

# WORLD GEOGRAPHY 7-- UNIT GUIDES

Aug. 9, 2006

## UNIT: INTRODUCTION TO GEOGRAPHY AND ALASKA

Time frame for unit: 1<sup>st</sup> Quarter-- 3 weeks

### CONTENT STANDARDS:

#### National Standards for Geography:

Standards #1-#18 (See end of this document)

#### Alaska State Geographic Content Standards Addressed:

Standards A-F (See end of this document)

#### Alaska Cultural Standards:

Standard A – Culturally knowledgeable students are well grounded in the cultural heritage and traditions of their community.

### ENDURING UNDERSTANDINGS AND ESSENTIAL QUESTIONS:

**1. The five themes of geography allow us to explore patterns in location, place, human environment interaction, movement, and regions. (This EU is to be reinforced in EVERY unit.)**

- How does geography allow us to explore patterns in Alaska's regions and Alaska's cultures?
- How do physical conditions, movement, population, culture, and interaction patterns influence Alaskans?
- How can we evaluate the impact of global change on Alaskans?
- How are ancient traditions and ways of life reflected in the lives of indigenous Alaskan populations?

**2. Geography has a range of helpful tools that can assist us in understanding our earth and its patterns. (This EU is to be reinforced in EVERY unit.)**

- How can we use the tools of geography to help us understand the earth and its patterns?
- Why do we use the tools of geography?
- Why are there so many different types of maps, globes, scales, and other forms of geography tools?
- What are latitude and longitude and how are they determined and used?
- How are latitude and regional climate, vegetation, and land use interrelated?

**3. Because of its geographic separation and natural resources, Alaska has a unique identity and role within the United States and the world.**

- How does geographic separation affect Alaska?
- How is Alaska unique in the United States and the world?

### KNOWLEDGE:

**The student will be able to define / apply the following terms in relationship to Alaska:**

Subsistence, contiguous, indigenous, continents, countries, indigenous societies, maritime, taiga, tundra, permafrost, biome, rural, urban, map projection(s), scale, key or legend, compass rose, hemisphere, equator, Prime Meridian, latitude, longitude, salt water forms, fresh water forms, landform names (plateau, peninsula, ocean, river, etc.), plate tectonics, earthquakes, natural weather phenomenon, climate regions, 5 themes of geography: absolute and relative location, place, movement, human/environmental interaction, and region.

**The student will be able to explain the significance of the following concepts:**

- The 5 themes of Alaska's geography- location, place, human environment interaction, movement, region.
- What the importance of geography in day-to-day life.

### SKILLS:

**The student will be able to:**

- Use a compass rose, scale, and map key correctly.
- Identify different landforms found in Alaska.
- Identify different map projections, and why a person would need different map projections of one area.

# WORLD GEOGRAPHY 7-- UNIT GUIDES

Aug. 9, 2006

## UNIT: INTRODUCTION TO GEOGRAPHY AND ALASKA

~ Continued

### ASSESSMENT EVIDENCE:

#### Example Performance Tasks:

Students are assigned to research one of Alaska's regions. They will create a flipbook, poster, or PowerPoint presentation of their region using the 5 themes of geography.

#### Example Evidence:

- Mental mapping quizzes.
- Quizzes of facts related to basic geography.
- Use key words in context.
- Compare/contrast essay comparing the physical geography of two locations.
- Written responses to the Essential Questions.

#### Example Learning Activities:

1. Do one or more of the sample hooks:
  - Students will act out "Alaska Brag" using the "Facts about Alaska" that make us unique. (See video [Larry Beck's Alaska](#) for sample of how to do this.)
  - Visit the Alaska Native Heritage Center.
  - Bring in an Alaska Native speaker to share culture.
  - Design shelter and research food sources for survival in the local environment.
2. Alaska group assignment:
  - Divide students into groups to become experts on one of the regions of Alaska.
  - Using the film [Discovering Alaska](#) and maps of the Alaska's regions, students present the landforms, climate, cities, ways of making a living, animals, and vegetation to the class.
  - Color and label a map showing Alaska's Native language groups.
  - Students research the Native group from an area of Alaska. (South Central will have to break up and join another group.) Sources: Alaska History film, <http://www.kpbsd.k12.ak.us/akhistory/aktools.htm#akhist>, <http://www.akhistorycourse.org/>, Alaska Studies website.
  - Students present traditional Native information to the class: housing, tools, arts, food, social organizations, etc.
3. Historical investigation: Gold Rush - Plan a newspaper, develop a newspaper template, investigate the time period of a gold rush, write the articles, put the paper together and share with team.
4. Map Alaska's main features on the "Big Map of Alaska."
5. Possible Alaska cross-curricular tie-ins:
  - Biomes.
  - Alaska novels, short stories, poems.
  - Measuring mountain height.
  - Conduct research to find example of art made by the indigenous peoples.
6. Provide students with opportunities for self-evaluation such as reflective writing, rubrics, and peer discussions.
7. Review unit data through games such as bingo, jeopardy, and group competitions.

**\* These are suggested activities. Other assessments, performance tasks, and learning activities may be implemented.**

# WORLD GEOGRAPHY 7-- UNIT GUIDES

Aug. 9, 2006

## UNIT: NORTH AMERICA (U.S., CANADA, MEXICO, CENTRAL AMERICA & THE CARIBBEAN)

Time frame for unit: 1<sup>st</sup> Quarter-- 5 weeks

### CONTENT STANDARDS:

#### National Standards for Geography:

Standards #1-#18 (See end of this document)

#### Alaska State Geographic Content Standards Addressed:

Standards A-F (See end of this document)

### ENDURING UNDERSTANDINGS AND ESSENTIAL QUESTIONS:

- 1. The five themes of geography allow us to explore patterns in location, place, human environment interaction, movement, and regions.**
- 2. Geography has a range of helpful tools that can assist us in understanding our earth and its patterns.**
- 3. North America is rich in cultural diversity, a feature that both benefits and challenges its people.**
  - How are the cultures of the United States, Canada, Mexico, Central America and the Caribbean diverse?
  - How has cultural diversity benefited and challenged the people of North America?
- 4. North America has widely contrasting natural resources, economies, and political systems .**
  - How have the natural resources on the economies of the US and Canada made them developed Nations?
  - How are trade agreements, such as NAFTA, affecting North America's economies and politics?

### KNOWLEDGE:

#### The student will be able to define / apply the following terms:

Subsistence, contiguous, indigenous, continent, countries, maritime, taiga, tundra, permafrost, biome, Continental Divide, basin, megalopolis, provinces, trade deficit, Caribbean Sea, rain forest, primate city, dialect, ethnic diversity, Maya, Aztec, conquistador, viceroy, extended family, modernism, developed & developing countries, export, cash crop, service industry, maquiladoras, mestizos, mulatto, trade and interdependence, ecosystem, deforestation, reforestation, ozone layer, plaza, mosaic, adobe, hacienda, isthmus, archipelago, dictator, Rocky Mountains, Gulf of Mexico, Appalachian Mountains, Hudson Bay, Panama Canal.

#### The student will be able to explain the significance of the following concepts:

- How a geographer would use different geographic tools to interpret a map or area of land.
- The impact of natural resources on the economies of the United States and Canada.
- The traits that make up the diverse cultures of North America.

#### The student will be able to describe the following:

- Main landforms and natural resources of North America.
- Biomes of North America.
- Ways traditional economic systems of indigenous peoples differ from the mainstream economic system.
- Cultures of North America.
- Natural hazards of mainland North America, and the Caribbean.

## UNIT: NORTH AMERICA

~ Continued

### SKILLS:

#### The student will be able to:

- Identify different climate regions, and show how latitude determines climate.
- Use latitude and longitude correctly with a map and a globe.
- Label landforms and cities on maps.
- Apply their knowledge of Alaska and North American geography to create mental maps.
- Paraphrase written material.
- Take notes over oral and written material.
- Summarize oral and written material.
- Interpret special purpose maps, graphs, and charts to better understand the area.
- Interpret the impact of change on a community.
- Compare and contrast peoples, landforms, natural resources and history of North America.

### ASSESSMENT EVIDENCE:

#### Example Performance Tasks:

##### 1. Illustrate the components of culture:

- Students will pick a culture and design an art feature that commemorates that culture.
- Students will also be asked to relate why and how the art reflects that culture.

2. Students will go on a treasure hunt for the Treasures of El Dorado or the Fountain of Youth. They will document their search by latitude and longitude, as well as considering the physical and ecological elements of the region. They will then design a travelogue of their experiences through at least 6 countries.

#### Example Evidence:

- Mental mapping quizzes.
- Quizzes of facts related to North America including Alaska.
- Use key words in context.
- Compare/contrast essay comparing the physical geography of Canada and the U.S.
- Written responses to the Essential Questions.

#### Example Learning Activities:

1. Read and discuss Ch. 4-7 in the Holt textbook.
2. Create, label, and analyze maps of North America (Canada, U.S., Mexico, Central America, and/or Caribbean).
3. Create a collage of photos.
4. Create a timeline of events comparing the U.S., Canada, Mexico, Central America, or Caribbean.
5. Read and summarize either a book or short stories: "The Broken Blade," "Wintering," "Canadian Summer," "Wish You Were Here," "Anne of Green Gables," etc.
6. View and discuss a video, for example, "The Canadian Way of Life," "Visit Mexico," "Lost Civilizations- Mayans"
7. Write a comparison paper, for example, comparing an indigenous group from Alaska and another North American group.
8. Conduct research to find examples of art made by the indigenous people.
9. Have a food festival and students bring in traditional North American foods. Optional: dress in traditional clothing.
10. Conduct research on how immigrants have influenced customs, religion, politics, language, and food of a particular U.S. region.
11. Build a model of the Panama Canal; include an informative paper discussing the construction process and the lock system.
12. Provide students with opportunities for self-evaluation such as reflective writing, rubrics, and peer discussions.
13. Review unit data through games such as bingo, jeopardy, and group competitions.

\* These are suggested activities. Other assessments, performance tasks, and learning activities may be implemented.

## UNIT: SOUTH AMERICA

Time frame for unit: 2<sup>nd</sup> Quarter--3 weeks

### CONTENT STANDARDS:

#### National Standards for Geography:

Standards #1-#18 (See end of this document)

#### Alaska State Geographic Content Standards Addressed:

Standards A-F (See end of this document)

### ENDURING UNDERSTANDINGS AND ESSENTIAL QUESTIONS:

- 1. The five themes of geography allow us to explore patterns in location, place, human environment interaction, movement, and regions.**
- 2. Geography has a range of helpful tools that can assist us in understanding our earth and its patterns.**
- 3. South America is powerfully influenced by the legacies of cultural assimilation and colonization.**
  - To what extent are the cultures of South America influenced by colonization?
  - How would the Americas have been different without European contact?
- 4. South America is rich in cultural diversity, a feature that both benefits and challenges its people.**
  - How are South America's cultures diverse?
  - How has cultural diversity benefited and challenged the people of South America?
- 5. The cultures of indigenous populations in South America reflect both ancient traditions and ways of life as well as contemporary lifestyles.**
  - How are ancient traditions and ways of life reflected in the lives of indigenous South American populations?
  - How do indigenous populations use traditional knowledge in their daily lives?

### KNOWLEDGE:

#### The student will be able to define / apply the following terms:

Andes Mountains, Amazon River, Caribbean Sea, "slash and burn" agriculture, cordillera, llanos, El Dorado, malaria, caudillos, pardos, indentured servants, Pampas, estuary, Tierra Del Fuego, Patagonia, gauchos, encomienda, El Niño, selvas, Cape Horn, Inca, creoles, junta, guerilla, glasswort, altiplano, Atacama Desert

#### The student will be able to explain the significance of the following concepts:

- Latitude and longitude as a determinate of climate, vegetation, and land use.
- To what extent the cultures of Latin America were influenced by colonization.

#### The student will be able to describe the following:

- Major cultural influences of Portugal and Spain on the region..
- How altitude influences vegetation..
- How climate changes with elevation.

### SKILLS:

#### The student will be able to:

- Map land use and identify how it correlates to climate and physical features.
- Label landforms, cities, and bodies of water of this region on a map.
- Take notes of oral and written material.
- Interpret special purpose and thematic maps, graphs, and charts to better understand this region.
- Determine locations of importance using latitude and longitude.
- Use scale to determine distance and relative size between maps.

# WORLD GEOGRAPHY 7-- UNIT GUIDES

Aug. 9, 2006

## UNIT: SOUTH AMERICA

~ Continued

### ASSESSMENT EVIDENCE:

#### Example Performance Task:

Students will design a travel brochure about a South American country. Included should be information a tourist would want to know such as culture, food, festivals, climate, weather, language, physical geography, etc.

#### Example Evidence:

- Mental mapping quizzes.
- Quizzes of facts related to South America.
- Use key words in context.
- Compare/contrast essay comparing the physical geography of Central America, South America, and the Caribbean.
- Written responses to the Essential Questions.

#### Example Learning Activities:

1. Read and discuss Chapters 8 -10 Holt text.
2. Create, label, and analyze maps of South America.
3. Create a collage of photos.
4. Create a timeline of events, for example comparing Incas, Aztecs, Mayans.
5. Read and summarize either a book or short stories: "The Gaucho Martin Fierro" (p. 221 Holt) from the book Fervor de Buenos Aires
6. View and discuss a video, for example, "Lost Civilizations: the Incas."
7. Write a comparison paper, for example, the "slash and burn method" v. crop rotation.
8. Read current events in the newspaper, summarize, and share orally.
9. Choose a South American country and design a modern road system as efficient as the Incan road system.
10. Conduct research on the spread of potatoes (or other items in the Columbian Exchange) from South America to the rest of the globe. Create a map tracing these routes.
11. Have a food festival and students bring in traditional South American foods. Optional: dress in traditional clothing.
12. Conduct research on how South American immigrants have influenced customs, religion, politics, language, and food of a particular U.S. region
13. Provide students with opportunities for self-evaluation such as reflective writing, rubrics, and peer discussions.
14. Review unit data through games such as bingo, jeopardy, and group competitions.

**\* These are suggested activities. Other assessments, performance tasks, and learning activities may be implemented.**

# WORLD GEOGRAPHY 7-- UNIT GUIDES

Aug. 9, 2006

## UNIT: EUROPE ...Eastern and Western

\*\*\***(Russia can be covered in this unit or the Asia unit or both. The information will be in the Asia unit.)**

**Time frame for unit: 2<sup>nd</sup> Quarter-- 3 weeks**

### CONTENT STANDARDS:

#### National Standards for Geography:

Standards #1-#18 (See end of this document)

#### Alaska State Geographic Content Standards Addressed:

Standards A-F (See end of this document)

### ENDURING UNDERSTANDINGS AND ESSENTIAL QUESTIONS:

- 1. The five themes of geography allow us to explore patterns in location, place, human environment interaction, movement, and regions.**
- 2. Geography has a range of helpful tools that can assist us in understanding our earth and its patterns.**
- 3. Culture and experience influence people's perceptions of places and regions.**
  - To what extent is Europe a heterogeneous culture? To what extent do European nations share common cultures, histories, and perceptions?
  - How do Europeans perceive their geographic region in relationship to the rest of the world?
  - To what extent does the history of Europe influence its citizens' perceptions of their relationship to the rest of the globe?
- 4. Force of cooperation and conflict among people influence the division and control of earth's surface.**
  - To what extent do the ideals of peace and economic strength entice people to unite? To what extent can these ideals lead to conflict or tension among regions or countries?
  - How did the European Union come about?

### KNOWLEDGE:

#### The student will be able to define / apply the following terms:

Alps, Mediterranean Sea, Rhine, Danube, Balkans, Ural Mountains, Berlin Wall, Western Europe, Eastern Europe, Euro, European Union (EU), Scandinavia, microstates, fjord, polder, peat, peninsulas, chaparral, sirocco, mistral, multicultural, refugee, city-state, feudalism, Crusades, Renaissance, Reformation, communism, Holocaust, cold war, dialect, language family, romanticism, realism, impressionism, welfare state, textiles, heavy industry, farm cooperative, collective farm, state farm, tariff, acid rain

#### The student will be able to identify the following:

- The characteristics of Europe's regions.
- Some cultural traits that European nations share.
- Some cultural traits that make European nations unique.
- The impact of European Union on the local and world economies.
- The power of a united people against oppressive governments.
- The influence of European presence upon various regions of the world.

#### The student will be able to describe the following:

- Main landforms of Europe.
- Physical and climatic regions of Europe.
- How people's lives are changing in the free marked economies of Eastern Europe.
- The significance a geographical region can have on a continent.
- Main regions and landforms of Europe.
- Causes of conflict throughout present-day and historical Europe.

## UNIT: EUROPE ...Eastern and Western

~ Continued

### SKILLS:

#### The student will be able to:

- Use graphic organizers to mentally organize the material from the textbook.
- Compare and contrast the cultures of Europe.
- Label landforms, cities, and bodies of water on a map.
- Apply the knowledge of European geography to create mental maps.
- Take notes over oral and written material.
- Interpret special purpose maps, graphs, and charts of the area.
- Interpret the impact of change on a region or country.
- Organize and sequence a series of events in Europe according to time.
- Determine locations of importance using latitude and longitude.

### ASSESSMENT EVIDENCE:

#### Example Performance Task:

1. Assume the role of a citizen of a non-European Union country and in the form of a speech or debate make an argument for or against your country joining the European Union.
2. Design a collage or monument that would show the diversity of Europe's various cultures. Write an explanation of how your project illustrates Europe's diversity.

#### Example Evidence:

- Mental mapping quizzes
- Quizzes of facts related to North America including Alaska.
- Use key words in context.
- Compare/contrast essay comparing the physical geography of Europe.
- Written responses to the Essential Questions.

#### Example Learning Activities:

1. Read and discuss Ch. 11-14 in the Holt text.
2. Create, label, and analyze maps of Europe.
3. Design two European churches from different architectural styles such as Baroque, Gothic, or Stave.
4. Create a timeline of events comparing European and U.S. history.
5. Read and summarize either a book or short stories such as Hans Christian Anderson's fairy tales.
6. Compare historical maps of Europe.
7. Have a smorgasbord and students bring in traditional European foods. Optional: dress in traditional clothing.
8. View and discuss a video, for example, "The Great Cities of Europe," "Life Is Beautiful"
9. Research a European explorer and provide an illustrated map of their explorations and/or a ship log or journal.
10. Conduct research on how European immigrants have influenced customs, religion, politics, language, and food of a particular U.S. region.
11. Provide students with opportunities for self-evaluation such as reflective writing, rubrics, and peer discussions.
12. Review unit data through games such as bingo, jeopardy, and group competitions.

**\* These are suggested activities. Other assessments, performance tasks, and learning activities may be implemented.**

## UNIT: THE ANCIENT CIVILIZATION OF MESOPOTAMIA

**Time frame for unit: 2nd Quarter—2 weeks**

### CONTENT STANDARDS:

#### National World History Standards:

#### Era 2- Early Civilizations and the Emergence of Pastoral Peoples, 4000-1000 BCE

(The rise of civilization in Mesopotamia marked the beginning of 3,000 years of far-reaching transformations that affected peoples across wide areas of Eurasia and Africa. This is the period when civilizations appeared, shaping all subsequent eras of history. Students must consider the nature of civilization as both a particular way of organizing society and a historical phenomenon subject to transformation and collapse. In this era many of the world's most fundamental inventions, discoveries, institutions, and techniques appeared. All subsequent civilizations would be built on these achievements. Early civilizations were not self-contained but developed their distinctive characteristics partly as a result of interactions with other peoples. Students will learn about the deep roots of encounter and exchange among societies.)

**Standard 1** -The major characteristics of civilization and how civilizations emerged in Mesopotamia, Egypt, and the Indus valley (For more details, see the website: <http://nchs.ucla.edu/standards/worldera2.html>)

### ENDURING UNDERSTANDINGS AND ESSENTIAL QUESTIONS:

#### 1. Civilizations are interrelated societies with advanced levels of social, political, material, scientific, and artistic progress.

- What are the characteristics of a civilization?
- How do civilizations develop? How do they decline?
- How do the legacies of ancient civilizations affect us today?

### KNOWLEDGE:

#### The student will be able to define and apply the following terms:

Tigris, Euphrates, Fertile Crescent, Mesopotamia, Babylonia, Assyria, Sumeria, agriculture, Hammurabi's Code, scribe, cuneiform, ziggurat

#### The student will be able to explain the significance of the following:

- The geography of the Fertile Crescent and the rise of civilization.
- Sumer's first cities and religion.
- The empires of Babylonia and Assyria.
- A system of written laws.

#### The student will be able to describe the following:

- How Hammurabi's Code influences laws today.
- The impact of the development and use of writing, reading, and math.
- The characteristics of a civilization.

### SKILLS:

#### The student will be able to

- Use graphic organizers to mentally organize the material from the textbook.
- Compare and contrast hunter-gatherers v. farmers/herders.
- Label landforms, cities, and bodies of water on a map.
- Apply the knowledge of Mesopotamian geography to create mental maps.
- Take notes over oral and written material.
- Interpret special purpose maps, graphs, and charts of the area.
- Organize and sequence a series of events in Mesopotamia.

# WORLD GEOGRAPHY 7-- UNIT GUIDES

Aug. 9, 2006

## UNIT: THE ANCIENT CIVILIZATION OF MESOPOTAMIA

~ Continued

### ASSESSMENT EVIDENCE:

#### Example Performance Task:

Students work in groups to design a newspaper from a Mesopotamian civilization. Include articles on religion, government, laws, specialization of labor, social classes, art, architecture, and writing. Also include letter to the editor, want ads, cartoons, fashion page, etc.

#### Example Evidence:

- Mental mapping quizzes.
- Quizzes of facts related to the Mesopotamia.
- Test on geographic features.
- Written responses to the Essential Questions.

#### Example Learning Activities:

1. Read and discuss Ch. 1-2 in Prentice Hall World Studies: The Ancient World.
2. Create, label, and analyze maps of Mesopotamia.
3. Write a letter using clay tablets and cuneiform.
4. Design a photo collage of Mesopotamian art or artifacts.
5. Design a ziggurat, the Gates of Babylon, and/or the Hanging Gardens of Babylon.
6. Create a timeline of events of Mesopotamian history.
7. Read selections from The Epic of Gilgamesh.
8. View and discuss a video, for example. "Lost Civilizations- Mesopotamia," "Discovery Channel- Mesopotamia: From Nomads to Farmers."
9. Research Sargon the Great or Nebuchadnezzar and their empires.
10. Provide students with opportunities for self-evaluation such as reflective writing, rubrics, and peer discussions.
11. Review unit data through games such as bingo, jeopardy, and group competitions.

**\* These are suggested activities. Other assessments, performance tasks, and learning activities may be implemented.**

## UNIT: MIDDLE EAST

**Time frame for unit: 3rd Quarter-- 3 weeks**

### CONTENT STANDARDS:

**National Standards for Geography:**

Standards #1-#18 (See end of this document)

**Alaska State Geographic Content Standards Addressed:**

Standards A-F (See end of this document)

### ENDURING UNDERSTANDINGS AND ESSENTIAL QUESTIONS:

- 1. The five themes of geography allow us to explore patterns in location, place, human environment interaction, movement, and regions.**
- 2. Geography has a range of helpful tools that can assist us in understanding our earth and its patterns.**
- 3. Culture and experience influence people's perception of place and region.**
  - How do culture and experience influence people's perception of place and region?
  - Why are people's perceptions about the geography and cultures of the Middle East so varied and so much in flux?
  - How do cultural stereotypes emerge? Why do they sustain themselves? How can we identify and overcome them?
- 4. The Middle East reflects the characteristics, distribution, and complexity of earth's cultural mosaics.**
  - To what extent is the Middle East a cultural mosaic? How do its diverse elements affect its present and impact its future?
  - What are the common characteristics of all Middle Eastern regions and countries? What are the unique elements of each region?
  - How do religion and religious traditions influence the Middle East today?
- 5. Forces of cooperation and conflict among peoples influence division and control of the earth's surface and resources.**
  - How do forces of cooperation and conflict among peoples influence the division and control of the earth's surface and resources?
  - To what extent do forces of cooperation and conflict related to oil and water in the Middle East influence political, economic, and social conditions there?

### KNOWLEDGE:

**The student will be able to define / apply the following terms:**

Islam, Judaism, Christianity, Mosque, Church, Synagogue, Arabs, Hebrews, Jews, Muslim, Palestine, Mesopotamia, Euphrates River, Tigris River, Nile River, Jerusalem, Mecca, Zionists, Koran, Torah, Bible, Sunni, Shi'ite, Kurds, Israelis, Armenians, Persians, Palestinians, Turks, Arabs, Persian Gulf Wars (I, II), Afghan War, Al Quada, OPEC, Israeli-Palestinian Conflict, Farsi, Yiddish, Arabic, Abraham, Mohammed, Bedouins, urbanization, oases, desertification, desalination, distillation, theocratic state, secular state, patriarchal, sheik, monotheism, prophet, mosque, temple, nationalism, petrochemicals, kibbutz, Ayatollah, muezzin, hajj, nomads, Islamist, Persian Gulf, Suez Canal, Crusades

**The student will be able to explain the significance of the following:**

- The impact of natural resources of the Middle East on the economies of the world.
- The basic reasons behind major conflicts in the region.
- How culture and experience influences one's perceptions of the people of the Middle East.

**The student will be able to describe the following:**

- How religion and traditions influence the Middle East.
- The role of women in this region.
- How being "in the middle" of three continents causes cultural diffusion.
- The impact of resource shortages in the Middle East.

## UNIT: MIDDLE EAST

~ Continued

### SKILLS:

#### The student will be able to:

- Label landforms, cities, and bodies of water of the Middle East on a map.
- Take notes of oral and written material.
- Interpret special purpose and thematic maps, graphs, and charts to better understand this region.
- Compare and contrast the dominant cultural groups of this region.
- Compare and contrast peoples and landforms of the region.
- Determine locations of importance using latitude and longitude.

### ASSESSMENT EVIDENCE

#### Example Performance Task:

1. Assume the role of a United States diplomat on a peacekeeping negotiation with the leaders of various Middle Eastern countries. Establish a peace plan that will resolve one topic of dispute.
2. Become a photojournalist documenting cultures of the Middle East. Identify ten elements that would accurately depict culture in this region; write a paragraph or caption for each picture explaining why it should be included a photo essay.

#### Example Evidence:

- Mental mapping quizzes.
- Quizzes of facts related to the Middle East.
- Use key words in context.
- Compare/contrast essay comparing the physical geography of the Middle East.
- Written responses to the Essential Questions.

#### Example Learning Activities:

1. Read and discuss Ch. 17-18 Holt text.
2. Create, label, and analyze maps of the Middle East.
3. Design models of a mosque and a synagogue.
4. Create a timeline of events comparing Middle Eastern and U.S. history.
5. Read and summarize either a book or short stories such as Shabanu.
6. Compare and contrast the three religions (Judaism, Christianity, Islam), which began in the Middle East.
7. Have a food festival and students bring in traditional Middle Eastern foods. Optional: dress in traditional clothing.
8. View and discuss a video, for example, "National Geographic- The Hajj."
9. Research the OPEC embargo of 1973 and use the findings to write a report explaining the immediate and long-term effects.
10. Conduct research on how Middle Eastern immigrants have influenced customs, religion, politics, language, and food of a particular U.S. region
11. Provide students with opportunities for self-evaluation such as reflective writing, rubrics, and peer discussions.
12. Review unit data through games such as bingo, jeopardy, and group competitions.

**\* These are suggested activities. Other assessments, performance tasks, and learning activities may be implemented.**

## UNIT: AFRICA

**Time frame for unit: 3rd Quarter—4 weeks**

### CONTENT STANDARDS:

**National Standards for Geography:**

Standards #1-#18 (See end of this document)

**Alaska State Geographic Content Standards Addressed:**

Standards A-F (See end of this document)

### ENDURING UNDERSTANDINGS AND ESSENTIAL QUESTIONS:

**1. The five themes of geography allow us to explore patterns in location, place, human environment interaction, movement, and regions.**

**2. Geography has a range of helpful tools that can assist us in understanding our earth and its patterns.**

**3. Because of the geographic characteristics of Africa, food production and resource distribution are hampered, resulting in powerful social, economic, and political consequences.**

- How do human actions modify or influence the physical environment?
- To what extent does the physical environment influence human actions?
- How does the unique physical geography of Africa influence its food production and resource distribution?
- How does physical geography within a region impact social, economic, and political conditions?

**4. Africa represents a diverse cultural mosaic resulting from its history of colonization, migration, and economic and political development.**

- How does Africa represent a diverse cultural mosaic?
- What is the enduring legacy of colonization and migration within the continent of Africa?

### KNOWLEDGE:

**The student will be able to define / apply the following terms:**

AIDS, Sahara Desert, Civil War, Colonization, Slavery, Nelson Mandela, Great Rift Valley, desertification, Sahel, Sudan, rainforest, leaching, colonization, ethnic groups, urbanization, subsistence farming, hunter-gathers, grazing, Bantu, Swahili, apartheid, civil war

**The student will be able to describe the following:**

- Main landforms of Africa.
- Physical and climatic regions of Africa.

**The student will be able to explain the significance of the following concepts:**

- The effects of desertification on the lives of Africans.
- Key historical events as determiners of African history.
- Way of life is determined by available resources.

### SKILLS:

**The student will be able to:**

- Apply their knowledge of Africa to create mental maps.
- Illustrate cause/effect in graphic organizer and essay form.
- Use graphic organizers to mentally organize the material from the textbook.
- Interpret special purpose maps, graphs, and charts to better understand the interrelationship of each country's peoples and geography.
- Use the Internet and library resources to research a culture in-depth.

# WORLD GEOGRAPHY 7-- UNIT GUIDES

Aug. 9, 2006

## UNIT: AFRICA

~ Continued

### ASSESSMENT EVIDENCE:

#### Example Performance Task:

- Identify with the difficulty of survival in one of the regions of Africa by taking the survival challenge in the textbook.
- Plan and participate in a festival as a representative of one African ethnic group.

#### Example Evidence:

- Oral or written response to one of the Essential Questions.
- Test on using key terms in context.
- Quizzes and Tests over unit knowledge.
- Self-reflection logs on participation and value of the performance tasks.

#### Example Learning Activities:

1. Read and discuss Ch. 20-24 in the Holt text.
2. Create, label, and analyze maps of Africa.
3. Design a three dimensional model of the continent of Africa with geographic features displayed to scale.
4. Create a timeline of events comparing African and U.S. history. Read and summarize either a book or short stories "Anansi's Riding Horse" (Holt Elements of Literature), "Kelfala's Secret" (McDougal Littell Literature and Language), Journey to Jo'Burg.
5. Compare historical maps of Africa.
6. Have a food festival and students bring in traditional African foods. Optional: dress in traditional clothing.
7. Create an ideal zoo with African animals and plants.
8. View and discuss a video, for example. "Understanding Each Other," "National Geographic- Man of the Serengeti."
9. Research where HIV/AIDS started and spread throughout Africa. Map infant mortality rate, the birth and death rates, life expectancy, and average age for three countries influenced by HIV/AIDS.
10. Conduct research on how forced immigration (slavery) of Africans has influenced customs, religion, politics, language, and food of a particular U.S. region.
11. Provide students with opportunities for self-evaluation such as reflective writing, rubrics, and peer discussions.
12. Review unit data through games such as bingo, jeopardy, and group competitions.

**\* These are suggested activities. Other assessments, performance tasks, and learning activities may be implemented.**

# WORLD GEOGRAPHY 7-- UNIT GUIDES

Aug. 9, 2006

## UNIT: OCEANIA AND ANTARCTICA

Time frame for unit: 3rd Quarter—2 weeks

### CONTENT STANDARDS:

#### National Standards for Geography:

Standards #1-#18 (See end of this document)

#### Alaska State Geographic Content Standards Addressed:

Standards A-F (See end of this document)

### ENDURING UNDERSTANDINGS AND ESSENTIAL QUESTIONS:

1. The five themes of geography allow us to explore patterns in location, place, human environment interaction, movement, and regions.
2. Geography has a range of helpful tools that can assist us in understanding our earth and its patterns.
3. Although Australia, Oceania, and the Antarctic exist within the same world region, they are strikingly unique and distinct in their physical and cultural geography.
  - Why are Australia, Oceania, and the Antarctic unique in their physical and cultural geography?
  - How do changes in physical geography impact Australia, Oceania, and the Antarctic?
4. The processes and patterns of human settlement had a powerful and enduring impact upon the development of Australia, Oceania, and the Antarctic.
  - How do the processes and patterns of human settlement have a powerful and enduring impact upon Australia, Oceania, and the Antarctic?
  - To what extent can geographically isolated regions remain intact? To what extent do patterns of human settlement make geographic isolation a relative impossibility?

### KNOWLEDGE:

#### The student will be able to define / apply the following terms:

Great Barrier Reef, outback, Aborigine, Maori, trust territory, typhoon, atoll, archipelago, Multinational Cooperation, crevasse, ice shelf, pack ice, convergence zone, ozone, marsupial, geothermal, global warming, subsistence farming, artesian water, penal colony, Polynesia, Micronesia

#### The student will be able to explain the significance of the following concepts:

- Why Antarctica does not have a government or is not used for resource development.
- The coral reefs importance to the world's environment.

#### The student will be able to describe the following:

- The major political areas of the regions.
- The unique animals and plants of the regions.
- The unique cultures of the regions.

### SKILLS:

#### The student will be able to:

- Map the distinct landforms of the region.
- Diagram the creation of an 'atoll.'
- Graph the difference of distance between various Polynesian islands.
- Create a timeline of exploration and colonization of Australia.
- Map possible routes of settlement of Polynesian nations.

# WORLD GEOGRAPHY 7-- UNIT GUIDES

Aug. 9, 2006

## UNIT: OCEANIA AND ANTARCTICA

~ Continued

### ASSESSMENT EVIDENCE:

#### Example Performance Task:

Assume the role of a Polynesian explorer. Design a mode of transportation that would allow you to travel long distances over the ocean to and from islands. Prepare a survival kit that would help sustain 10 passengers on your vehicle, and ensure your survival during your travels. Also, include how you would meet your basic needs while over-nighting on each of the islands. Your travels should be encouraged to encounter at least 4 different cultural groups.

#### Example Evidence:

- Mental mapping quizzes.
- Quizzes of facts related to Oceania and the Antarctic.
- Use key words in context.
- Compare/contrast essay comparing the physical geography of Australia, Oceania, and the Antarctic.
- Written responses to the Essential Questions.

#### Example Learning Activities:

1. Read and discuss Ch. 30-31 in the Holt text.
2. Create, label, and analyze maps of Oceania and the Antarctic.
3. Design a model of the continents of Australia and/or Antarctic using clay or paper-mâché.
4. Create a timeline of events comparing Australian and U.S. history.
5. Read and summarize either a book or short stories such as "Yhi Brings the Earth to Life," (McDougall Littell Mythic Voices), Whale Rider, Polar Dreams.
6. Compare historical maps of Oceania.
7. Have a food festival and students bring in traditional Oceania foods. Optional: dress in traditional clothing.
8. View and discuss a video, for example, "Whale Rider," "Rabbit Proof Fence," "March of the Penguins."
9. Research an Antarctic explorer and provide an illustrated map of their explorations and/or a ship log or journal.
10. Conduct research on music and dances of the South Pacific. Give a performance.
11. Provide students with opportunities for self-evaluation such as reflective writing, rubrics, and peer discussions.
12. Review unit data through games such as bingo, jeopardy, and group competitions.

**\* These are suggested activities. Other assessments, performance tasks, and learning activities may be implemented.**

# WORLD GEOGRAPHY 7-- UNIT GUIDES

Aug. 9, 2006

## UNIT: ASIA

*Northern and Western Asia:* Russia and Former Russian Republics; *South Asia:* India, Pakistan, and surrounding countries; *East Asia:* China, Japan, and the Koreas; *Southeast Asia:* Thailand, Cambodia, Vietnam, Indonesia, etc

**Time frame for unit: 4th Quarter—7 weeks**

## CONTENT STANDARDS:

### National Standards for Geography:

Standards #1-#18 (See end of this document)

### Alaska State Geographic Content Standards Addressed:

Standards A-F (See end of this document)

## ENDURING UNDERSTANDINGS AND ESSENTIAL QUESTIONS:

- 1. The five themes of geography allow us to explore patterns in location, place, human environment interaction, movement, and regions.**
- 2. Geography has a range of helpful tools that can assist us in understanding our earth and its patterns.**
- 3. Economic, political, and social stability within a region are powerfully influenced by the distribution and size of populations and how they access and distribute available human and material resources.**
  - How are economic, political, and social stability within a region influenced by the influence and size of populations?
  - How does population density affect the economic, political, and social stability of a region?
- 4. Global economic interdependence both unites and divides countries of the world.**
  - How does global economic interdependence unite and divide countries of the world?
  - To what extent does Asia influence the global economy?
  - Why do economic systems succeed or fail?
- 5. Physical systems such as monsoons, plate tectonics, and other phenomena profoundly affect humans.**
  - How do physical systems profoundly affect Asians?
  - To what extent can Asian governments prepare for natural disasters?
- 6. We can use geography to interpret the present and plan for the future.**
  - How can we use geography to interpret the present and to plan for the future?

## KNOWLEDGE:

### The student will be able to define / apply the following terms:

South Asia, South East Asia, East Asia, Central and Northern Asia, monotheism, polytheism, Pacific Rim, Ring of Fire, communism, third world country, homogeneous culture, pluralistic culture, imperialism, caste system, loess, sphere of influence, tariff, proliferation, terracing, Siberia, Himalayan Mountains, Great Wall of China

### The student will be able to identify the following:

- The characteristics of Asia's regions.
- The developing economies of the Pacific Rim.

### The student will be able to describe the following:

- Main landforms of Asia.
- Physical and climatic regions of Asia.
- The ways in which some countries, such as South Korea or Singapore, modernized their economies so quickly.
- The influence of Russia on the rest of Europe, the Middle East, Alaska, and Asia.

### The student will be able to explain the significance of the following concepts:

- Population distribution directly correlates to the availability of resources.
- Asia's history and culture are closely tied to Asia's rivers.
- Plate tectonics on Asian geography.
- Communism has failed as an economic system.
- China's vast resources are having a profound affect on world economies and environments.
- The cultures of China and India have had a profound influence on the rest of Asia's regions.
- Alaska's ties to Pacific Rim economies in terms of products and trade partners.

# WORLD GEOGRAPHY 7-- UNIT GUIDES

Aug. 9, 2006

## UNIT: ASIA ~ Continued

### SKILLS:

#### The student will be able to:

- Draw a diagram showing how the Himalayas became the world's tallest mountain range.
- Visualize life along the rivers of Asia.
- Use graphic organizers to mentally organize the material from the textbook.
- Use the Internet and library resources to research a country's economy in-depth.
- Interpret population graphs to show the impact of the rapidly expanding world population.
- Draw a time line to show major events in one of the following conflicts: India and Pakistan, North and South Korea, or China and Taiwan.
- Compare/contrast the resources of Japan and China.

### ASSESSMENT EVIDENCE:

#### Example Performance Tasks:

- Plan a Pacific Rim trade fair. Research an Asian country learning the import and export goods as well as trade partners. Assume the role of economic leader of that country and set up a booth to show and tell Alaskan visitors about trade in your country. Bring books about the country and make posters, pamphlets, and charts for your booth.
- American in Japan: Be an exchange student to Japan. Using the online site for the textbook students put themselves in the shoes of a middle school student in Japan. Beware of culture shock. (School Days activity designed for chapter 28.)
- Community planner- students imagine themselves as the person in charge of decisions for their area. The plans must meet the needs of a rapidly expanding population as well as a natural disaster contingency and/or monsoon plan.

#### Example Evidence:

- Oral or written response to one of the Essential Questions.
- Test on using key terms in context.
- Quizzes and tests over unit knowledge.
- Self-reflection logs on participation and value of the performance tasks.

#### Example Learning Activities:

1. Read and discuss Ch. 15-16, 19, 25-29 in the Holt text.
2. Create, label, and analyze maps of Asia.
3. Design a PowerPoint or Web Page describing an Asian country. Use the 5 themes of geography to describe their country.
4. Create a timeline of events comparing Asian and U.S. history.
5. Read and summarize either a book or short stories such as The Clay Marble, The Year of Impossible Goodbyes.
6. Compare historical maps of Asia.
7. Have a food festival and students bring in traditional Asian foods. Optional: dress in traditional clothing.
8. View and discuss a video, for example, "Video Visit: India," "Japan Today," National Geographic- India, China GeoKit.
9. Conduct research on how Asian immigrants have influenced customs, religion, politics, language, and food of a particular U.S. region
10. Research the Marshall Plan and how it rebuilt Asian countries after WWII.
11. Provide students with opportunities for self-evaluation such as reflective writing, rubrics, and peer discussions.
12. Review unit data through games such as bingo, jeopardy, and group competitions.

**\* These are suggested activities. Other assessments, performance tasks, and learning activities may be implemented.**

## The National Council for Geographic Education

<http://www.ncge.org/>

The National Council for Geographic Education works to enhance the status and quality of geography teaching and learning. To meet its mission, the NCGE:

- Promotes the importance and value of geographic education;
- Enhances the preparation of geographic educators with respect to their knowledge of content, techniques, and learning processes;
- Facilitates communication among teachers of geography;
- Encourages and supports research on geographic education;
- Develops, publishes, and promotes the use of curriculum, resource, and learning materials;
- Cooperates with other organizations that have similar goals.

## THE EIGHTEEN NATIONAL GEOGRAPHY STANDARDS

THE *GEOGRAPHICALLY INFORMED PERSON* KNOWS AND UNDERSTANDS . . .

### THE WORLD IN SPATIAL TERMS:

**STANDARD 1:** HOW TO USE MAPS AND OTHER GEOGRAPHIC REPRESENTATIONS, TOOLS, AND TECHNOLOGIES TO ACQUIRE, PROCESS, AND REPORT INFORMATION.

**STANDARD 2:** HOW TO USE MENTAL MAPS TO ORGANIZE INFORMATION ABOUT PEOPLE, PLACES, AND ENVIRONMENTS.

**STANDARD 3:** HOW TO ANALYZE THE SPATIAL ORGANIZATION OF PEOPLE, PLACES, AND ENVIRONMENTS ON EARTH'S SURFACE.

### PLACES AND REGIONS:

**STANDARD 4:** THE PHYSICAL AND HUMAN CHARACTERISTICS OF PLACES.

**STANDARD 5:** THAT PEOPLE CREATE REGIONS TO INTERPRET EARTH'S COMPLEXITY.

**STANDARD 6:** HOW CULTURE AND EXPERIENCE INFLUENCE PEOPLE'S PERCEPTION OF PLACES AND REGIONS.

### PHYSICAL SYSTEMS:

**STANDARD 7:** THE PHYSICAL PROCESSES THAT SHAPE THE PATTERNS OF EARTH'S SURFACE.

**STANDARD 8:** THE CHARACTERISTICS AND SPATIAL DISTRIBUTION OF ECOSYSTEMS ON EARTH'S SURFACE.

### HUMAN SYSTEMS:

**STANDARD 9:** THE CHARACTERISTICS, DISTRIBUTION, AND MIGRATION OF HUMAN POPULATIONS ON EARTH'S SURFACE.

**STANDARD 10:** THE CHARACTERISTICS, DISTRIBUTIONS, AND COMPLEXITY OF EARTH'S CULTURAL MOSAICS.

**STANDARD 11:** THE PATTERNS AND NETWORKS OF ECONOMIC INTERDEPENDENCE ON EARTH'S SURFACE.

**STANDARD 12:** THE PROCESS, PATTERNS, AND FUNCTIONS OF HUMAN SETTLEMENT.

**STANDARD 13:** HOW FORCES OF COOPERATION AND CONFLICT AMONG PEOPLE INFLUENCE THE DIVISION AND CONTROL OF EARTH'S SURFACE.

### ENVIRONMENT AND SOCIETY:

**STANDARD 14:** HOW HUMAN ACTIONS MODIFY THE PHYSICAL ENVIRONMENT.

**STANDARD 15:** HOW PHYSICAL SYSTEMS AFFECT HUMAN SYSTEMS.

**STANDARD 16:** THE CHANGES THAT OCCUR IN THE MEANING, USE, DISTRIBUTION, AND IMPORTANCE OF RESOURCES.

### THE USES OF GEOGRAPHY:

**STANDARD 17:** HOW TO APPLY GEOGRAPHY TO INTERPRET THE PAST.

**STANDARD 18:** TO APPLY GEOGRAPHY TO INTERPRET THE PRESENT AND PLAN FOR THE FUTURE.

## Alaska Geography Content Standards

<http://www.eed.state.ak.us/contentStandards/Geography.html>

### Standard A

**A student should be able to make and use maps, globes, and graphs to gather, analyze, and report spatial (geographic) information.**

*A student who meets the content standard should:*

1. Use maps and globes to locate places and regions;
2. Make maps, globes, and graphs;
3. Understand how and why maps are changing documents;
4. Use graphic tools and technologies to depict and interpret the world's human and physical systems;
5. Evaluate the importance of the locations of human and physical features in interpreting geographic patterns; and
6. Use spatial (geographic) tools and technologies to analyze and develop explanations and solutions to geographic problems.

### Standard B

**A student should be able to utilize, analyze, and explain information about the human and physical features of places and regions.**

*A student who meets the content standard should:*

1. Know that places have distinctive geographic characteristics;
2. Analyze how places are formed, identified, named, and characterized;
3. Relate how people create similarities and differences among places;
4. Discuss how and why groups and individuals identify with places;
5. Describe and demonstrate how places and regions serve as cultural symbols, such as the Statue of Liberty;
6. Make informed decisions about where to live, work, travel, and seek opportunities;
7. Understand that a region is a distinct area defined by one or more cultural or physical features; and
8. Compare, contrast, and predict how places and regions change with time.

### Standard C

**A student should understand the dynamic and interactive natural forces that shape the earth's environments.**

*A student who meets the content standard should:*

1. Analyze the operation of the earth's physical systems, including ecosystems, climate systems, erosion systems, the water cycle, and tectonics;
2. Distinguish the functions, forces, and dynamics of the physical processes that cause variations in natural regions; and
3. Recognize the concepts used in studying environments and recognize the diversity and productivity of different regional environments.

## Standard D

**A student should understand and be able to interpret spatial (geographic) characteristics of human systems, including migration, movement, interactions of cultures, economic activities, settlement patterns, and political units in the state, nation, and world.**

*A student who meets the content standard should:*

1. Know that the need for people to exchange goods, services, and ideas creates population centers, cultural interaction, and transportation and communication links;
2. Explain how and why human networks, including networks for communications and for transportation of people and goods, are linked globally;
3. Interpret population characteristics and distributions;
4. Analyze how changes in technology, transportation, and communication impact social, cultural, economic, and political activity; and
5. Analyze how conflict and cooperation shape social, economic, and political use of space.

## Standard E

**A student should understand and be able to evaluate how humans and physical environments interact.**

*A student who meets the content standard should:*

1. Understand how resources have been developed and used;
2. Recognize and assess local, regional, and global patterns of resource use;
3. Understand the varying capacities of physical systems, such as watersheds, to support human activity;
4. Determine the influence of human perceptions on resource utilization and the environment;
5. Analyze the consequences of human modification of the environment and evaluate the changing landscape; and
6. Evaluate the impact of physical hazards on human systems.

## Standard F

**A student should be able to use geography to understand the world by interpreting the past, knowing the present, and preparing for the future.**

*A student who meets the content standard should:*

1. Analyze and evaluate the impact of physical and human geographical factors on major historical events;
2. Compare, contrast, and predict how places and regions change with time;
3. Analyze resource management practices to assess their impact on future environmental quality;
4. Interpret demographic trends to project future changes and impacts on human environmental systems;
5. Examine the impacts of global changes on human activity; and
6. Utilize geographic knowledge and skills to support interdisciplinary learning and build competencies required of citizens.