy and misconceptions can be corrected. Student responses should be written in their *learning logs*.

Then, explain that the Andes Mountains are the longest and second highest mountain range in the world. Mount Aconcagua is the highest mountain in Latin America and the Western Hemisphere. The Andes were created due to plate tectonics. A brief conversation about plate tectonics may be needed to refresh students' memory of the concept from middle school science class. Ask students to analyze land use and physical maps of Latin America to determine the types of jobs people have who live in the mountains using *discussion* in the form of Think-Pair-Square-Share method and have students record their findings in their *learning logs*. Follow the small group sharing with a class discussion in which all groups can check their work for accuracy.

Divide students into pairs and assign each group a country in South America, Central America, or the Caribbean. Students will conduct research using encyclopedias, Internet, textbooks, or world fact books (<https://www.cia.gov/library/publications/the-world-factbook/>) and find the per capita income, GDP, standard of living, and quality of life in their assigned country. Students should also research the type of economy, major economic activities (legal and illegal), and the major exports from their assigned country. Each group will create a map of their country which depicts the natural resources and economic activities in their assigned country. Students can record the information from their research in the Latin American Economies Research BLM (see sample below).

Per Capita Income	GDP	Standard of Living	Quality of Life	Type of Economy	Economic Activities	Natural Resources	Exports

Each group will share their information with the class. During the presentations, students will add the natural resources and economic activities presented by each group to their outline map. In addition, students will complete a *graphic organizer* ([view literacy strategy descriptions](#)) depicting the important economic information about each country. (See sample Latin American Economies BLM below) This graphic organizer will be used to assist students in class discussion and will also be used as a study aid for the unit test.

Country	Type of Economy	Economic Activities	Exports	Per Capita Income	Standard of Living	Natural Resources

After all groups have presented their information, lead the class in a discussion about the relationship between natural resources and the standard of living in a country. The discussion should also include the differences in the standard of living in countries with developing economies and those with developed economies. Students should brainstorm the impact of various types of government on a country's economy and standard of

living. Students should use the information from their earlier *discussions* (Think-Pair-Square-Share) as well as their *learning logs* to assist them in this discussion.

**Activity 2: Migration to and from Central America, South America, and the Caribbean (GLEs: WG.4.3, WG.5.1; CCSSs: RH.9-10.2, WHST.9-10.9)**

Material List: Latin American Split-page Notes BLM, secondary sources on Latin American migration (e.g., encyclopedias, Internet articles, textbooks, etc.)

Provide information to students about the various ethnic groups found in Latin America. This can be done through lecture notes, a slideshow, or video. Divide students into four or five small groups. Assign each group one of the following areas to research: Mexico, Haiti, Brazil, Ecuador, or Argentina (additional areas may be added). Students should use a variety of resources (textbooks, encyclopedias, Internet, etc...) to research the history of their assigned area. Articles can be found at the following:

Argentina: <http://www.migrationinformation.org/Profiles/display.cfm?ID=374>

Ecuador: <http://www.migrationinformation.org/Profiles/display.cfm?ID=575>

Mexico: <http://www.migrationinformation.org/usfocus/display.cfm?ID=208>

Brazil: <http://www.migrationinformation.org/Profiles/display.cfm?ID=311>

Haiti: <http://www.oas.org/atip/regional%20reports/migrationinthecaribbean.pdf>

During their research, students should focus on the history of the area including pre-Columbian civilizations, colonization, reasons for colonization, independence, and the migration of ethnic groups in both past and present times (including urbanization and the factors that impact settlement patterns). Students should also classify the reasons for migration as push or pull factors. Monitor groups as they research to insure accuracy of information being written. Check each group’s notes for accuracy prior to their presentations.

As each group shares their research, students will use *split-page notetaking* ([view literacy strategy descriptions](#)) to record presented information. *Split-page notetaking* is a strategy that assists students in organizing their notes and helps to encourage active reading, listening, and summarizing. It provides a visual study guide for student use when preparing for a test. Students will organize their page into two columns. The left column (usually about a third of the page) is used to record the main themes or ideas. The right column (about two-thirds of the page) is for notes or to record the details associated with each main theme or idea. Students should use the Latin American Split-page Notes BLM to record the research on their assigned country and then set up four more split-page notes like this one to record information about the other areas presented (see sample BLM below).

Topic: History	Area: _____
What country first colonized the area?	
How did colonization impact the area?	

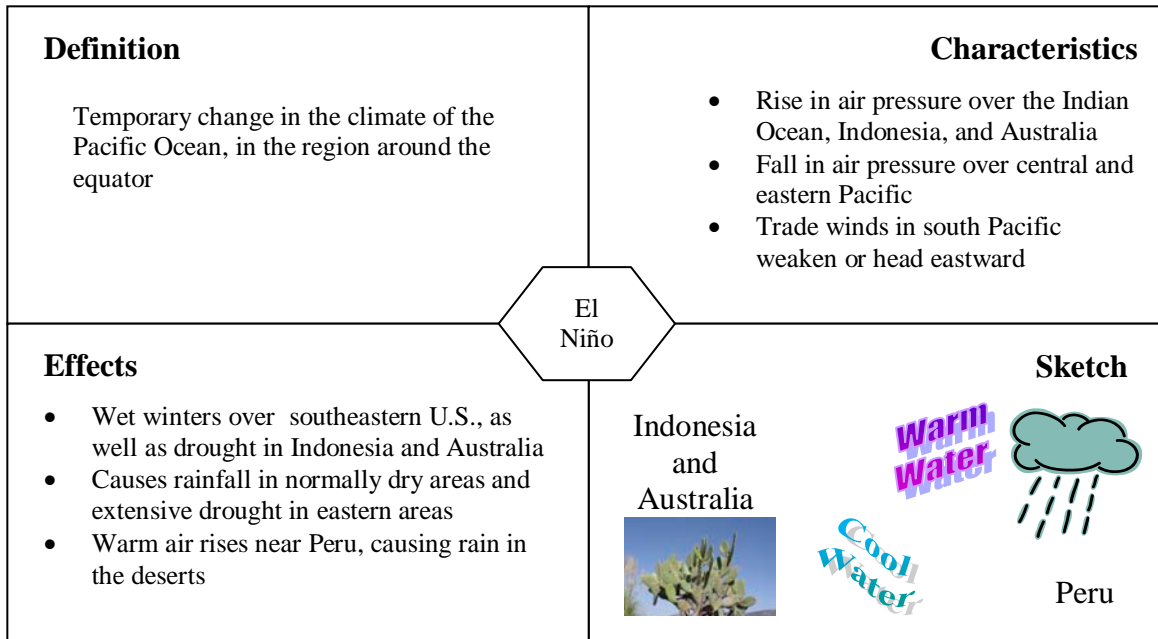
After all group presentations have been completed, elicit observations from the class and discuss the similarities and differences between factors influencing migration throughout time and the impact of human characteristics on economic activities and settlement patterns on the regions covered in the presentations. Some teacher guidance may be needed.

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

**Activity 3: Natural and Human Processes of Central America, South America and the Caribbean (GLEs: WG.2.4, WG.6.2; CCSS: RH.9-10.4)**

Materials List: nine 3x5 index cards for each student, Natural and Human Processes Vocabulary Cards BLM, slideshow or video presentation of natural and human processes of Central and South America and the Caribbean (optional), poster board, colored pencils, paper clips

Present information to students about the natural and human processes in the region including El Niño, La Niña, hurricanes, global climate change, earthquakes, flooding, volcanoes, erosion, weathering, and deforestation. This information may be presented through teacher notes, slideshows, videos, or informational texts. Students will use this information to create *vocabulary cards* ([view literacy strategy descriptions](#)) about these natural processes. This strategy allows students to see connections between words, examples of the word, and the critical attributes associated with the word. Draw a sample *vocabulary card* on the chalkboard. Distribute nine 3x5 index cards to each student and ask them to follow directions in creating a *vocabulary card*. (See the Natural and Human Processes Vocabulary Card BLM and the sample below.) The target word, El Niño, should be placed in the middle of the card. Students then provide a definition of the word in the appropriate location. Next, students will complete the characteristics, effect, and illustration sections on the card. Have students create cards for the other natural processes and related vocabulary terms. After completing the vocabulary cards, students should use them as a study aid both individually and with a partner to assist in preparation for both vocabulary quizzes and the unit test.



Students should predict the effects of the natural and human processes on each of the three regions (Central America, South America, and the Caribbean) and indicate how the natural and human processes contribute to the identity of the place (be sure students distinguish between natural and human processes or determine if it is both natural and human). Students should determine where each of these natural and human processes occurs and why natural and human processes are more likely to occur in some areas rather than others. Students should also predict the impact of these natural and human processes on Latin America in the future.

Elicit observations from the students and discuss their findings with the class. Compare student findings. Some teacher guidance may be needed.

On a piece of poster board, use a blue marker or colored pencil to draw and color a river. Then cut the poster into four sections (cut in half both horizontally and vertically) and number each piece so you can correctly put them back together (number top left 1A, bottom left 1B, top right 2A, bottom right 2B). Repeat this process with a second piece of poster board and continue numbering (top left 3A, bottom left 3B, top right 4A, bottom right 4B). The eight pieces of poster board will represent one continuous river divided into 8 parts (each section should have part of the river as well as empty white space).

Divide the class into eight groups and provide each group with one section of the prepared poster board. Tell the class that they have been given a piece of land, represented on their poster board as white space, and five million dollars to develop it. Have each group discuss how they want to develop their land and then draw this on their poster board. Groups will use the numbers on their poster board to place their pieces in the proper order. Tell the class that all of their posters fit together like a puzzle and represent the development that may happen along any river in Latin America (or the world). Allow each group to present to the class how they chose to develop the land. As

the groups present, they will receive a paper clip for each way they helped increase erosion, or caused pollution of the land or waterway. Any paperclips representing pollution of the water shall be passed to the next group. This will continue until all groups have presented their land development. After the last presentation, explain the compound effect of pollution on a river system such as the Amazon or, in the United States, the Mississippi River.

Hold a class discussion about the activity. Be sure to discuss the impact of humans and human processes on the environment as well as the impact of humans and human processes on the activities of other humans. (Example: Any human activity will contaminate the natural environment and cause some type of pollution and if one group of humans cause pollution of a river it will impact the ability of others to use the river as well as their ability to gather safe food supplies from the region.)

**Activity 4: Population Pyramids and the Demographic Transition Model (GLEs: WG.4.3, WG.5.2, WG.5.4; CCSSs: RH.9-10.7, WHST.9-10.4)**

Materials List: copies of the Demographic Transition Model, population pyramids for the United States and Mexico, population data for Puerto Rico and Argentina, Rule of 72 Worksheet BLM, Population Anticipation Guide BLM, copies of “Earth: The Apple of our Eye” Student Activity from the Population Connection website, Sample Rubric BLM

Provide the class with a copy of a Demographic Transition Model (found at <http://www.uwmc.uwc.edu/geography/Demotrans/demtran.htm>). This model illustrates population changes in developed countries. Discuss each stage with students and provide them with an understanding of each stage.

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

**Stage 1:** Low growth rate, high birth rates, high death rates, pre-industrial economy

**Stage 2:** Rising growth rate, declining death rate, high birth rate, early industrial economy

**Stage 3:** High growth rate, declining death rate, declining birth rate, advanced industrial economy

**Stage 4:** Low growth rate, low birth rate, low death rate, advanced economy

Distribute and have students complete the Rule of 72 Worksheet BLM (see BLMs). After completing the worksheet, discuss with students the food supplies and natural resources available to the world.

The *anticipation guide* ([view literacy strategy descriptions](#)) will assist students in activating prior knowledge as well as set a purpose for learning. This strategy is especially useful to struggling or reluctant readers and learners, as it helps focus their attention to important information. Have students read the statements from the Population Anticipation Guide (See sample below) and determine if the statement is true



or false in their *learning logs* ([view literacy strategy descriptions](#)). Guide the class in a discussion of the prompts and allow students to use their *learning logs* as they contribute to the class discussion.

Using the information about the demographic transition model, along with population pyramids for the United States and Mexico (which can be found at <http://www.census.gov/population/international/data/idb/informationGateway.php>), students will determine the stage of the Demographic Transition Model in which each country is currently classified. Guide the students through this process using the population pyramid of the United States. Then have students use the Mexico population pyramid to complete this task on their own. (The following webpage may be helpful: <http://geography.about.com/library/weekly/aa071497.htm>)

Provide students with population data for Puerto Rico and Argentina (which can be found at [http://esa.un.org/unpd/wpp/unpp/panel\\_indicators.htm](http://esa.un.org/unpd/wpp/unpp/panel_indicators.htm)). Use the population data for Puerto Rico to guide students through the process of creating a population pyramid. Then allow students to use the population data for Argentina to create their own population pyramid.

Using all of the information from the Demographic Transition Model as well as the population pyramids, students should predict the impact of population growth on each individual country studied and on Latin America as a whole. Have students list cultural characteristics (e.g., religion, life affirming, death denying, etc.) that influence population growth. Lead a class discussion on the various cultural characteristics. Have students return to the Population Anticipation Guide and revise their answers to the statements based on their study of the Demographic Transition Model, population pyramids, and information about population growth. Allow students to share their responses with the class and correct misconceptions as they arise.

Distribute copies of the “Earth: The Apple of our Eye” Student Activity from the Population Connection website (<http://www.populationeducation.org/media/upload/earthApple.pdf>). Explain to students that only about three percent of the Earth’s surface is capable of growing food. Over the past century, farming technology has made it possible to produce more food from the world’s limited cropland to feed the growing world’s population. However, much of this arable (farmable) land has been taken out of production for urban/suburban development and livestock grazing, or has been mismanaged leading to irreparable soil erosion. This activity provides students with a visual representation of Earth’s land area.

Have students write a one-page paper analyzing the current and future impact of population growth on the world, including its effects on the food supply, natural resources, and standard of living. The paper should include a paragraph on each of the following: impact on food supply, impact on natural resources, and impact on standard of living. The essay should be graded using a rubric for writing such as the one used by the state to score constructed response (See Sample Rubric BLM).

**Activity 5: Latin American Rainforests (GLEs: WG.2.3, WG.2.4, WG.4.2, WG.6.4; CCSSs: RH.9-10.2, RH.9-10.8, WHST.9-10.4)**

Materials List: slideshow or video presentation of Latin American rainforests (optional), Internet access (optional), student copies of the newspaper articles: “Conservation or Colonialism?” and “Brazil’s Plan to Save the Rainforest” (see Internet links in activity)

Provide students with information about Latin America’s rainforests through teacher notes, a slideshow presentation, or a video. This information should include where these rainforests are located, the resources found within the rainforest (be sure to include plant and animal life) and the reasons conservation of the rainforest is needed. Students will then determine:

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

Lead students in a discussion concerning rainforests conservation, especially in Brazil, where it has become an international issue. Brazil is a sovereign nation and does not have to take into consideration world pressure to protect its rainforest. The class should discuss the national self-interest of Brazil, Brazil’s conservation policies, and how other nations may approach Brazil about changing their policies. Have students read the newspaper article, “Conservation or Colonialism?” which can be found at <http://www.nytimes.com/2007/07/27/world/americas/27amazon.html> and “Brazil’s Plan to Save the Rainforest” which can be found at <http://news.mongabay.com/2009/0602-brazil.html>. Discuss the readings as a class including the thesis or main idea presented by the authors as well as the evidence presented to support this idea.

Now have students complete a *RAFT* activity ([view literacy strategy descriptions](#)) with the following elements:

- Role- a member of the United Nations
- Audience- the leaders of the Brazilian government
- Format- formal letter
- Topic- change in Brazil’s conservation policies

The letter should be written in the students’ *learning logs* ([view literacy strategy descriptions](#)) and should include current Brazilian conservation policies for the rainforest, a proposed change to the policy, and a minimum of three reasons why this policy change is needed.

Allow student volunteers to share their *RAFT*ed letters with the class while students listen for accuracy and logic. Students should refer to their *RAFT* during a guided class discussion on the role of businesses and the government in the conservation of the rainforests.



**Activity 6: Trade Agreements (GLEs: WG.3.1, WG.5.3; CCSSs: RH.9-10.2, WHST.9-10.4)**

Materials List: Trade Agreements Graphic Organizer BLM; information on NAFTA, CAFTA, and the WTO; Internet access (optional); white, blue, and red poker chips (3 per student)

Spread the poker chips out on the floor at one side of the room and line students up in a straight line on the opposite side of the room. On the count of three, allow students to run and grab as many poker chips as possible (tell students they may not grab more than 4 chips). Tell students red chips represent food supply, blue chips represent water supply, and white chips represent natural resources. Students will then randomly pick the name of a country out of a cup (the cup should contain names of countries from all over the world, not just Latin America). Tell students in order for their country to prosper, they need at least one poker chip of each color. They may trade with other countries to get the chips they need. However, if their country is not in a trade agreement with the country with which they plan to make the trade, they must pay a “tax” of an extra chip. Hold a guided discussion about trade, the importance of having the proper resources to trade, and the possible impacts of trade agreements.

Provide information to students about trade alliances such as the North American Free Trade Agreement (NAFTA), the Central American Free Trade Agreement (CAFTA), and the World Trade Organization (WTO). This information could be from teacher notes, a slideshow, or assigned readings. Students should be provided with informational text about each organization. Information on the trade organizations may be found at the following links:

CAFTA:

[http://www.ustr.gov/assets/Trade\\_Agreements/Bilateral/CAFTA/Briefing\\_Book/asset\\_upload\\_file834\\_7179.pdf](http://www.ustr.gov/assets/Trade_Agreements/Bilateral/CAFTA/Briefing_Book/asset_upload_file834_7179.pdf)

[http://siteresources.worldbank.org/LACEXT/Resources/258553-1119648763980/DR\\_CAFTA\\_Challenges\\_Opport\\_Final\\_en.pdf](http://siteresources.worldbank.org/LACEXT/Resources/258553-1119648763980/DR_CAFTA_Challenges_Opport_Final_en.pdf)

NAFTA:

[http://www.ustr.gov/Document\\_Library/Fact\\_Sheets/2004/NAFTA\\_A\\_Decade\\_of\\_Success.html](http://www.ustr.gov/Document_Library/Fact_Sheets/2004/NAFTA_A_Decade_of_Success.html)

<http://www.u-s-history.com/pages/h1968.html>

WTO:

[http://www.wto.org/english/thewto\\_e/whatis\\_e/inbrief\\_e/inbr00\\_e.htm](http://www.wto.org/english/thewto_e/whatis_e/inbrief_e/inbr00_e.htm)

[http://www.wto.org/english/thewto\\_e/whatis\\_e/10ben\\_e/10b00\\_e.htm](http://www.wto.org/english/thewto_e/whatis_e/10ben_e/10b00_e.htm)

Students will use this information and information found in their textbook to complete a *graphic organizer* ([view literacy strategy descriptions](#)) to compare and contrast these three trade organizations. (See the Trade Agreements Graphic Organizer BLM.) Students should add the purpose of the trade agreements, member countries, etc., in the appropriate places on the *graphic organizer*. Then, students will use the information placed in the *graphic organizer* to discuss the resources each of these countries is trading. This discussion should focus on the need for trade and interdependence, citing specific

examples of economic interdependence between countries involved with all three trade agreements. The discussion should also focus on possible conflicts caused by the possession of a natural resource.

Students will use the information learned from the poker chips activity, *graphic organizer*, and class discussions to write a short essay on trade organizations. The first paragraph should include information about the purpose of trade agreements and benefits of trade agreements to member countries. The second paragraph should focus on economic interdependence and the disadvantages of trade agreements to members and nonmembers. The third paragraph should focus on the student's opinion about trade agreements and if a country should in fact become a member of such an organization.

Exemplary essays will be shared with the class followed by a class discussion of the main ideas that should have been included in the essays. Students will check their essays for accuracy. Short essays provide practice for constructed response items on assessments.

## Sample Assessments

### General Guidelines

- Students should be monitored during all activities via teacher observation, data collection logs, writing products, class discussion, and journal entries.
- All student-developed products should be evaluated as the unit progresses.
- Select assessments that are consistent with the types of products that result from the student activities.
- Student investigations and projects should be evaluated with criteria assigned specific point values. The criteria should be distributed to the students when assignments are made and, when possible, students should assist in the development of the scoring criteria.
- Use a variety of performance assessments to determine student comprehension consistent with the type of products resulting from the selected student activities.
- Teacher-created, comprehensive unit exams assessing the GLEs should consist of the following:
  - a variety of formats for objective, convergent test items
  - depth of knowledge at various stages of Bloom's taxonomy
  - EOC-like constructed response items
  - open-ended response items requiring supporting evidence
  - test items aligned to the verbiage of the GLEs.

### Activity-Specific Assessments:

- Activity 2: Present information on the history of an assigned area. This presentation should last no longer than 3 minutes and should include factual information that correctly answers the questions posed on the *split-page notes*

BLM. Presentations will be assessed according to predetermined criteria distributed to students at the time presentations are assigned.

- Activity 4: Have students write a one page paper analyzing the current and future impact of population growth on the world. The paper should include a paragraph on each of the following: impact on food supply, impact on natural resources, and impact on standard of living. The paper will be assessed using a rubric such as the one found in the BLMs.
- Activity 5: Have students complete a *RAFT* writing in the form of a letter to the Brazilian government encouraging change to their rainforest conservation policies. The letter should include current Brazilian conservation policies for the rainforest, a proposed change to the policy, and a minimum of three reasons why this policy change is needed. RAFT will be assessed according to predetermined criteria distributed to the students at the time the RAFT is assigned.

**World Geography**  
**Unit 4: Europe**

**Time Frame:** Approximately four weeks



**Unit Description**

This unit focuses on examining the physical and human geography of Europe in order to understand how physical and human geography have shaped human settlement, economic development and influenced the development and expansion of the European Union.

**Student Understandings**

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

**Guiding Questions**

1. Can students determine how the physical characteristics of Europe have shaped its economic development?
2. Can students describe how the European Union promotes economic and political cooperation among its member countries?
3. Can students determine how human characteristics facilitate interaction between Europe and the world?
4. Can students explain the demographic challenges for Europe in the twenty-first century?
5. Can students explain why the standard of living varies among European countries?
6. Can students determine how the lack of natural resources affects European economic development?

**Unit 4 Grade-Level Expectations (GLEs) and ELA Common Core State Standards (CCSSs)**

Grade Level Expectations	
GLE #	GLE Text
<b>World in Spatial Terms and Uses of Geography</b>	
WG.1.2	Explain Earth's grid system, using latitude and longitude to locate key places and to answer geographic questions about that place

WG.1.4	Use geographic representations to locate the world’s continents, major landforms, major bodies of water and major countries and to solve geographic problems
<b>Physical Systems</b>	
WG.2.2	Identify and locate world climate regions and evaluate the impact of the Earth/Sun relationship, ocean currents, wind currents, and elevation on each climate region
WG.2.4	Explain and give examples of natural and human processes that shape Earth’s surface and identify specific locations where these processes occur
<b>Region</b>	
WG.3.1	Analyze how cooperation, conflict, and self-interest impact the cultural, political, and economic regions of the world and relations between nations
WG.3.2	Determine the unifying characteristics that regions possess and explain changes that they have experienced over time
WG.3.3	Explain how human and physical characteristics facilitate or hinder regional interactions
<b>Place</b>	
WG.4.1	Determine the physical and human characteristics that comprise the identity of a given place
WG.4.2	Analyze the distinguishing physical characteristics of a given place to determine their impact on human activities
WG.4.3	Identify and analyze distinguishing human characteristics of a given place to determine their influence on historical events
WG.4.4	Evaluate the impact of historical events on culture and relationships among groups
WG.4.5	Examine the relationship between social, economic, and government systems and describe how each system has changed a given place over time
<b>Human Systems</b>	
WG.5.1	Describe and classify reasons for human migration in terms of push or pull factors to determine the changes and similarities in these factors over time
WG.5.3	Describe and illustrate specific examples of economic interdependence in various regions
WG.5.5	Explain how changes in technology have contributed to the spread of ideas and information throughout the world
<b>Environment and Society</b>	
WG.6.3	Analyze the distribution of resources and describe their impact on human systems (past, present, and future)

ELA CCSS for Literacy in History/Social Studies 6-12	
CCSS#	CCSS Text
<b>Reading Standards for Literacy in History/Social Studies 6–12</b>	
RH.9-10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies
<b>Writing Standards for Literacy in History/Social Studies 6-12</b>	
WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.
WHST.9-10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

### Sample Activities

#### Activity 1: European Vocabulary (CCSS: [RH.9-10.4](#))

Materials List: Vocabulary Self-Awareness Chart BLM

Throughout this unit, have students maintain a *vocabulary self-awareness chart* ([view literacy strategy descriptions](#)). Provide students with a list of vocabulary terms such as fjords, polder, refugee, immigrant, developed country, developing country, standard of living, gross domestic product, per capita income, market economy, command economy, mixed economy, traditional economy, independent, and interdependent. Have students complete a self-assessment of their knowledge of these concepts using the provided *vocabulary self-awareness chart*. Ask students to rate their understanding of a word using a “+” for understanding, a “?” for limited knowledge, or a “-” for lack of knowledge. Throughout the unit students will refer to this chart to add information as they gain knowledge of these map-related terms. The goal is to replace all the question marks and minus signs with a plus sign. (See the Vocabulary Self-Awareness Chart BLM and sample below.) Students will use the completed chart as a study guide for their unit exam or vocabulary quiz.

Vocabulary Term	+	?	-	Explanation	Example/Sketch
Fjords					

Polder					
Refugee					

**Activity 2: Mapping Europe (GLEs: WG.1.4)**

Materials List: outline map of Europe, physical map of Europe, political map of Europe, natural resource map of Europe, land use map of Europe, Mapping Europe BLM

Students will use an outline map of Europe, which can be found at <http://www.eduplace.com/ss/maps/>. Using physical and political maps of Europe in the textbook or other reliable sources, students should label the countries, major landforms, and major waterways on their outline map of Europe. A list of map items may also be found on the Mapping Europe BLM (see sample below).

Countries	Countries	Major Landforms	Major Waterways
Albania	Liechtenstein	Scandinavian Peninsula	Thames River
Andorra	Lithuania	Iberian Peninsula	English Channel

Discuss with students the variety of landforms found within Europe: plains, peninsulas, mountains, fjords, plateaus, marshes, polders, rivers, and lakes. Divide the class into four groups representing an area in Europe (Northern, Southern, Eastern or Western). Using the completed map and Europe land use and natural resource maps, the group will hypothesize about each country in their assigned region’s economy, standard of living, and settlement patterns (i.e., why people settle in the areas to which they migrated). Students should record their hypothesis in their *learning logs* ([view literacy strategy descriptions](#)). Hold a guided discussion to elicit students’ responses and correct student misconceptions.

**Activity 3: Time Zones in Europe (GLE: WG.1.2; CCSS: WHST.9-10.4)**

Materials List: world or European time zone map, European political map, European Time Zones BLM

Guide students in evaluating time zones and distances in order to assist them in developing a sense of spatial relationships. Review time zones with the students using a time zone map. Discuss the location and importance of the prime meridian and the International Date Line. Discuss the relationship between lines of longitude and time zones. A time zone map of Europe can be found at <http://www.worldtimezone.com/time-europe.htm>. A world time zone map can be found at <http://www.worldtimezone.net/index.php>.

Have students complete the European Time Zones BLM (see sample questions below).

- How many time zones are there in Europe?
- For every 15° of longitude there is a difference of how much time?
- What is the line of longitude at 0° called?

Next, have students use the map scale on a political map of Europe to calculate distances between the European cities. Model how to use scale for students before allowing them to practice the skill alone.

Put students into groups and have them use the *text chain* strategy ([view literacy strategy descriptions](#)). On a sheet of paper, ask the first student to write the opening sentence of a *text chain* describing a starting location (city) in Europe. The student should state a fact about the chosen city. (Many people visit London, England to see Big Ben.) The student will then pass the paper to the student sitting to the right, and that student will write the next sentence in the story. This sentence must include a mode of transportation and the speed they believe it travels. (The most common mode of transportation leaving London is the airplane which travels at 500 MPH.) The paper will be passed again to the right of the next student who will write a third sentence of the story. This sentence should include a travel destination in Europe and an attraction to visit there. (Many tourists visit Rome, Italy because they want to see the Coliseum.) The paper is then passed to the fourth student who must use the information to calculate the distance between the starting city and final city, using a map scale, and determine the time it will take to get there using the provided mode of transportation. Each student in the group will start a text chain and pass it to the person next to them so that all students are simultaneously writing on someone's text chain at any given time.

Gather the class back together. Solicit observations from each group and discuss their *text chains* with the class. Compare student writings. Some teacher guidance may be needed. Be sure to discuss with students how traveling to other continents would have impacted this activity as well as the impact of the International Date Line on travel.

#### **Activity 4: European Climate Regions (GLEs: WG.2.2, WG.4.2; CCSS: WHST.9-10.10)**

**Materials List:** world map, Vancouver climate graph, London climate graph, Physical and Human Characteristics of Europe BLM

Demonstrate how to read and analyze climate graphs for students. Tell students to find Vancouver, British Columbia and London, England on a world map. Students should notice these two cities are located close to the same line of latitude. Have students hypothesize the similarities and differences in the climates of these two cities and record them in their *learning logs* ([view literacy strategy descriptions](#)). Provide students with climate graphs for Vancouver, British Columbia and London, England. These climate graphs can be found at [www4.uwsp.edu/geo/faculty/ritter/interactive\\_climate\\_map/climate\\_map.html](http://www4.uwsp.edu/geo/faculty/ritter/interactive_climate_map/climate_map.html)



Allow students to analyze these climate graphs. Have students brainstorm reasons for the differences in the climates for the cities. Remind students to think about Earth/Sun relationship, latitude, ocean currents, wind currents, and elevation as they brainstorm the reasons for the similarities and differences in the climates of Vancouver and London. Students should then use the *discussion* strategy ([view literacy strategy descriptions](#)) of Round Robin to talk about the reasons they devised. Students should be placed into groups of three to five. Going in a clockwise rotation, each member of the group will tell one reason for a similarity or difference between the climate in Vancouver and London. This process allows each member of the group a chance to talk. After all members have been given the chance to discuss, one member of the group will write down the responses of the entire group. Allow selected groups to share their ideas with the class. Correct misconceptions or incorrect information as it is presented to the class.

Assign each student a different major city in Europe as well as a season (winter, spring, summer, or fall). If possible, try to give each student a different country so as many European countries as possible will be represented by the class. Have each student create a travel brochure based on assigned city and season. The brochure must include a description of the climate during that season, a list of items, including clothes, the traveler should pack, a description of both physical and human characteristics, and description of the economic activities found in the city. Have each student create one question based on the information found in their brochure. After all students have completed their brochures, display the brochures with the student-created questions throughout the classroom. Provide students with an answer sheet and allow them to complete a gallery walk. In a gallery walk, students start at different locations (brochures) and answer the student-created question by looking at the brochure. Students will write their answers on the provided answer sheet and then move to the next location (brochure).

After students have looked at all brochures, lead a class discussion about the climates found in Europe as well as the impact of physical and human characteristics on the economic activities within Europe. This information should be placed on the Physical and Human Characteristics of Europe BLM (see sample below) which can be used as a study guide for the unit exam.

European Climate Regions	
Impact of physical characteristics on economic activities	

**Activity 5: Natural and Human Processes in Europe (GLE: WG.2.4; CCSS: RH.9-10.2, WHST.9-10.10)**

Materials List: Internet (optional), Iceland volcanic eruption article, global warming article (see Internet links in activity)

Have students watch a short National Geographic clip about the geographic impact of plate tectonics in Europe. This video clip can be found at [nationalgeotv.com/au/videos/geologic-journey/Europe-fire-and-ice-plate-tectonics-and-fossils-338B73C8.aspx](http://nationalgeotv.com/au/videos/geologic-journey/Europe-fire-and-ice-plate-tectonics-and-fossils-338B73C8.aspx). After watching the video clip, have students write a short summary of the geographic impact of plate tectonics on Europe in their *learning logs* ([view literacy strategy descriptions](#)).

Have students hypothesize ways in which plate tectonics have impacted Europe both in the past and in the present. Allow students to share their hypothesis with the class. Present information to students via PowerPoint<sup>®</sup>, video, or lecture about the continental plates found in the vicinity of Europe to expand upon the information from the video clip.

Provide students with an article about global warming in Europe ([ec.europa.eu/clima/sites/change/how\\_will\\_we\\_be\\_affected/glaciers\\_and\\_snow\\_en.htm](http://ec.europa.eu/clima/sites/change/how_will_we_be_affected/glaciers_and_snow_en.htm)) and an article about volcanic eruptions in Iceland ([www.usatoday.com/news/world/2010-04-15-volcano-disrupts-europe-travel\\_N.htm](http://www.usatoday.com/news/world/2010-04-15-volcano-disrupts-europe-travel_N.htm)). As students read each article, have them summarize using *GISTing* ([view literacy strategy descriptions](#)). *GISTing* is an excellent strategy for helping students paraphrase and summarize essential information. Students are required to limit the *GIST* of a paragraph to a set number of words. Individual sentences from a paragraph are presented one at a time while students create a *GIST* that must contain only the predetermined number of words. By limiting the total number of words students can use, this approach to summarizing forces students to think about only the most important information in a paragraph, which is the essence of comprehension. Read the global warming article aloud to the class. Tell students they will *GIST* the first paragraph under the subtitle the impact of the article in twenty words or less. Model the method of *GISTing* for the first two sentences of the article for students. (see sample below) Then guide the class in completing the *GIST* for the subsections “flooding and landslides” and “habitat loss”. Students will then *GIST* the two paragraphs about the World Health Organization from the second article in twenty-five words or less. Students will share these summaries with the class as a means of starting a discussion about the physical and human processes that help shape the geography of Europe. The *GISTs* and articles should be used as a study aid for the unit test.

**GIST Sample: The impacts**

Water shortages

Glaciers contain around three-quarters of the fresh water on the planet. Continuous and gradual glacial melt feeds rivers and provides the principal water supply for people in many regions of the world. However, the retreating of glaciers means the release of melt water is becoming more erratic. Projected changes in precipitation, snow-cover patterns and glacial storage will further alter run-off regimes, leading to increased flooding in

spring and more droughts in summer. These changes may lead to water shortages across Europe, with around 40% of Europe's fresh water originating in the Alps. These diminishing water supplies will also have a negative impact on hydroelectric power, which is the principal energy source for large areas of Europe.

1. Glaciers contain 75% of Earth's freshwater.
2. Glaciers contain 75% of Earth's freshwater for rivers and people's water supply.
3. Glaciers contain 75% of Earth's freshwater for rivers and people's water supply. Melting glaciers is making this process erratic.
4. Glaciers contain 75% of Earth's freshwater for rivers and people's water supply. Glacial melting will cause floods and droughts.

**Activity 6: European Migration Trends (GLEs: WG.3.3, WG.5.1, WG.5.5; CCSS: RH.9-10.2, WHST.9-10.4)**

Materials List: European migration article, Internet (optional)

Students will read an article about the push and pull factors in European migration which can be found at [http://www.ucalgary.ca/applied\\_history/tutor/migrations/two2.html](http://www.ucalgary.ca/applied_history/tutor/migrations/two2.html). To help students comprehend the text, students will complete a *Directed Learning-Thinking (DL-TA)* activity ([view literacy strategy descriptions](#)).

Take students through the following steps:

1. Lead a discussion about migration topics presented in previous units (colonization of the New World, urbanization, etc.). Direct students' attention to the title, subheadings and other clues. 'Record ideas and information about European migration on the board.
2. Make predictions. Ask students to predict the reasons for migration within Europe and out of Europe. Have students write their predictions in their *learning log* ([view literacy strategy descriptions](#)).
3. Read a section of text, stopping at predetermined places to check and revise predictions. Ask students to reread their predictions. Let them know they should change their predictions, if necessary, and cite new evidence for doing so. Repeat this cycle several times as students read through the text on European migration. Questions to consider: What push factors were involved in these migrations? What pull factors were involved in these migrations? How has migration made an impact on politics, culture, foreign events, etc? These questions and answers should be recorded in students' *learning logs*.
4. Once the reading has been completed, use student predictions as a discussion tool. Ask students to reflect on their original predictions and track their changes as they read. Students should write statements pertaining to the effects of the push and pull factors on European migration in their *learning logs*.

Ask students to create a list of the top ten inventions, innovations, and discoveries (new technology) of the past two hundred years in their *learning logs*. Then, have students

describe how each invention or discovery on their list has impacted interregional activities (increased or diminished) and the environment (both positive and negative) in Europe. Lists should be shared with the class to initiate a class discussion. Focus the discussion on the impact of these new inventions, innovations, and discoveries on communication and the role they may have played in migration (both to new countries and to urban areas). Ask students to discuss how these new technologies have either created or solved problems in communication. Ask students to rank items from their list from first to last according to the impact each had on interregional trade and industry. Ask students to write an essay providing a rationale and defense for their choices. Have students peer edit the essay before turning it in for a grade. Volunteers can share their essays with the class.

**Activity 7: Cold War and Historical Maps (GLEs: WG.4.3, WG.4.4; CCSS: WHST.9-10.4)**

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

Prior to beginning this activity, have students complete an *anticipation guide* ([view literacy strategy descriptions](#)) (Cold War Anticipation Guide BLM sample below).

<b>Cold War Anticipation Guide</b>	
Complete this exercise individually. Before analyzing the maps, read each statement below and indicate whether the statements are <b>True</b> or <b>False</b> by circling your choice. After analyzing the maps, indicate whether your opinion of the statement has changed and cite evidence for your final answer.	
1. Borders are generally set by natural features such as mountains or rivers.	
Before:	True or False
After:	True or False
Evidence:	_____

Present information through notes, slideshow, or video about the development of new countries at the end of each world war, the Cold War and the ideologies of capitalism and communism. Have students analyze maps of Europe Pre-World War I, after World War II, Cold War and present day. Maps can be found at the following link: <http://www.culturalresources.com/Maps.html#20th>

Students should return to the Cold War Anticipation Guide BLM and indicate whether their opinions of the statements have changed and cite evidence for their final answers.

The statements and student responses should be discussed as a class and misconceptions corrected as they arise.

Have students identify reasons for the changes in the borders of European countries during each interval. Student responses should include the impact of geography (landforms, culture, natural resources) on these changes. Students should use their textbook, political map of pre-World War I Europe, political map of post-World War II Europe, political map of Cold War Europe, current map of Europe, resource map of Europe, and physical map of Europe to assist in this task.

As a class, have a guided discussion on the cultural impact of the Cold War. (During this period the people of Western Europe feared Communism and people from Eastern Europe. In turn many in Eastern Europe feared those from the West and capitalism.) If needed, the discussion should incorporate the major cultural and economic differences between Eastern and Western Europe. (During the Cold War, Eastern Europe was mainly socialist and communist, while Western Europe was mainly capitalist or free market.) Have students use the maps, *anticipation guide*, textbook, and other reliable resources to analyze the geographic reasons for the changes in political and economic alliances among European countries then write a paragraph to explain these changes. Students should share their paragraphs with a partner and discuss the rationale behind each partner's paragraph.

**Activity 8: Economic Systems and European Union (GLEs: WG.3.1, WG.4.5, WG.5.3, WG.6.3; CCSSs: WHST.9-10.4, WHST.9-10.9)**

Materials List: slideshow or video (optional) on major economic systems, political map of Europe, resource map of Europe, encyclopedias, world fact book, copy of European Union information, Internet (optional), European Economies BLM

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

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

Divide the class into small groups. Each group will act as *professor know-it-alls* ([view literacy strategy descriptions](#)). The strategy is appropriate after reading a story, a chapter from a novel or textbook, a lecture or presentation, a field trip, a film, or any other information source. *Professor-know-it-all* is an effective review strategy because it positions students as "experts" on topics to inform their peers and be challenged and held

accountable by them. Other benefits are that students become well versed in the content, learn to ask a variety of questions at different levels of difficulty, and actively participate in the review process.

Each group should be assigned several European countries to research. These groups will find each country’s gross domestic product, per capita income, standard of living, type of economic system, and determine if the country is a member of the European Union. Students should also classify each country as either developed or developing. This information should be turned in and checked for correctness prior to the group presentation. The group will present the information to the class. Each member of the class should be prepared to ask at least one question from each group who presents. Students will record information as each country is presented on the European Economies BLM (see sample below) and then use the information in the chart to compare and contrast European countries in two paragraphs. Exemplary paragraphs should be shared with the class.

Country	GDP	Per Capita Income	Standard of Living	Type of Economic System	Member of European Union?	Developed or Developing Country

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

After students obtain information about the European Union, have students complete a *RAFT* writing ([view literacy strategy descriptions](#)).

Role- Citizen of Norway

Audience- Government of Norway

Format- Letter

Topic- Decide if joining the European Union is beneficial to Norway. Then persuade the government to either join the EU or not join the EU.

Students should be reminded to cite evidence in their letters to support their opinion. Allow volunteers to share their *RAFT* with the class and discuss misconceptions as needed.

**Activity 9: Unifying Characteristics of European Regions (GLEs: WG.4.1, WG.3.2; CCSS: RH.9-10.4)**

Materials List: Vocabulary Self Awareness Chart BLM, Unifying Characteristics of Europe BLM

Have students determine how the vocabulary terms, from the Vocabulary Self Awareness Chart BLM in the first activity of the unit, relates to the unifying characteristics of European regions (example: fjords are narrow inlets created by glacial movement commonly found in the Scandinavian area of Europe). Then have students categorize the vocabulary terms as being cultural, political, economic, or physical in their *learning logs* ([view literacy strategy descriptions](#)). Hold a class discussion and create a class chart on the board or overhead projector of the cultural, political, economic and physical regions of Europe and the unifying characteristics of each. Have students record the chart in their *learning logs* to use as a study guide for the unit assessment.

### Sample Assessments

#### General Guidelines

- Students should be monitored during all activities via teacher observation, data collection logs, writing products, class discussion, and journal entries.
- All student-developed products should be evaluated as the unit progresses.
- Select assessments that are consistent with the types of products that result from the student activities.
- Student investigations and projects should be evaluated with criteria assigned specific point values. The criteria should be distributed to the students when assignments are made and, when possible, students should assist in the development of the scoring criteria.
- Use a variety of performance assessments to determine student comprehension consistent with the type of products resulting from the selected student activities.
- Teacher-created, comprehensive unit exams assessing the GLEs should consist of the following:
  - a variety of formats for objective, convergent test items
  - depth of knowledge at various stages of Bloom's taxonomy
  - EOC-like constructed response items
  - open-ended response items requiring supporting evidence
  - test items aligned to the verbiage of the GLEs.

#### Activity-Specific Assessments

- Activity 4: Students will create a brochure describing a major city in Europe. The brochure will be assessed according to predetermined criteria distributed to the students at the time the paragraph is assigned.



- Activity 6: Students will write an essay to explain the impact of the items on their top ten list on interregional communication. The essay will be assessed according to predetermined criteria distributed to the students at the time the paragraph is assigned.
- Activity 7: Students will write a paragraph describing reasons for changes in political and economic alliances. The paragraph will be assessed according to predetermined criteria distributed to the students at the time the paragraph is assigned.



**World Geography**  
**Unit 5: Russia and Northern Eurasia**

**Time Frame:** Approximately three weeks



**Unit Description**

This unit focuses on the physical and human geography of Russia and Northern Eurasia. In terms of physical geography, the focus will be on the location of major landforms and their impact on economic activities. In terms of human geography, the focus will be ethnic diversity and environmental issues.

**Student Understanding**

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

**Guiding Questions**

1. Can students determine how the physical geography of Russia and Northern Eurasia influenced settlement patterns?
2. Can students explain the challenges to economic development in Russia and Northern Eurasia?
3. Can students describe the unifying characteristics of Russia and Northern Eurasia?
4. Can students explain how the physical and human characteristics of Russia have influenced historical events?
5. Can students examine the standard of living of Russians?
6. Can students use current demographic data to determine population trends in Russia?
7. Can students explain how the Russian government and businesses manage the nation's vast wealth of resources?

**Unit 5: Grade-Level Expectations (GLEs) and Common Core State Standards (CCSSs)**

<b>Grade Level Expectations</b>	
<b>GLE #</b>	<b>GLE Text</b>
<b>World in Spatial Terms and Uses of Geography</b>	
WG.1.1	Describe the impact of technology on the study of geography and gather geographic information using technological tools
WG.1.4	Use geographic representations to locate the world’s continents, major landforms, major bodies of water and major countries and to solve geographic problems
<b>Physical Systems</b>	
WG.2.2	Identify and locate world climate regions and evaluate the impact of the Earth/Sun relationship, ocean currents, wind currents, and elevation on each climate region
<b>Region</b>	
WG.3.1	Analyze how cooperation, conflict, and self-interest impact the cultural, political, and economic regions of the world and relations between nations
WG.3.2	Determine the unifying characteristics that regions possess and explain changes that they have experienced over time
<b>Place</b>	
<b>WG.4.2</b>	Analyze the distinguishing physical characteristics of a given place to determine their impact on human activities
WG.4.3	Identify and analyze distinguishing human characteristics of a given place to determine their influence on historical events
WG.4.4	Evaluate the impact of historical events on culture and relationships among groups
WG.4.5	Examine the relationship between social, economic, and government systems and describe how each system has changed a given place over time
<b>Human Systems</b>	
WG.5.1	Describe and classify reasons for human migration in terms of push or pull factors to determine the changes and similarities in these factors over time
WG.5.3	Describe and illustrate specific examples of economic interdependence in various regions
<b>Environment and Society</b>	
WG.6.1	Describe technological advances that have allowed humans to modify the environment and analyze the impact of these advances on the environment
WG.6.2	Identify challenges posed by the physical environment and evaluate strategies that will allow humans to more effectively deal with these challenges
WG.6.3	Analyze the distribution of resources and describe their impact on human systems (past, present, and future)

WG.6.4	Assess the role of government and business in preserving or consuming natural resources and protecting or destroying the physical environment
<b>ELA CCSS for Literacy in History/Social Studies 6-12</b>	
<b>CCSS#</b>	<b>CCSS Text</b>
<b>Reading Standards for Literacy in History/Social Studies 6–12</b>	
RH.9-10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
RH.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
<b>Writing Standards for Literacy in History/Social Studies 6-12</b>	
WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
WHST.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.
WHST.9-10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### Sample Activities

**Activity 1: Mapping Russia and Northern Eurasia (GLEs: WG.1.1, WG.1.4, WG.2.2, WG.4.2, WG.6.3; CCSS: WHST.9-10.4)**

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

Students will complete an outline map of Russia and Northern Eurasia. Outline maps can be found at <http://www.eduplace.com/ss/maps/>. Countries, islands and regions should be labeled using a political map of Russia and Northern Eurasia. Students will use physical maps to label mountains, rivers, bodies of water, landforms, and peninsulas on their

outline map. All items to be labeled on the outline map can be found on the Mapping Russia and Northern Eurasia BLM (see sample below).

<b>Countries</b>	<b>Islands</b>	<b>Regions</b>	<b>Mountains</b>	<b>Rivers</b>	<b>Bodies of Water</b>	<b>Landforms</b>	<b>Peninsulas</b>
<i>Armenia</i>	<i>Novaya Zemlya</i>	<i>Siberia</i>	<i>Urals</i>	<i>Volga</i>	<i>Caspian Sea</i>	<i>Northern European Plain</i>	<i>Crimea Peninsula</i>

Students should examine climate, vegetation, and land use maps of Russia and Northern Eurasia. These maps can be found at the following links:

<http://maps.howstuffworks.com/asia-vegetation-map.htm>

<http://maps.howstuffworks.com/asia-climate-map.htm>

[http://encarta.msn.com/media\\_461533458/asia\\_climate\\_map.html](http://encarta.msn.com/media_461533458/asia_climate_map.html)

<http://maps.howstuffworks.com/asia-land-use-resources-map.htm>

Based on the climate, vegetation, and land use maps of Russia and Northern Eurasia, students will create a *graphic organizer* ([view literacy strategy descriptions](#)) about the climate and vegetation regions found in this area. The Climate and Vegetation BLM (see BLM and sample below) will allow students to determine the impact of climate and vegetation on economic activities. Students may look at the maps, Google Earth, or weather software as they complete the *graphic organizer*.

<b>Climate Region</b>	<b>Location of Climate Region</b>	<b>Type of Natural Vegetation</b>	<b>Major Economic Activities/Land Use</b>

After all students have completed the Climate and Vegetation BLM, discuss the answers as a class. Have students hypothesize about how latitude, wind currents, ocean currents, elevation, and landforms have impacted the climate regions found in Russia and Northern Eurasia. Also, hypothesize about the impact of climate on the growth rate in each climate region. Students should write their ideas in their *learning logs* ([view literacy strategy descriptions](#)). Lead a class discussion of the students' hypotheses, checking student understandings and allowing misconceptions to be corrected.

Students will use their completed *graphic organizer*, *learning logs*, and textbook to write a paragraph describing the impact of the distribution of natural resources on the human systems in Russia and Northern Eurasia today and predict how continued use of these resources will impact human systems in the next 50 years.

**Activity 2: Cultural Characteristics (GLEs: WG.3.1, WG.3.2, WG.4.4; CCSSs: RH.9-10.7, WHST.9-10.10)**

Materials List: Ethnic Groups Chart BLM, Cultural Characteristics Venn Diagram BLM, Religion Pie Graph BLM, colored pencils

Present information about ethnic groups found in Russia and Northern Eurasia. This should include major religions and languages practiced or spoken by these ethnic groups. Students should create a *graphic organizer* ([view literacy strategy descriptions](#)) to depict a visual representation of the diversity found in this region. The Ethnic Groups Chart BLM (see sample below) should contain information about ethnic groups, religions, and languages.

Ethnic Group	Country(s)	Religion	Language(s)

Discuss the cultural characteristics of these countries when they were part of the Soviet Union and the cultural, political and economic changes that came with the fall of the Soviet Union. Students should create a Venn diagram to compare the region during the time of the Soviet Union and after the fall of the Soviet Union. This should be done using the Cultural Characteristics Venn Diagram BLM. In their *learning logs* ([view literacy strategy descriptions](#)) have students use information from the Ethnic Groups BLM and the Cultural Characteristics Venn Diagram BLM to write a paragraph describing the characteristics that unified the region.

Students will use data found in the Religion Pie Graph BLM (see sample below) to create a pie graph of the major religions found in Russia and Northern Eurasia. Students should color each section of their graph a different color.

RELIGION NAME	TOTAL MEMBERS	PERCENTAGE
Russian Orthodox	137,076,706	
Eastern Orthodox	15,399,255	

Lead a discussion about the diversity or lack of diversity in these countries. Have students brainstorm ways this diversity or lack of diversity may have caused conflict and/or cooperation in this region. (Examples: problems with Chechnya, Georgia and Tajikistan Civil Wars, formation of the Commonwealth of Independent States.) These answers should be recorded in the student’s *learning logs* ([view literacy strategy descriptions](#)). Students should also determine the impact of the fall of the Soviet Union on the culture of Russia and Northern Eurasia and record their thoughts in their *learning logs*. In the class discussion ideas about the impact of diversity and the impact of the fall of the Soviet Union should be discussed and misconceptions corrected.

**Activity 3: Economies of Russia and Northern Eurasia (GLEs: WG.4.5, WG.5.3; CCSSs: WHST.9-10.9, WHST.9-10.10)**

Materials List: world fact book, encyclopedia, [Former Soviet Union Economies Chart BLM](#), Former Soviet Union Research BLM, fake money, encyclopedias, world fact book, Internet (optional), white elephant gift

Present information to the class about the economy of the former Soviet Union and the new economic systems now found in the region. Explain how the changes in government systems have impacted the economic systems in each country. Also, discuss the impact of economic change on culture.

Have students use an encyclopedia, world fact book, or other reliable source to complete a *graphic organizer* ([view literacy strategy descriptions](#)) about the changes in economic systems in Russia and Northern Eurasia. Former Soviet Union Economies Chart BLM (see sample of BLM below) will contain the names of the countries, former government types, former economic systems, as well as current types of government and current economic systems. Allow students to share their answers with the class and have students correct their answers during this discussion.

Country	Former Type of Government	Former Economic System	Current Type of Government	Current Economic System
Armenia				
Azerbaijan				

Divide the class into pairs. Each pair will be given one country from this unit to research. Each team will research and record the following information on each country: standard of living, quality of life (life expectancy and health), natural resources, exports and per capita income. This information can be found using the textbook, encyclopedia, and world fact book. Use a *process guide* ([view literacy strategy descriptions](#)) to help students assimilate, think critically about, and apply new knowledge concerning their assigned country (see the Former Soviet Union Research BLM and sample below). Have students fill in the guide as they research their country. Students should also create *process guides* in their notebooks for the other countries covered in the unit. These *process guides* should be filled in as each group presents their information. Have students check their *process guides* for accuracy before presenting the information to the class.

<p><b>Name of country in the former Soviet Union:</b> _____</p> <p>What is the standard of living of the country?</p> <p>What is the per capita income of the country?</p>
--

Each student will be responsible for bringing a “white elephant” gift (set a maximum value for the gift) that represents their assigned country or create artifacts to represent each country in class. These gifts will be used in an auction-like activity. For every \$100 of per capita income in the students’ assigned country, the pair will receive \$1 in fake money (either make this money or use some from an old board game) to spend at the auction.

In random order, each group will present information about their assigned country and auction their items off to the class. The pairs in the class will utilize their fake money to bid during the auction. The highest bidding pair will give the pair that is selling the item the agreed upon amount of fake money and take possession of the item that was auctioned off. Any money received during an auction by a pair may now be used to purchase additional items during the remainder of the auction.

After all groups have presented their information and had a chance to buy and sell in the auction, ask students to answer the following questions in their *learning logs* ([view literacy strategy descriptions](#)).

1. How do poor nations fare in economic competition with their wealthier neighbors?
2. How can nations with limited natural resources compete with surrounding countries with more resources?
3. Can a nation with little natural resource wealth use other means to make itself prosper? Explain your answer.
4. Has disparity in wealth ever led to open conflict between two nations? Give examples.

Facilitate a class discussion of the above questions checking for student understandings and allowing any misconceptions to be corrected.

**Activity 4: Rise and Fall of the Soviet Union (GLEs: WG.4.3, WG.4.4; CCSSs: RH.9-10.2, WHST.9-10.9)**

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

Divide the class into groups of three or four. Randomly assign each group an aspect in the history of the Soviet Union to research (the formation of the Soviet Union, economic policies, important leaders, culture, role in the Cold War, fall of the Soviet Union) and monitor groups as they research to insure correct information will be redelivered. Students will use their textbook and encyclopedias to research their assigned topic. Tell students that they will be called on randomly by groups to come to the front of the room to be *professor know-it-alls* ([view literacy strategy descriptions](#)) and present the information on their assigned topics. Each group should prepare several questions to ask the class to assess the other students’ knowledge of the information presented. *Professor*

*know-it-alls* should also be prepared to answer the questions they generated along with questions from the class that they will be called upon to answer.

Each group will become experts on the topics they research. Act as the facilitator in this activity and monitor all presentations and class discussions for accuracy. Allow each group ample time to research their topics. When the research is complete, distribute poster board so students can write down the most important information and main ideas from their research and use it as a visual display during their *professor know-it-all* presentations. Groups will be given a *split-page notetaking* ([view literacy strategy descriptions](#)) blackline master (see Soviet Union Split-page Notetaking BLM and sample below) to take notes on the important aspects of each group’s presentation.

Topic: Rise and Fall of the Soviet Union	Time period: _____
When was the Soviet Union created and by whom?	
Why was the Soviet Union created?	

Ask students to stand shoulder-to-shoulder during the presentation and invite questions from the other groups after their presentation. The group should huddle as a team to discuss possible answers to the class questions, then return to their positions and give the answers in complete sentences. After students have addressed the class questions, they may ask their prepared questions and elicit answers from the class. Once this process is completed, call on another team and allow them to present information on their assigned topic. The entire process should be repeated until all groups have had a chance to present. Ask any additional questions of each group to ensure that all necessary material is covered. The *professor know-it-alls* should be held accountable for correct information.

After all groups present, students should use their *split-page notes* to respond to the following prompts in their *learning logs* ([view literacy strategy descriptions](#)):

- How did the formation of the Soviet Union impact the culture and relationships among ethnic groups in the region?
- How did human characteristics within the former Soviet Union influence the fall of the Soviet Union?
- What impact did the fall of the Soviet Union have on culture and relationships among groups in Russia and Northern Eurasia?

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



**Activity 5: Aral Sea: Disappearing Lake (GLEs: WG.6.2, WG.6.4; CCSSs: RH.9-10.2, WHST.9-10.4, WHST.9-10.7, WHST.9-10.8, WHST.9-10.9)**

Materials List: map of the Aral Sea, pictures (past and present) of the Aral Sea, map of Asia, Internet (optional), copies of the article “The Shrinking Aral Sea” (see link in activity)

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

<http://news.bbc.co.uk/1/hi/world/asia-pacific/678898.stm>

<http://earthshots.usgs.gov/Aral/Aral>

<http://unimaps.com/aral-sea/index.html>

Students will read the article “The Shrinking Aral Sea” which can be found at <http://earthobservatory.nasa.gov/IOTD/view.php?id=1396>. As they read, students will determine how human populations were/are affected by the Aral Sea in the past and present. Students will examine how government interventions or lack of interventions affect the Aral Sea region. Using maps and pictures of the Aral Sea students will analyze the effects on humans in the area of the Aral Sea (e.g., land formation, water availability, crops and migration).

Create *SPAWN* ([view literacy strategy descriptions](#)) prompts to help guide students through this process of thinking about the impact of the disappearing Aral Sea. Below are examples of *SPAWN* prompts.

**Special Powers-** If you had the power to change the Soviet Union’s water diversion project, what would you create? Explain why.

**Problem Solving-** Now that the water diversion project has been completed, what can the government do to help improve the quality of life in the Aral Sea region?

**Alternative Viewpoint-** Imagine you live in a region that benefits from a water diversion project in the Aral Sea region. Explain why the water diversion project should not be reversed to help those devastated by the shrinking Aral Sea.

**What If?-** What might have happened if the water was never diverted from the Aral Sea?

**Next-** How do you think the countries in the region will provide help to those impacted by the disappearance of the Aral Sea?

Allow students to choose one prompt and write their responses within a reasonable period of time. Students should copy the prompt in their *learning logs* ([view literacy strategy descriptions](#)) before writing responses and recording the date.

Students should share their responses from the *SPAWN* prompt and findings from their analysis of the Aral Sea maps with the rest of the class. Use these prompts and maps from various points (1964, 1973, 1987, and 1999) in the disappearance of the Aral Sea to discuss its impact on the land and its people. Allow students to share their answer to their chosen prompt. If no one chose to answer a particular *SPAWN* prompt, allow the class to

brainstorm and work through a response together. After the discussion, allow students to revisit and revise *SPAWN writing* based on newly acquired knowledge.

**Activity 6: Chernobyl and Russian Pollution Problems (GLEs: WG.5.1, WG.6.1; CCSSs: RH.9-10.2, WHST.9-10.4, WHST.9-10.7, WHST.9-10.9, WHST.9-10.10)**

Materials List: article on the “Chernobyl Accident 1986” (see link in activity), photos from Chernobyl 25 years later, Russian “Environmental Problems” case study (see link in activity), Russian Environmental Problems BLM

Display photographs showing Chernobyl twenty-five years after the explosion of the nuclear power plant. These photos can be found at:

[http://www.boston.com/bigpicture/2011/04/chernobyl\\_disaster\\_25th\\_annive.html](http://www.boston.com/bigpicture/2011/04/chernobyl_disaster_25th_annive.html)

Have students make predictions in their *learning logs* ([view literacy strategy descriptions](#)) about what may have happened to cause this destruction. Allow several students to share their responses with the class.

Provide students with information about the various methods used to create electricity in the world (nuclear power, hydroelectric power, solar power, natural gas, coal, etc.). Using the *discussion* technique ([view literacy strategy descriptions](#)) of Think-Pair-Square-Share, have students first reflect on their own the pros and cons of technological advancements in energy production. After a few minutes, ask them to talk with a shoulder partner and determine which source they believe is best. After a set period of time, have two sets of partners join together to form a group of four. This group of four should debate the pros and cons of the technological advancements discussed as well as which source of electricity is best. After a set period of time, have students return to their desks. Allow volunteers to share their responses with the class and take a class vote about which source of electricity would be the best.

Provide students with information about the “Chernobyl Accident 1986” which can be found at: <http://www.world-nuclear.org/info/chernobyl/inf07.html>. This article explains what happened at Chernobyl, the immediate impact to the environment as well as the long term impact to the people and environment in the area close to this nuclear power plant. Lead a discussion with students about the major points in the reading and correct any misconceptions. Discuss the impact this disaster had on the migration of people within the country. Allow students to revisit and revise their *learning log* predictions from the start of class.

Use the jigsaw method and place students in home groups of six members. Provide each member of this home group with a different portion of the reading on “Environmental Conditions” in Russia found at <http://countrystudies.us/russia/25.htm>. The six subdivisions of the reading are: major crises, air quality, water quality, soil and forests, radioactive contamination, and response. Place students in expert groups based on the selection they read (all students who read about air quality will be in one group, water quality in another, etc...). Students will discuss the readings in their expert groups.

Discussion should focus on describing the type of pollution, causes, and impacts. Working together, each expert group will collaborate to create a summary of the main ideas from the reading. Each student will need a copy of the summary to take back to their home groups. Students will then return to their home groups and teach the rest of their group about their assigned portion of the reading. As each student presents his or her summary, the other members of the home group will take notes using a *graphic organizer* ([view literacy strategy descriptions](#)) such as the Russian Environmental Problems BLM (see sample below).

<b>Russian Pollution</b>	<b>Main Ideas</b>
Major Crises	
Air Quality	

Using the information from the readings, *graphic organizer*, *learning logs*, and *discussions* students will participate in a *RAFT writing* ([view literacy strategy descriptions](#)) activity.

**Role-** Russian Citizen

**Audience-** Government of Russia

**Format-** Letter to the editor

**Topic-** Propose and defend a course of action for improving the environment of Russia

Students will share their editorials with the class and use the *RAFT writing* to review Russian environmental issues for a quiz and unit test.

## Sample Assessments

### General Guidelines

- Students should be monitored during all activities via teacher observation, data collection logs, writing products, class discussion, and journal entries.
- All student-developed products should be evaluated as the unit progresses.
- Select assessments that are consistent with the types of products that result from the student activities.
- Student investigations and projects should be evaluated with criteria assigned specific point values. The criteria should be distributed to the students when assignments are made and, when possible, students should assist in the development of the scoring criteria.
- Use a variety of performance assessments to determine student comprehension consistent with the type of products resulting from the selected student activities.
- Teacher-created, comprehensive unit exams assessing the GLEs should consist of the following:
  - a variety of formats for objective, convergent test items

- depth of knowledge at various stages of Bloom's taxonomy
- EOC-like constructed response items
- open-ended response items requiring supporting evidence
- test items aligned to the verbiage of the GLEs.

### **Activity-Specific Assessments**

- Activity 1: Students will write a paragraph describing the impact of the distribution of natural resources on human systems in Russia and Northern Eurasia today and predict how continued use of these resources will impact human systems in the next 50 years. Students will be graded on criteria provided prior to the writing assignment.
- Activity 4: Students will create a poster to display information about an assigned time period during the Soviet Union's history including specific information found on the *split-page notes* as well as other information that was provided prior to the activity. The poster should be graded based on criteria provided to students at the time the assignment was given.
- Activity 6: Students will write an editorial advocating for environmental changes in Russia. The *RAFT* writing will be graded on the criteria provided to students when the assignment was given.

**World Geography**  
**Unit 6: Middle East and North Africa**

**Time Frame:** Approximately three weeks



**Unit Description**

This unit focuses on examining the physical and human geography of the Middle East and North Africa in order to understand its effect on human settlement and economic development.

**Student Understanding**

Students understand how physical and human features of the Middle East and North Africa have influenced the history of these two regions. Students explain how natural resources can impact economic activities and cause cooperation and conflict. Students understand how the history of the Middle East and North Africa has led to ethnic diversity, conflict, cooperation and environmental challenges.

**Guiding Questions**

1. Can students explain how the physical characteristics of the Middle East and North Africa influenced settlement patterns?
2. Can students determine how natural resources have shaped the region's economic development?
3. Can students explain the challenges to cooperation between countries in the region?
4. Can students describe how variations in standards of living among countries in the region contributed to political unrest?
5. Can students explain how physical characteristics of the region challenged human settlement and activity?
6. Can students describe how human modification of the environment affected economic growth in the region?
7. Can students determine how the distribution of natural resources impacts cooperation and conflict in the Middle East and North Africa?

**Unit 6: Grade-Level Expectations (GLEs) and ELA Common Core State Standards (CCSSs)**

<b>Grade Level Expectations</b>	
<b>GLE #</b>	<b>GLE Text</b>
<b>World in Spatial Terms and Uses of Geography</b>	
WG.1.1	Describe the impact of technology on the study of geography and gather geographic information using technological tools
WG.1.4	Use geographic representations to locate the world’s continents, major landforms, major bodies of water and major countries and to solve geographic problems
<b>Physical Systems</b>	
WG.2.2	Identify and locate world climate regions and evaluate the impact of the Earth/Sun relationship, ocean currents, wind currents, and elevation on each climate region
WG.2.4	Explain and give examples of natural and human processes that shape Earth’s surface and identify specific locations where these processes occur
<b>Region</b>	
WG.3.1	Analyze how cooperation, conflict, and self-interest impact the cultural, political, and economic regions of the world and relations between nations
WG.3.2	Determine the unifying characteristics that regions possess and explain changes that they have experienced over time
<b>Place</b>	
WG.4.2	Analyze the distinguishing physical characteristics of a given place to determine their impact on human activities
WG.4.3	Identify and analyze distinguishing human characteristics of a given place to determine their influence on historical events
WG.4.4	Evaluate the impact of historical events on culture and relationships among groups
WG.4.5	Examine the relationship between social, economic, and government systems and describe how each system has changed a given place over time
<b>Human Systems</b>	
WG.5.1	Describe and classify reasons for human migration in terms of push or pull factors to determine the changes and similarities in these factors over time
WG.5.2	Use population pyramids, geographic data and maps to analyze the current impact of population growth and to predict future population trends
WG.5.3	Describe and illustrate specific examples of economic interdependence in various regions
WG.5.4	Determine the factors that contribute to a country’s standard of living
WG.5.5	Explain how changes in technology have contributed to the spread of ideas and information throughout the world

<b>Environment and Society</b>	
WG.6.1	Describe technological advances that have allowed humans to modify the environment and analyze the impact of these advances on the environment
WG.6.2	Identify challenges posed by the physical environment and evaluate strategies that will allow humans to more effectively deal with these challenges
WG.6.3	Analyze the distribution of resources and describe their impact on human systems (past, present, and future)
WG.6.4	Assess the role of government and business in preserving or consuming natural resources and protecting or destroying the physical environment
<b>ELA CCSS for Literacy in History/Social Studies 6-12</b>	
<b>CCSS#</b>	<b>CCSS Text</b>
<b>Reading Standards for Literacy in History/Social Studies 6–12</b>	
RH.9-10.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
RH.9-10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
RH.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text
RH.9-10.9	Compare and contrast treatments of the same topic in several primary and secondary sources
RH.9-10.10	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently
<b>Writing Standards for Literacy in History/Social Studies 6-12</b>	
WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
WHST.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.
WHST.9-10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

**Sample Activities**

**Activity 1: Mapping the Middle East and North Africa (GLEs: WG.1.4, WG.3.2; CCSSs: RH.9-10.2, WHST.9-10.4, WHST.9-10.7)**

Materials List: outline, physical, and political maps on the Middle East and North Africa; encyclopedias; Internet access (optional); world fact books; The Middle East and North Africa Map BLM; Landforms BLM

Provide students with an outline map of the Middle East and North Africa which can be found at

<http://www.harpercollege.edu/mhealy/g101t/studygd/unit2/nafswas/nwclosed.gif>.

Students will label all countries, landforms, island regions, and bodies of water on the outline map using the physical and political maps as their guide. Provide students with a copy of the Middle East and North Africa Map BLM or display it for students to copy. The Middle East and North Africa Map BLM (see sample below) provides students with a list of countries, landforms, and bodies of water that should be added to the outline map. Student maps can be peer edited and checked for accuracy.

<b>Countries</b>	<b>Island Regions</b>	<b>Landforms</b>	<b>Bodies of Water</b>
Western Sahara	Canary Islands	Syrian Desert	Tigris River
Morocco	Madeira Islands	Hindu Kush	Nile River

Divide the class into six groups and assign each group one of the following geographical landforms or bodies of water: peninsula, gulf, sea, river, mountain range, and desert. Students will research their assigned feature from the encyclopedia, world fact book, textbook, or other reliable sources. Have each group identify all examples of their assigned feature in the Middle East and North Africa. Each group will write a three-paragraph essay which includes an accurate description of the location of their assigned landform or body of water, including the country or countries where the geographical feature is found. The essay should indicate why the feature is significant to the Middle East and North Africa and the impact of that landform or body of water has had historically and currently. After essays are assessed, groups should present their feature information to the class. As the information is presented, students should record the information on the Landforms BLM (see sample below). This *graphic organizer* ([view literacy strategy descriptions](#)) will assist students in obtaining important information from presentations and will be used to create a class list of physical characteristics of the region. The completed *graphic organizer* can be used as a study guide for tests and quizzes.

<b>Feature</b>	<b>Location</b>	<b>Significance</b>
Peninsula		



**Activity 2: Physical Geography and Human History (GLEs: WG.3.1, WG.4.2, WG.4.3, WG.4.4, WG.4.5, WG.5.1; CCSSs: RH.9-10.1, WHST.9-10.4, WHST.9-10.7, WHST.9-10.9)**

Materials List: Muslim and Arab Misconceptions article and video clip (link found in the activity), encyclopedias, world fact book, historical atlas, Internet, Ancient Civilizations Split-page Notes BLM, Ethnic Groups BLM

Divide students into four groups. Each group will act as *professor know-it-alls* ([view literacy strategy descriptions](#)) to present information on ancient civilizations. Each group should be assigned one of the following ancient civilizations: Egypt, Israel, Persia, Phoenicia, or Sumer to research using textbook, encyclopedia, Internet, and a world fact book. These groups will find information such as the area(s) settled and conquered by the civilization, ways the civilization adapted to the physical environment, lasting impact or historical significance of the civilization, conflicts, governmental system, and economic activities. This information should be collected and checked for accuracy prior to the group presentation. The group will present the information to the class. Each member of the class should be prepared to ask at least one question to the group that is presenting. As each group shares its research, students will use *split-page notetaking* ([view literacy strategy descriptions](#)) to record presented information. Students should use the Ancient Civilizations Split-page Notes BLM to record the research on their assigned civilization and then set up four more split-page notes modeled on the blackline master to record information about the other areas presented (see sample BLM below).

Topic: Ancient Civilizations	Civilization: _____
What areas were settled and conquered by the civilization?	
How did the civilization adapt to the physical environment?	

After group presentations have been completed, elicit observations from the class and discuss the similarities and differences between the civilizations and their impact of the physical environment on economic activities throughout time. Also discuss conflicts and achievements in the region throughout time. Some teacher guidance may be needed.

Students will use their *split-page notes* page to study for unit quizzes and tests by covering up information in the right column, then using the prompts in the left column to recall the covered information on the right side. Students should be given time to quiz each other using their *split-page notes*.

As a class, read the article and watch the video clips found at <http://www.pbs.org/wgbh/globalconnections/mideast/questions/types/index.html>. Discuss the stereotypes and misconceptions Americans have about people from the Middle East and North Africa. This is a good chance to discuss terms such as discrimination and prejudice as well as talk about examples throughout the world today.

Divide the class into small groups and assign each an ethnic group in the regions of the Middle East and North Africa including Arab, Israeli, Turk, Iranian, Afghani, Cypriots, Armenian, and Kurd. Have students describe the culture of the assigned group including customs, family life, food, religion, and clothing. The group should determine historical conflicts involving their assigned ethnic group along with the causes of these conflicts. Each student group should determine the push or pull factors for the settlement or migration of their ethnic group. Students may use textbooks, encyclopedias, world fact books, or the Internet to research this information. Each group will create a poster (a traditional poster or use Glogster.com) to display their information. After posters have been graded and corrected, have each group present to the class. Students will record important information on their Ethnic Groups BLM (see sample below).

Culture:
Historical conflicts:

Have students use the information learned about ancient civilizations and ethnic groups to write two paragraphs in their *learning logs* ([view literacy strategy descriptions](#)) in response to the following prompts:

**How has the Middle East and North Africa changed over the course of history?**

**How has the physical environment impacted human activity?**

Be sure students cite readings or other evidence from their research as they complete their paragraphs. Allow volunteers to share their paragraphs with the class. As students share their work, clear up misconceptions as they arise.

**Activity 3: Three Major Religions of the Middle East and North Africa (GLEs: WG.4.3, WG.4.4; CCSSs: RH.9-10.1, RH.9-10.2, RH.9-10.9, WHST.9-10.4, WHST.9-10.9)**

Materials List: Three Religions K-W-L BLM, “Three Religions: One God” article, Koran reading, Torah reading, Bible reading (links located in the activity), Religions Venn Diagram BLM

Have students complete the K and W portions of a K-W-L chart about Islam, Judaism, and Christianity. Three Religions K-W-L BLM (see sample below) allows students to write down everything they already know about a topic (K), what they would like to learn about a topic (W) and reflect about what they learned (L). Next, provide students with copies of the story of Adam from the Koran, Torah and the Bible. These excerpts can be found at the following links:

Koran 2.31-2.40

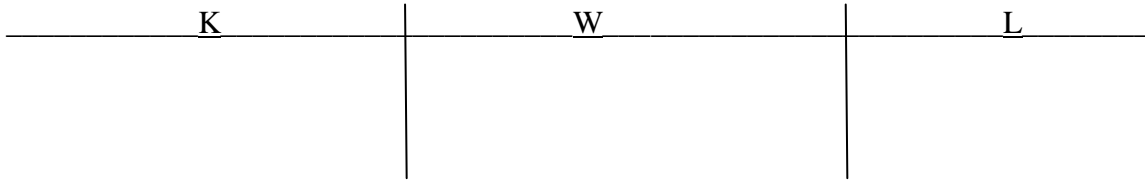
<http://quod.lib.umich.edu/cgi/k/koran/koran-idx?type=DIV0&byte=1320>

Torah Genesis 2.7-2.18

<http://www.english Torah.com/bible.php?book=1&chap=2>

Bible Genesis 2.7-2.18

<http://www.biblegateway.com/passage/?search=Genesis+2&version=NIV>



Use *discussion* ([view literacy strategy descriptions](#)) in the form of Think-Pair-Square-Share to allow students to discuss the similarities and differences in the story of Adam from the three different religious sources. Students should first think about the story on their own for a couple of minutes, then discuss the readings with a partner. After a predetermined period of time, two pairs will join together and all four students will discuss how each holy book described the story of Adam. Volunteers should be allowed to share their thoughts with the entire class. Misconceptions should be corrected as they arise during this *discussion* time.

Remind students about the religious conflicts that have taken place in the Middle East throughout history. Provide students with an informational text about Islam, Judaism, and Christianity. The article “Three Religions: One God” found at <http://www.pbs.org/wgbh/globalconnections/mideast/themes/religion/index.html> provides information about all three of the religions. As students read the article, have them complete the *graphic organizer* ([view literacy strategy descriptions](#)) entitled Religions Venn Diagram BLM. This *graphic organizer* will help students determine the similarities and differences among the three religions. After all students have completed the *graphic organizer*, elicit responses from volunteers and create a class Venn diagram. Address misconceptions and fill in gaps for students as needed during the discussion. After the class discussion, have students revisit the K-W-L chart and fill in the L portion to reflect on what they have learned about the three religions.

Allow students to use the information in the K-W-L chart, the Religion Venn Diagram BLM, stories of Adam from the three holy books, and the article “Three Religions: One God” to write a three paragraph essay in which they compare and contrast Islam, Judaism, and Christianity. Students should note in their essays whether these religions have more similarities or differences. Specific evidence should be cited from the sources to support the evaluation of the three religions. Exemplary essays should be shared with the class.

**Activity 4: Conflict and Cooperation in the Middle East and North Africa (GLEs: WG.3.1, WG.6.2, WG.6.3, WG.6.4; CCSSs: RH.9-10.1, RH.9-10.2, RH.9-10.10, WHST.9-10.4, WHST.9-10.9, WHST.9-10.10)**

Materials List: Middle East Resources Anticipation Guide BLM, North Africa and Middle East natural resources map, “What role have natural resources played in politics and economy of the Middle East?” article (link found in activity), encyclopedias, historical atlas, Regional Associations/Regional Conflicts BLM, Internet (optional)

Prior to beginning this activity, have students complete an *anticipation guide* ([view literacy strategy descriptions](#)) (see the Middle East Resources Anticipation Guide BLM and sample below). Completing the *anticipation guide* will give students a purpose as they read. *Anticipation guides* are especially helpful for struggling and reluctant readers and learners as they focus attention on important content.

<b>Middle East Resources Anticipation Guide</b>	
Complete this exercise individually. Before reading the article, read the statements below and indicate whether the statements are <b>True</b> or <b>False</b> by circling your choice. After reading the article, indicate whether your opinion of the statements has changed and cite evidence for your final answer.	
1. Water has always been an important resource in the Middle East.	
Before:	True or False
After:	True or False
Evidence:	_____

Review the ideas of exploration, colonization, and imperialism with students. Explain how all resources are scarce and how the scarcity of any product increases its price in the marketplace. Discuss how the presence of oil in areas that were desolate became open to exploration by competing companies, thus impacting oil prices. Use the North Africa and Middle East natural resources map when discussing and reviewing these topics. This map can be found at <http://quakeinfo.ucsd.edu/~gabi/sio15/energy/supps/globalmap-oil.jpg>, and <http://media.maps.com/magellan/images/worldmineral.gif>, or possibly in the textbook.

Have students read the article “What role have natural resources played in politics and economy of the Middle East?” which can be found at: <http://www.pbs.org/wgbh/globalconnections/mideast/questions/resource/index.html>. Students should return to the Middle East Resources Anticipation Guide BLM and indicate whether their initial responses to the statements have changed citing evidence for their final responses. Assign students a one-paragraph summary of the reading prior to

the class discussion to assess the proficiency of their independent reading skills. The *anticipation guide* statements and student responses should be discussed as a class to correct any misconceptions.

Provide historical atlases to students and, working in pairs, ask them to identify and describe regions within the Middle East and North Africa defined by cultural characteristics (e.g., religion and language) and by natural resources (oil). (Examples: Sunni Islam, Shi'ite Islam, Jewish, Arabic language, Persian language, Turkish language, Kurdish language, Hebrew language, OPEC) Students should use the *discussion* method ([view literacy strategy descriptions](#)) of Round Robin to talk about the regions they defined. Two or three pairs should be merged into a group of four or six students. Circulating in a clockwise rotation, each member of the group will identify and describe one region or a characteristic of the region. This process allows each member of the group a chance to talk. After all members have been given the chance to share information on a region, one member of the group will record the responses of the entire group. Allow groups to share their ideas with the class and create a class chart of regions and characteristics of the regions. Correct misconceptions or incorrect information as it is presented to the class.

In their *learning logs* ([view literacy strategy descriptions](#)), students should respond to each of the following:

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

After all students have been given the chance to record the responses in their *learning logs*, discuss student responses as a class. Be sure to refer to the chart of regions and their characteristics created by the class during the discussion. Explain how cultural factors as well as physical factors can create or hinder both cooperation and conflict within and between regions.

Students should use textbooks, encyclopedias, or the Internet to complete the Regional Associations/Regional Conflicts BLM *graphic organizer* ([view literacy strategy descriptions](#)). See this blackline master and the sample below.

<b>Regional Association/Regional Conflict</b>	<b>Purpose or Cause</b>	<b>How does it facilitate or hinder interaction?</b>
Organization of Petroleum Exporting Countries (OPEC)		
League of Arab States		

Solicit responses from students and compare their findings with the class. Facilitate a class discussion of the regional associations and conflicts. Some teacher guidance may be needed. *Graphic organizers* should be used as study guides for quizzes and tests.

Using information found in the Middle East Resources Anticipation Guide BLM, “What role have natural resources played in politics and economy of the Middle East?” article, and the Regional Associations/Regional Conflicts BLM, have students write a two paragraph letter to the government of any Middle Eastern or North African country. In this letter, students should either condemn or commend the administration on their role in preserving natural resources and creating peace within the region. Allow volunteers to share their letters with the class. As students share their work, clear up misconceptions as they arise.

**Activity 5: Interdependence in North Africa and the Middle East (GLEs: WG.1.1, WG.2.2, WG.2.4, WG.5.3, WG.5.4, WG.6.1; CCSSs: RH.9-10.2, WHST.9-10.10)**

Material List: North Africa and Middle East natural resources map, world climate map, “*Drought and Salt-tolerant Barley*” reading (link included in activity), OPEC reading

Tell students to imagine they are the leader of a country. Have students create a list of everything their country and its people must have in order to operate as a modern country. Students will likely list things such as government, military, and public utilities. Be sure to probe students until they list items such as food for their citizens, clean drinking water, natural resources for fuel and manufacturing.

Show students the North Africa and Middle East natural resources map which can be found at <http://quakeinfo.ucsd.edu/~gabi/sio15/energy/supps/globalmap-oil.jpg>, and <http://media.maps.com/magellan/images/worldmineral.gif>, and the world climate map which can be found at [http://www.allcountries.org/maps/world\\_climate\\_maps.html](http://www.allcountries.org/maps/world_climate_maps.html) or through use of weather software or possibly in the textbook. After students analyze the maps, have them answer the following question in their *learning logs* ([view literacy strategy descriptions](#)):

**Can any country in the Middle East and North Africa be self-sufficient?**

**Explain.**

Allow students to share their responses with the class. If needed, guide students to think about the ability of countries in this part of the world to grow enough food to provide for its people.

Provide additional information to students about the impact of desertification and global climate change on the region. This can be done through notes, slideshow, or video. Give each student the article “*Drought and Salt-tolerant Barley*” found at: <http://desertification.wordpress.com/2008/03/15/north-africa-drought-and-salt-tolerant-barley-african-agriculture/>. As students read the article, have them *GIST* ([view literacy strategy descriptions](#)) each paragraph in thirty words or less (see sample below).



Students should read the first sentence of the paragraph and write a statement in thirty words or less to capture the essential information in that sentence. Students will then read the second sentence of the paragraph and use the information in sentence one and two to rewrite their *GIST* combining information from both sentences in thirty words or less. Students should continue this process as they read the remaining sentences of the paragraph. *GISTing* is a complex process and it may take students several attempts before they can create a *GIST* without going sentence by sentence.

### Paragraph One

“Agricultural researchers in Algeria, Egypt and Tunisia have teamed up to create drought-resistant and salt-tolerant varieties of barley better suited to the North African region. The project, funded by the Canadian International Development Research Centre and overseen by the New Partnership for Africa’s Development (NEPAD) North Africa Biosciences Network, will see thirty scientists from five organizations spending the next two years developing the barley varieties. Barley is traditionally used as animal feed in much of North Africa, but lack of alternative food sources is leading to human consumption.”

### GIST

1. A new drought-resistant and salt-tolerant barley is being created to use in North Africa.
2. Researchers from Canada and NEPAD will spend two years creating a new drought-resistant and salt-tolerant barley to be used in North Africa.
3. Researchers in North Africa are using funding from Canada to develop new varieties of barley that will grow in their salty soil. Barley is used to feed animals and humans.

Ask volunteers to share their *GISTs* with the class. Allow students to revisit and revise their *learning log* entry on the self-sufficiency of countries. Hold a class discussion to determine if students believe new technology and research will allow the Middle East and North Africa to become self-sufficient? Guide students to realize all countries are interdependent.

Remind students that the Middle East has one natural resource other countries desire, oil. Because of this, these countries can easily trade their oil to obtain money and/or food to feed their citizens. Students should read a short informational passage about OPEC found at <http://encyclopedia.kids.net.au/page/op/OPEC>.

After reading the article on OPEC, have students complete a *text chain* ([view literacy strategy descriptions](#)) about the impact of OPEC on the Middle East and member countries. The class should be divided into groups of three or four. The first student will write down what OPEC is and pass the paper to the next student. The second student will write down one way OPEC impacts member countries and then pass the paper to the next student. The third student will write another way OPEC impacts either member countries or the Middle East region before passing the paper to the final student. The last student will write about OPEC’s impact on the world. Hold a guided discussion of responses as a means of checking for understanding.

**Activity 6: Population Trends in North Africa and the Middle East (GLEs: WG.5.2, WG.5.4; CCSSs: RH.9-10.7, WHST.9-10.4, WHST.9-10.10)**

Materials List: world fact book, encyclopedias, Internet (optional), Population Trends BLM

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

Country	Total Population	Population Density	Population Growth Rate	Years for Population to Double	Standard of Living
Afghanistan					
Algeria					

After all student pairs have completed the chart, gather the class back together. Solicit observations from each group and discuss their findings with the class. Be sure to compare and contrast the total population, population density, and population growth rates of the countries on the Population Trends BLM. Show population pyramids from various Middle Eastern and North African countries. These can be found at <http://www.census.gov/population/international/data/idb/informationGateway.php>. Using information from the population pyramids and the chart, ask students to explain how population density and population growth rates impact a country. Students should then discuss the current impact of each country’s population density and natural resources on the standard of living. Some teacher guidance may be needed.

Have students use the information from the Population Trends BLM, population pyramids, and class discussion to complete a *RAFT* activity ([view literacy strategy descriptions](#)) with the following elements:

- Role- citizen of Bahrain
- Audience- the leaders of the Bahrain government
- Format- newspaper editorial
- Topic- future impact of continued population growth on citizens of Bahrain

The editorial should be written in the student’s learning logs ([view literacy strategy descriptions](#)) and should include current population numbers and density rates, a proposed change to fix the population problem, and a minimum of three reasons why this policy change is needed.

Allow student volunteers to share their *RAFT*ed letters with the class while they listen for accuracy and logic.



**Activity 7: Social Media, Political Protests, AND Human Rights (GLEs: WG.4.5, WG.5.5; CCSSs: RH.9-10.2, WHST.9-10.4, WHST.9-10.6 )**

Material List: “These are not just Facebook revolutions” article, “Women's Rights in the Middle East and North Africa: Supporting the Fight for Freedom and Equality” article, UN universal declaration of human rights, Changing Role of Women article, Changing Politics in the Middle East article, Social Media Tips Middle East Balance article (links provided in the activity), Social Media, Protest, and Human Rights BLM

Use the jigsaw method and place students in home groups of six members. Provide each member of this home group with a different article from the materials list. Articles can be found at:

“Changing Role of Women “

<http://www.pbs.org/wgbh/globalconnections/mideast/questions/women/index.html>

“These are not just Facebook revolutions”

<http://www.smh.com.au/opinion/politics/these-are-not-just-facebook-revolutions-20110222-1b41x.html>

“Social Media Tips Middle East Balance”

<http://www.cbsnews.com/stories/2011/02/15/eveningnews/main20032118.shtml>

“Women's Rights in the Middle East and North Africa: Supporting the Fight for Freedom and Equality”

<http://www.huffingtonpost.com/sarah-trister/womens-rights-in-the-middle-east-493714.html>

“UN Universal Declaration of Human Rights”

<http://www.un.org/events/humanrights/2007/hrphotos/declaration%20eng.pdf>

“Changing Politics in the Middle East”

<http://www.pbs.org/wgbh/globalconnections/mideast/themes/politics/index.html>

Allow students ample time to read their selection. Place students in expert groups based on the selection they read (all students who read about Facebook revolutions will be in one group, women’s rights in another, etc...). Students will discuss the readings in their expert groups. Working together, each expert group will collaborate to create a summary of the main ideas from the reading. Each student will need a copy of the summary to take back to their home groups.

Students will then return to their home groups and teach the rest of their group the main ideas and important facts about their assigned reading. As each student presents their summary information to the home group, other members will take notes using a *graphic organizer* ([view literacy strategy descriptions](#)) (see Social Media, Protest, and Human Rights BLM).

Article	Main Idea	Social Media Involved (if any)	Human Rights Violation (if any)
Women’s Rights in the Middle East			
Changing Role of Women			

After all students have presented their summaries in the home group lead a class discussion about each of the natural or human processes to assure all students have documented accurate information. Students should use their corrected *graphic organizer* as a study guide for future assessments.

Have students use the information in their *graphic organizer* to complete a *RAFT writing* ([view literacy strategy descriptions](#)) with the following elements:

**Role-** Human Rights activist

**Audience-** United Nations

**Format-** formal letter

**Topic-** human rights violations in the Middle East and North Africa

The rough draft of the letter should be written in the student’s *learning logs* ([view literacy strategy descriptions](#)) and should include examples of human rights violations in the region, a proposed action to be taken by the United Nations to fix the violations, and a minimum of three reasons why this policy change is needed. Students should be provided ample time to create a final, typed letter which will be turned in. Letters should be typed using Microsoft Word or similar software. Allow student volunteers to share their *RAFTed* letters with the class while students listen for accuracy and logic.

### Sample Assessments

#### General Guidelines

- Students should be monitored during all activities via teacher observation, data collection logs, writing products, class discussion, and journal entries.
- All student-developed products should be evaluated as the unit progresses.
- Select assessments that are consistent with the types of products that result from the student activities.
- Student investigations and projects should be evaluated with criteria assigned specific point values. The criteria should be distributed to the students when assignments are made and, when possible, students should assist in the development of the scoring criteria.
- Use a variety of performance assessments to determine student comprehension consistent with the type of products resulting from the selected student activities.
- Teacher-created, comprehensive unit exams assessing the GLEs should consist of the following:

- a variety of formats for objective, convergent test items
- depth of knowledge at various stages of Bloom's taxonomy
- EOC-like constructed response items
- open-ended response items requiring supporting evidence
- test items aligned to the verbiage of the GLEs.

### **Activity-Specific Assessments**

- Activity 2: Have students create a poster about an ethnic group found in the Middle East and North Africa. The poster must include information on the culture, conflicts, and migration of the assigned ethnic group. The poster will be assessed according to predetermined criteria distributed to the students at the time the paragraph is assigned
- Activity 3: Have students write a narrative paragraph in which they correctly identify similarities and differences among Islam, Judaism, and Christianity. The paragraph will be assessed according to predetermined criteria distributed to the students at the time the paragraph is assigned
- Activity 7: Have students write a mock letter to the United Nations about the human rights violations found in the Middle East and North Africa. The letter will be assessed according to predetermined criteria distributed to the students at the time the paragraph is assigned

**World Geography**  
**Unit 7: Africa, South of the Sahara**

**Time Frame:** Approximately three weeks



**Unit Description**

This unit focuses on the physical and human geography of Africa south of the Sahara, location of natural resources and their impact on economic activities. Ethnic conflict and environmental issues as aspects of human geography are also examined in this unit.

**Student Understandings**

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

**Guiding Questions**

1. Can students determine how the physical characteristics of sub-Saharan Africa challenge human activity and economic development?
2. Can students describe the effects of political corruption and unrest on sub-Saharan Africa?
3. Can students explain the causes and effects of rapid urbanization on the regions of sub-Saharan Africa?
4. Can students explain why the standard of living in many countries in sub-Saharan Africa is among the lowest in the world?
5. Can students describe the relationship between the various governments of sub-Saharan Africa and their environments?
6. Can students explain how the various governments of sub-Saharan Africa promote economic development?

**Unit 7: Grade-Level Expectations (GLEs) and ELA Common Core State Standards (CCSSs)**

Grade Level Expectations	
GLE #	GLE Text
<b>World in Spatial Terms and Uses of Geography</b>	
WG.1.2	Explain Earth's grid system, using latitude and longitude to locate key places and answer geographic questions about that place.

2012 Louisiana Comprehensive Curriculum

WG.1.4	Use geographic representations to locate the world’s continents, major landforms, major bodies of water and major countries and to solve geographic problems
<b>Physical Systems</b>	
WG.2.2	Identify and locate world climate regions and evaluate the impact of the Earth/Sun relationship, ocean currents, wind currents, and elevation on each climate region
WG.2.3	Compare and contrast regions of the world by analyzing the plant and animal life indigenous to the region (ecosystems)
WG.2.4	Explain and give examples of natural and human processes that shape Earth’s surface and identify specific locations where these processes occur
<b>Region</b>	
WG.3.1	Analyze how cooperation, conflict, and self-interest impact the cultural, political, and economic regions of the world and relations between nations
<b>Place</b>	
WG.4.1	Determine the physical and human characteristics that comprise the identity of a given place
WG.4.2	Analyze the distinguishing physical characteristics of a given place to determine their impact on human activities
WG.4.3	Identify and analyze distinguishing human characteristics of a given place to determine their influence on historical events
WG.4.4	Evaluate the impact of historical events on culture and relationships among groups
<b>Human Systems</b>	
WG.5.1	Describe and classify reasons for human migration in terms of push or pull factors to determine the changes and similarities in these factors over time
WG.5.2	Use population pyramids, geographic data and maps to analyze the current impact of population growth and to predict future population trends
WG.5.3	Describe and illustrate specific examples of economic interdependence in various regions
WG.5.4	Determine the factors that contribute to a country’s standard of living
<b>Environment and Society</b>	
WG.6.3	Analyze the distribution of resources and describe their impact on human systems (past, present, and future)
WG.6.4	Assess the role of government and business in preserving or consuming natural resources and protecting or destroying the physical environment
<b>ELA CCSS for Literacy in History/Social Studies 6-12</b>	
<b>CCSS#</b>	<b>CCSS Text</b>
<b>Reading Standards for Literacy in History/Social Studies 6–12</b>	
RH.9-10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies
RH.9-10.10	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently
<b>Writing Standards for Literacy in History/Social Studies 6-12</b>	
WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
WHST.9-10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

### Sample Activities

#### Activity 1: Geography Vocabulary for Sub-Saharan Africa (CCSS: RH.9-10.4)

Materials List: Geography of Sub-Saharan Africa Vocabulary Chart BLM

Have students complete a vocabulary self-awareness chart ([view literacy strategy descriptions](#)) for key terms and concepts found in the Africa, South of the Sahara unit (see Geography of Sub-Saharan Africa Vocabulary Chart BLM and sample below). As students complete the chart, ask students to rate their understanding of key terms and concepts using a “+” for understanding, a “?” for limited knowledge, or a “-” for lack of knowledge. These definitions should then be discussed as a class. Students should add information to the chart as the definitions are discussed throughout the unit. The completed chart will be used as a study guide for vocabulary and unit tests.

Vocabulary Term	+	?	-	Explanation	Example/ Sketch
Rift Valley					
Fault					

**Activity 2: Mapping Africa, South of the Sahara (GLEs: WG.1.4, WG.2.2, WG.4.2; CCSS: WHST.9-10.10)**

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

Have students complete an outline map of Africa, south of the Sahara. The Map of Africa BLM (see sample below) provides students with a list of countries, landforms, and bodies of water that should be added to the outline map. Outline maps can be found at <http://www.eduplace.com/ss/maps/>. Students will label countries using a political map of Africa, south of the Sahara found in the textbook or at [http://www.naturalhistoryonthenet.com/Continents/africa\\_countries.htm](http://www.naturalhistoryonthenet.com/Continents/africa_countries.htm).

Locate and label the landforms and waterways using a physical map found in the textbook or at <http://www.geographicguide.net/africa/physical-map.htm>. Student maps can be peer edited and checked for accuracy.

Locate and label the landforms and waterways using a physical map found in the textbook or at <http://www.geographicguide.net/africa/physical-map.htm>. Student maps can be peer edited and checked for accuracy.

Countries	Countries and Island Regions	Landforms	Bodies of Water
Angola	Namibia	Kalahari Desert	Nile River
Benin	Niger	Namib Desert	Blue Nile River

Have students examine climate, vegetation, and land use maps of Africa, south of the Sahara. These maps can be found in the textbook or at the following links:

<http://www.naturalhistoryonthenet.com/Continents/images/africaclimate.jpg>

<http://maps.howstuffworks.com/africa-vegetation-map.htm>

<http://maps.howstuffworks.com/africa-land-use-resources-map.htm>

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

Climate Region	Location of Climate Region	Type of Natural Vegetation	Major Economic Activities
Rainforest			
Savannah			

Have students use their completed Climate and Vegetation BLM to answer the following prompts in their *learning logs* ([view literacy strategy descriptions](#)):

1. What impact do climate and vegetation have on economic activities in Africa, south of the Sahara?
2. What impact does the Earth/sun relationship; ocean currents, wind currents, and elevation have on climate in Africa, south of the Sahara.

After all students have completed the Climate and Vegetation BLM and *learning log* prompts, discuss the answers as a class. Lead a class discussion probing the role of African weather patterns on United States hurricanes (all hurricanes begin as disturbances off the coast of Africa and wind and ocean currents cause them to make their way to North America). The completed *graphic organizer* should be used as a study aide for the unit test.

**Activity 3: African Safari and Endangered Animals (GLEs: WG.1.2, WG.2.3; CCSSs: RH.9-10.2, WHST.9-10.4, WHST.9-10.7)**

Materials List: outline maps of Africa; population density, elevation, physical, and political maps of Africa, encyclopedias, African Safari BLM, Endangered Animals BLM

Have students work in pairs to complete an African safari project. Provide students with an outline map of Africa (<http://www.eduplace.com/ss/maps/>). Also provide students with copies of population density, elevation, physical, and political maps of Africa. Have students use the various maps to complete the African Safari BLM (see sample below) tasks and record the correct answers in their *learning logs* ([view literacy strategy descriptions](#)). Remind students that information in their *learning logs* is useful when preparing for unit assessments.

1. Draw lines to mark the equator and the Prime Meridian. Is more of Africa in the southern hemisphere or northern hemisphere? Is more of Africa in the eastern or western hemisphere?

Allow each pair to pick one endangered animal found in Africa, south of the Sahara. These endangered animals include rhinos, African elephants, lions, giraffes, mandrills, oryx, gorillas, African wild dogs, cheetahs, chimpanzees, bongos, zebra, geometric tortoises, leopards, and cape mole rats. Provide students with encyclopedias, the Internet, or other resources to research their chosen animal. Have students determine where the animals live, the type of vegetation found in this area, and reasons why the animal is endangered. Information should be recorded on the Endangered Animals BLM (see sample below). Students should place a symbol on their outline map to represent their chosen animal’s habitat location.

Animal	Location	Vegetation	Reason Endangered
Rhino			

After information is checked for accuracy, each pair of students will present their information to the class. Students will complete the other rows of the chart based on information provided during the presentations. After all presentations, lead a class discussion on the regions of Africa, south of the Sahara, impacted by endangered animals. Have students compare and contrast these areas (what they have in common



and what is different about these areas) as well as the similarities and differences in the causes of endangered animals.

Students will use *SPAWN* ([view literacy strategy descriptions](#)) prompts to guide them through the process of thinking about the impact of endangered species. Below are sample prompts.

**Special Powers-** If you had the power to change one thing about the continent of Africa what would it be? Explain your answer.

**Problem Solving-** How would you solve the issue of possible extinction faced by animals in Africa, south of the Sahara?

**Alternate Viewpoint-** Imagine you are a poacher. Why should the government allow you to continue poaching animals?

**What If ?-** If global climate change was not an issue, would so many animals in Africa still face extinction? Explain your answer.

**Next-** Several African countries have begun practicing ecotourism. Is ecotourism the wave of the future to save endangered animals? Explain your answer.

Allow students to pick one prompt to answer within a reasonable period of time. Students should copy their chosen prompt into their *learning logs* before writing responses and recording the date. Students should share their responses with a shoulder partner and volunteers can share with the class. Correct errors and misconceptions as they arise during student responses.

**Activity 4: Past and Present Injustices in Africa (GLEs: WG.3.1, WG.4.3, WG.4.4, WG.5.1; CCSSs: RH.9-10.2, WHST.9-10.4, WHST.9-10.7)**

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

Provide students with information about injustices in Africa through discussion, notes, or a slideshow. Divide the class into groups of three or four. Assign each group an injustice or an area of injustice in Africa, south of the Sahara (e.g., slave trade, colonial exploitation, Darfur, Rwanda, Ethiopia, Somalia, South African apartheid). Students should focus on identifying past and current injustices and describing the causes and the impact of these injustices. Tell students they will be called on randomly, by groups, to come to the front of the room to be *professor know-it-alls* ([view literacy strategy descriptions](#)) and present information on their assigned topics. Each group should prepare several questions to ask their classmates in order to assess their knowledge of information presented. *Professor know-it-alls* should also be prepared to answer the questions they generated along with questions from the class that they will be called upon to answer. Each group will become experts on the topics they research. Facilitate this activity by monitoring all presentations and class discussions for accuracy. Allow each group ample time to research their topics. When the research is complete, distribute poster board so students can write down the most important information from their

research and use it as a visual display during their presentations. Check posters for accuracy prior to presentations to the class.

Groups will use *split-page notetaking* ([view literacy strategy descriptions](#)) to take notes on important aspects of each group’s presentation. Distribute the Split-page Notetaking BLM to students (see this BLM and the sample below). Students should complete a copy of this Split-page Notetaking BLM for each group presentation.

<b>Topic:</b>	<b>Time period:</b> _____
What are the basic human characteristics of the region?	
What injustice was/is occurring?	

Ask the first group of *professor know-it-alls* to stand shoulder-to-shoulder during their presentation and invite questions from the other groups after their presentation is complete. The group should huddle as a team to discuss possible answers to class questions, then return to their positions and give the answers in complete sentences. Each member of the group can state part of the sentence until it is complete or take turns answering the different questions. After they have addressed the class questions, they may ask their prepared questions and elicit answers from the class. Once this entire process is completed by one group, call upon another team and let them present information on their assigned topic. The entire process should be repeated until all groups have had a chance to present. Ask any additional questions of each group to ensure that all necessary material is covered. The *professor know-it-alls* should be held accountable for correct information.

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

Students should use their *split-page notetaking* to write a short essay containing three paragraphs about injustices in Africa. The first paragraph should cover injustices from the distant past. The second paragraph should discuss recent injustices. The third paragraph should determine the lasting impact of European colonization and imperialism on the continent of Africa. This should be graded using a rubric such as the Sample Rubric BLM (see sample on the next page).

Score Level	Description of Score Level
4	<ul style="list-style-type: none"> <li>• The response demonstrates in-depth understanding of the relevant content and/or procedure.</li> <li>• The student completes all-important components of the task accurately and communicates ideas effectively.</li> <li>• Where appropriate, the student offers insightful interpretations and/or extensions.</li> <li>• Where appropriate, the student chooses more sophisticated reasoning and/or efficient procedures.</li> </ul>

Choose exemplary essays and share them with the class.

**Activity 5: African Economic Systems and Issues (GLEs: WG.5.3, WG.5.4, WG.6.3; CCSSs: RH.9-10.2, WHST.9-10.7)**

Materials List: slideshow (optional), world fact book, paper plates, glue, markers, and scissors to share

Review the types of economic systems previously studied in unit three and the economic systems found in Africa, south of the Sahara, via lecture, discussion, and notes. Have students brainstorm factors that impact an economy (e.g., stability of government, infrastructure, natural resources, and education levels) and standard of living (e.g., education levels, housing, health care). Factors impacting an economy and standard of living should be written in the student’s *learning logs* ([view literacy strategy descriptions](#)). As a class, discuss how the factors impacting the economy, brainstormed by students, impact countries and ask students to hypothesize possible solutions to these problems. Be sure to discuss the impact of exploration and colonization on Africa in the past and its lasting impact today. Also, discuss the need for interdependence and provide examples to students. Students should then reflect on their *learning log* entry and make changes based on new information learned through the class discussion.

Assign each student a major country in Africa, south of the Sahara. Students will research the economic resources of the assigned country including natural resources, industry, manufacturing, exports and agricultural products. As they read, have students determine how these resources have impacted settlers throughout history. Students should also note the Gross Domestic Product and per capita income of their assigned country. This information can be found using the encyclopedia, textbook and a world fact book.

Students will use a paper plate to create an African Econo-Mask. This mask must depict at least five economic resources of the assigned country. The mask can include products brought from home or pictures representing the resources. Encourage students to be creative and design a mask which looks like a face. On the back of the mask, students should use information from their textbook and world fact book to propose a solution to

the economic problems facing their country. This should be a paragraph which provides evidence from the readings to support the proposed solution.

After students complete their African Econo-Masks and their paragraphs, place students into groups of three to five and use the Round Robin *discussion* ([view literacy strategy descriptions](#)) technique to talk about the resources in their assigned country and the solution to the economic problem they proposed. Going in a clockwise rotation, each member of the group will describe one resource or their economic solution found on their mask. This process allows each member of the group a chance to talk. After all members have been given the chance to discuss the resources and solutions on their masks, one member of the group will write down the economic problems faced in Africa, south of the Sahara. Allow selected groups to share the economic problems discussed in their group as well as proposed solutions with the class. Correct misconceptions or incorrect information as it is presented to the class.

**Activity 6: Problems Facing Africa (GLEs: WG.2.4, WG.4.1, WG.5.2, WG.5.4, WG.6.4; CCSSs: RH.9-10.10, WHST.9-10.4)**

Materials List: overhead projector (optional), Lake Chad Anticipation Guide BLM, “Slow Death of Africa’s Lake Chad” article (link in activity), AIDS Anticipation Guide BLM, “Overview: Breaking the Silence” article (link in activity), Poverty Anticipation Guide BLM, “Reducing Poverty in Africa, Population Growth may Be Bigger Hurdle than AIDS” (link in activity), Deforestation Anticipation Guide BLM, “Deforestation is Undercutting Africa’s Climate Resilience” article (link in activity), Internet

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

Give each student an *anticipation guide* ([view literacy strategy descriptions](#)) for one of the four articles concerning major problems in Africa, south of the Sahara (Lake Chad, AIDS, poverty, or deforestation). See the Lake Chad Anticipation Guide BLM, AIDS Anticipation Guide BLM, Poverty Anticipation Guide BLM, and Deforestation Anticipation Guide BLM and the sample below. Students should read the statements on their *anticipation guide* and indicate whether it is true or false. See sample on next page.

<b>“Slow Death of Africa’s Lake Chad” Anticipation Guide</b>	
Complete this exercise individually. Before reading the article, read each statement below and indicate whether the statements are <b>True</b> or <b>False</b> by circling your choice. After reading the article, indicate whether your opinion of the statement has changed and cite evidence for your final answer.	
1. Global warming is the only cause of the shrinking of Lake Chad.	
Before:	True or False
After:	True or False
Evidence:	

Students should then be given the article which corresponds to their *anticipation guide* to read. The articles can be found at the following using the following:

- “Slow Death of Africa’s Lake Chad <http://news.bbc.co.uk/2/hi/africa/4906692.stm>,
- “Overview: Breaking the Silence”  
[http://news.bbc.co.uk/hi/english/static/in\\_depth/africa/2000/aids\\_in\\_africa/overview.stm](http://news.bbc.co.uk/hi/english/static/in_depth/africa/2000/aids_in_africa/overview.stm),
- “Reducing Poverty in Africa, Population Growth may Be Bigger Hurdle than AIDS”  
<http://www.medicalnewstoday.com/articles/32682.php>
- “Deforestation is Undercutting Africa’s Climate Resilience” [www.ens-newswire.com/ens/dec2011/2011-12-08-02.html](http://www.ens-newswire.com/ens/dec2011/2011-12-08-02.html).

After reading the articles, students will refer back to their *anticipation guide* to see if their initial responses have changed and provide evidence from the reading to show why their initial response changed or remained the same. Students should also write a short summary of the reading at the bottom of the *anticipation guide*.

Students will participate in four *discussions* ([view literacy strategy descriptions](#)) in the form of Fishbowl. Have all students who read the article about Lake Chad sit in a circle in the center of the room while the rest of the students sit in a larger circle around them. Students in the inner circle should discuss the article about Lake Chad while the students in the outer group listen without speaking. After a set period of time, the outer group should discuss, among themselves, the problems facing Lake Chad based upon the *discussion* they just witnessed. Information contained in the article should be discussed as a class and both groups should share their impressions about the problems facing Lake Chad as well as allowing the outer circle to critique the *discussion* of the inner circle.

Next, have all students who read the article about deforestation sit in a circle in the center of the room while the rest of the students sit in a larger circle around them. Students in the inner circle should discuss the article about deforestation while the students in the outer group listen without speaking. After a set period of time, the outer group should

discuss among themselves the problems caused by deforestation based upon the *discussion* they just witnessed. Information contained in the article should be discussed as a class and both groups should share their impressions about the problems caused by deforestation as well as allowing the outer circle to critique the *discussion* of the inner circle.

Now, have all students who read the article about AIDS sit in a circle in the center of the room while the rest of the students sit in a larger circle around them. Students in the inner circle should discuss the article about AIDS while the students in the outer group listen without speaking. After a set period of time, the outer group should discuss among themselves the problems caused by AIDS based upon the *discussion* they just witnessed. Information contained in the article should be discussed as a class and both groups should share their impressions about the problems caused by AIDS and possible solutions as well as allowing the outer circle to critique the *discussion* of the inner circle.

Finally, have all students who read the article about poverty sit in a circle in the center of the room while the rest of the students sit in a larger circle around them. Students in the inner circle should discuss the article about poverty while the students in the outer group listen without speaking. After a set period of time, the outer group should discuss among themselves the problems caused by poverty based upon the *discussion* they just witnessed. Information contained in the article should be discussed as a class and both groups should share their impressions about the problems caused by poverty as well as allowing the outer circle to critique the *discussion* of the inner circle. During the full class *discussion*, population pyramids from selected African countries should be shown to the class and discussed in light of the population growth article. Population pyramids can be found at

<http://www.census.gov/population/international/data/idb/informationGateway.php>.

Based on the readings and *discussion*, determine which problem facing Africa is most important to solve first. Have students complete a *RAFT* activity ([view literacy strategy descriptions](#)) with the following elements:

**Role-** African citizen

**Audience-** the leaders all African countries

**Format-** formal letter

**Topic-** Proposed policy to solve Africa's biggest problem

The letter should be written in students' *learning logs* ([view literacy strategy descriptions](#)) and should include the problem students feel is impacting the continent of Africa most, a proposed policy to solve this problem, and a minimum of three reasons why this policy change is needed.

Allow student volunteers to share their *RAFTed* letters with the class while students listen for accuracy and logic. Students should refer to their *RAFT* during a guided class discussion on the role of businesses and the government in solving the problems facing Africa.

## Sample Assessments

### General Guidelines

- Students should be monitored during all activities via teacher observation, data collection logs, writing products, class discussion, and journal entries.
- All student-developed products should be evaluated as the unit progresses.
- Select assessments that are consistent with the types of products that result from the student activities.
- Student investigations and projects should be evaluated with criteria assigned specific point values. The criteria should be distributed to the students when assignments are made and, when possible, students should assist in the development of the scoring criteria.
- Use a variety of performance assessments to determine student comprehension consistent with the type of products resulting from the selected student activities.
- Teacher-created, comprehensive unit exams assessing the GLEs should consist of the following:
  - a variety of formats for objective, convergent test items
  - depth of knowledge at various stages of Bloom's taxonomy
  - EOC-like constructed response items
  - open-ended response items requiring supporting evidence
  - test items aligned to the verbiage of the GLEs.

### Activity-Specific Assessments

- Activity 2: Have students locate countries and landforms in Africa south of the Sahara. Students should locate major countries and landforms correctly on a map test.
- Activity 4: Have students write a short essay containing three paragraphs describing the injustices in Africa in the past and currently. The essay should be graded based on criteria presented at the time the assignment and found on the Sample Rubric BLM.
- Activity 6: Have students write a letter to the United Nations asking for aid for an African country. The letter must detail some of the problems found in that country and offer possible solutions. *RAFTs* will be assessed according to predetermined criteria distributed to the students at the time the *RAFT* is assigned.



**World Geography  
Unit 8: South Asia**

**Time Frame:** Approximately three weeks



**Unit Description**

This unit focuses on examining the physical and human geography of Central and South Asia in order to understand how physical and human geography have shaped human settlement and economic development in these regions.

**Student Understandings**

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

**Guiding Questions**

1. Can students describe the distinguishing physical characteristics of South Asia?
2. Can students determine how cooperation and conflict in South Asia have affected its economic growth?
3. Can students explain how some countries in South Asia used their physical and human resources to promote economic growth?
4. Can students use demographic data to determine the population challenges facing South Asia?
5. Can students explain how technology has promoted economic growth in South Asia?
6. Can students describe how the physical geography of South Asia challenges the people of this region?

**Unit 8: Grade-Level Expectations (GLEs) and ELA Common Core State Standards (CCSSs)**

Grade Level Expectations	
GLE #	GLE Text
<b>World in Spatial Terms and Uses of Geography</b>	
WG.1.4	Use geographic representations to locate the world's continents, major landforms, major bodies of water and major countries and to solve geographic problems



<b>Physical Systems</b>	
WG.2.4	Explain and give examples of natural and human processes that shape Earth’s surface and identify specific locations where these processes occur
<b>Region</b>	
WG.3.1	Analyze how cooperation, conflict, and self-interest impact the cultural, political, and economic regions of the world and relations between nations
WG.3.2	Determine the unifying characteristics that regions possess and explain changes that they have experienced over time
WG.3.3	Explain how human and physical characteristics facilitate or hinder regional interactions
<b>Place</b>	
WG.4.1	Determine the physical and human characteristics that comprise the identity of a given place
<b>WG.4.2</b>	Analyze the distinguishing physical characteristics of a given place to determine their impact on human activities
WG.4.3	Identify and analyze distinguishing human characteristics of a given place to determine their influence on historical events
WG.4.4	Evaluate the impact of historical events on culture and relationships among groups
<b>Human Systems</b>	
WG.5.1	Describe and classify reasons for human migration in terms of push or pull factors to determine the changes and similarities in these factors over time
WG.5.2	Use population pyramids, geographic data and maps to analyze the current impact of population growth and to predict future population trends
WG.5.3	Describe and illustrate specific examples of economic interdependence in various regions
WG.5.4	Determine the factors that contribute to a country’s standard of living
<b>Environment and Society</b>	
WG.6.2	Analyze the distribution of resources and describe their impact on human systems (past, present, and future)
WG.6.3	Analyze the distribution of resources and describe their impact on human systems (past, present, and future)
WG.6.4	Assess the role of government and business in preserving or consuming natural resources and protecting or destroying the physical environment
<b>ELA CCSS for Literacy in History/Social Studies 6-12</b>	
<b>CCSS#</b>	<b>CCSS Text</b>
<b>Reading Standards for Literacy in History/Social Studies 6–12</b>	
RH.9-10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies
RH.9-10.10	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently
<b>Writing Standards for Literacy in History/Social Studies 6-12</b>	
WHST.9-10.1	Write arguments focused on <i>discipline-specific content</i> . a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
WHST.9-10.2	<b>2.</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.
WHST.9-10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

### Sample Activities

#### Activity 1: Mapping South Asia (GLEs: WG.1.4, WG.4.1, WG.4.2, WG.4.3; CCSS: WHST.9-10.10)

Materials List: outline map of South Asia, physical map of South Asia, political map of South Asia, natural resources map of South Asia, population density map of South Asia, Mapping South Asia BLM

Have students label an outline map of South Asia, which can be found at <http://www.eduplace.com/ss/maps/>, with all countries (Pakistan, Nepal, Bangladesh, Bhutan, India, Maldives, Sri Lanka) from the political map ([http://www.globaleducation.edna.edu.au/images/south\\_asia\\_map.gif](http://www.globaleducation.edna.edu.au/images/south_asia_map.gif)) and major landforms (Bay of Bengal, Indian Ocean, Himalayas, Thar Desert) from the physical map (<http://www.lib.virginia.edu/area-studies/SouthAsia/maps/Images/sld006.html>). A complete list of items to be placed on the map can be found on the Mapping South Asia BLM (see sample below).

Countries	Island Regions	Landforms	Bodies of Water
Pakistan	Andaman Islands	Himalayas	Bay of Bengal
Nepal	Nicobar Islands	Thar Desert	Indian Ocean

Using the natural resource map (<http://maps.howstuffworks.com/asia-land-use-resources-map.htm>), physical map, and population density map (<http://maps.howstuffworks.com/asia-population-density-map.htm>) of South Asia in their textbook or other reliable sources, have students write a paragraph in their *learning logs* ([view literacy strategy descriptions](#)) describing the settlement patterns in South Asia. Students should cite specific examples from the maps in their paragraph. Students will share their paragraph with a shoulder partner and volunteers can share their writing with the class.

**Activity 2: Cultural Characteristics of South Asia (GLEs: WG.3.1, WG.3.2, WG.3.3, WG.4.1, WG.5.4; CCSSs: RH.9-10.2, WHST.9-10.2b, WHST.9-10.5)**

Materials List: Cultural Characteristics BLM, encyclopedia, world fact book, Physical map of South Asia, Internet (optional)

Present information about the physical and human characteristics in South Asia. This can be done through notes, slideshow, or video. Have students use this information as well as encyclopedias or world fact books to complete the Cultural Characteristics BLM (see this BLM and the sample below). This *graphic organizer* ([view literacy strategy descriptions](#)) will allow students to visually compare and contrast the countries in South Asia.

Country	Major Language (s)	Major Religions	Major Ethnic Groups	Major Economic Activities	Type of Economic System	Type of Government	Standard of Living
Pakistan							

Students should share their answers with the class and correct their charts as needed. Have students discuss how these countries are similar and different. During this

discussion of the *graphic organizer* and the similarities and differences among the countries, create a class list on the board or overhead of the human (cultural) and physical characteristics most important to South Asia. Place a star by those human and physical characteristics students believe unify South Asia.

Have students use information from the Cultural Characteristics BLM, class discussion, student-generated list, a physical map of South Asia, world fact book, and encyclopedia to write a four paragraph essay. In the first paragraph students should discuss how they believe human characteristics have facilitated and/or hindered interaction between regions or countries. In the second paragraph, students should discuss how they believe physical characteristics have facilitated and/or hindered interaction between regions or countries. In the third paragraph, students should determine the impact of cultural characteristics on cooperation and conflict in South Asia. The fourth paragraph should examine the cultural characteristics which impact the standard of living in South Asia. Students should cite examples from the encyclopedia or world fact book as they write their paragraphs. Consult with ELA teachers and use the citation method required in your school.

Have students share their rough draft with a shoulder partner. The shoulder partner should be responsible for editing the four paragraphs for grammar, spelling, clarity, and accuracy of information. Consult with ELA teachers at your school to obtain peer editing criteria to assist students with this process. The peer edited rough draft should be returned to the original writer who will revise the essay based on the peer edit and write a final draft. Share exemplary essays with the class.

**Activity 3: Religions of South Asia (GLEs: WG.3.2, WG.4.3, WG.4.4; CCSSs: RH.9-10.2, RH.9-10.10, WHST.9-10.4)**

Materials List: Religion Children’s Book Rubric BLM, Hinduism reading (link in the activity), Buddhism reading (link in the activity), Jainism reading (link in the activity), Sikhism reading (link in the activity), South Asian religions slideshow or video (optional)

Provide students with basic information about the four religions which began in South Asia (Hinduism, Buddhism, Jainism, and Sikhism) through notes, slideshow, or video. Assign each student one of the four religions and provide further readings on the assigned religion. Students should complete the portion of Religions of South Asia BLM (see sample below) that goes with their assigned religion. Readings can be found at:

Hinduism: <http://hinduism.about.com/od/basics/p/hinduismbasics.htm>

Buddhism: <http://www.pbs.org/edens/thailand/buddhism.htm>

Jainism: <http://www.bbc.co.uk/religion/religions/jainism/>

Sikhism: <http://www.bbc.co.uk/religion/religions/sikhism/>

Religion	Founder , when, where	Holy Book	Basic Beliefs	Impact on History	Relationship with other groups in South Asia
Hinduism					

After students read their textbook, provided reading, and other reliable sources, they will write a summary of their assigned religion in their *learning logs* ([view literacy strategy descriptions](#)). Students will use these summaries and provided readings to complete a *RAFT writing* ([view literacy strategy descriptions](#)) with the following elements:

- Role- an expert on assigned religion
- Audience- upper elementary students
- Format- children’s book with pictures
- Topic- the history and beliefs of assigned religion

Have students read their completed children’s book to the class. Students should listen to all books for accuracy and logic and misconceptions should be corrected as they arise. Students will complete the remaining portions of the Religions of South Asia BLM as other students present. Children’s books should be graded using a rubric such as the Religion Children’s Book Rubric BLM.

**Activity 4: Population and Population Density (GLEs: WG.4.3, WG.5.2; CCSSs: WHST.9-10.10)**

Materials List: copies of the Demographic Transition Model, population pyramids for the India and Pakistan, population map of South Asia, construction paper, glue, dried beans, world fact book, Internet (optional)

Remind students about the stages of the Demographic Transition Model studied in the Latin American unit. The following is a demographic model of the stages of population growth in countries (pre-industrial to advanced economies):

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

Using information in the demographic transition model along with population pyramids for the India and Pakistan (which can be found at <http://www.census.gov/population/international/data/idb/informationGateway.php>), have students determine the stage of the Demographic Transition Model in which each country is currently classified. Guide students through this process using the population pyramid

of Pakistan. Then have students use the India population pyramid to complete this task on their own. (The following webpage may be helpful:  
<http://geography.about.com/library/weekly/aa071497.htm> )

Using the information from the Demographic Transition Model as well as the population pyramids, have students predict the impact of population growth on each individual country studied and on South Asia as a whole.

Assign students a country in South Asia. Using a world fact book or the Internet, have students find the total population of their assigned country and its total arable (livable) land area. Have students use this information to compute the country's population density and create a population density card out of construction paper depicting the population density of their assigned country. The card will include: the country's name, population, land area, and population density. Students can use beans to show the country's population density and glue them onto their paper cards. For example, one bean may be equal to 10,000 people per square mile. Have students share their completed population density cards with the rest of the class.

Students should now use a population map of South Asia (<http://maps.howstuffworks.com/asia-population-density-map.htm>) to locate the areas with the highest population densities. In their *learning logs* ([view literacy strategy descriptions](#)) have students hypothesize the problems caused by overcrowding and overpopulation as well as possible solutions to these problems.

Use *discussion* ([view literacy strategy descriptions](#)) in the form of Inside-Outside Circles to discuss the problems associated with overpopulation. Students stand and face each other in two concentric circles with the inside circle facing out and the outside circle facing in. Have students discuss problems of overcrowding with the person standing directly in front of them. After a set amount of time, ask the outer circle to rotate and continue the *discussion* with their new partner. After several rotations, pick various students to share their ideas as well as the ideas of the person with whom they discussed the overpopulation problems.

**Activity 5: Conflicts in South Asia (GLEs: WG.3.1, WG.4.4, WG.5.1; CCSSs: RH.9-10.2, WHST.9-10.1, WHST.9-10.4)**

Materials List: slideshow or video on the history of South Asia (optional), encyclopedias, Conflicts in South Asia Split-page Notes BLM, Internet (optional)

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

in the conflict, results of the conflict, and impact of the conflict on the migration of citizens.

Have students present their findings to the class. As groups present their information, the rest of the class will complete a *split-page notetaking* guide ([view literacy strategy descriptions](#)) on each of the conflicts presented (see the Conflicts in South Asia Split-page Notes BLM and sample below).

<b>Topic:</b> <i>Colonization of India</i>	<b>Time period:</b> _____
Why did this occur?	
What groups were involved in the conflict?	
What were the results of the conflict?	

After all groups have presented, have students determine which conflict they believe had the greatest negative impact on South Asia. Students should share their answer and rationale with a partner who has chosen a different conflict.

Have students use their completed *split-page notes* to write a persuasive three paragraph essay. In the first paragraph, students should make a claim stating which conflict they believe had the greatest negative impact on South Asia. Students should provide evidence from *split-page notes*, textbook, or encyclopedia to support their claim. In the second paragraph, students should explain why the conflict chosen by their partner has not had the greatest negative impact on South Asia. Students should then write a third paragraph providing a possible solution to conflict discussed in paragraph one. Paragraphs should be written in the students' *learning logs* ([view literacy strategy descriptions](#)). Ask student volunteers to share their writings with the class. Students should listen for accuracy and misconceptions should be corrected.

Remind students to use their *split-page notes* to study for assessments by covering information in the right column, then using the prompt in the left column to recall the covered information on the right side. Students should be given time to quiz each other on the information on their *split-page notes*.

**Activity 6: Natural Processes in South Asia (GLEs: WG.2.4, WG.6.2; CCSSs: RH.9-10.4, WHST.9-10.9)**

Materials List: slideshow about natural processes (optional), tsunami article (link found in activity), Natural Disasters Article (link found in activity), five 3x5 cards per student, Natural Processes Vocabulary Card BLM, Ad Campaign Rubric BLM, Internet (optional)

Before researching the natural processes in South Asia, have students generate questions they have about the natural processes by responding to a *SQPL* (*student questions for purposeful learning*) prompt ([view literacy strategy descriptions](#)). An *SQPL* prompt

should be designed in such a way as to cause students to wonder about and question an event or happening. Write the following *SQPL* prompt on the board to encourage students to start thinking about the natural processes in South Asia:

**The natural processes in South Asia greatly affected the lives of the people and every aspect of the societies they touched.**

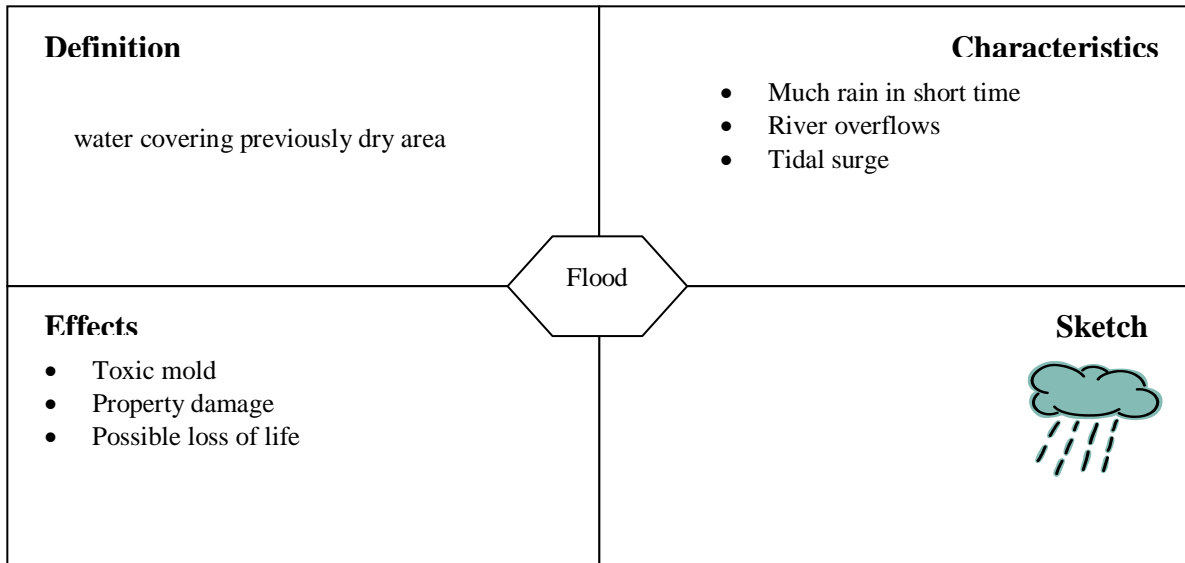
Working in pairs, have students think of at least two questions they have about the natural processes in South Asia based on the *SQPL* prompt. Ask students to share their questions with the class and then write them on the board. Any questions asked more than once should be marked with an asterisk to signify its importance. Add questions to the list, if there are content gaps. Keep the questions posted throughout the study of the natural processes in South Asia.

Tell students to listen carefully for answers to their questions as the natural processes in South Asia are studied. This should be done through teacher notes or a slideshow about the natural processes found in South Asia. Students should also read an article about tsunamis which can be found at:

[http://news.nationalgeographic.com/news/2004/12/1227\\_041226\\_tsunami.html](http://news.nationalgeographic.com/news/2004/12/1227_041226_tsunami.html). Provide students additional information about natural processes by using selections from the following article: <http://www.bmtpc.org/pubs/techno/chapter-1.pdf>. Stop whenever information is presented that answers one or more of the student-generated questions and ask students if they heard the answer to any of their questions. Allow students to confer with a partner before responding. Continue the process until all information about the natural processes in South Asia has been presented. Go back and check which questions may still need to be answered. Remind students they should ask questions before learning something new, then listen and look for the answers to their questions.

Have students use the information on the natural processes in South Asia learned during the *SQPL* activity to create *vocabulary cards* ([view literacy strategy descriptions](#)). This strategy allows students to see connections between words, examples of the word, and the critical attributes associated with the word. Draw a sample *vocabulary card* on the board. Distribute five 3x5 index cards to each student and ask them to follow directions in creating a *vocabulary card* (see the Natural Processes Vocabulary Card BLM and sample below). The target word, “flood”, should be placed in the middle of the card. Students then provide a definition of the word in the appropriate location. Next, students complete the characteristics, effects, and illustration sections on the card. Have students create cards for monsoon, earthquake, tsunami, and cyclone. After completing the *vocabulary cards*, students should use them as a study aid both individually and with a partner to assist in preparation for both vocabulary quizzes and the unit test.





Students should propose ways to prevent high casualty rates from monsoons, flooding, and tsunamis. They should then create an ad campaign to promote their ideas for lowering death rates from monsoons, flooding, and tsunamis in South Asia. Students should use information from the earlier readings or Internet to complete their ad. This campaign should include at least four solutions or strategies to encourage change and a minimum of four pieces of statistical data to support the need for their solutions. These ad campaigns can be graded using the Ad Campaign Rubric BLM.

**Activity 7: Industrializing India (GLEs: WG.5.3, WG.6.3, WG.6.4; CCSSs: RH.9-10.2, WHST.9-10.10)**

Materials List: “Is America #1?” video clip, Internet, “India industrialization stalls” article, “India’s sense of urgency on Africa welcome” article, “A tale of new cities: India’s push to industrialize” article, “American chains travel to India to recruit franchisees” article, “Industrialization and Environmental Pollution” article (links found in activity), Industrializing India BLM

Show students a video clip of John Stossel in India from his 20/20 special “Is America #1?” found online at <http://freedomchannel.blogspot.com/2007/07/abc-2020-is-america-1-with-john-stossel.html> or share with them the summary from Mr. Stossel <http://www.foxbusiness.com/on-air/stossel/blog/2011/06/13/government-causes-poverty-0>. This will demonstrate to students the conditions in India and the impact of the government “red tape” on starting a business within the country.

Use the jigsaw cooperative grouping method to place students in home groups of five members. Provide each member of the home group with a different article from the materials list. Articles can be found at:

“India industrialization stalls”

<http://www.washingtontimes.com/news/2010/jun/24/land-battle-brakes-indias-industrial-juggernaut/?page=all>

“India's sense of urgency on Africa welcome”

[http://articles.timesofindia.indiatimes.com/2011-05-22/all-that-matters/29571027\\_1\\_first-india-africa-bilateral-trade-south-africa](http://articles.timesofindia.indiatimes.com/2011-05-22/all-that-matters/29571027_1_first-india-africa-bilateral-trade-south-africa)

“A tale of new cities: India's push to industrialize”

<http://www.iwote.com/arts/architecture/industrializing-india.html>

“American chains travel to India to recruit franchisees”

<http://nrn.com/article/american-chains-travel-india-recruit-franchisees#ixzz1i4bwJzz0>

“Industrialization and Environmental Pollution”

[http://himadri.cmsdu.org/documents/Industrialisation and Environmental Pollution.pdf](http://himadri.cmsdu.org/documents/Industrialisation_and_Environmental_Pollution.pdf)

Allow students ample time to read their selection. Place students in expert groups based on the selection they read (all students who read about India’s Industrialization Stalls will be in one group, A tale of new cities in another, etc...). Students will discuss the readings in their expert groups. Working together, each expert group will collaborate to create a summary of the main ideas from the reading. Each student will need a copy of the summary to take back to their home groups. Students will then return to their home groups and teach the rest of their group about their assigned reading. As each student presents his or her summary, the other members of the home group will take notes using a *graphic organizer* ([view literacy strategy descriptions](#)) (See Industrializing India BLM).

Article	Main Idea	Government’s role in Industrialization	Impact on the Environment
“Industrialization stalls”			

After all students have presented their summaries in the home group lead a class discussion about each of the natural or human processes to assure all students have documented accurate information. Students should use their corrected *graphic organizer* as a study guide for future assessments.

In their *learning logs* ([view literacy strategy descriptions](#)) ask students to write three paragraphs. The first paragraph should describe the role of government in promoting industrialization. The second paragraph should describe the impact of industrialization on the environment including the use and depletion of natural resources. The final paragraph should describe how students believe a government should balance the need for industry with protection of the environment. Allow volunteers to share their responses with the class. Ask students to listen for accurate information and clarify misconceptions when needed.

## Sample Assessments

### General Guidelines

- Students should be monitored during all activities via teacher observation, data collection logs, writing products, class discussion, and journal entries.
- All student-developed products should be evaluated as the unit progresses.
- Select assessments that are consistent with the types of products that result from the student activities.
- Student investigations and projects should be evaluated with criteria assigned specific point values. The criteria should be distributed to the students when assignments are made and, when possible, students should assist in the development of the scoring criteria.
- Use a variety of performance assessments to determine student comprehension consistent with the type of products resulting from the selected student activities.
- Teacher-created, comprehensive unit exams assessing the GLEs should consist of the following:
  - a variety of formats for objective, convergent test items
  - depth of knowledge at various stages of Bloom's taxonomy
  - EOC-like constructed response items
  - open-ended response items requiring supporting evidence
  - test items aligned to the verbiage of the GLEs.

### Activity-Specific Assessments

- Activity 1: Have students complete an outline map of South Asia. Students should be able to locate countries and major landforms as part of a South Asia map test.
- Activity 3: Have students complete a *RAFT* writing in the form of a children's book. The book should include the basic beliefs of the assigned religion as well as basic information about its founding. *RAFTs* will be assessed according to the Children's Book Rubric.
- Activity 6: Students will create an ad campaign to help lower death rates from natural processes in South Asia. This campaign should include at least four solutions or strategies to encourage change and a minimum of four pieces of statistical data to support the need for their solution. These ad campaigns can be graded using the Ad Campaign Rubric BLM.

**World Geography**  
**Unit 9: East and Southeast Asia**

**Time Frame:** Approximately three weeks



**Unit Description**

This unit focuses on examining the physical and human geography of East and Southeast Asia in order to understand how physical and human geography have shaped human settlement and economic development in these regions.

**Student Understandings**

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

**Guiding Questions**

1. Can students explain how the natural resources and location of East and Southeast Asia have influenced economic growth?
2. Can students describe how countries in East and Southeast Asia have worked to improve political and economic cooperation?
3. Can students explain why some countries in East and Southeast Asia are among the world's strongest economies?
4. Can students determine how the population of East and Southeast Asia may affect economic development?
5. Can students describe how the governments of East and Southeast Asia have affected both human and economic activity?
6. Can students explain the challenges posed by the physical environment in East and Southeast Asia?

**Unit 9: Grade-Level Expectations (GLEs) and ELA Common Core State Standards (CCSSs)**

Grade Level Expectations	
GLE #	GLE Text
<b>World in Spatial Terms and Uses of Geography</b>	
WG.1.1	Describe the impact of technology on the study of geography and gather geographic information using technological tools

WG.1.4	Use geographic representations to locate the world’s continents, major landforms, major bodies of water and major countries and to solve geographic problems
<b>Physical Systems</b>	
WG.2.2	Identify and locate world climate regions and evaluate the impact of the Earth/Sun relationship, ocean currents, wind currents, and elevation on each climate region
WG.2.4	Explain and give examples of natural and human processes that shape Earth’s surface and identify specific locations where these processes occur
<b>Region</b>	
WG.3.1	Analyze how cooperation, conflict, and self-interest impact the cultural, political, and economic regions of the world and relations between nations
WG.3.3	Explain how human and physical characteristics facilitate or hinder regional interactions
<b>Place</b>	
WG.4.1	Determine the physical and human characteristics that comprise the identity of a given place
WG.4.2	Analyze the distinguishing physical characteristics of a given place to determine their impact on human activities
WG.4.3	Identify and analyze distinguishing human characteristics of a given place to determine their influence on historical events
WG.4.4	Evaluate the impact of historical events on culture and relationships among groups
WG.4.5	Examine the relationship between social, economic, and government systems and describe how each system has changed a given place over time
<b>Human Systems</b>	
WG.5.1	Describe and classify reasons for human migration in terms of push or pull factors to determine the changes and similarities in these factors over time
WG.5.3	Describe and illustrate specific examples of economic interdependence in various regions
WG.5.5	Explain how changes in technology have contributed to the spread of ideas and information throughout the world
<b>Environment and Society</b>	
WG.6.1	Describe technological advances that have allowed humans to modify the environment and analyze the impact of these advances on the environment
WG.6.2	Analyze the distribution of resources and describe their impact on human systems (past, present, and future)
WG.6.3	Analyze the distribution of resources and describe their impact on human systems (past, present, and future)
WG.6.4	Assess the role of government and business in preserving or consuming natural resources and protecting or destroying the physical environment

ELA CCSS for Literacy in History/Social Studies 6-12	
CCSS#	CCSS Text
<b>Reading Standards for Literacy in History/Social Studies 6–12</b>	
RH.9-10.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
RH.9-10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies
RH.9-10.6	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts
RH.9-10.10	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently
<b>Writing Standards for Literacy in History/Social Studies 6-12</b>	
WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation
WHST.9-10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

### Sample Activities

#### Activity 1: East and Southeast Asia Vocabulary (CCSS: **RH.9-10.4**)

Materials List: East and Southeast Asia Vocabulary Chart BLM

Throughout this unit, have students maintain a *vocabulary self-awareness chart* ([view literacy strategy descriptions](#)). Provide students with a list of vocabulary terms for East and Southeast Asian such as rice paddy, aquaculture, Taoism, Confucianism, martial law, Communism, ASEAN, export economy, shogun, and samurai. Have students complete a self-assessment of their knowledge of these terms using the provided *vocabulary self-awareness chart*. Ask students to rate their understanding of a word using a “+” for understanding, a “?” for limited knowledge, or a “-” for lack of knowledge. Throughout the unit students will refer to this chart to add information as they gain knowledge of

these map-related terms. The goal is to replace all the question marks and minus signs with a plus sign. (See the East and Southeast Asia Vocabulary Chart BLM and sample below.) Students will use the completed chart as a study guide for their unit exam or vocabulary quiz.

Vocabulary Term	+	?	-	Explanation	Example/Sketch
Rice paddy					
Aquaculture					
Taoism					

**Activity 2: Mapping East and Southeast Asia (GLEs: WG.1.4, WG.2.2, WG.4.2; CCSS: WHST.9-10.10)**

Materials List: outline map of East and Southeast Asia, physical map of East and Southeast Asia, political map of East and Southeast Asia, Mapping East and Southeast Asia BLM, climate map of East and Southeast Asia, vegetation map of East and Southeast Asia, land use and resources map of East and Southeast Asia, Climate regions BLM

Students will use an outline map of East and Southeast Asia, which can be found at <http://www.eduplace.com/ss/maps/> and label all countries (Brunei, Cambodia, China, East Timor or Timor-Leste, Indonesia, Japan, Laos, Malaysia, Mongolia, Myanmar, North Korea, Philippines, Singapore, South Korea, Taiwan, Thailand, Vietnam), major waterways, and landforms in this region. A complete list of items to be placed on the map can be found on the Mapping East and Southeast Asia BLM (see sample below). The countries and landforms may be found on physical and political maps of East and Southeast Asia (<http://www.mapsofworld.com/physical-map/asia.htm> and <http://www.worldatlas.com/webimage/countrys/as.htm>) or in textbooks.

Countries	Island Regions	Landforms	Bodies of Water
Brunei	Okinawa	Mongolian Plateau	Yellow or Huang-He River
Cambodia	Ryukyu Islands	Gobi Desert	Yangtze or Chang-Jiang River

Using the climate, vegetation, and land use maps which can be found in the textbook, students will complete the Climate Regions BLM (see sample below) which is a *graphic organizer* ([view literacy strategy descriptions](#)) listing climate regions, vegetation regions, and economic activities while describing the location where each is found. This will allow students to easily organize information about climate and vegetation regions. After students have been given a chance to complete the chart, hold a guided discussion to

elicit students’ responses and allow students to correct answers as needed. Students can use the completed *graphic organizer* as a study guide for quizzes or tests.

Climate Region	Location (be as specific as possible)	Vegetation located there	Land use there	Natural resources
Tropical Humid				
Tropical wet and dry				

Next, place students in groups of four. Using *text chains* ([view literacy strategy descriptions](#)) ask the first student to write the opening sentence of a *text chain* paragraph in which students describe a climate region in East and Southeast Asia. Students should also state a fact about the chosen climate region. (Example: Many areas of Southeast Asia have a tropical humid climate.) The student will then pass the paper to the student sitting to the right, and that student will write the next sentence in the story. This sentence must include at least one type of vegetation found there. (Example: The most common type of vegetation is tropical forest.) The paper will be passed again to the right of the next student who will write a third sentence of the story. This sentence should include a way the land here is used. (Example: This leads many people to earn a living in the industry of forestry.) The paper is then passed to the fourth student who must use the information to determine the impact of climate and vegetation on human activity. (Example: Since this area is mainly island and has few natural resources other than petroleum, people are forced to work in forestry.)

Gather the class back together. Ask members from each group to read their *text chains* and tell the class to listen for accuracy and logic. Encourage class discussion of the *text chains*. Some teacher guidance may be needed.

**Activity 3: Major Countries of East and Southeast Asia (GLE: WG.1.1, WG.4.1; CCSSs: RH.9-10.1, RH.9-10.2, WHST.9-10.8)**

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

- Students will be asked to identify the three most important countries in East and Southeast Asia based on a variety of information (e.g., size, population, economic power, military power). Students should use a variety of sources to research the countries in this region (e.g., textbooks, atlases, encyclopedias, world fact books, etc.). Students may also use the following Internet sites: [www.nationalgeographic.com/education](http://www.nationalgeographic.com/education) and <https://www.cia.gov/library/publications/the-world-factbook/>.

Students will complete the Major Countries of East and Southeast Asia BLM *graphic organizer* ([view literacy strategy descriptions](#)) for the purpose of identifying the major



countries (see BLM and the sample below). This chart will be organized in the following manner:

Name of Country	Population of Country	Economic Power	Military Power	Major Cities	Major Landforms	Ethnic Groups

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

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

Students should use their *graphic organizer* to determine which country they believe is the most important. Students should then create a country profile like those found in world fact books for their chosen country. A country profile consists of information such as: geography (major landforms, main natural resources, climate), government (type of government, number of branches), people (population, major ethnic groups, languages, religions, standard of living), and economy (main imports, main exports, major industries, type of economic system). Students should use textbooks, encyclopedias, Internet, and other reliable sources to create the country profile. After grading the country profiles, bind them together to create an Asian world fact book. Be sure students cite the source of their information without plagiarizing. Consult with the ELA teachers and use the citation method required by ELA in your school.

After students complete their country profile, allow them to use *discussion* ([view literacy strategy descriptions](#)) in the form of Think-Pair-Square-Share. Students will first reflect on the information they learned about the country they researched then share the information learned about the country they researched with a partner. These partners will discuss why each chose the country they did as well as their opinion about the country as the most important in East and Southeast Asia. After a set amount of time, the partners will join another partnership to create a group of four. This new group will discuss the countries researched and try to come to a consensus about which country is the most important in East and Southeast Asia. Results should be elicited from the groups and form the basis for a class discussion about the most important country in East and Southeast Asia. The class should vote and create a list of the top three countries in East and Southeast Asia.

**Activity 4: East and Southeast Asia Historical Role Play (GLEs: WG.3.3, WG.4.3, WG.4.4; CCSSs: RH.9-10.2, WHST.9-10.4, WHST.9-10.10)**

Materials List: slideshow (optional), video (optional), Historical Role Play Rubric BLM, encyclopedia, Internet (optional)

Present an overview of the history of East and Southeast Asia. This presentation should include information about the Korean War, Vietnam War, the region’s role in the Cold

War, Japan’s role in WWII and China’s ideologies. Discuss current problems in world relations with China and North Korea. Information about how physical and human characteristics have facilitated or hindered regional interaction should also be presented. This can be done through notes, a slideshow, or a video.

Place students into groups of three and randomly assign the group a country in East and Southeast Asia and a time period. Using *RAFT writing* ([view literacy strategy descriptions](#)), have students write a script for a historical role play explaining the impact of human characteristics on the history of the assigned country.

**Role-** playwright

**Audience-** high school students

**Format-** historical role play script

**Topic-** explain the impact of human characteristics on history

For example, a student assigned Vietnam in the 1900s should research and write about French imperialism and the Vietnam War. Other possible topics may include Japan during the feudal period, China during the building of the Great Wall, Korea in the 1900s and the Korean War, Japan during WWII and China during the Cold War. Students may use their textbook, encyclopedias, Internet, or other reliable sources to find information about their assigned country’s history. Groups will also be responsible for creating a timeline to depict the history of their assigned country. This timeline should contain a minimum of three pictures to represent the major events in the country’s history.

Student groups should present their play and timeline to the class after it has been checked for accuracy and assessed using the Historical Role Play Rubric BLM (see sample below). Students should listen to the plays for accuracy and ask the group questions for clarification as needed.

CATEGORY	4	3	2	1
<b>Historical Accuracy</b>	All historical information appeared to be accurate and in chronological order.	Almost all historical information appeared to be accurate and in chronological order.	Most of the historical information was accurate and in chronological order.	Very little of the historical information was accurate and/or in chronological order.

After all groups present their plays, students will write one paragraph in their *learning logs* ([view literacy strategy descriptions](#)) describing the event in East and Southeast Asian history they believe had the greatest impact on the world. Students should provide specific examples to support their answer. Guide the class in a discussion of the topic and allow students to use their *learning logs* as they contribute to the class discussion.

**Activity 5: Scarcity Simulation (GLEs: WG.6.2, WG.6.3; CCSS: WHST.9-10.10)**

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

The world's resources are unevenly distributed. Since Japan is an island nation, it has special problems when it comes to natural resources. Discuss these problems, the challenges posed by the physical environment, and the distribution of resources in Japan. This can be done through a class discussion, notes, slideshow, or video. Discuss the problems of scarcity in other areas in East and Southeast Asia. Be sure students understand that scarcity only becomes a problem because there are limited resources and unlimited wants and needs. Divide students into groups to complete a resource distribution simulation on scarcity. In the simulation, resources are unevenly distributed to the groups of students, and they must accomplish a set of tasks which makes it necessary to trade with other groups. A debriefing provides the opportunity for students to reflect on the experiences and draw connections between the simulation and the real world.

Place materials in manila envelopes for six groups according to the group information below. Attach task cards with the information provided below to the outside of each envelope.

Group 1: 10 pieces of paper

Group 2: 2 pairs of scissors, a pencil, 10 paper clips

Group 3: 2 pieces of paper, a roll of tape, 2 pencils, 2 pairs of scissors

Group 4: 2 rulers, 2 pieces of paper

Group 5: 1 pair of scissors, colored markers

Group 6: 6 paper clips, 4 pieces of paper, 1 roll of tape

The tasks on the task cards are as follows:

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

Students must complete all five tasks with the resources given. They will find it is impossible to do with the resources each group was given. This will force groups to trade with each other in order to complete their tasks. Each group should then discuss the questions from the Scarcity Questions BLM (see sample on next page).

1. What problems did your group encounter when it discovered that it did not have all the resources it needed?
2. Cite examples of where groups encountered conflicts? What was the source of these conflicts?

After ample time has been given to complete the questions, hold a class discussion about the scarcity simulation. Students should refer to their *learning logs* during the discussion and should correct their answers as needed. After listening to all of the information, the students should use their *learning logs* to record their thoughts about the impact of scarcity on a country and the strategies countries use to deal with scarcity in relation to the wants and needs of its citizens. Volunteers should share their thoughts with the class.

**Activity 6: Natural Processes and Conservation (GLEs: WG.2.4, WG.6.1, WG.6.4; CCSSs: RH.9-10.2, RH.9-10.10, WHST.9-10.4, WHST.9-10.10)**

Materials List: slideshow (optional), conservation articles (links provided in the activity), Philippines case study article (link provided in the activity), Internet access

Discuss the natural processes found in East and Southeast Asia. In addition, explain the unique ways countries in East and Southeast Asia have found to handle natural processes. This should include engineering ideas to strengthen buildings against earthquakes, tsunamis and cyclones. This can be done through notes or a slideshow. These articles can be helpful in creating notes or slideshow to present to students.

A case study article on the Philippines can be found at <http://www.unisdr.org/2005/wcdr/media/wcdr-presskit/wcdr-press-kit.pdf> on pages 29-30.

New technology used in Japanese buildings can be found at: <http://www.popularmechanics.com/technology/engineering/architecture/earthquake-and-tsunami-resistant-building-tech-5382936>.

Photos from the 2011 earthquake in Japan can be found at [http://www.huffingtonpost.com/2011/03/12/japan-earthquake-2011-dev\\_n\\_834790.html?ref=japan-earthquake](http://www.huffingtonpost.com/2011/03/12/japan-earthquake-2011-dev_n_834790.html?ref=japan-earthquake)

Photos of tsunamis can be found at <http://environment.nationalgeographic.com/environment/photos/tsunami-general/>

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

<http://asiasociety.org/policy/environment/current-state-environmental-law-and-activism-china>  
<http://asiasociety.org/policy/environment/climate-change-and-energy/real-cost->

[developing-vietnam](#)

<http://www.vancouversun.com/opinion/Energy+crunch+quake+dominant+legacy+most+Japan/5914299/story.html>

Students will read each article and write a summary of the article in their *learning logs* ([view literacy strategy descriptions](#)). Students will refer to their *learning logs* during a class discussion of the three articles and the environmental issues and government policies in China, Vietnam, and Japan.

Create *SPAWN* ([view literacy strategy descriptions](#)) prompts to help guide the students through this process of thinking about the conservation policies and environmental issues in East and Southeast Asia. Below are examples of *SPAWN* prompts.

**Special Powers-** If you had the power to change the policies of one country, what changes would you make? Explain why.

**Problem Solving-** Japan has a lack of energy resources. How could this shortage be avoided without upsetting citizens?

**Alternative Viewpoint-** Imagine you are trying to start an industry in Vietnam. Write an accurate account in the form of a letter about the reasons why you feel the government should not regulate pollution from industry.

**What If ?-** What might happen if countries in East and Southeast Asia do not impose strict environmental and conservation policies?

**Next-** What should the countries of East and Southeast Asia do next to help combat environmental issues?

Allow students to choose one prompt and write their responses within a reasonable period of time. Students should copy the prompt in their *learning logs* before writing responses and recording the date.

Students should share their responses to the *SPAWN* prompt with the rest of the class. Use these prompts to discuss past and present trends and patterns in environmental issues and conservation policies. After the discussion, allow students to revisit and revise *SPAWN writing* based on newly acquired knowledge.

**Activity 7: East and Southeast Asia Trade Agreements (GLEs: WG.3.1, WG.5.3, WG.5.5; CCSSs: RH.9-10.2, WHST.9-10.10)**

Materials List: trade agreement articles (links located in activity), slideshow (optional), world outline map, encyclopedias, world fact book, land use and resources map of East and Southeast Asia, Import and Export BLM

Discuss the types of economic systems found in East and Southeast Asia. Include information about current economic policies and problems faced by China, North Korea, and other countries in the region. This can be done via notes or a slideshow.

Place students in small groups. Provide each group with an outline map of the world. Assign each group three countries in East or Southeast Asia to research using textbooks, encyclopedias, world fact books, or other reliable source. Have students determine the main imports and exports from their assigned countries. They should also find out what countries the imports are coming from and what countries the exports are going to. Students should use arrows to display this information about imports and exports on their outline map. Each group will present their information and draw their arrows on a larger class outline map. As each group presents, students will fill in the Import and Export Chart BLM (see sample below).

Country	Import	Export	Trading Partners

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

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

[http://www.business-in-asia.com/asia/fta\\_asia.html](http://www.business-in-asia.com/asia/fta_asia.html)

To help students comprehend the informational text, students will complete a *Directed Learning-Thinking Activity (DL-TA)* ([view literacy strategy descriptions](#)). Conduct a *DL-TA* by taking the students through the following steps:

5. Lead a discussion about trade agreements presented in previous units (NAFTA, CAFTA, and WTO). Direct students' attention to the title, subheadings and other clues. Record ideas and information about East and Southeast Asian trade agreements on the board.
6. Make predictions. Ask students to predict the reasons for East and Southeast Asian trade agreements. Have students write their predictions in their *learning log* ([view literacy strategy descriptions](#)).
7. Read a section of text, stopping at predetermined places to check and revise predictions. Ask students to reread their predictions. Let them know they should change their predictions, if necessary, and cite new evidence for doing so. Repeat this cycle several times as students read through the text on East and Southeast Asian trade agreements. Questions to consider: What countries were involved in these agreements? What countries were not involved in these agreements? How have these agreements impacted politics including conflict and cooperation in the region? These questions and answers should be recorded in students' *learning logs*.
8. Once the reading has been completed, use student predictions as a discussion tool. Ask students to reflect on their original predictions and track their changes as they read. Students should write statements pertaining to the effects of East and Southeast Asian trade agreements in their *learning logs*.

After the *DL-TA*, remind students that they can set and check their own predictions while reading, and encourage students to regularly use this process. Have students look at the class outline map of imports and exports. Lead a class discussion about the impact of new technology on trade. Be sure to discuss how social media and the Internet have created a demand for the Westernization of many of these countries (clothing, fast food, etc...). In their *learning logs* ([view literacy strategy descriptions](#)), have students use information from the readings as well as class discussion to write a paragraph to describe the impact of these trade agreements on trade patterns (Are they trading most with countries in their trade agreements?). Allow volunteers to share their responses with the class.

Provide students with a land uses and resources map and have them write a paragraph discussing the role of the distribution of resources in the formation of these agreements. Have students turn in their paragraph for a grade. Exemplary paragraphs should be shared with the class.

**Activity 8: China’s Economic Problems and Industrial Growth (GLEs: WG.4.5, WG.5.1, WG.6.1; CCSSs: RH.9-10.2, RH.9-10.6, WHST.9-10.10)**

- Materials List: “China in Midway of Industrialization” article (link in activity), “In China a Rare Return” (link in activity), Sample Questioning the Content BLM
- 

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

- What will happen if the world goes into an economic tailspin and other countries drastically cut back their importation of Chinese goods?
- What will happen if China’s government cannot feed its masses, or if a serious natural calamity hits the country and the government cannot or will not solve it?
- China is one of the major polluters of the earth today and does not want to be hampered in its quest to become a major industrial power. How will this attitude impact the country?

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

- Review the following characteristics of a command economy:
  - The government decides what will be produced (sets wages and prices).
  - The government decides how much will be produced.
  - The government decides how the goods will be produced.



- Students will then read a newspaper article about Chinese Industrialization (“China in Midway of Industrialization”). This can be found at [http://www.chinadaily.com.cn/china/2007-10/06/content\\_6154588.htm](http://www.chinadaily.com.cn/china/2007-10/06/content_6154588.htm). Use the Sample Questioning the Content BLM as a tool for modeling *questioning the content* (*QtC*) ([view literacy strategy descriptions](#)) while the class reads the article (see sample BLM below).

Goal	Query
Initiate discussion.	What is the content about? What is the overall message?

- Students need to be taught that they can, and should, ask questions of authors and the content as they read. The goal of *QtC* is to teach students to use a questioning process to construct meaning of content and to think at higher levels about the content they are reading and from which they are expected to learn. This strategy strives to elicit readers’ thinking while keeping them focused in their discussion. Students should use the Sample Questioning the Content BLM (which could be posted in the classroom on poster board) as a model for their questioning of the content in selected readings. For example, students may ask how accurate is information from the Chinese Bureau of Statistics? Some may not trust the government because they are communist, while others may trust the information because it is presented in the newspaper. Students may also ask about the main idea of the article being read. Students should agree the main idea of the article is that China is in the midst of an industrial revolution. Allow students to create and answer their own questions. Have students share their answers with the rest of the class.
- Provide students with another newspaper article about Chinese industrialization (“In China a Rare Return” <http://www.washingtonpost.com/wp-dyn/content/article/2006/01/29/AR2006012901197.html>). Have students use *questioning the content* technique as they read the article. Provide students with informational text from the encyclopedia or world fact book about the information presented in the article. Here, students can ask how the information presented in this article compares with the information presented in the first article. They may also want to know what accounts for differences in the information presented in the article. Possible answers may include differences in dates the articles are published or different sources for the information.
- Have students summarize the article and informational text as well as compare and contrast how Chinese industrialization was portrayed in the article and the informational text in their *learning logs*. The class will utilize their *learning logs* to conduct a class discussion on the articles and the different views of Chinese industrialization. Be sure the discussion focuses not only on business and government, but the impact of industrialization on migration. This migration should also be classified as push or pull.



## Sample Assessments

### General Guidelines

- Students should be monitored during all activities via teacher observation, data collection logs, writing products, class discussion, and journal entries.
- All student-developed products should be evaluated as the unit progresses.
- Select assessments that are consistent with the types of products that result from the student activities.
- Student investigations and projects should be evaluated with criteria assigned specific point values. The criteria should be distributed to the students when assignments are made and, when possible, students should assist in the development of the scoring criteria.
- Use a variety of performance assessments to determine student comprehension consistent with the type of products resulting from the selected student activities.
- Teacher-created, comprehensive unit exams assessing the GLEs should consist of the following:
  - a variety of formats for objective, convergent test items
  - depth of knowledge at various stages of Bloom's taxonomy
  - EOC-like constructed response items
  - open-ended response items requiring supporting evidence
  - test items aligned to the verbiage of the GLEs.

### Activity-Specific Assessments

- Activity 2: Have students complete an outline map of East and Southeast Asia. Students should be able to locate countries and major landforms as part of an East and Southeast Asia map test.
- Activity 4: Have students create a historical role play which explains the impact of human characteristics on the history of their assigned country. The historical role play should be assessed based on the Historical Role Play Rubric BLM.
- Activity 6: Have students answer a *SPAWN* prompt about the environmental problems and conservation policies of governments in East and Southeast Asia. The prompt should be assessed based on criteria given at the time of the assignment.

**World Geography**  
**Unit 10: Australia and Oceania**

**Time Frame:** Approximately three weeks



**Unit Description**

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

**Student Understandings**

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

**Guiding Questions**

1. Can students explain how the physical geography of Australia and Oceania has influenced its settlement and economic development?
2. Can students explain why Australia and Oceania have strong cultural ties to other regions of the world?
3. Can students explain the reasons for human migration to Australia and Oceania?
4. Can students use demographic data to determine how the standard of living in Australia and Oceania compares to other regions of the world?
5. Can students explain how the physical characteristics of Australia and Oceania both help and hinder its economic development?

**Unit 10: Grade-Level Expectations (GLEs) and ELA Common Core State Standards (CCSSs)**

Grade Level Expectations	
GLE #	GLE Text
<b>World in Spatial Terms and Uses of Geography</b>	
WG.1.4	Use geographic representations to locate the world's continents, major landforms, major bodies of water and major countries and to solve geographic problems

<b>Physical Systems</b>	
WG.2.2	Identify and locate world climate regions and evaluate the impact of the Earth/Sun relationship, ocean currents, wind currents, and elevation on each climate region
WG.2.3	Compare and contrast regions of the world by analyzing the plant and animal life indigenous to the region (ecosystems)
WG.2.4	Explain and give examples of natural and human processes that shape Earth's surface and identify specific locations where these processes occur
<b>Region</b>	
WG.3.1	Analyze how cooperation, conflict, and self-interest impact the cultural, political, and economic regions of the world and relations between nations
WG.3.2	Determine the unifying characteristics that regions possess and explain changes that they have experienced over time
<b>Place</b>	
WG.4.1	Determine the physical and human characteristics that comprise the identity of a given place
<b>WG.4.2</b>	Analyze the distinguishing physical characteristics of a given place to determine their impact on human activities
WG.4.3	Identify and analyze distinguishing human characteristics of a given place to determine their influence on historical events
WG.4.4	Evaluate the impact of historical events on culture and relationships among groups
<b>Human Systems</b>	
WG.5.1	Describe and classify reasons for human migration in terms of push or pull factors to determine the changes and similarities in these factors over time
WG.5.4	Determine the factors that contribute to a country's standard of living
<b>Environment and Society</b>	
WG.6.1	Describe technological advances that have allowed humans to modify the environment and analyze the impact of these advances on the environment
WG.6.2	Analyze the distribution of resources and describe their impact on human systems (past, present, and future)
WG.6.3	Analyze the distribution of resources and describe their impact on human systems (past, present, and future)
WG.6.4	Assess the role of government and business in preserving or consuming natural resources and protecting or destroying the physical environment

ELA CCSS for Literacy in History/Social Studies 6-12	
CCSS#	CCSS Text
<b>Reading Standards for Literacy in History/Social Studies 6–12</b>	
RH.9-10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
RH.9-10.10	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently
<b>Writing Standards for Literacy in History/Social Studies 6-12</b>	
WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.9-10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

### Sample Activities

#### Activity 1: Mapping Australia and Oceania (GLEs: WG.1.4, WG.2.2, WG.2.3; CCSSs: RH.9-10.10, WHST.9-10.10)

Materials List: outline map, physical map political map, climate map, and vegetation map of Australia and Oceania; Mapping Australia and Oceania BLM; encyclopedia, Internet (optional), and other resources on Australia and Oceania

Provide students with an outline map of Australia and Oceania which can be found at <http://www.eduplace.com/ss/maps/>. Students will label all countries (Australia, Fiji, Kiribati, Marshall Islands, Micronesia, Nauru, New Zealand, Palau, Papua New Guinea, Samoa, Solomon Islands, Tonga, Tuvalu, and Vanuatu) using a political map of the region. Students will then identify and label the major waterways and landforms using a physical map. A complete list of items to be placed on the map can be found on the Mapping Australia and Oceania BLM (see sample below).

Countries	Island regions	Landforms	Bodies of Water
Australia	Tasmania	Great Barrier Reef	Pacific Ocean
Fiji		Great Australian Bight	Indian Ocean

Assign each student a country or an island to study. Using the textbook, encyclopedia, climate and vegetation maps, Internet, or other reliable sources, have students find information about the climate, vegetation and native animal life in the assigned country or island. On a sheet of white paper, ask students to create a visual representation such as

a mural or collage that represents the climate, vegetation, and native animal life in their assigned country. After all students have completed their visual representations, number the visuals and display them throughout the class room.

Place students in small groups and allow them to participate in a modified gallery walk. Each group will start at a different station and discuss the visual representation. Each member of the group should record the group’s thoughts about the visual representation. After a set amount of time, the students will rotate to the next station and repeat the process. Groups will continue to rotate until they have viewed and discussed five to ten visual representations.

Students will write their impressions about life in Australia and Oceania based upon the gallery walk in their *learning logs* ([view literacy strategy descriptions](#)). Students should also write a paragraph to compare and contrast Australia and Oceania to one region previously studied based on climate, vegetation, and native animal life. Students will refer to their *learning logs* during the class discussion about climate, vegetation, and animal life in Australia and Oceania. The discussion should focus on the factors that impact climate and vegetation within the region. After the class discussion, allow students to review and revise their *learning logs* based on new information learned. Remind students to use their *learning logs* as a study tool when preparing for assessments.

**Activity 2: Economic Activities in Australia and Oceania (GLEs: WG.3.2, WG.4.1, WG.4.2, WG.5.4, WG.6.3; CCSSs: WHST.9-10.4)**

Materials List: Australia and Oceania land use and resources map, encyclopedias, world fact book (optional), Internet (optional), Economic Activities BLM

Present information about the economic activities of Australia and Oceania. Divide students into groups and assign each group a country in the Australia and Oceania region. Students will use a *graphic organizer* ([view literacy strategy descriptions](#)) such as the Economic Chart BLM (see BLM and sample below) to record information about their assigned country. Have students conduct research using encyclopedias, Internet, textbooks, or world fact books to find the per capita income, Gross Domestic Product (GDP), standard of living, and type of government in their assigned country. Students should also research the type of economy, major economic activities (legal and illegal), and the major exports from their assigned country.

Country	Per Capita Income	GDP	Standard of Living	Type of Economy	Major Economic Activities	Major Exports	Natural Resources	Type of Government	Culture
<a href="#">Australia</a>									

Country	Per Capita Income	GDP	Standard of Living	Type of Economy	Major Economic Activities	Major Exports	Natural Resources	Type of Government	Culture

Each group will use the *graphic organizer* to create a brochure about their country. The brochure should include cultural, political and economic information about the assigned country. This should include a description of how natural resources are distributed in the country, how these resources impact and have impacted the human or economic activities of these areas, and the factors that contribute to their assigned country’s standard of living including the role of government. Each group will share their information and brochure with the class after it has been checked for accuracy. During the presentations, students will check their *graphic organizer* to make sure they have the correct information for each country.

After all groups have presented their information, lead the class in a discussion about the factors that contribute to a country’s standard of living as well as the relationship between natural resources and the standard of living in a country. During the discussion, have students generalize the unifying physical and cultural characteristics of Australia and Oceania based upon their readings, discussion, and *graphic organizer*.

**Activity 3: Aborigines of the Australian Outback and Migration in Oceania (GLE: WG.5.1; CCSSs: RH.9-10.2, RH.9-10.10, WHST.9-10.10)**

Material List: laminated map of Australia, encyclopedias, Internet access (optional), newspapers and magazines (optional), pictures of the Australian Outback and of major Australian cities, Split-page Notetaking Guide BLM, “Sending Money Home Crucial for Many Immigrants” (link in article)

Provide students with a laminated map of Australia. An outline map can be found at <http://geography.about.com/library/blank/blxaustralia.htm>. Students will pinpoint the location of the Aborigines’ homeland on the Australian map. Then students will look at different pictures of the Outback and of major Australian cities (e.g., Sydney, Melbourne, Perth, and Canberra) to determine reasons why the Aborigines left their homeland (permanently or temporarily). Have students classify the different reasons for migration as push and pull factors.

Students will conduct research using encyclopedias or the Internet to complete a *split-page notetaking* ([view literacy strategy descriptions](#)) guide on the reasons the Aborigines left their original homeland (e.g., climate, environment, economy, traditions, or new opportunities). (See the Split-page Notetaking BLM and sample below.) After students have been given ample time to complete the assignment, lead a class discussion about the

reasons for Aboriginal migration and allow students to refer to their *split-page notes* during the discussion.

<b>Topic:</b> Aborigine Migration	
What impact did climate have on migration?	
What impact did environment have on migration?	

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

Have students read the article “Sending Money Home Crucial for Many Immigrants” which can be found at <http://www.deseretnews.com/article/700211604/Sending-money-home-crucial-for-many-immigrants.html>. After reading this article about the migration of Pacific Islanders of Oceania, students will write a short summary of the article and a paragraph to compare the reasons for migration of the Aborigines with those of Pacific Islanders in their *learning logs* ([view literacy strategy descriptions](#)). Allow volunteers to share their paragraphs with the class.

**Activity 4: Natural and Human Processes of Australia and Oceania (GLEs: WG.2.4, WG.3.1, WG.6.1, WG.6.2, WG.6.4; CCSSs: RH.9-10.2, WHST.9-10.4)**

Materials List: slideshow or video presentation of natural processes of Australia and Oceania (optional), toothpicks, popsicle sticks, glue, fan, water bottle, copies of the Antarctic Treaty and Environmental Protocol (link in activity)

Present information to students about the natural and human processes in the region including El Nino, global warming, earthquakes, flooding, volcanoes, cyclones, erosion, weathering, and desertification. Information should include the impact of these natural and human processes in Antarctica, Australia, and Oceania as well as the areas most affected by each. This information may be presented through teacher notes, slideshows, or videos. Students should determine why some natural and human processes are more likely to occur in some areas than others. Students should also determine how technology has allowed people to deal with natural and human processes.

Divide the class into small groups. Allow each group to use supplies such as toothpicks, popsicle sticks, and glue to create an urban area. When constructing an urban area, students should consider the natural processes the city would face and construct it accordingly. When the urban areas have been completed, students will present them to the class and describe the methods used to lessen the impact of natural processes. Using

a fan and a water bottle, students will simulate natural processes such as flooding, cyclones, tsunamis, and earthquakes. Students should hypothesize about how and why the natural processes were successfully or unsuccessfully limited in their impact on urban areas. Solicit observations from the students and discuss their findings with the class. Compare student findings. Some teacher guidance may be needed.

Have students read selections from the Antarctic Treaty and Environmental Protocol which can be found at <http://www.ats.aq/e/ats.htm>. Use *discussion* ([view literacy strategy descriptions](#)) in the form of Inside-Outside Circles. Students will stand and face each other in two concentric circles with the inside circle facing out and the outside circle facing in. Have students in the inside circle ask the person standing directly in front of them a question about the Antarctic Treaty. The students in both the outside and inside circles should respond to the question. The questions should be created by the teacher and distributed to the students in the inner circle. The questions could include: Do you agree with not allowing any country to create claims in Antarctica? Should Antarctica be used only for scientific research? With such a limited amount of natural resources in the world, should the natural resources in Antarctica be used? Although there is a treaty, do you think every country in the world will honor it? If the treaty or protocol is violated, who will hold the violator accountable? After a set amount of time, ask the outer circle to rotate and discuss with their new partner. After several rotations, pick various students to share their ideas as well as the ideas of the persons with whom they held *discussions*.

Students will use their new knowledge about methods to preserve Antarctica to complete a *RAFT writing* ([view literacy strategy descriptions](#)). Have students use the following guidelines for their *RAFT*:

- **Role:** Concerned citizen
- **Audience:** United Nations
- **Format:** Letter
- **Topic:** Your opinion about the role of the United Nations in protecting the environment in Antarctica

Students will share their letters with the class. Students should listen for accuracy and logic and offer comments and questions. Encourage students to use the *RAFTs* to review preservation policies for a quiz and unit test.

### **Activity 5: Rim of Fire Map Activity (GLE: WG.6.2; CCSSs: RH.9-10.2, WHST.9-10.10)**

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

Provide students with a world map illustrating the Pacific Ocean Rim of Fire and a chart showing earthquake frequency. Students should identify several important physical features (e.g., the ten most active volcanoes found at <http://www.ibtimes.com/articles/161051/20110610/active-volcanoes-volcano-pacific->



[ring-of-fire-dangerous-volcanoes-world-earth-puyehue-volcanic-ash-c.htm](http://ring-of-fire-dangerous-volcanoes-world-earth-puyehue-volcanic-ash-c.htm) and/or ten sites of the most violent earthquakes found at [http://earthquake.usgs.gov/earthquakes/world/most\\_destructive.php](http://earthquake.usgs.gov/earthquakes/world/most_destructive.php)) and provide latitude/longitude coordinates for each. Students should mark and label locations of these volcanoes and/or earthquakes and draw the plates from the plate boundaries map <http://geothermal.marin.org/GEOpresentation/sld006.htm>) on their world map.

Use a *process guide* ([view literacy strategy descriptions](#)) to help students assimilate, think critically about, and apply new knowledge concerning plate tectonics (see the Plate Tectonics BLM and sample below). Have students fill in the guide as they study the Rim of Fire. Students will describe the relationship between plate boundaries and natural processes. Information about the Rim of Fire can be found in the encyclopedia, textbook, and at the following links:

<http://geography.about.com/cs/earthquakes/a/ringoffire.htm>

[http://www.windows2universe.org/earth/interior/RIM\\_of\\_FIRE.html](http://www.windows2universe.org/earth/interior/RIM_of_FIRE.html)

<http://www.worldatlas.com/aatlas/infopage/ringfire.htm>

<http://www.enchantedlearning.com/subjects/volcano/ringoffire/>

### Plate Tectonics Process Guide

Define plate tectonics.

Which plate is the largest? Smallest?

After students complete their *process guides*, have them share their responses with the class. Engage the class in a discussion of the impact of plate tectonics on natural processes.

Have students write a brief journal entry in their *learning logs* ([view literacy strategy descriptions](#)) expressing their opinions of the reasons for the devastating effects the Rim of Fire has had on the human populations in these areas. Answers should be discussed as a class. Students should revisit their answers and make needed changes based on the class discussion.

#### **Activity 6: History of Australia and Oceania (GLEs: WG.4.3, WG.4.4; CCSSs: RH.9-10.2, WHST.9-10.10)**

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

Divide the class into groups of three or four. Randomly assign each group to research the history of a country in the region of Australia and Oceania. Through their research, students should identify and analyze the impact of human characteristics (examples:

migration, war, exploration) on the history and human activities of their assigned country. Students will research information topics found on the Split-Page Notetaking BLM (see BLM and sample below). Tell students that they will be called on randomly by groups to come up to the front of the room to be *professor know-it-alls* ([view literacy strategy descriptions](#)) and present information on their assigned topics. Each group should prepare several questions to ask the class in order to assess the other students' knowledge of the information presented. The *professor know-it-alls* should also be prepared to answer the questions they generated along with questions from the class that they will be called upon to answer. Each group will become the experts on the topics they research. Facilitate this activity and monitor all presentations and class discussions for accuracy. Allow each group ample time to research their topics. When the research is complete, distribute the poster board to allow students to write down the most important information from their research and use it as a visual display during their presentations. Groups will use *split-page notes* ([view literacy strategy descriptions](#)) to effectively research their assigned country and take notes on the important aspects of each group's presentation.

<b>Topic:</b> History	<b>Country:</b>
When was it founded?	
Was it ever ruled by another country? If so, by whom?	

As students read the material, have them record the answers or notes from their research beside each question. Students may use their *split-page notes* to study for their tests. Students may cover one column and try to remember information in the other column.

Once groups have completed their Split-Page Notetaking BLM and poster, call on a team and let them present information on their assigned topic. Students should record information from the presentation as needed as well as ask questions of the group presenting. The entire process should be repeated until all groups have had a chance to present. Ask any additional questions of each group to ensure that all necessary material is covered. The *professor know-it-alls* should be held accountable for correct information.

Have students write a paragraph in their *learning logs* ([view literacy strategy descriptions](#)) expressing their opinions about the historical event that most impacted Australia and Oceania. Volunteers should be allowed to share their paragraph with the class. Students should be encouraged to listen for accuracy as volunteers present.

### Sample Assessments

#### General Guidelines

- Students should be monitored during all activities via teacher observation, data collection logs, writing products, class discussion, and journal entries.

- All student-developed products should be evaluated as the unit progresses.
- Select assessments that are consistent with the types of products that result from the student activities.
- Student investigations and projects should be evaluated with criteria assigned specific point values. The criteria should be distributed to the students when assignments are made and, when possible, students should assist in the development of the scoring criteria.
- Use a variety of performance assessments to determine student comprehension consistent with the type of products resulting from the selected student activities.
- Teacher-created, comprehensive unit exams assessing the GLEs should consist of the following:
  - a variety of formats for objective, convergent test items
  - depth of knowledge at various stages of Bloom's taxonomy
  - EOC-like constructed response items
  - open-ended response items requiring supporting evidence
  - test items aligned to the verbiage of the GLEs.

**Activity-Specific Assessments:**

- Activity 1: Students will create a map of countries and major landforms in Australia and Oceania. Students will accurately label these items during a map test on Australia and Oceania.
- Activity 2: Students will create a brochure describing a country in Australia and Oceania. The brochure will be assessed according to predetermined criteria distributed to the students at the time the brochure is assigned.
- Activity 4: Students will complete a *RAFT writing* in the form of a letter to the United Nations. The letter will be assessed according to predetermined criteria distributed to students when the letter is assigned.