Suggested Activities for World Geography

Activities with an ● are suggested for academic classes
Activities with an ✓ are suggested for advanced classes (Pre-AP)

Unit One: Physical and Human Geography
Exploring Geography – Map Skills and the Five Themes (Chapter 1)
●Have students create graphic organizers and/or comparison charts illustrating the key concepts of the 5 Themes of Geography including location and explain how geographers describe it; place and region and identify the differences among formal, functional, and perceptual regions; human-environment and explain the geographic theme of human-environmental interaction; and movement and distinguish among linear, time, and psychological distances. Students should then make maps using the 5 Themes of Geography to describe their community and present their work to the class.
●Creating A Cube for the Five Themes of Geography in Your Community: Students will create a cube from construction paper or poster board. Using pictures from magazines and the Internet, students will illustrate each of the four sides and the bottom of the cube with images reflecting each of the five themes of geography as they apply to New Braunfels and the surrounding area. The top side of the cube should be left blank since completed cubes will be displayed by hanging them from the classroom ceiling.

Five themes of geography debate- Choose a local environmental issue and divide students into groups that would represent different viewpoints on that issue. i.e. environmentalist, developers, local businesses, immigrants, government agencies, average citizens, etc... Students present their group's viewpoint on the issue and then teacher conducts a debate on the issue. The five themes of Geography should be highlighted by the groups and reinforced by the teacher throughout the lesson. Possible topics for debate: development on the Edward’s Aquifer, the “proposed Loop around New Braunfels”, Comal Springs in Landa Park, “Big Box” developments...

Five Themes collage- Students choose a community issue to investigate such as the endangered fountain darter or building over the Edwards Recharge Zone. After researching the issue, create a collage to demonstrate the five themes as they apply to that specific issue.

Maps and Map Skills (Chapter 1)
●Introduction to Maps: Teacher to introduce different types of maps: political, special purpose, physical, topographic using overhead maps or textbook as examples. Teacher explains the different political divisions such as: continent, region, country, state, territory, province, county, and city. Indicate how each political division is shown on a map. Introduce key elements of a map: legend, title, compass rose. (Teacher may also want to introduce latitude and longitude, and various other map skills to incorporate into a longer unit.) Allow students to demonstrate their understanding by labeling political divisions on a world map.
●Have students divide into three groups. (maps and globes; types of maps; and map reading) Have each group create graphic organizers to illustrate their assigned concept(s). Students should then be regrouped so that there is one person representing each concept. Students should teach each other the content and make entries into their notebooks.
## Suggested Activities for World Geography

### Geography Alive! Resources:

<table>
<thead>
<tr>
<th>Lesson 1</th>
<th>The Tools of Geography  (Geography Alive textbook Ch. 1 p. 11)</th>
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<tbody>
<tr>
<td></td>
<td>In a Social Studies Skill Builder, students develop the basic map-reading skills they will need for success in this program. Working in pairs, students study maps in a Social Studies Skill Builder, learning the difference between absolute and relative location; locating major parallels and meridians; determining location with lines of latitude and longitude; measuring distance using scale; reviewing hemispheres, continents, and oceans; and learning about Earth sun relations.</td>
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</tbody>
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<table>
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<tr>
<th>Lesson 2</th>
<th>Seeing the World Like a Geographer (Ch. 2 p. 25)</th>
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<tbody>
<tr>
<td></td>
<td>A Visual Discovery activity helps students read and analyze six types of thematic maps that geographers use to represent the world. Using six different world maps, students learn how to get information about physical features, climate, vegetation, population density, economic activity, and regions. They read about the maps and their legends, take notes, and dramatize three of the maps.</td>
</tr>
</tbody>
</table>

Geography Alive! materials may or may not be available at all high schools. This is an excellent resource addressing the course content and skills through the multiple intelligences. More information about the ordering of this Curriculum can be found at [http://www.teachtci.com/](http://www.teachtci.com/)

### Mapping Our World: GIS Lessons for Educators - Module 1 (pages 5-47)

**Arc View: The Basic**- Students are introduced to the basic concepts and skills of GIS. They will create and print a map based on the five-step geographic inquiry model and will then write a brief paragraph explaining how they created their maps.

(When using the GIS Lessons for Educators, teacher should choose appropriate module lesson for students, time, and computer lab availability.)

- Make a map of the classroom to scale

### Physical Geography (Chapter 1)

- Comparison chart showing the causes, effects, and technological advancements related to natural hazards. Students should have a chart for all the natural disasters with column titles of: Cause, Environmental Effects, Cultural Effects, and Technological Advancements (which should be any technological advancement now used to reduce the negative effects of the natural hazard). In their expert groups have them look for the information to fill in the chart from the appropriate Web site. Then have them evaluate both environmental and cultural effects to determine which are positive and which are negative by putting a plus or a negative next to the effect. **This activity can also be used with Chapter 2.**

- Application Activity: As the Director of Safety for Smallville, FL., or Smallville, CA., students must choose 2 of the natural hazards discussed that pose a threat to the community, describe
the negative environmental and human effects, and suggest solutions to further reduce such effects including the use of any advanced technology.

● **Jigsaw Activity:** Assign groups of 6 students. Each student should choose one natural disaster to research and on which to become an expert within the group. Examples of natural disasters could include El Niño, floods, hurricanes, earthquakes, tornados, droughts, and volcanoes.

✓ Investigate erosion along the coast of Texas and its **impact** on the environment and humans.

✓ **Long Term Project- Create Your Own Continent Project**
Students will create a continent on the earth in an area of the ocean where no continent exists. Students will create two maps. The first map is a topographic map that will be labeled with landforms and water features. Students must identify what tectonic plate their continent is on and their landforms must reflect the effects of that tectonic plate. The map will be colored according to elevation. Political boundaries should be drawn in. The second map is a thematic map that will show climate and vegetation for their continent. Students must take into account latitude, longitude, ocean currents, wind currents, and their landforms to determine what the climate and vegetation will be for their continent. Both maps should include lines of latitude/longitude, a scale, key, title, and compass rose. Have students calculate the area of their continent.

(For project, the textbook is an adequate resource to complete the project. Have students come up with a theme for their continent. Give students a scenario as to why the continent is being created/discovered.)

✓ **Mapping Our World: GIS Lessons for Educators- Module 2**
**The Earth Moves: A Global Perspective-** Students will observe patterns of earthquake & volcanic activity on the earth’s surface and the relationships of these patterns to the location of diverse landforms, plate boundaries, and population distribution.

[When using the GIS Lessons for Educators, teacher should choose appropriate module lesson for students, time, and computer lab availability.]

✓ **Mapping Tectonic Hot Spots: An Advanced Investigation-** Students will use the internet to acquire the most recent data on worldwide earthquakes and volcanoes. They will then construct a map on current world tectonic hot spots.

**Climates and Ecosystems (Chapter 2)**

● Have students refer to the National Hurricane Center Web site at [http://www.nhc.noaa.gov/](http://www.nhc.noaa.gov/). Students will then explore one aspect of hurricanes such as formation, onshore damage, classification and naming conventions, prediction and tracking, etc. Students will then apply this information by naming a hypothetical hurricane and describing in weather logs its formation, tracking pattern, and onshore damage. This activity should be done in the form of a poster.

● Explain that the overall effect of wind and ocean currents is to moderate climates by circulating heat and moisture. Draw a simple diagram of a land mass and an ocean current on the board. Label the ocean current “warm” and draw an arrow to represent wind blowing from the ocean onto the land. Ask students what effect the warm ocean current and wind would have on the weather on the land. Then change the label to “cold” and ask students what affect a cold ocean current and wind would have on the weather on the land. **This assignment is helpful for less proficient readers.**
Suggested Activities for World Geography

● Study the descriptions of climates addressed in Chapter 2. Have students either draw pictures or find pictures that illustrate the climates. Using a hanger or string, create mobile displaying world climate regions.

● Culminating Activity on Climate: Give students a copy of a concept map and have them find the five factors that determine distribution of climate, and give an explanation of how and an example for each factor. Students should also create a graphic organizer of global climates and a concept map showing the factors that affect climate with examples. Climagraphs for Athens, Cairo, Vancouver should also be created and completed. (Google in climagraphs for information on these different cities) Students will also fill in information on their charts regarding different climate types. Students will share information with others by discussing similarities and differences between temperature, precipitation, vegetation, elevation, and latitude of the climate zones. They will also address how precipitation and temperature often classify climate.

✓ Mapping Our World: GIS Lessons for Educators - Module 3 (pages 116-178)
Running Hot and Cold: A Global Perspective- Students will explore characteristics of the earth’s tropical, temperate, and polar zones by analyzing monthly and annual temperature patterns in cities around the world. They will write an essay offering data and examples from the GIS Investigation.

✓ Seasonal Differences: A Regional Case Study of South Asia- Students will observe patterns of monsoon rainfall in South Asia and analyze the relationship of those patterns to the region’s physical features. They will write a letter to describe the seasonal changes in their location and ways that their daily lives and the lives of people around them reflect those changes.

✓ Sibling Rivalry- An Advanced Investigation- Students will study climatic phenomena El Nino and La Nina by downloading the map images from the GLOBE (Global Learning and Observations to Benefit the Environment) Web site. They will write an essay that describes the effects of El Nino and La Nina years on their local area or an area you designate for research.

Population and Culture (Chapter 3)

Culture
● Ask students to share examples of ways in which they blend English with their native language in their conversations with friends or family.

● Divide students into groups of five and assign each group one major religion – Judaism, Christianity, Islam, Hinduism, or Buddhism – to research as homework. Instruct each student to make a list of the key beliefs of the religion. In class, have each group compare their lists and discuss similarities and differences among the religions. Each group should prepare a brief oral summary that clearly outlines the differences and similarities to share with the entire class.

● Have students choose one of the culture keys listed below. They will then select three countries and use the Internet or library resources to find information on how each culture solves the problems associated with the factor selected. Students will create a database showing the results of the research.

Cultural Keys is an organizational strategy for investigating a group of people and their place, region, or country. It provides students with a framework on which to build an informed portrait
Suggested Activities for World Geography

of a particular culture. If there is ever a question as to the key under which a certain artifact or custom belongs, let the class discuss and decide.

These are the Twelve Cultural Keys (ABCs of Culture) and examples:

**Appearance** - clothing, costumes, jewelry, tattoos, make up, hair style and color, skin and eye color, piercing, masks, hats, shoes, scarification, facial features, facial hair, stature

**Belief System** - religion, superstitions, ceremonies, luck, fate, folk medicine, taboos

**Communication** - languages, alphabets, numbers, codes, gestures, symbols, signs, greetings, measurement, proverbs, idioms

**Dates** - calendar, time, holidays, observances, punctuality, siesta

**Entertainment** - music, sports, dance, visual arts, games, recreation, drama

**Food** - cuisine, spices, utensils, avoidances, vegetarianism, breads, drinks, fruits/vegetables/meats/insects, cooking methods, libations

**Government** - leaders, structure, laws and regulations, capitals, taxes, documents, flags and symbols, anthems, currency

**Homes** - houses, dwellings, buildings, architecture, materials, room, furniture, decorations, gardens

**Information** - education, oral history, media (newspapers, television, books, magazines, texts), advertisements, billboards, maps, photography, history, technology

**Jobs** - occupations, male/female roles, economy, businesses, salary, type of work, respect/importance, chores, unemployment, child-rearing, clubs and organizations, volunteerism

**Kinds of Environment** - climate, habitat, geography, resources, population, wildlife, elevation, preservation

**Leftovers** - transportation, energy, weaponry, tobacco, health care

● **Human-environment interaction collage**: Collage to include variety of examples including differing cultures, uses of technology, and at local to international levels. Collages must include captions to demonstrate student understanding of human-interaction with environment and show comparisons of how different cultures and people use, adapt to, and modify their environment.

● **Creating a Web Site - The Cultures of Our Ancestors**: Have students use the Internet and personal interviews to find out about their ancestors' or older relatives' (grandparents or great-grandparents) cultures. Use the search engines located in the “Technology in the Classroom ” activity for Chapter 4 located at [www.classzone.com](http://www.classzone.com) to begin the research. Have them create Web sites to illustrate the things they have learned.

✓ **Religion Reports** - Students research various religions and write reports and present on the basic beliefs, organization, area practiced, numbers that practices, sacred texts, important rituals, taboos, founder, and short history. Students should include quotes from the religion's sacred text to further illustrate the beliefs of the religion.
Suggested Activities for World Geography

✓ Brainstorm with students unifying characteristics across cultures.

✓ Introduce students to the ABCs of Culture (12 cultural keys) and have them research a culture and determine how different aspects of the culture fits into the ABCs of Culture. Students could present this information in written or oral form or both. This could be done individually or as a group.

✓ Have students compare and contrast cultures to find unifying characteristics and common cultural values.

Population

● Creating an Infographic:
Direct students to use the Internet to learn more about worldwide population growth and the problems that many scientists believe will result from overpopulation. Students should begin with the World Population Web site at http://www.overpopulation.org/. Ask students to create an infographic to present their findings. Refer to www.classzone.com for additional details and web sites.

● Students will select one of the continents and find a satellite image. They will compare this image with an atlas map of the same area. Afterwards, they will write an explanation of which landforms or water bodies have played a part in the distribution of population shown in the satellite image.

● Place students into small groups and assign a period of U.S. history to each group. Direct them to use resources to identify the main immigrant groups of the period and the reasons they immigrated. Groups will then create charts that distinguish the “push” and the “pull” factors. Refer to the Scholastic Assistance for Global Education Web site on immigration at http://sage.tamu.edu/topics/topic_resources/I/Immigration/L_Immigration.dwt for additional support.

● Power of the Pyramids – Teaching Population (Hands-on-Activities) from Population Connection at www.populationeducation.org Students construct pyramids from data that is supplied in the lesson. Then as a group they can make correlations between the shapes of the graphs and the countries’ different growth patterns, the age and gender distribution of a regional or national population and how it affects its growth rate. (there are over 50 lessons on this web site that cover topics like population, pollution, sustainability, growth in less developed and more developed regions, habitat destruction, climatic change, etc. There are also readings that will stimulate class discussions with both academic and advanced classes.)

Students will compare the processes and implications of population growth in the world’s fastest and slowest growing regions: sub-Saharan Africa and Europe. Through the analysis of the standard of living indicators in these two regions, students will explore some of the social and economic implications of rapid population growth.

✓ Power of the Pyramids – Teaching Population (Hands-on-Activities) from Population Connection at www.populationeducation.org Students construct pyramids from data that is supplied in the lesson. Then as a group they can make correlations between the shapes of the graphs and the countries’ different growth patterns, the age and gender distribution of a regional or national population and how it affects its growth rate. (there are over 50 lessons on this web site that cover topics like population, pollution, sustainability, growth in less developed and more developed regions, habitat destruction, climatic change, etc. There are also readings that will stimulate class discussions with both academic and advanced classes.)
Suggested Activities for World Geography

✔Differentiating Instruction: Applying Geographic Concepts: Instruct students to choose any country in the world and create an area map with annotations that explain how the country’s size, shape, and location have affected its development.

● Students will study the economic systems in the textbook. Have students create a series of illustrations showing the differences among the systems. Illustrations should show the role of the consumer and the governments in determining what goods or services are produced in each type of economy.

✔ Present a variety of political and social situations and have students determine how each type of political system might react to each situation and who would determine the reaction. This could take the form a small or whole class discussion. Students could respond in writing, too.

✔ Mapping Our World: GIS Lessons for Educators – Module 5 (pages 251-272) Crossing the Line: A Global Perspective – Students will explore the nature and significance of international political boundaries. Students will also identify two international boundaries in 2000 that they predict could change in the next 25 years. They will then prepare a map of the projected boundary changes. Having students write an essay that describes potential consequences of the predicted boundary change may extend the activity.

✔ Study the economic systems in the textbook. Have students create a series of illustrations showing the differences among the systems. Illustrations should show the role of the consumer and the government in determining what goods or services are produced in each type of economy.

Resources and Land Use (Chapter 4)

● Online PowerPoint Presentation – The International Pencil: http://sage.tamu.edu/topics/topic_resources/I/intl_pencil/pencil.htm and locating the PowerPoint presentation called “International Pencil.” Show this presentation to the class as a way of teaching the abstract concept of global interdependence and a wide variety of geographical concepts. Although a pencil is a simple, familiar object, its production is the result of an amazingly large number of interactions involving many people from around the world. Afterwards, have students create an annotated map showing the parts of the world that contribute to the production of a pencil and how they contribute to it.

● EcoEthics – Teaching Population (Hands-on-Activities) from Population Connection at www.populationeducation.org

This activity is designed to give students the opportunity to examine their own values and beliefs as they relate to the environment, population and social issues, while gaining an understanding of the complex issues in many of today’s environmental debates. It is not the intent of this activity to prescribe “right” and “wrong” answers for the students. In some cases, students may perceive what would be the most ethical solution to a given problem, while admitting that they realistically might not choose that option. On each Dilemma Card, the action choices are preceded by “would you” rather than “should you.” This will encourage students to offer what they probably would do in each given situation. It might be useful to compare students’ reactions to each dilemma both before and after going through the student readings and lessons.

✔ History Alive! The Rise & Fall of the Soviet Union Lesson—Rock, Scissors, Paper: Understanding Marxist Theory: Through an experimental exercise using concept of the rocks, scissors, paper game, students will experience the unequal distribution of capitalist wealth and the frustrations of the working class.
Suggested Activities for World Geography

✓ Cooperative Learning: Building an economic enterprise: Have students name five to ten businesses. List these on the chalkboard. Divide class into groups of four. Then have each student count off; the “ones” will be in charge of primary activities, “twos” in charge of secondary activities, and so on. Assign a business venture from the list on the chalkboard to each group. Have each student list people and/or resources needed in his specific category. Have each group present its combined “operation” to the class.

✓ Take a Stand - Teaching Population (Hands-on-Activities) from Population Connection at www.populationeducation.org
Sometimes it is easier to think through an issue if you are asked to “take a stand” on it. For this activity, students are asked to take a position and articulate their views on several contemporary issues that are related to population and resource consumption trends.

✓ Mapping Our World: GIS Lessons for Educators – Module 6 “The Wealth of Nations”, (pages 321-342). Students will be presented with the three modes of economic production – agriculture, industry, and services – as the initial criteria for a country’s developed or developing status. Students will choose a developed and a developing country and draw conclusions about these two nations. Having students write an essay that addresses specific questions about the countries they selected may extend the activity.

Unit 2: United States and Canada
Introduction to the US and Canada (Chapter 5)

NOTE: The next unit in the World Geography curriculum begins the in-depth examination of the world’s regions. A comprehensive Mapping Lab is included for each of the seven regions in Geography Alive! Regions and People. Each mapping lab contains a Lesson Guide, Overhead Transparencies, and Placards. During each Mapping Lab, students work in pairs to complete a series of five geography challenges that spiral in difficulty. First, they label a physical and a political map to learn about a region’s physical and human geography. They then practice skills that mirror geographic information systems, using thematic maps and transparency overlays to answer geography questions about the region. Finally, students follow the steps in the geographic inquiry process to interpret a field photograph from the region. Mapping labs can be ordered separately.

● Divide class into 4 groups. (Landforms; Resources; Climate; Vegetation) Then have each of the four groups divide further into subgroups: (United States; Canada) Now you should have eight subgroups: (United States Landforms; Canada Landforms; United States Resources; Canada Resources; United States Climate; Canada Climate; United States Vegetation; Canada Vegetation) Using the objectives listed at the beginning of each section of the textbook, have each subgroup find and record information for their assigned topic. Then have the subgroups form one group representing both the United States and Canada for their assigned physical geography characteristic. (Example: the subgroups for United States Landforms and Canada Landforms would merge together to complete the next assignment). Have groups create comparison charts, Venn diagrams, graphic organizers, or some other visual to illustrate the similarities and differences between the two countries. Finally have each of the four groups (Landforms; Resources; Climate; Vegetation) present their findings to the class.

Recommended Activities from History Alive! The Geography of America from Past to Present to support the teaching of the physical geography of the United States:
Suggested Activities for World Geography

**Activity 1.3 Creating USA Map Placards:** Students use their basic geography skills and knowledge of the 50 states to create a class game entitled “Geographical Pursuit”. They race against time to identify and label as many Map Placards as possible.

**Activity 1.4 Playing the Geographical Pursuit Game:** In this activity, students experience the competition of being on a game show as they test their geographical knowledge of the 50 states.

**Activity 2.1 Mapping the Physiographic Features of the United States:** Students sit in pairs to answer thirty questions about United States physiography. They label a physiographic map as they answer each question.

- **Internet Activity – Multimedia Presentation on “A Land of Contrasts”:** Refer students to [www.classzone.com](http://www.classzone.com) and have them conduct research on the landforms of the United States and Canada. Focus on finding pictures of major and well-known landforms and waterways. Have them select a series of pictures to include in a multimedia presentation on the theme: “A Land of Contrasts” and list the web sites they used in preparing a written report.

- **Internet Activity – The Geography of U.S. and Canadian National Parks:** Direct students to the Chapter 5 “Technology in the Classroom” activity at [www.classzone.com](http://www.classzone.com) and review the National Parks Web sites listed there. Afterwards, students will create a multimedia presentation that showcases four of the national parks in the United States and Canada.

**Content-specific Web sites on the United States and Canada:**
- 50 States and Capitals at [www.50states.com](http://www.50states.com)
- US Travel and Tourism Guide at [www.usa.worldweb.com](http://www.usa.worldweb.com)
- National Park Service at [http://www.nps.gov/parks.html](http://www.nps.gov/parks.html)

**U.S./Canada Travel Scrapbook/ Journal**
Students will take an imaginative trip across part of the U.S and/or Canada and create a travel scrapbook/journal for their trip. The scrapbook/journal should include references to landforms, water features, weather, roads traveled, cultures encountered, money spent, local foods, local celebrations, etc…Student should include a map showing the routes traveled. (Teacher should decide what students must include in scrapbook/journal. The trip could be a multi-state trip or around a single state/province.)

**Inclusion Strategy: Test-Taking Skills – During the Test:**
- Allow students with IEPs to respond orally on tape or through a keyboard.
- Let students refer to the text or notes.
- Eliminate time constraints
Suggested Activities for World Geography

- Permit students to take test in several sessions.
- Allow students to take tests in other locations if possible.

🌟 **Inclusion Strategy: Organizing and Remembering** - Allow students to work with partners to complete vocabulary flash cards to use when studying for tests.

**SPECIAL NOTE ON PACING AND SUGGESTED STUDENT WORK PRODUCTS:**
There are more than enough classroom activities provided in these pages to fulfill the number of days in the first nine weeks grading period. Choose and/or modify the activities to best fit the needs and learning styles of your students.
Suggested Activities for World Geography

Unit Two: United States and Canada (continued)
Chapter 6: A Profile of the United States
Chapter 7: Regions of the United States
Chapter 8: Canada

● Have students identify the sub regions for both the United States and Canada. Have students create a table illustrating the human geography for each region. Label each row with the sub regions for the US and Canada, and label the columns: history, government, economy, and culture of each region past and present. Using their textbooks, have students fill in their tables. Then have students create Venn Diagrams on two or three different regions identifying the similarities and differences among them. Students could also create concept maps of the United States and Canada.

● Have students create a table showing each of the four sub regions of the United States. They will need to complete data for the following headings: percent of population, percent of land area, major economic activities, nicknames for region, climate. Students will then use the data to create a Venn diagram comparing and contrasting two of the four regions. Data may be depicted with words, symbols, or combination of the two.

● Divide students into groups of 4 to 6. Assign one city to each group: Atlanta, Denver, Seattle, and San Antonio. Have each group work to find out current information on its city, in answer to the following questions:
  • Is the city growing in size?
  • What are some causes for the growth or lack thereof?
  • What is the current major industry in that city?
  • How does it affect the economy of that city and its residents?
Have the students write a short report containing the above information and citing sources. Afterwards, they will share their findings with the class.

Websites for Specific U.S. Cities:
• Atlanta, Georgia at http://www.atlantaga.gov/
• Denver, Colorado at http://www.denver.org/index.asp
• San Antonio, Texas at http://www.sanantonio.tx.us/
• Seattle, Washington at http://www.ci.seattle.wa.us

● Have students create a graph with two axes, one showing “Population/Land Size”, the other showing “U.S. Subregions”. Tell students that the graph should contain two bars, side by side, for each subregion, one for population size, one for land size. They should label the subregion underneath or above the double bars. Students should choose a color for each bar to distinguish them and create a graph key.

● Have students decide on a cultural issue related to Canada such as the conflict between the French and English. Then have them use the Internet to find two recent news stories or periodical articles to address this issue in some way. Students should summarize the main idea of each article and share that information with the class.

● Divide students into groups of 4 to 6. Assign one city to each group: Toronto, Montreal, Ottawa, and Calgary. Have each group work to find out current information on its city, in answer to the following questions:
  • Is the city growing in size?
  • What are some causes for the growth or lack thereof?
  • What is the current major industry in that city?
Suggested Activities for World Geography

- How does it affect the economy of that city and its residents?
  Have the students write a short report containing the above information and citing sources. Afterwards, they will share their findings with the class.

<table>
<thead>
<tr>
<th>Web sites for Specific Canadian Cities:</th>
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<tbody>
<tr>
<td>Toronto, Ontario, at the City of Toronto Official Web Site at <a href="http://www.city.toronto.on.ca/">http://www.city.toronto.on.ca/</a></td>
</tr>
<tr>
<td>Montreal, Quebec, at <a href="http://www.tourisme-montreal.org/B2C/00/default.asp">http://www.tourisme-montreal.org/B2C/00/default.asp</a></td>
</tr>
<tr>
<td>Ottawa, Ontario, at City of Ottawa Official Site at <a href="http://city.ottawa.on.ca/">http://city.ottawa.on.ca/</a></td>
</tr>
<tr>
<td>Calgary, Alberta, at <a href="http://www.visitor.calgary.ab.ca">www.visitor.calgary.ab.ca</a></td>
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- **Link to the Humanities:** Students will use the Web sites below to do research about the art of the Inuit people. They will look for pictures of works that can be copied and background about the art itself. They will then put together the pictures they copied and the information about the art for an oral presentation. Students will need to be sure to show how geography influenced the art of Canada.

Students should refer to the following websites when developing their reports on Inuit art:

- Native and Inuit art at [http://www.glenbow.org/index.cfm](http://www.glenbow.org/index.cfm)

- **Weather Maps:** Students will create a series of four weather maps to show the weather in the U.S and Canada over a series of days. Alternate option: Create weather maps for all four seasons, one for each season. Students will use standard weather symbols to denote the weather. Maps should also include examples of severe weather events. Have students answer questions using their maps in order to illustrate patterns and trends relating to weather, climate, and vegetation in the U.S/Canada

- **Geography Alive! Resources:**

  **Unit 2 Canada and the United States**

  **Lesson 3** Settlement Patterns and Ways of Life in Canada
  In a *Social Studies Skill Builder*, students explore how location influences ways of life by looking at population, climate, language, buildings, and economic activity in the five regions of Canada.

  **Lesson 4** The Great Lakes: The U.S. and Canada’s Freshwater Treasures
  Students analyze data about the state of the Great Lakes today and apply what they learn about the lakes’ current status and future prospects in a *Writing for Understanding* activity.

  **Lesson 5** Urban Sprawl in North America: Where Will It End?
  In an *Experiential Exercise*, students work in policy-planning groups to debate and recommend possible policies for how to best address growth and urban sprawl in the cities of Portland, Toronto, and Atlanta.

  **Lesson 6** National Parks: Saving the Natural Heritage of the U.S. and Canada
  In a *Response Group* activity, students plan adventure tours to learn about the topography and characteristics of North American national parks as well as challenges to their preservation.

  **Lesson 7** Consumption Patterns in the United States: The Impact of Living
Suggested Activities for World Geography

Well
A *Response Group* activity introduces students to consumption patterns in the United States and around the world through analysis of a series of cartograms depicting global consumption patterns and gross domestic product.

Lesson 8  
**Migration to the United States: The Impact on People and Places**

In an *Experiential Exercise*, students conduct interviews to learn about the push and pull factors that cause people to migrate to the United States.

**● Researching the War on Terrorism:** Have students work independently or in a small group to research the current status of the international war on terrorism and what has been accomplished. Direct students to prepare a summary update in a form of their own choosing, such as an oral report, poster, videotaped newscast, or written news articles. Have students research how the war against terrorism is being waged in Texas. Afterwards, they will write a press release describing one of these antiterrorist measures.

**● Pairs of students will choose a metropolitan area in the United States or Canada to research. They will then prepare a report on the condition of urban sprawl in that specific area and present a report to the class. Students will also need to discuss the effects of urban sprawl and what steps, if any, are being taken to control the sprawl.**

**● Have students go to research links in [www.classzone.com](http://www.classzone.com) to find information on the latest U.S. census. Ask them to analyze the census results to write a short report which tells what information the U.S. census collected what it says about the U.S. population, how it compares to the 1990 census results, and what the projections are for the U.S. population.**

**● Canadian Immigration:** Have students go to [www.classzone.com](http://www.classzone.com) to research immigration to Canada. They should focus on changes in the region from which immigrants came in the 20th century. They should compile their findings in a report and combine this with a chart listing the regions and percentages.

Students should refer to the following web sites when developing their research on Canadian immigration:
- The Peopling of Canada at: [http://www.ucalgary.ca/applied_history/tutor/canada1891/5frame.html](http://www.ucalgary.ca/applied_history/tutor/canada1891/5frame.html)

**● Technology in the Classroom Activity at [www.classzone.com](http://www.classzone.com) - Urban Sprawl:** Have students take pictures with a digital camera of urban sprawl in the local community and solutions to sprawl. If your school is in an urban neighborhood, organize a walking tour to document the area. Students should also interview community residents and business people to get their attitude and experiences with sprawl. Students will then create a multimedia presentation or Web site showcasing what they have documented, including text that describes the extent to which they think sprawl has affected their community, direct quotes from their interviews, and possible solutions to the community's sprawl problems.

**Content-specific Web sites on Today's Issues in the U.S. and Canada:**
Suggested Activities for World Geography


- and ✔ Immigration

### Rights and Responsibilities: Student Connections to Current Immigration Policies

Our nation is currently undergoing serious discussion and debate about immigration policies. This national dialogue is a sign of a healthy democracy, and it offers many opportunities for students learn about the complex issues and the legislative process related to both immigration and voicing opinions related to this topic. Teachers may want to reference the information packet available at http://www.austinisd.org/inside/docs/RightsResponsibilities.pdf as a resource in reading and discussing historical and contemporary aspects of the immigration debate in the United States.

**Web Site on Immigration:**
- Scholastic Assistance for Global Education (SAGE) has many links to immigration Web sites at http://sage.tamu.edu/topics/topic_resources/I/Immigration/L_Immigration.dwt

✔ **Mapping Our World: GIS Lessons for Educators – Module 4 (pages 184-207)**

**The March of Time: A Global Perspective** – Students will observe and analyze the location and population of the world’s largest cities from the year 100 C.E. through 2000 C.E. Students will also describe spatial patterns of growth and change among the world’s largest urban centers during the past two thousand years and speculate on reasons for the patterns they observe. Students will create a line graph of the most populous cities for each time period and will then use this as a reference for an essay that compares and contrasts three or more time periods they have mapped.

✔ **GeoActivity: Exploring Local Geography** – Survey the central business district in San Antonio and make notes of the urban functions shown there. Create a sketch map of the CBD, labeling the areas or buildings and the urban functions they fill.

✔ **Critical Thinking: Making Inferences** - Have students examine the graphic – *Models of Urban Structures* on pg. 153 and ask them to consider how urban area models might reflect the kind of transportation available in a city. Students can study the models more closely, studying different maps of US cities and evaluate which model is the best representation of that city.

✔ **Weather Maps** - Student will create a series of four weather maps to show the weather in the U.S and Canada over a series of days. Alternate option: Create weather maps for all four seasons, one for each season. Students will use standard weather symbols to denote the weather. Maps should also include examples of severe weather events. Have students answer questions using their maps in order to illustrate patterns and trends relating to weather, climate, and vegetation in the U.S/Canada.

✔ **Socratic Seminar or Debate on Human-Environment Interaction in the US/Canada:**
Possible topics: urban sprawl, light rail in San Antonio, recreational use of off-road vehicles on public lands, drilling in the Arctic Wildlife Refuge, coastal erosion along the Texas Coast,
Suggested Activities for World Geography

diversion of water from the Rio Grande, the dead zone in the Gulf of Mexico, conversion of tar into oil in Canada, overfishing in North Atlantic, BP Oil spill.

**Election Group Project**

Student groups will be assigned a region/group of states of the U.S. Each group will investigate their assigned states to determine which presidential candidate (or congressional candidates) those states will probably vote for in the upcoming election. Students must find information about the demographics of the states such as racial breakdown, religious breakdown, socio-economic breakdown, age, etc...Students should find information on regional history, regional voting history and trends, important regional issues, regional economics, etc...

Students will present their research findings to the class. The presentation should include maps and graphs to represent some of the information. The group should then predict which states in their region will vote for which candidate and explain why. As a class, determine the amount of states needed to win the election. Determine maximum amount of votes and states a person can win, and still lose the election.

- Create an Electoral College Cartogram of the U.S
  (See textbook for an example of a cartogram.)

The website at [www.electoral-vote.com](http://www.electoral-vote.com) is helpful resource in reviewing current poll data and its effects on the Electoral College.

**Divide students into groups of 4 to 6. Assign one city to each group:** Atlanta, Denver, Seattle, and San Antonio. Have each group work to find out current information on its city, in answer to the following questions:

- Is the city growing in size?
- What are some causes for the growth or lack thereof?
- What is the current major industry in that city?
- How does it affect the economy of that city and its residents?

Have the students write a short report containing the above information and citing sources. Afterwards, they will share their findings with the class.

**Websites for Specific U.S. Cities:**

- Atlanta, Georgia at [http://www.atlantaga.gov/](http://www.atlantaga.gov/)
- Seattle, Washington at [http://www.ci.seattle.wa.us](http://www.ci.seattle.wa.us)

**Divide students into groups of 4 to 6. Assign one city to each group:** Toronto, Montreal, Ottawa, and Calgary. Have each group work to find out current information on its city, in answer to the following questions:

- Is the city growing in size?
- What are some causes for the growth or lack thereof?
- What is the current major industry in that city?
- How does it affect the economy of that city and its residents?

Have the students write a short report containing the above information and citing sources. Afterwards, they will share their findings with the class.

**Web sites for Specific Canadian Cities:**

- Toronto, Ontario, at the City of Toronto Official Web Site at [http://www.city.toronto.on.ca/](http://www.city.toronto.on.ca/)
- Montreal, Quebec, at [http://www.tourisme-montreal.org/B2C/00/default.asp](http://www.tourisme-montreal.org/B2C/00/default.asp)
- Ottawa, Ontario, at City of Ottawa Official Site at [http://city.ottawa.on.ca/](http://city.ottawa.on.ca/)
- Calgary, Alberta, at [www.visitor.calgary.ab.ca](http://www.visitor.calgary.ab.ca)
Suggested Activities for World Geography

✓ **Link to the Humanities:** Students will use the Web sites below to do research about the art of the Inuit people. They will look for pictures of works that can be copied and background about the art itself. They will then put together the pictures they copied and the information about the art for an oral presentation. Students will need to be sure to show how geography influenced the art of Canada.

Students should refer to the following websites when developing their reports on Inuit art:
- Native and Inuit art at [http://www.glenbow.org/arthtm/natinuit.htm](http://www.glenbow.org/arthtm/natinuit.htm)

✓ **Perspectives on Terrorism**
Create characters/roles for students to take on and then give them a scenario that relates to the current events revolving around terrorism. Have students present the perspective of their character in reaction to the given scenario. Examples of characters: President of the U.S., U.S. Secretary of State, U.S. Secretary of Homeland Defense, an American soldier, an American housewife, Osama bin Laden, Alman al-Zawahari, a moderate Muslim from Turkey, an Iraqi citizen, a Palestinian living in the Gaza Strip, etc…
Follow the activity with discussion on the causes and effects of terrorism and how to prevent terrorism.

**Political Cartoon Analysis for Perspectives on Terrorism**
Present students with a series of political cartoons relating to terrorism and have them analyze them in order to identify varying perspectives and purposes.

*(Teacher will need to come up with more characters and can create scenarios if no current events are available for use.)*

✓ Have students go to research links in [www.classzone.com](http://www.classzone.com) to find information on the latest U.S. census. Ask them to analyze the census results to write a short report which tells what information the U.S. census collected what it says about the U.S. population, how it compares to the 1990 census results, and what the projections are for the U.S. population.

✓ **Internet Activity: Canadian Immigration**
Have students go to [www.classzone.com](http://www.classzone.com) to research immigration to Canada. They should focus on changes in the region from which immigrants came in the 20th century. They should compile their findings in a report and combine this with a chart listing the regions and percentages.

Students should refer to the following web sites when developing their research on Canadian immigration:
- The Peopling of Canada at [http://www.ucalgary.ca/_applied_history/_tutor/_canada1891/5frame.html](http://www.ucalgary.ca/_applied_history/_tutor/_canada1891/5frame.html)

Students will explore trade in North America focusing on the three trading partners in NAFTA. They will study export data for the past ten years from each of the NAFTA countries and then use the information to identify trading trends before and after NAFTA as well as to assess the effectiveness of NAFTA. Students will create and present layouts that illustrate the history of trade between the United States and its NAFTA partners and will write a paragraph describing how they would change the NAFTA agreement to improve or enhance future trading for all three countries.*Note: This activity can also be used as part of the Unit 3 Latin America suggested products.*
Unit Nine
Chapter 34: The Pacific World and Antarctica

● Have students create a graphic organizer with facts from each region (Oceania, Australia, and Antarctica) with column titles of: Landforms, Resources, Climate and Vegetation, and Human-Environment Interaction.

● Making a Polar Time Line: Have students construct a time line that incorporates the key events of Antarctic exploration. They will need to conduct additional research to provide details of the explorations. The time line should be illustrated with pictures.

● Internet Research - Making a Wildlife Conservation Report: Have students assume the role of wildlife conservationists. Have each of them select an animal native to Australia and find information on the Internet about its habitat and welfare. A good place to start research is the World Wide Fund for Nature Australia Web site at http://www.rainforestweb.org/ Students will need to provide a written report about the animal’s future prospects.

● GeoActivity – Public Service Announcement: After conducting research on how humans have damaged the Great Barrier Reef, students will write a script for a public service announcement telling visitors to Australia what behaviors to avoid. Visuals of the Great Barrier Reef should be included as part of the public service announcement.

● Exploring Environmental Issues – Weapons Testing: Have students investigate the issues that surround weapons testing and prepare reports to share with the class. Students should make connections to U.S. atomic weapons tests in the Bikini Atoll.

● GeoActivity – Weapons Testing: In addition to the Bikini Atoll, other atolls and islands were contaminated with radiation from the U.S. atomic-weapons tests. Students can do research to learn the names of these islands and atolls and then create a map showing the full area of radiation contamination.

<table>
<thead>
<tr>
<th>Content-specific Web Sites on the Physical Geography of Australia, Oceania, and Antarctica:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The Geography of Australia and New Zealand at <a href="http://www.harpercollege.edu/~mhealy/g101ilec/austral/aumenu.htm">http://www.harpercollege.edu/~mhealy/g101ilec/austral/aumenu.htm</a></td>
</tr>
<tr>
<td>• Regional: Oceania at <a href="http://directory.google.com/Top/Regional/Oceania/">http://directory.google.com/Top/Regional/Oceania/</a></td>
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<tr>
<td>• West Papua at <a href="http://www.cs.utexas.edu/users/cline/papua/core.htm">http://www.cs.utexas.edu/users/cline/papua/core.htm</a></td>
</tr>
</tbody>
</table>

● Geography Alive Resources:

Unit 8: Oceania and Antarctica

Lesson 33 Relative and Absolute Location: What Makes Australia Unique?
Students complete a Social Studies Skill Builder to discover how the absolute and relative locations of Australia have helped shape many aspects of life there.

Lesson 34 The Pacific Islands: Adapting to Life Surrounded by Ocean
In a Problem Solving Groupwork activity, students learn how physical and human geography affect life on three types of islands in the Pacific Ocean: continental islands, volcanic islands, and atolls.

Lesson 35 Antarctica: Researching Global Warming at the Coldest Place on Earth
In a Writing for Understanding activity, students explore how Antarctica is
Suggested Activities for World Geography

affected by world climate changes and why this unique land is ideal for
the study of global warming.

Geography Alive Textbook Resources;
Ch. 33 p. 477- “Relative and Absolute Location”
Ch. 34 p. 489 – “The Pacific Islands: Adapting to Life Surrounded by Ocean”
Ch. 35 p. 503 – “Antarctica: Researching Global Warming at the Coldest Place on Earth”

●Have students identify the regions in the unit. Have students create a table illustrating the
human geography for each region. Label each row with the regions, and label columns: History
(include colonialism), Economy, Culture, and Modern Life of each region. Using their
textbooks, have students fill in each table. Then have them create a Venn Diagram on the three
regions that shows the similarities and differences.

●Have students examine regional data files on Oceania and Australia to determine the level of
development of each. Have students create bar graphs using information about Life
Expectancy, Infant Mortality Rate, GDP, and Literacy rate. Use a different color for each
region. Have students determine the developed and the developing countries using the graphs
created.

●Compare the climate maps and population settlement in major Australian cities. Have
students compare and contrast the two maps to see if there is a pattern of settlement. Then
have students examine where the major cities are located using the population map. Is there a
common theme among the location of major cities and coastal areas?

●Link to Humanities - Surveying the Arts: Have students find information on the Internet or
in printed sources on Aboriginal and Maori arts in Australia and New Zealand. A good place to
start is at the Aboriginal Arts and Culture Centre Web site at http://aboriginalart.com.au/
Students should focus on the art forms of native peoples in addition to how other artists have
been influenced by native works and their landscapes. Students will need to prepare a written
report of these art forms along with visual aids to supplement their report.

A recommended movie to show the cultural traditions of the Maori in modern-day New Zealand
is Whale Rider. Show segments of the movie that address some of the issues that the Maori
face in New Zealand today. (Rating – PG13)

●Internet Activity - Country Reports/ Comparing and Contrasting Two Countries in the
Region: Students will go to the The Learning Page: Australia and Oceania at
http://memory.loc.gov/ammem/ndpedu/start/inres/area/ ausocean.html . They will look for
information about government, economic activities, culture, and modern life. Students will then
write a report comparing the two countries. Completed reports should also include maps, charts,
and graphs to help present the information in addition to a list of the Web sites that were used
as sources.

●Have students assume the role of a scientist interested in research at Antarctica. Allow them
to search the Internet and printed sources to become informed about scientific activities there.
Have them write a proposal to a funding agency outlining the nature of their research and its
importance.

●Have students identify and write down the push-pull factors that relate to rural-to-urban
migration. Have students create a graphic organizer with the rows labeled push factors, pull
factors, and impact on cities. Label two columns negative and positive results. Identify the
negative and positive effects in the two columns. Conclude by having students write a
paragraph indicating how to offset negative results of industrialization.
Suggested Activities for World Geography

● Explain terms related to Aboriginal people’s land rights in Australia. Compare and contrast European settlement and land rights in America with Native Americans to those of Aboriginal people. Have students create two time lines – one illustrating Aboriginal fight for land, and one for the Native American fight for land.

Movie: *Rabbit Proof Fence*, describes the history of mixed race children in Australia - half Aboriginal - who were taken by the state of Australia and put into dormitories and white homes to promote assimilation. These three cousins, under the age of 14, escaped and walked 600 miles across the continent to find their families. The adventure is based upon the true story of the Stolen Generation. Show segments of this movie and have students answer questions related to the Stolen Generation and what happened to the Aboriginal people. (Rating – PG)

● Internet Activity – Global Warming: Students will use the Web sites on global warming listed in the Resource Section to do research about global warming. They will look for additional evidence that either supports or refutes the theory. Students will then compile statistics that either support or refute the theory of global warming and present these in a database of tables, charts, or graphs. Students should create their own political cartoon expressing their personal opinion about global warming. They should include a caption that clearly supports their visual.

Websites for Climatic Change:  
• The Impact of Global Warming on Antarctica at [http://www.climatehotmap.org/ index.html](http://www.climatehotmap.org/index.html)  
• What’s Up With the Weather? at [http://www.pbs.org/ wgbh/ warming](http://www.pbs.org/wgbh/warming)  
• The Impact of Global Warming on Antarctica at [http://www.climatehotmap.org/ index.html](http://www.climatehotmap.org/index.html)  
• Warnings in the Ice at [http://www.pbs.org/ wgbh/ nova/ warnings](http://www.pbs.org/wgbh/nova/warnings)

✓ Have students create a graphic organizer with facts from each region (Oceania, Australia, and Antarctica) with column titles of: Landforms, Resources, Climate and Vegetation, and Human-Environment Interaction.

✓ Internet Research - Making a Wildlife Conservation Report: Have students assume the role of wildlife conservationists. Have each of them select an animal native to Australia and find information on the Internet about its habitat and welfare. A good place to start research is the World Wide Fund for Nature Australia Web site at [http://www.wwf.org.au/](http://www.wwf.org.au/) Students will need to provide a written report about the animal’s future prospects.

✓ GeoActivity – Public Service Announcement: After conducting research on how humans have damaged the Great Barrier Reef, students will write a script for a public service announcement telling visitors to Australia what behaviors to avoid. Visuals of the Great Barrier Reef should be included as part of the public service announcement.

✓ Application of invasive species:  
• Have students read articles on the “Invasion of the Rabbits”  
• Have them research the effect of the spatial diffusion of an introduced species to Texas. Students may select one of the following examples- or generate one of their own:  
  - Cow Birds of South Texas  
  - Fire ants  
  - Africanized Killer Bees  
  - Hydrilla  
  - Kudzu
Suggested Activities for World Geography

After conducting their research, students will create a 3-part visual representation which includes:

- **Part 1-** Summary of each selection ("Invasion of Rabbits" & other selected topic)
- **Part 2-** Create a visual that compares/contrasts these invasions in Australia & Texas
- **Part 3-** Concluding paragraph that explains the implications of their findings

✓ **Mapping Our World: GIS Lessons for Educators – Module 7 “Water World”, (pages 393-414)** Students will investigate and explore changes that might occur to the surface of the earth if the major ice sheets of Antarctica melted. After studying images and information relating to the physical geography of Antarctica and considering the consequences of projected changes on human structures, they will create an action plan for a major city of the world that would be flooded in the event of a major catastrophic polar meltdown.

✓ **Link to Humanities - Surveying the Arts:** Have students find information on the Internet or in printed sources on Aboriginal and Maori arts in Australia and New Zealand. A good place to start is at the Aboriginal Arts and Culture Centre Web site at http://aboriginalart.com.au/. Students should focus on the art forms of native peoples in addition to how other artists have been influenced by native works and their landscapes. Students will need to prepare a written report of these art forms along with visual aids to supplement their report.

A recommended movie to show the cultural traditions of the Maori in modern-day New Zealand is *Whale Rider*. Show segments of the movie that address some of the issues that the Maori face in New Zealand today. (Rating – PG13)

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✓ Have students identify and write down the push-pull factors that relate to rural-to-urban migration. Have students create a graphic organizer with the rows labeled push factors, pull factors, and impact on cities. Label two columns negative and positive results. Identify the negative and positive effects in the two columns. Conclude by having students write a paragraph indicating how to offset negative results of industrialization.

✓ Explain terms related to Aboriginal people’s land rights in Australia. Compare and contrast European settlement and land rights in America with Native Americans to those of Aboriginal people. Have students create two time lines – one illustrating Aboriginal fight for land, and one for the Native American fight for land.

**Movie:** *Rabbit Proof Fence*, describes the history of mixed race children in Australia - half Aboriginal - who were taken by the state of Australia and put into dormitories and white homes to promote assimilation. These three cousins, under the age of 14, escaped and walked 600 miles across the continent to find their families. The adventure is based upon the true story of the Stolen Generation. Show segments of this movie and have students answer questions related to the Stolen Generation and what happened to the Aboriginal people. (Rating – PG)
Suggested Activities for World Geography

✔ Explain terms related to Aboriginal people’s land rights in Australia. Compare and contrast European settlement and land rights in America with Native Americans to those of Aboriginal people. Have students create two time lines – one illustrating Aboriginal Fight for Land, and one for the Native American fight for land.

✔ Internet Activity – Global Warming: Students will use the Web sites on global warming listed in the Resource section to do research about global warming. They will look for additional evidence that either supports or refutes the theory. Students will then compile statistics that either support or refute the theory of global warming and present these in a database of tables, charts, or graphs.

After reading the primary sources, they should create their own political cartoon expressing their personal opinion about global warming. They should include a caption that clearly supports their visual.

Websites for Climatic Change:
- The Impact of Global Warming on Antarctica at http://www.climatehotmap.org/index.html
- What’s Up With the Weather? at http://www.pbs.org/wgbh/warming
- The Impact of Global Warming on Antarctica at http://www.climatehotmap.org/index.html
- Warnings in the Ice at http://www.pbs.org/wgbh/nova/warnings

Unit 3: Latin America
Chapter 9: Regional Atlas: Introduction to Latin America
Chapter 10: Mexico
Chapter 11: Central America and the Caribbean
Chapter 12: Brazil
Chapter 13: Countries of South America

Students will design and complete a concept-web with Central American Regional Traits in the Center. As they read this chapter, they will fill in information regarding the following categories: landforms, climate, vegetation, resources, and rivers. Divide the students into groups and assign each group a category to research. Each group will find the information that most countries have in common, as well as unique differences. Students will share information.

Internet Activity – The Growth of Cities: Students will go to the Cities in Latin America web site at http://www.2747.com/2747/world/city/aalatin.htm and do research on the most rapidly growing cities of that region. They will then write a report of their findings, including a map that shows the fastest growing cities. They will combine this with a chart that lists common problems of rapid growth.

The report on city growth in Latin America should include criteria charts and a rubric that:

- Present concise, well-organized information on rapidly growing cities.
- Summarize the effects that rapid growth has on a city’s residents.
- Produce clear, imaginative visuals (map and chart).
- Include references to the Web sites used as sources.

Graded evaluation of written product
Graded evaluation of complete map assignment
Graded evaluation of classroom matrix
Graded evaluation of completed postcard and letter
Suggested Activities for World Geography

● **Cooperative Learning - Creating a Country Profile:** Students in small groups will create an eight-minute video or “live presentation” that profiles a specific Latin American country. Students are to develop this profile in order to prepare a “campaign” to attract the headquarters of a Latin American cable channel network.

Clear expectations that call for the following criteria to be presented in the campaign:
- physical features
- major cities
- cultural attractions
- the political situation including potential problems

● **Internet Research - Researching Farming in the Rain Forest:** Use the Rain Forest Live web site at [http://www.rainforestlive.org.uk/index.cfm?Articleid=460](http://www.rainforestlive.org.uk/index.cfm?Articleid=460) in addition to other links on farming in the rain forest. Have them research the impact of slash-and-burn farming and other practices on the rain forest and then list at least five facts about rain-forest farming methods. Students will then take the one fact they consider to be most important and will justify through written and visual representation why this fact is important.

● **Internet Research - Preparing a News Brief:** Have students do on-line research at the Journey Through Tikal web site at [http://www.destination360.com/tikal/guide.htm](http://www.destination360.com/tikal/guide.htm)

After listing the three to five most important facts they found, they will write a news brief describing the discovery of this ancient site.

● **Skill builder Lesson - Making Comparisons:** Have students create a Venn diagram comparing and contrasting the cultures of the Caribbean and Central America. Have them research the following topics as the basis for the content in their diagrams:
- Languages spoken in each region
- History of colonialism
- Effects of African influence

● **Cooperative Learning - Creating a Poster:** Have small groups of students research one of the countries or sub-regions in Latin America and complete a travel poster promoting tourism to that specific area.

● **Cooperative Learning - Creating Maps:** Divide the class into small groups and have each group create a different type of map of Brazil. Maps created by groups should included climate, natural resources and land uses, political, physical, and population maps.

● **Geography Alive Resources:**

**Unit 3 Latin America**

**Lesson 9**  
**Spatial Inequality in Mexico City: From Cardboard to Castles**  
In a *Writing for Understanding* activity, students study the process of urbanization and the patterns of inequality that exist in urban areas such as Mexico City.

**Lesson 10**  
**Indigenous Cultures: The Survival of the Maya of Mesoamerica**  
In a *Problem-Solving Groupwork* activity, students dramatize five aspects of life in a highland Maya village to learn how the Maya of the Guatemalan highlands and Chiapas have preserved their traditional ways of life while adapting to modern society.

**Lesson 11**  
**Dealing with Extreme Weather: Hurricanes in the Caribbean**  
In a *Visual Discovery* activity, students analyze images that represent key stages in the life of a hurricane to learn about extreme weather and how people plan for and deal with hurricanes in the Caribbean.
Suggested Activities for World Geography

Lesson 12  Land Use Conflict in the Amazon Rainforest
In a Response Group activity, students learn and then create news reports about groups with competing interests in how to preserve and use the resources of the Amazon rainforest.

Lesson 13  Life in the Central Andes: Adapting to a Mountainous Region
Students engage in a Social Studies Skill Builder to learn how people have adapted to living in the varied environments of the Andes Mountains and other mountainous regions around the world.

● Students create a graphic organizer illustrating the advantages and disadvantages of NAFTA.

● Students will perform a news interview in which a reporter interviews the following on their position supporting or opposition to maquiladoras. The interviewees can present any of the following perspectives: US laborer, EPA, US fortune 500 company owner, Mexican laborer, and Mexican government.

● Assign individual or pairs to research a current issue/problem facing any Latin American or Caribbean country. Students will evaluate the possible solutions and propose the best solution with evidence to support their choice.

● Critical Thinking - Identifying and Solving Problems: Students are to imagine that they are newspaper editors in a Latin American country where rebel forces are fighting against the government. Each student should write an editorial stating the nature of the conflict, summarizing key events of the rebellion and proposing solutions to the problems that lie behind the conflict. Each “editor” should take a stand supporting either the rebels or the government, and provide reasons for his or her position.

● Internet Activity - Rain Forest: Using the Web sites listed in the resource section, students will research solutions and strategies to slow the dwindling of the Amazon rain forest. They will then combine charts, maps, and other visual images into an electronic presentation in which they propose strategies and solutions.

In order to have an effective presentation for the Internet activity, students will need to:
• offer a concise, well-organized presentation on preserving the rain forest
• include clear, imaginative visuals
• cite references to Web sites used as sources

✓ Students will design and complete a concept-web with Central American Regional Traits in the Center. As they read this chapter, they will fill in information regarding the following categories: landforms, climate, vegetation, resources, and rivers. Divide the students into groups and assign each group a category to research. Each group will find the information that most countries have in common, as well as unique differences. Groups will draw conclusions about the importance and connection of each item to the region and share information using a powerpoint presentation.

✓ Internet Activity – The Growth of Cities: Students will go to the Cities in Latin America web site at http://www.2747.com/2747/world/city/aalatin.htm and do research on the most rapidly growing cities of that region. They will then write a report of their findings, including a map that shows the fastest growing cities. They will combine this with a chart that lists common problems of rapid growth.

The report on city growth in Latin America should include criteria charts and a rubric that:

• Present concise, well-organized information on rapidly growing cities.
Suggested Activities for World Geography

- Summarize the effects that rapid growth has on a city’s residents.
- Produce clear, imaginative visuals (map and chart).
- Include references to the Web sites used as sources.

Graded evaluation of written product
Graded evaluation of complete map assignment
Graded evaluation of classroom matrix
Graded evaluation of completed postcard and letter

✓ Internet Activity – Economic Growth and the Income Gap: Students will use the Latin American Economic Growth and Latin American Development Statistics web sites listed in the Resource section to prepare a report on economic growth in Latin America. They should also include a chart showing what countries have introduced free-market reforms and what impact these reforms have had on closing the income gap.

Websites for Latin American Economic Growth and Development Statistics:
- Inequality in Latin America Worsens at http://www.twinside.org.sg/eclac.htm

✓ Mapping Our World: GIS Lessons for Educators – Module 7 (pages 415-442)

In the Eye of the Storm: A regional case study of Latin America and the impact of Hurricane Mitch – Students will study the destructive force of Hurricane Mitch, which devastated Central America in 1998. They will analyze information about the storm itself, compare the region before, during, and after the storm, and reflect on the impact it had on the society it ravaged. The students will end their study by developing a hurricane relief/rebuilding plan for the region, and then compare their theories with the plans that were actually made.

*The GIS activity on Hurricane Mitch’s impact on Central America is a challenging high-level assignment that challenges students to construct explanations, justify arguments, and reflect on the learning process.*

✓ Internet Research - Researching Farming in the Rain Forest: Use the Rain Forest Live web site at http://www.rainforestlive.org.uk/index.cfm?Articleid=460 in addition to other links on farming in the rain forest. Have them research the impact of slash-and-burn farming and other practices on the rain forest and then list at least five facts about rain-forest farming methods. Students will then take the one fact they consider to be most important and will justify through written and visual representation why this fact is important.

✓ Internet Research - Preparing a News Brief: Have students do on-line research at the Journey Through Tikal web site at http://www.destination360.com/tikal/guide.htm. After listing the three to five most important facts they found, they will write a news brief describing the discovery of this ancient site.

✓ Have small groups of students create a Venn diagram comparing and contrasting the cultures of the Caribbean and Central America. Have them research the following topics as the basis for the content in their diagrams:
  - Languages spoken in each region
  - History of colonialism
  - Effects of African influence
Suggested Activities for World Geography

Then have the small groups research one of the countries in Central American or the Caribbean and complete a travel poster promoting tourism specific to the assigned country. The travel poster should include information unique to the country and information about historical and/or educational sites.


Students will explore trade in North America focusing on the three trading partners in NAFTA. They will study export data for the past ten years from each of the NAFTA countries and then use the information to identify trading trends before and after NAFTA as well as to assess the effectiveness of NAFTA. Students will create and present layouts that illustrate the history of trade between the United States and its NAFTA partners and will write a paragraph describing how they would change the NAFTA agreement to improve or enhance future trading for all three countries.

*Note: This activity can also be used as part of the Unit 2 North America suggested products.*

✓ Students will perform a news interview in which a reporter interviews the following on their position supporting or opposition to maquiladoras. The interviewees can present any of the following perspectives: **US laborer, EPA, US fortune 500 company owner, Mexican laborer, and Mexican government.**

✓ Assign individual or pairs to research a current issue/problem facing any Latin American or Caribbean country. Students will evaluate the possible solutions and propose the best solution with evidence to support their choice.

✓ **Critical Thinking - Identifying and Solving Problems:** Students are to imagine that they are newspaper editors in a Latin American country where rebel forces are fighting against the government. Each student should write an editorial stating the nature of the conflict, summarizing key events of the rebellion and proposing solutions to the problems that lie behind the conflict. Each “editor” should take a stand supporting either the rebels or the government, and provide reasons for his or her position.

✓ **Internet Activity - Rain Forest:** Using the Web sites listed in the resource section, students will research solutions and strategies to slow the dwindling of the Amazon rain forest. They will then combine charts, maps, and other visual images into an electronic presentation in which they propose strategies and solutions. In order to have an effective presentation for the Internet activity, students will need to:
  - offer a concise, well-organized presentation on preserving the rain forest
  - include clear, imaginative visuals
  - cite references to Web sites used as sources

✓ **Mapping Our World: GIS Lessons for Educators – Module 7 “Data Disaster”, (pages 442-456)**

Using a detailed map of Costa Rica, have students trace a route through the country from the Atlantic coast to the Pacific coast, using different colors to show a change in vegetation/eco region type. Have them include a legend on the bottom of each map and list examples of species found in each zone. What species are found in the lowlands? What species are found in the middle and highlands? Are the species indigenous to the Pacific Coast different from those found on the Caribbean coast? Why?
Suggested Activities for World Geography

✓ Students will also act as data detectives; students will recreate documentation for eco-zone maps after a storm has damaged a wildlife conservancy. Students will analyze the data in order to create a new metadata document.

🌟 SPECIAL NOTE ON PACING AND SUGGESTED STUDENT WORK PRODUCTS
There are more than enough classroom activities provided in this document to fulfill the number of days in the second nine weeks grading period. Choose and/or modify the activities to best fit the needs and learning style of your students.

🌟 Because of time constraints, use selected clips from the videos that enrich and can be integrated into your classroom curriculum.

🌟 Strategies for the Struggling Reader in Social Studies
http://www.nps.k12.va.us/aaa/lcd/prom_prac/SS Critical Reading and Thinking.pdf

🌟 RUBRICS
Use the following rubrics or have students assist with the creation of each rubric in order to judge the quality/rigor of oral presentations, portfolio assessments and to assist with Clear Expectations in the classroom.

<table>
<thead>
<tr>
<th>Rubrics</th>
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<tbody>
<tr>
<td><a href="http://school.discovery.com/schrockguide/assess.html">http://school.discovery.com/schrockguide/assess.html</a></td>
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<td><a href="http://rubistar.com">http://rubistar.com</a></td>
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<td>Oral Presentation Rubric</td>
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<tr>
<td>Group Discussion Rubric</td>
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<td><a href="http://www.mashell.com/~parr5/techno/group.html">http://www.mashell.com/~parr5/techno/group.html</a></td>
</tr>
<tr>
<td>Cooperative Learning Rubric: Product</td>
</tr>
<tr>
<td><a href="http://www.phschool.com/professional_development/assessment/rub_coop_product.cfm">http://www.phschool.com/professional_development/assessment/rub_coop_product.cfm</a></td>
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<tr>
<td>Collaboration Rubric</td>
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<tr>
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🌟 GRAPHIC ORGANIZERS AND TEMPLATES
Printable Graphic Organizer Templates
http://www.teachervision.com/lesson-plans/lesson-6293.html?s2 and

Interactive Graphic Organizers
http://teachers.teach-nology.com/web_tools
Suggested Activities for World Geography

Suggested Activities for World Geography

Unit 6: Central and Southwest Asia
Chapter 21: Regional Atlas: Introduction to Central and Southwest Asia
Chapter 22: The Caucasus and Central Asia (for 4th 9 weeks)
Chapter 23: The Countries of Southwest Asia

● Have students label and identify the major landforms and bodies of water located in Southwest Asia. Students will also label and identify the countries and their capitals located in Southwest Asia.

● Creating a Travel Poster about Southwest Asia
Assign students a specific country in Southwest Asia and have them search the Internet and magazines for pictures that represent their country. They will then create a travel poster for their specific country.

● Constructing a Chart About the Physical Features of Southwest Asia
Divide students into groups of four and assign one of the following categories to each student in each group:
  • Mountains and plateaus
  • Bodies of water
  • Deserts
  • Rivers
Have students examine the maps in their textbooks and create a list of the physical features for which they are responsible. Then, have all group members work together to create a chart with four columns, one for each category. Ask them to list features under the appropriate columns and to illustrate their charts with a small selection of images of the region’s physical features.

● Internet Research for Jobs in SW Asia
Have students brainstorm jobs they might be able to do in a Southwest Asian country. Using the Internet or library to research information about available jobs, have students look for information about salary, availability of the jobs, opportunity for advancement, and ways to apply for the jobs. The Asian Job Market Links at http://www.asianmall.com/ is a good place for students to begin their research. Have students prepare a short oral report on their findings.

● Internet Research and Poster on the Dead Sea Scrolls
Divide students into small groups and ask them to use the Internet to carry out research on the Dead Sea scrolls. The Library of Congress’s on-line exhibit on the Dead Sea Scrolls at http://www.loc.gov/exhibits/scrolls/loc.html and the Rutgers Web site at http://virtualreligion.net/ihd/dss_2.html are two recommended Web sites for research. Encourage students to investigate the climatic conditions that allowed the scrolls to survive for so long. Have students use their research to create a poster that illustrates the importance of the discovery. Students may wish to use pictures of the scrolls, maps, timelines, and translations from the scrolls.

● Creating and Using a Database
Have students construct a database on some aspect of climate or vegetation in Southwest Asia. For example, students might create a database of weather extremes in the region. Assist students in identifying the types of information that should be included in their database. Have students use the Internet or library resources to develop the database.

● Multimedia Presentation on Water Systems
Have students carry out research on different methods, such as qanats, that people have developed to bring water to their homes and fields. Students should consider modern systems,
Suggested Activities for World Geography

such as desalination plants, as well as older methods of moving water when creating their multimedia presentation.

**Chart Explaining the Process of Oil Refining**
Divide students into groups that will carry out in-depth research on the processing of crude oil. Have each team use the Internet or library resources to investigate how crude oil is transformed into useable form, employing such methods as fractional distillation or chemical processing. Each team will be responsible for creating a chart that explains and illustrates the process.

**Internet Research and Chart on Petroleum Products**
Have students create an illustrated chart showing the products that are made from petroleum. Web sites used in preparing this information should be listed. One helpful Web site is Arab Gateway: Oil and Gas at [http://www.al-bab.com/arab/econ/oil.htm](http://www.al-bab.com/arab/econ/oil.htm).

**Internet Research and Spreadsheet on Population and Water Availability**
Students will hypothesize which Southwest Asian countries are facing the greatest water-related problems and use a spreadsheet program comparing these statistics. Population Action International at [http://www.populationaction.org/](http://www.populationaction.org/) provides statistics on renewable freshwater availability.

**Recommended Activities from History Alive! The Modern Middle East**

**Activity 2.5 Creating a Regional Handbook on the Middle East:** Students will compare demographic data from nine Middle Eastern countries and publish regional handbooks.

**Note to Teachers:**
The events since September 11, 2001, have heightened sensitivities around the topics in TCI's Modern Middle East unit. Use discretion in assessing whether the materials and pedagogy, like Activity 3.1 that allows students to experience tense historical dilemmas, are most appropriate for your students and community.

**Creating an Art History Booklet about Islamic Art and Architecture**
Have students use Internet and library resources to research Islamic art. Ask them to use their research to put together a short booklet that explains and illustrates some aspect of Islamic art or architecture, making sure that themes and traditions are addressed.

**Creating Graphs on Population and Ethnic Groups in the Eastern Mediterranean**
Have students research population and ethnic groups in the Eastern Mediterranean, particularly on the 19th and 20th century growth of the Jewish population in Palestine. After they complete their research, ask them to select a graph style to summarize and display their findings.

**Booklet on Eastern Mediterranean Cuisine**
Divide students into small groups and assign each group a dish from the Eastern Mediterranean such as hummus, baba ganouzh, or falafel. Students should then conduct research to locate a recipe for their assigned dish. Once a group has located its recipe, students should divide the ingredients among themselves and carry out further research on these ingredients. Have students use the research to put together a booklet that features the written recipe, pictures of the dish, and pictures and interesting information about the recipe’s different ingredients.

**Internet Research and Oral Report on the Jewish Seder**
Ask students to use the Internet to carry out research on the Jewish Seder, the religious meal served during the festival of Passover. Have them use their research to create a short oral report. Remind students to consider important elements of Seder, including the Haggadah, a special book with commentaries on the story of Exodus, and the symbolic foods served at the meal. Also encourage students to add visual aids to their reports. Have students use the Free
Suggested Activities for World Geography


● Making a Chart on the Different Branches or Sects of Islam
Have students conduct research on Islam and focus on identifying different branches or sects, such as the Sunni and Shi’ite branches. Have students use their research to create a chart that shows the different groups they have identified along with a brief written explanation of what makes each group unique.

● Internet Research on OPEC
Use the OPEC Home Page at http://www.opec.org/home/ to do research on this organization. Students should make a list of the current members of the organization and focus on the impact of the price of oil as a result of actions taken by the group. Students should study the data collected on oil prices and the action of OPEC. They will then create charts or graphs to illustrate the information. They will conclude this assignment by writing a generalization about the information found.

Charts and graphs on OPEC data should:

- List all member countries
- Include visuals that show fluctuations in oil prices that result from OPEC actions.
- Include references to the Web sites used as sources.

● Creating a Web Site on Oil Production
Have students conduct Internet research to complete a graphic organizer about different aspects of oil and its importance in Southwest Asia. Divide the class into groups of four, and have each group focus on one of these aspects of oil: its location and the extraction process; its importance in the Southwest Asian economy; environmental issues related to its production, transport, and use; political issues related to its production and trade. Then have them create Web sites that reflect what they have learned and that link to pages with additional information. Refer to the “Technology in the Classroom Activities” in the Teacher Resource Section at www.classzone.com for specific details.

Students should make use of the following Web sites to conduct research and complete their own Web site:

- OPEC Home Page at http://www.opec.org/home/
- Southampton Oceanography Centre – Oil Spills at

● Time Line of the Iranian Revolution
Have students conduct research on the Iranian Revolution of 1978-1979 and take note of important dates and events. They will use this information to create a time line showing the key dates and events leading up to, during and after the Revolution. They should also include explanatory notes and visuals for each entry.
Suggested Activities for World Geography

● *Geography Alive Resources*:

**Lesson 24**  
**Oil in Southwest Asia: How “Black Gold” Has Shaped a Region**  
In a *Response Group* activity, students analyze geographic data to answer a series of critical thinking questions about how oil has affected ten countries in Southwest Asia.

**Lesson 25**  
**Istanbul: A Primate City Throughout History**  
In an *Experiential Exercise*, students examine the city of Istanbul to learn about the unique traits of primate cities and to develop an appreciation for the importance of location, as defined by site and situation.

**Lesson 26**  
**The Aral Sea: Central Asia’s Shrinking Water Source**  
Students participate in a *Problem Solving Groupwork* activity to examine how the shrinking of the Aral Sea in Central Asia has affected the nearby physical environment and the humans who live there.

● *Recommended Activities from History Alive! The Modern Middle East*:

**Activity 1.1 Impressions of the Middle East**: Students will identify cultural elements in eight visuals and compose a postcard of their initial impressions.

**Activity 1.3 Constructing a Timeline of Middle Eastern History**: Students will match descriptions of key historical eras with corresponding maps and dates to complete a timeline.

**Activity 2.1 Determining Borders: The Legacy of Colonialism**: Students will examine maps from 1918 to determine where to draw borders for six new Middle Eastern nations.

**Activity 2.2 Key Events in the Formation of States**: Students will annotate visual metaphors for six major events in the formation of states in the modern Middle East.

**Activity 2.4 Analyzing Propaganda Posters from the Iranian Revolution**: Students will closely examine Iranian propaganda posters to uncover the goals of the 1979 revolution.

**Recommended Activities from History Alive! The Rise of Islam**:

Review the activities from Sections One and Two of this resource. Activities deal with the revelation of Islam and the development of an Islamic culture.

● *Creating a Travel Itinerary for a Week-long Trip to a Country in Southwest Asia*  
Have students use Internet and library resources to plan a weeklong trip to a country in Southwest Asia. This trip should be a journey on which they can gain first-hand experience of one of the issues discussed in Chapter 23, including “guest workers”, stateless nations, Palestinian refugees, oil production and demand, or control of Jerusalem. Students will need to create a day-by-day itinerary that lists places they will visit, the sites and people they hope to see, their means of transportation, and other details that they think are important.

● *Debate Issues in the Arab-Israeli Conflict*  
Divide students into competing teams that will take different sides on one or more issues of importance in the Arab-Israeli conflict, including Palestinian claims to property lost in the 1948 war, security measures taken to protect Israelis against terrorist attacks, or the construction of new Jewish settlements in territories claimed by Palestinians. Each team should prepare for the debate with a period of intensive research. They should concentrate on finding information and...
arguments that support their position. Teachers should structure the debate so as to give each team several chances to present arguments for their position and to respond to the arguments of their opponents.

● **Distinguishing Fact from Opinion (News articles comparison)**
Provide students with an objective and demonstrably factual article about an important event or issue in the conflict between Israelis and Arabs over land and statehood in Southwest Asia. Also provide students with an article that is clearly biased toward one side or the other and contains misleading or false information about the same event or issue. Have students read and compare the articles and then initiate a discussion about these two perspectives. Address the following issues:

- What are the backgrounds and interests of the authors and publishers of the two articles?
- How might the deliberate publishing of misleading information, or propaganda, give an advantage in the conflict?

● **Case Study Project: A Peace Conference**
Students will choose one of the proposed solutions on the control of Jerusalem to investigate. They will use online and print resources to research the positions of Israelis, Palestinians, and Americans. They will also create visuals to make the conference discussion clearer and will select two or three representatives to take part in the conference. The rest of the class should act as journalists, take notes on the presentation, and be prepared to ask questions of the representatives.

● **Internet Research on Water Scarcity in Southwest Asia**
Students will use the BBC News: Water Conflict in the Middle East Web site at http://news.bbc.co.uk/1/hi/world/middle_east/764142.stm to do research on water scarcity in the region and proposed solutions to the problem. Students will need to support their proposals with charts and graphs illustrating both the need for water and the sources of fresh water.

Students will need to include the following in their final presentations:
- charts and graphs illustrating the need for water.
- potential sources for fresh water.
- projects that will develop such resources without harming the environment.

● **Recommended Activities from History Alive! The Modern Middle East**

**Lesson 2.3 “Negotiating For Oil: Who Will Profit?”** Students will assume the role of a western or Middle Eastern nation to negotiate oil concessions.

**Lessons 3.1, 3.2, and 3.3 A Case Study of the Arab-Israeli Conflict** Students will assume the roles of Jews and Palestinians to understand how Jewish immigration affected each group. They will also act as U.N. representatives to respond to the Arab-Israeli conflict and debate what type of political state should exist in the land of Israel/Palestine. These activities may be done in place of the Case Study Project found on pp. 534-535.

✓ Have students label and identify the major landforms and bodies of water located in Southwest Asia. Students will also label and identify the countries and their capitals located in Southwest Asia.

✓ Have students analyze their findings and draw conclusions about the locations of most capitals in Southwest Asia, have them justify in writing why these locations were chosen as sites for capitals.
Suggested Activities for World Geography

✓ Constructing a Chart About the Physical Features of Southwest Asia
Divide students into groups of four and assign one of the following categories to each student in each group:
• Mountains and plateaus
• Deserts
• Rivers
• Other Bodies of water
Have students examine the maps in their textbook and create a list of the physical features for which they are responsible. Then, have all group members work together to create a chart with four columns, one for each category. Ask them to list features under the appropriate columns and to illustrate their charts with a small selection of images of the region’s physical features.

✓ Internet Research and Oral Report on Job Possibilities in Southwest Asia
Have students brainstorm jobs they might be able to do in a Southwest Asian country. Using the Internet or library to research information about available jobs, have students look for information about salary, availability of the jobs, opportunity for advancement, and ways to apply for the jobs. The Asian Job Market Links at http://www.asianmall.com/ amall/ arc/ business/index_jobmarket.shtml is a good place for students to begin their research. Students should then select a job in this region they will be best suited for in 10 years time, and will compose a letter to their potential boss stating several reasons why they are the best person for the job.

✓ Internet Research and Poster on the Dead Sea Scrolls
Divide students groups and ask them to research on the Dead Sea scrolls. The Library of Congress’s on-line exhibit on the Dead Sea Scrolls at http://www.loc.gov/ exhibits/ scrolls/toc.html and the Rutgers Web site at http://virtualreligion.net/iho/dss_2.html are two recommended Web sites for research. Tell students to investigate the climatic conditions that allowed the scrolls to survive for so long. Have students use their research to create a poster that illustrates the importance of the discovery. Students may wish to use pictures of the scrolls, maps, timelines, and translations from the scrolls.

✓ Creating and Using a Database
Have students construct a database on some aspect of climate or vegetation in Southwest Asia. For example, students might create a database of weather extremes in the region. Assist students in identifying the types of information that should be included in their database. Have students use the Internet or library resources to develop the database. Students should partner with a student with a different database. Partners should create a visual illustrating connections between the 2 databases.

✓ Chart Explaining the Process of Oil Refining
Divide students into groups that will carry out in-depth research on the processing of crude oil. Have each team use the Internet or library resources to investigate how crude oil is transformed into useable form, employing such methods as fractional distillation or chemical processing. Each team will be responsible for creating a chart that explains and illustrates the process. Students should review the information and determine some of the risk factors affecting the following:
- Environment
- Oil Producers
- Oil Transporters
- Oil Consumers
Suggested Activities for World Geography

✓ Internet Research and Chart on Petroleum Products
Have students create an illustrated chart showing the products that are produced from petroleum. Web sites used in preparing this information should be listed. One helpful Web site is Arab Gateway: Oil and Gas at http://www.al-bab.com/arab/econ/oil.htm.

✓ Internet Research and Spreadsheet on Population and Water Availability
Students will hypothesize which Southwest Asian countries are facing the greatest water-related problems and use a spreadsheet program comparing these statistics. Population Action International at http://www.populationaction.org/ provides statistics on renewable freshwater availability. Students should select one country that has few water related problems, and one country with greater water related issues. Students will compare data from both countries and hypothesize possible reasons for these differing water needs/issues.

✓ Creating a Regional Handbook on the Middle East: Students will compare demographic data from nine Middle Eastern countries and publish regional handbooks.

✓ Creating an Art History Booklet about Islamic Art and Architecture
Have students use Internet and library resources to research Islamic art. Ask them to use their research to put together a short booklet that explains and illustrates some aspect of Islamic art or architecture, making sure that themes and traditions are addressed.

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✓ Booklet on Eastern Mediterranean Cuisine
Divide students into small groups and assign each group a dish from the Eastern Mediterranean such as hummus, baba ganouzh, or falafel. Students should then conduct research to locate a recipe for their assigned dish. Once a group has located its recipe, students should divide the ingredients among themselves and carry out further research on these ingredients. Have students use the research to put together a booklet that features the written recipe, pictures of the dish, and pictures and interesting information about the recipe’s different ingredients.

✓ Internet research and oral report on the Jewish Seder
Ask students to use the Internet to carry out research on the Jewish Seder, the religious meal served during the festival of Passover. Have them use their research to create a short oral report. Remind students to consider important elements of Seder, including the Haggadah, a special book with commentaries on the story of Exodus, and the symbolic foods served at the meal. Also encourage students to add visual aids to their reports. Have students use the Free Dictionary Web site at http://encyclopedia.thefreedictionary.com/Passover and The Vegetarian Resource Group Web site at http://www.vrg.org/recipes/passover.htm to research the traditions and recipes associated with Passover.

✓ Making a chart on the different branches or sects of Islam
Have students conduct research on Islam and focus on identifying different branches or sects, such as the Sunni and Shi’ite branches. Have students use their research to create a chart that shows the different groups they have identified along with a brief written explanation of what makes each group unique. Students should then pair with students who have chosen a different group and develop a visual organizer comparing/contrasting both groups.

✓ Internet Research on OPEC
Use the OPEC Home Page at http://www.opec.org/homepage/frame.htm to do research on this organization. Students should make a list of the current members of the organization and focus on the impact of the price of oil as a result of actions taken by the group. Students should study
Suggested Activities for World Geography

the data collected on oil prices and the action of OPEC. They will then create charts or graphs to illustrate the information. They will conclude this assignment by writing a generalization about the information found.

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✓ Creating a Web Site on Oil Production
Have students conduct Internet research to complete a graphic organizer about different aspects of oil and its importance in Southwest Asia. Divide the class into groups of four, and have each group focus on one of these aspects of oil: its location and the extraction process; its importance in the Southwest Asian economy; environmental issues related to its production, transport, and use; political issues related to its production and trade. Then have them create Web sites that reflect what they have learned and that link to pages with additional information. Refer to the “Technology in the Classroom Activities” in the Teacher Resource Section at www.classzone.com for specific details.

Students should make use of the following Web sites to conduct research and complete their own Web site:

- Southampton Oceanography Centre – Oil Spills at http://www.soc.soton.ac.uk/CHD/classroom@sea/general_science/oil_cleanup.html

✓ Time Line of the Iranian Revolution
Have students conduct research on the Iranian Revolution of 1978-1979 and take note of important dates and events. They will use this information to create a time line showing the key dates and events leading up to, during and after the Revolution. They should also include explanatory notes and visuals for each entry. Students will then create a list of at least 3 factors that explain why this Revolution occurred in such a short amount of time.

Students will study the creation of a new border between Saudi Arabia and Yemen on the Arabian Peninsula. Using data included in the June 2000 Treaty of Jeddah, they will draw the new boundary described in the treaty and analyze the underlying physiographic and cultural forces that influenced the location of that boundary. They will then write an article either from a Saudi or Yemeni perspective addressing the following issues from the Treaty:

- A map showing the boundary line, boundaries claimed by Yemen and Saudi Arabia prior to the settlement, and a relevant physical or cultural characteristic
- A description of the physical and cultural characteristics of the region affected by the boundary change
Suggested Activities for World Geography

- A description of historical factors that led to this long-standing conflict
- A description of the new boundary established by the treaty and its implications for people living in the affected areas

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**Note to Teachers:**
*The events since September 11, 2001 have heightened sensitivities around the topics in TCI’s Modern Middle East unit. Use discretion in assessing whether the materials and pedagogy, like Activity 3.1 that allows students to experience tense historical dilemmas, are most appropriate for your students and community.*

**✓ Creating a Travel Itinerary for a Week-long Trip to a Country in Southwest Asia**
Have students use Internet and library resources to plan a weeklong trip to a country in Southwest Asia. This trip should be a journey on which they can gain first-hand experience of one of the issues discussed in Chapter 23, including “guest workers”, stateless nations, Palestinian refugees, oil production and demand, or control of Jerusalem. Students will need to create a day-by-day itinerary that lists places they will visit, the sites and people they hope to see, their means of transportation, and other details that they think are important.

**✓ Debate Issues in the Arab-Israeli Conflict**
Divide students into competing teams that will take different sides on one or more issues of importance in the Arab-Israeli conflict, including Palestinian claims to property lost in the 1948 war, security measures taken to protect Israelis against terrorist attacks, or the construction of new Jewish settlements in territories claimed by Palestinians. Each team should prepare for the debate with a period of intensive research. They should concentrate on finding information and arguments that support their position. Teachers should structure the debate so as to give each team several chances to present arguments for their position and to respond to the arguments of their opponents.

**✓ Distinguishing Fact from Opinion (News articles comparison)**
Suggested Activities for World Geography

Provide students with an objective and factual article demonstrating an important event or issue in the conflict between Israelis and Arabs over land and statehood in Southwest Asia.

Students should identify, select, and print an article on one of the issues that is clearly biased and contains misleading or false information about the same event or issue. While reading, instruct students to highlight the biased information in one color and highlight factual information in a different color. Students will compare both colors on this article, compare it to the first article, and then initiate a class discussion about these two perspectives. Address the following issues:

- What are the backgrounds and interests of the authors and publishers of the two articles?
- How might the deliberate publishing of misleading information, or propaganda, give an advantage in the conflict?

**Case Study Project: A Peace Conference**

Students will choose one of the proposed solutions on the control of Jerusalem to investigate. They will use online and print resources to research the positions of Israelis, Palestinians, and Americans. They will also create visuals to make the conference discussion clearer and will select two or three representatives to take part in the conference. The rest of the class should act as journalists, take notes on the presentation, and be prepared to ask questions of the representatives.

**Recommended Activities from *History Alive! The Modern Middle East***

**Lesson 2.3 “Negotiating For Oil: Who Will Profit?”** Students will assume the role of a western or Middle Eastern nation to negotiate oil concessions.

**Lessons 3.1, 3.2, and 3.3 A Case Study of the Arab-Israeli Conflict** Students will assume the roles of Jews and Palestinians to understand how Jewish immigration affected each group. They will also act as U.N. representatives to respond to the Arab-Israeli conflict and debate what type of political state should exist in the land of Israel/Palestine.

**Unit 7: Africa**

**Chapter 24: Regional Atlas: Introduction to Africa**

**Chapter 25: North Africa**

**Chapter 26: West and Central Africa**

**Chapter 27: East and Southern Africa**

- Have students label and identify the major landforms and bodies of water located in Africa. Have students label and identify countries and their capitals of Africa.

- Students will read Chapter 24. As they read each section, they will complete the graphic organizer identifying key physical characteristics of the region. The organizer should include these topics: Landforms, Resources, Climate and Vegetation, Human-Environment Interaction

- Making Comparisons
Suggested Activities for World Geography

Have students choose a place in Africa and a place in the United States at about the same latitude. Using encyclopedias, the Internet, and other resources, students will compare the climate and vegetation of the two places. They will then create a chart comparing the two locations.

● Writing a News Report Using Two Internet Sources on Environmental Issues in Nigeria or Egypt
Have students go to the Current Events button at www.classzone.com and follow the links to sources of information on current events in Africa. They should find two sources of information about current environmental issues in Nigeria or Egypt and use those sources to write a brief news report. A directory of links on Africa’s environment is available at About Environment at http://environment.about.com/index.htm?once=true&

● Writing a Report on the Aswan Dam
Students will study a map of the Aswan High Dam and will then write three geographic questions about the map, such as one concerning the location of the dam. They will then write a report answering one of the three questions they wrote.

Recommended Activities from History Alive! Empires and Kingdoms of Sub-Saharan Africa

Lesson 1.1 Mapping the Physiographic Features of Africa Students will identify and label 18 key physiographic features of Africa to understand the diversity of this continent.

Lesson 1.2 Adapting to the Climate Regions of Sub-Saharan Africa Students will explain how people in four contrasting African climate zones have adapted to their environment.

● Technology in the Classroom - Desertification
Have students read about desertification and look at the images of desertification. Discuss the reasons why desertification is occurring and the possible consequences of desertification. Have students read more about desertification and look at the pictures at the United Nations Secretariat of the Convention to Combat Desertification Web site at http://www.unccd.int/main.php. They should take notes to help answer the questions "What are some causes and consequences of desertification, and what might it look like in a region that is facing desertification?" Ask them to focus their research on desertification in the Sahel region of Africa. Students will then use a computer-drawing program to create posters depicting causes and/or consequences of desertification in Africa. Student posters should employ images and colors to illustrate the idea of desertification, rather than being text-based. Students should print the posters on a color printer and share them with the class. Alternately, have them display the posters from a central computer with projection device as they explain to classmates how the posters illustrate the causes or consequences of desertification. Refer to the Chapter 18 Technology in the Classroom Activity at www.classzone.com for additional information.

● Geography Alive Resources:

Unit 5: Africa

Lesson 19 The Nile River: A Journey from Source to Mouth
In a Social Studies Skill Builder, students examine key features along the Nile River to learn how physical features and human activity affect river systems as they flow across Earth’s surface.
Suggested Activities for World Geography

Lesson 20 Life in the Sahara and the Sahel: Adapting to a Desert Region
Students in a Response Group activity investigate the ways people have adapted to living in the varied environments of a desert region.

Lesson 21 Micro-entrepreneurs: Women’s Role in the Development of Africa
In a Writing for Understanding activity, students study three women micro-entrepreneurs to learn how they are changing the human characteristics of their African communities.

Lesson 22 Nigeria: A Country of Many Cultures
A Social Studies Skill Builder invites students to explore the regional differences within Nigeria by designing an educational Web page about the country’s three distinct regions.

Lesson 23 Resources and Power in Post-apartheid South Africa
In a Visual Discovery activity, students examine photographs of the new South Africa and evaluate how much progress South Africa has made toward achieving racial equality since the end of apartheid.

● News Report on the Mau Mau Rebellion
Working in small groups, students will research the Mau Mau and prepare a news report on the group’s origins, goals, and actions. Comprehensive news reports should include maps showing the rebel bases or the regions affected by the uprising and interviews with British and Mau Mau leaders. Students should focus on the news events for one particular year during the rebellion (1952-1960).

● Debate on Wildlife Conservation
Divide students into groups of three. Each group member should research the issue of conserving wildlife areas in relation to human needs. One student should favor conversation, one should oppose it, and one should act as the moderator. Hold the debates before the class.

A class debate, such as the one on wildlife conservation, requires that students actively participate in classroom talk, listen attentively to each other, and elaborate and build upon each others’ contributions.

● Research and Panel Discussion on Famine
Working in small groups, students should use the Internet or print sources to find two or three articles about drought and famine. Tell groups to assign a role- such as researcher, scribe, or presenter- to each member. Have each group discuss its articles and write a summary. The presenters from each group should then use the summaries to hold a panel discussion.

● Critical Thinking Discussion on the Economics of Oil in North Africa
Use the following guiding questions as the economics of oil in North Africa is discussed in class:

- How has the discovery of oil affected several North African economies?
- Why does the oil industry hire foreign workers?
- How can North African countries improve their local economies?

● Critical Thinking Discussion on European Colonization in the Congo
Use the following guiding questions as European colonization in the Congo is discussed in class:

- What caused King Leopold II to take over the Congo?
- What was the immediate effect of the violence against the people of the Congo?
- What might be the long-term effects of this violence?
Suggested Activities for World Geography

Have students select one of these two topics and write a report using these guiding questions as a way to organize their written report.

● **Per Capita Income in West Africa**
Using the Internet, encyclopedias, and other resources, have students find the per capita income for the last ten years of four countries in each of the five regions addressed in the chapter – North Africa, West Africa, East Africa, Central Africa, and South Africa. They will then create a chart comparing growth and decline and develop at least two conclusions about per capita income in these regions.

● **Technology in the Classroom – Electronic Field Trip**
Have students pretend they have a year to travel around Africa and visit each of the regions covered in Chapter 26. Their goal will be to learn as much as possible about traditional African arts and to compare the artistic traditions of these regions. Divide the class into small groups and have each group choose examples of African art, music, and dance from the provided Web sites. They should include at least two examples from each region. They should take notes and save images from the Internet into a folder on the computer or onto a disk. They should also save audio files or bookmark these links to their presentations. Ask them to document the source of each file they save, citing the title and URL of the Web site. Students will then create multimedia presentations that showcase what they have learned.

● **Research and Panel Discussion on Current Issues in Southern Africa**
Working in small groups, each student should select a different nation in Southern Africa and prepare a report on current events there. They should focus on issues such as politics, health care, education, or economic development. They may use Internet or print sources. The group should then hold a panel discussion in which each member shares his or her report, and the group as a whole reaches conclusions about trends in the region.

● **Internet Activity – The People of Africa**
Students will use electronic Web sites to do research on the people of one African country. They should look for such information as age range, religions, ethnic groups, literacy rates, and per capita income. They will then write a report and include a population pyramid, pie graphs, and other visuals to help present the information. They should organize their report logically, with introductory and summary paragraphs. Students should use the following Web sites to begin their research: The University of Iowa: Art and Life in Africa at [http://www.uiowa.edu/~africart/toc/people.html](http://www.uiowa.edu/~africart/toc/people.html) and The Living Africa: The People at [http://library.thinkquest.org/16645/the_people/the_people.shtml](http://library.thinkquest.org/16645/the_people/the_people.shtml)

Reports should include the following criteria:
- Separate paragraphs for the introduction, each topic, and the conclusion
- Main ideas are supported with visuals, which include a population pyramids, different pie graphs, and photographs
- Correct grammar, spelling, and punctuation are used

All Web sites and additional sources are listed in a bibliography

● and “**Mapping Our World: GIS Lessons for Educators – Module 4 “Growing Pains: A Regional Case Study of Europe and Africa,”**” (pages 209-233)
Students will compare the processes and implications of population growth in the world’s fastest and slowest growing regions: sub-Saharan Africa and Europe. Through the analysis of standard of living indicators in these two regions, students will explore some of the social and economic implications of rapid population growth. Students will then take on the role of a special liaison to the United Nations in charge of establishing partnerships between nations of...
slow and fast growth. Through a written report, they will devise a way the countries can form a partnership to improve the standard of living for all countries involved.

*This activity can also be conducted during the last nine weeks study of Europe.*

<table>
<thead>
<tr>
<th>Recommended Activities from History Alive! Empires and Kingdoms of Sub-Saharan Africa</th>
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Recommended Activities from History Alive! Modern Africa

| Lesson 4.1 Identifying African Traditions in American Music | Students will explore how four African musical traditions have influenced American music. |
| Lesson 4.2 Discovering African Influences in American Culture | Students will write a letter to an African friend explaining which African traditions have influenced American traditions. |

The History Alive! activities address contemporary issues that allow students to recognize and celebrate cultural contributions made by Africans and African-Americans during Black History Month in February.

- Making Comparisons

  Using encyclopedias or the Internet, students should find out what the leading diseases are in the United States and identify their primary causes. They should then create a chart comparing their findings to the leading diseases in Africa.

- Researching French Influence in West Africa

  Students will choose one country in West Africa that was once controlled by France. Using Internet and print resources, they will research how France’s influence is still felt today in that country’s economy, government, schools, and language. Students should show these findings in an illustrated poster.

- Case Study Project- News Report

  Using primary sources, students will prepare a news report on a selected African country addressing its precolonial, colonial, and postcolonial history as well as its current status. Topics such as conflicts, health and welfare of its citizens, the economy, and prospects for the future should be addressed in the country’s current status profile.
Suggested Activities for World Geography

Students should:

- Summarize a country’s current status in terms of conflicts, health and welfare, and the economy
- Report opinions on the country’s future prospects
- Present this information in the format of a news broadcast
- Either audiotape or videotape the broadcast

Internet Activity – Comparing Data and Using Spreadsheets

Have students use a Web site to compare and contrast such indicators as GDP per capita, life expectancy, and unemployment rates for several African countries. Ask them to input their findings into a spreadsheet, conduct additional Internet research on one of the countries, and write reports about what they have learned. Have students locate data on: Botswana, Chad, Democratic Republic of the Congo, Nigeria, Somalia, and Uganda. Ask students to select the following data fields: GDP per capita, unemployment, population under 15, and infant mortality, life expectancy, illiteracy rate (total), telephones, refugees. Have students repeat these steps for the United States. Students should then go to the U.S. Department of State Background Notes Web site at http://www.state.gov/www/background_notes/afbgnhp.html to find out more about the history, government and political conditions, and economies of one of the African countries they have looked at. Have them take notes on the factors that might contribute to that country's current economic and social situation.

Have students refer to their spreadsheets, their notes, and Chapters on Africa to write reports that answer the following questions:

- What historical, political, and economic factors have contributed to the current situation in Africa?
- Why might African countries differ from each other in economic and social factors?
- How do African countries compare to the United States in economic and social factors, and what are some of the reasons for these differences?
- What are some possible solutions to the economic and social problems facing Africa?

Recommended Activities from History Alive! Modern Africa

Section 2: A Case Study of Nigeria: This section contains four activities that address the effects of colonialism on Nigeria.

Lesson 2.1 Creating Illustrated Spoke Diagrams of Pre-colonial Nigeria Students will create illustrated spoke diagrams depicting life of three prominent ethnic groups in Nigeria prior to the arrival of the British.

Lesson 2.2 Facing Colonialism: How Would You Respond? Students assume the role of Nigerians to determine how to respond to various events during colonial rule.

Lesson 2.3 A Conference on Independence Planning Nigeria’s Future: Students design a political map, national flag, and pledge of allegiance for a newly independent Nigeria.

Lesson 2.4 Analyzing Three Types of Nigerian Art: Students identify and compare traditional, urban, and international art to learn about art in modern Nigeria.

- Have students label and identify the countries, capitals, major landforms, and bodies of water located in Africa
Suggested Activities for World Geography

- **Making Generalizations About the Sahara**
  Have three different sources about the Sahara: text, a photograph, and a map. Have students study all three and ask if this generalization is true: “The Sahara is covered with sand dunes.” Have students take the information from these pages and compose a paragraph addressing this generalization, citing specific evidence from the text to support their reasoning.

- **Making Comparisons**
  Have students choose a city in Africa and a city in the United States at about the same latitude. Using a variety of resources, students will compare the climate and vegetation of the two places. They will then create a chart comparing the two locations. Students will then compare the cities on a separate chart, looking at the influences the following have had on the people:
  - Government,
  - Economics,
  - Education
  Students will analyze the information gathered on both charts and decide which factors have influenced the two groups of people the most (climate, vegetation, government, economics, or education) and write a response justifying their findings.

- **Writing a News Report Using Two Internet Sources on Environmental Issues in Nigeria or Egypt**
  Have students go to the Current Events button at www.classzone.com and follow the links to sources of information on current events in Africa. They should find two sources of information about current environmental issues in Nigeria or Egypt and use those sources to write a brief news report. A directory of links on Africa’s environment is available at About Environment at http://environment.about.com/index.htm?once=true&

- **Writing a Report on the Aswan Dam**
  Students will study a map of the Aswan High Dam and explore the possibilities of the following question: “What if the Aswan Dam had not been built?” Students will create a visual display showing:
  - 3 consequences of no dam
  - 3 benefits of the Dam

- **Lesson 1.1 Mapping the Physiographic Features of Africa**
  Students will identify and label 18 key physiographic features of Africa to understand the diversity of this continent.

- **Lesson 1.2 Adapting to the Climate Regions of Sub-Saharan Africa**
  Students will explain how people in four contrasting African climate zones have adapted to their environment.

- **Technology in the Classroom - Desertification**
  Have students read articles about desertification and look at the images of desertification. Discuss the reasons why desertification is occurring and the possible consequences of desertification. Have students read more about desertification and look at the pictures at the United Nations Secretariat of the Convention to Combat Desertification Web site at http://www.unccd.int/main.php. They should take notes to help answer the questions "What are some causes and consequences of desertification, and what might it look like in a region that is facing desertification?"
  Ask them to focus their research on desertification in the Sahel region of Africa. Students will then use a computer-drawing program to create posters depicting causes and/or consequences of desertification in Africa. Student posters should employ images and colors to illustrate the
Suggested Activities for World Geography

idea of desertification, rather than being text-based. Students should print the posters on a color printer and share them with the class. Alternately, have them display the posters from a central computer with projection device as they explain to classmates how the posters illustrate the causes or consequences of desertification. Refer to the Chapter 18 Technology in the Classroom Activity at www.classzone.com for additional information.

News Report on the Mau Mau Rebellion
Working in small groups, students will research the Mau Mau and prepare a news report on the group’s origins, goals, and actions. Comprehensive news reports should include maps showing the rebel bases or the regions affected by the uprising and interviews with British and Mau Mau leaders. Students should focus on the news events for one particular year during the rebellion (1952-1960).

Debate on Wildlife Conservation
Divide students into groups of three. Each group member should research the issue of conserving wildlife areas in relation to human needs. One student should favor conversation, one should oppose it, and one should act as the moderator. Hold the debates before the class. Following the debates, students will select one side to take and they will write a persuasive paper including details that support their decision.

A class debate, such as the one on wildlife conservation, requires that students actively participate in classroom talk, listen attentively to each other, and elaborate and build upon each others’ contributions.

Critical Thinking Discussion on the Economics of Oil in North Africa
Use the following guiding questions as the economics of oil in North Africa is discussed in class:

- How has the discovery of oil affected several North African economies?
- Why does the oil industry hire foreign workers?
- How can North African countries improve their local economies?

Critical Thinking Discussion on European Colonization in the Congo
Use the following guiding questions as European colonization in the Congo is discussed in class:

- What caused King Leopold II to take over the Congo?
- What was the immediate effect of the violence against the people of the Congo?
- What might be the long-term effects of this violence?

Have students select one of these two topics and write a report using these guiding questions as a way to organize their written report.

The class discussions on North African oil and colonization in the Congo allow students to make use of specific and accurate knowledge as they provide evidence for claims and arguments over these topics.

Per Capita Income in West Africa
Using a variety of resources, have students find the per capita income for the last 10 years of 4 countries in each of the 5 regions addressed in chapter – North Africa, West Africa, East Africa, Central Africa, and South Africa. They will create a chart comparing growth and decline and develop at least two conclusions about per capita income in these regions. Students will select one of the countries that has been in decline and develop a plan of action to help improve the
economic growth for the people of this country. Students could write a letter to the leader of that country outlining their ideas including data to support their ideas.

Technology in the Classroom – Electronic Field Trip
Have students pretend they have a year to travel around Africa and visit each of the regions covered in Chapter 26 & 27. Their goal will be to learn as much as possible about traditional African arts and to compare the artistic traditions of these regions. Divide the class into small groups and have each group choose examples of African art, music, and dance from the provided Web sites. They should include at least two examples from each region. They should take notes and save images from the Internet into a folder on the computer or onto a disk. They should also save audio files or bookmark these links to their presentations. Ask them to document the source of each file they save, citing the title and URL of the Web site. Students will create multimedia presentations showcasing what they have learned.

Use the following Web sites as resources:

- Smithsonian Institute – The National Museum of African Art at [http://www.nmafa.si.edu/](http://www.nmafa.si.edu/)
- Emory University – Michael C. Carlos Museum: Permanent Collection of Egyptian Art at [http://www.carlos.emory.edu/COLLECTION/EGYPT/](http://www.carlos.emory.edu/COLLECTION/EGYPT/)

Activities such as this one dealing with African arts are a good way of commemorating Black History Month in February.

Research and Panel Discussion on Current Issues in Southern Africa
Working in small groups, each student should select a different nation in Southern Africa and prepare a report on current events there. They should focus on issues such as politics, health care, education, or economic development. They may use Internet or print sources. The group should then hold a panel discussion in which each member shares his or her report, and the group as a whole reaches conclusions about trends in the region.

Internet Activity – The People of Africa
Students will use electronic Web sites to do research on the people of one African country. They should look for such information as age range, religions, ethnic groups, literacy rates, and per capita income. They will then write a report and include a population pyramid, pie graphs, and other visuals to help present the information. They should organize their report logically, with introductory and summary paragraphs.

Students should use the following Web sites to begin their research: The University of Iowa: Art and Life in Africa at [http://www.uiowa.edu/~africart/toc/people.html](http://www.uiowa.edu/~africart/toc/people.html) and The Living Africa: The People at [http://www.thinkquest.org/library/site_sum.html?tname=16645&url=16645/the_people/the_people.shtml](http://www.thinkquest.org/library/site_sum.html?tname=16645&url=16645/the_people/the_people.shtml)

Reports should include the following criteria:
- Separate paragraphs for the introduction, each topic, and the conclusion
- Main ideas are supported with visuals, which include a population pyramids, different pie graphs, and photographs
- Correct grammar, spelling, and punctuation are used

All Web sites and additional sources are listed in a bibliography.
Suggested Activities for World Geography


Students will compare the processes and implications of population growth in the world’s fastest and slowest growing regions: sub-Saharan Africa and Europe. Through the analysis of standard of living indicators in these two regions, students will explore some of the social and economic implications of rapid population growth. Students will then take on the role of a special liaison to the United Nations in charge of establishing partnerships between nations of slow and fast growth. Through a written report, they will devise a way the countries can form a partnership to improve the standard of living for all countries involved.

*This activity can also be conducted during the Fourth Nine Weeks study of Europe.

This GIS activity requires that students compare and analyze growth and demographic trends in countries throughout the world. They will also need to make predictions from the data provided and additional sources on future population trends as they synthesize several sources of information.

✓ Recommended Activities from History Alive! Empires and Kingdoms of Sub-Saharan Africa

Lesson 4.1 Understanding Proverbs of the Shona: Lessons for Life Students will interpret a series of Shona proverbs and apply the teachings to real-life situations.

Lesson 4.2 Discovering Elements of African Art Students will analyze a variety of African art to discover its beauty, richness, function, and complexity. They will then complete a chart in which they address the characteristics of each of these categories.

Lesson 4.3 Exploring the African Influence on African-American Art Students will explore the influences of traditional African art on works created by contemporary artists.

Recommended Activities from History Alive! Modern Africa

Lesson 4.1 Identifying African Traditions in American Music Students will explore how four African musical traditions have influenced American music.

Lesson 4.2 Discovering African Influences in American Culture Students will write a letter to an African friend explaining which African traditions have influenced American traditions.

The History Alive! activities address contemporary issues that allow students to recognize and celebrate cultural contributions made by Africans and African-Americans during Black History Month in February.

Students’ prior and out-of school knowledge will be used as they explore the influences of traditional African art and music on works created by contemporary artists and how American traditions have been influenced by African culture.
Suggested Activities for World Geography

✓ Making Comparisons
Discuss how AIDS has affected the people and economic development of Sub-Saharan Africa. Students will then use encyclopedias or the Internet, to find out what the major diseases are in the United States and identify their primary causes, they should also identify a possible cure/solution to these diseases. They should chart their findings to the major diseases in Africa.

The class discussion on the AIDS crisis in Africa allows students to participate in classroom talk as they elaborate and build upon ideas and each others’ contributions. The discussion should work toward the goal of clarifying and expanding the problems associated with AIDS in Africa.

✓ Researching Colonial Influence in Africa
Students will choose one country in Africa that was once controlled by a European Imperial Power. Using Internet and print resources, they will research how the influence is still felt today in that economy, government, and language of the selected African country. Students should illustrate these findings on a poster.

✓ Internet Activity – Comparing Data and Using Spreadsheets
Have students use a Web site to compare and contrast such indicators as GDP per capita, life expectancy, and unemployment rates for several African countries. Ask them to input their findings into a spreadsheet, conduct additional Internet research on one of the countries, and write reports about what they have learned. Have students locate data on: Botswana, Chad, Democratic Republic of the Congo, Nigeria, Somalia, and Uganda.

Ask students to select the following data fields: GDP per capita, unemployment, population under 15, and infant mortality, life expectancy, illiteracy rate (total), telephones, refugees. Have students repeat these steps for the United States. Students should then go to the U.S. Department of State Background Notes Web site at http://www.state.gov/www/background_notes/afbgnhp.html to find out more about the history, government and political conditions, and economies of one of the African countries they have looked at. Have them take notes on the factors that might contribute to that country’s current economic and social situation. Have students refer to their spreadsheets, their notes, and textbook to write reports that answer the following questions:

- What historical, political, and economic factors have contributed to the current situation in Africa?
- Why might African countries differ from each other in economic and social factors?
- How do African countries compare to the United States in economic and social factors, and what are some of the reasons for these differences?
- What are some possible solutions to the economic and social problems facing Africa?

The Internet Activity addressing the spreadsheet and essay on the standard of living in several African nations requires that students do a challenging, high level assignment in which original work and revisions to the standards are expected.
Suggested Activities for World Geography

Recommended Activities from *History Alive! Modern Africa*

Section 2: A Case Study of Nigeria: This section contains four activities that address the effects of colonialism on Nigeria.

Lesson 2.1 Creating Illustrated Spoke Diagrams of Precolonial Nigeria Students will create illustrated spoke diagrams depicting life of three prominent ethnic groups in Nigeria prior to the arrival of the British.

Lesson 2.2 Facing Colonialism: How Would You Respond? Students assume the role of Nigerians to determine how to respond to various events during colonial rule.

Lesson 2.3 A Conference on Independence Planning Nigeria’s Future: Students design a political map, national flag, and pledge of allegiance for a newly independent Nigeria.

Case Study Project - News Report

Using the primary sources in their textbook, library research, newspapers, and internet students will prepare a news report on a selected African country addressing its pre-colonial, colonial, and postcolonial history as well as its current status. Topics such as conflicts, health and welfare of its citizens, the economy, and prospects for the future should be addressed in the country’s current status profile.


Students should:
- Summarize a country’s current status in terms of conflicts, health and welfare, and the economy
- Report opinions on the country’s future prospects
- Present this information in the format of a news broadcast

Either audiotape or videotape the broadcast

Unit 8: South Asia

Chapter 28: Regional Atlas: Introduction to South Asia

Chapter 29: The Countries of South Asia

- Have students label and identify the major landforms and bodies of water located in South Asia.
- Have students label and identify countries and their capitals of South Asia.

- Students will read Chapter 28. As they read the sections, they will need to complete a graphic organizer identifying key physical characteristics of the region. The organizer should include these columns: Landforms, Resources, Climate and Vegetation, Human-Environment Interaction, People and Cultures, and Economics and Technology

- Activity Options: Cooperative Learning: Organize students into small groups and have them look for photographs of South Asia on the Internet or in magazines. The photographs should fall into the categories of place, region, and location. Tell students to try and present the region as a whole, rather than one or two areas or countries. Students will then write captions
Suggested Activities for World Geography

indicating location and why what is shown would be of interest to a visitor from another country.
Assign the following roles to one or more students in each group:

- Text researcher and writer
- Photo researcher
- Designer

● Activity Options: Writing a Report About Mineral Resources, p. 601:
Have students choose a mineral resource from the map on page 601 and do research to learn about its importance to the South Asian countries where it is found. Have them write a brief report, including information on how the mineral is extracted, its uses, whether it is used internally or exported, its economic significance, and any environmental impact its extraction may have.

Internet Research:

● Writing a News Update: Students will write a report summarizing flooding and flood control in Bangladesh since 1985. Students should use the following Web sites to obtain their information:

● Using Spreadsheets to Chart and Graph Data: Students will create a spreadsheet that charts the average monthly rainfall in South Asian cities. They will then use this data to predict which city will be hardest hit by monsoons. Weather statistics can be found at www.weatherbase.com.

● Wildlife of South Asia: Students will create a sketch map showing the locations of different animal habitats. They will add pictures and captions that explain why these locations are suited to specific animals on the map. Students should use the following Web sites to obtain their information:
  - UMBC – An Honors University in Maryland: Links to Indian Wildlife at http://userpages.umbc.edu/~sjoshi1/mirror/wildlife.html

Tsunami Resources:

● In December 2004, numerous areas of South Asia were devastated by a major tsunami. The following resources addressing this disaster can be found at http://news.nationalgeographic.com/news/2004/12/1227_041226_tsunami.html
  - How Did This Happen?: Students gain a basic understanding of earthquakes and tsunamis by looking at the time-distance effects of the tsunami and its impact on South Asia. They will complete a map identifying impacted countries and discuss how early warning systems might have worked if they had been in place.
  - Political Cartoons: Thinking Broadly, Communicating Succinctly: Students will examine a series of political cartoons related to the December 2004 tsunami and its aftermath and will critically think on how artists use literary devices such as satire, metaphor, and personification to convey certain opinions.
Suggested Activities for World Geography

● Students will divide the chapter into four sub regions: India, Pakistan and Bangladesh, Nepal and Bhutan, Sri Lanka and the Maldives. Have students draw a cluster diagram in their notebooks. For each region take notes on the culture, history, economics, and modern life.

TAKS Connection:

● Activity Options: Skillbuilder Lesson: Students will compare the transition of the United States and India from British rule to independence. Students should create a graphic organizer addressing the following issues:
  • When did the American colonies and India become independent from Britain?
  • What means did each use to become independent?
  • What form of government did each country choose?

● Activity Option: Link to History:
  Have students create a timeline showing when in the last one hundred years Pakistan, Sri Lanka, and Bangladesh adopted their current names. The timeline should show the dates, the old and current names, what the new name means, and why these changes took place.

● Activity Option: Essay on the Caste System:
  Have students identify the different castes that make up the caste system of India and design a pyramid in their notes showing these castes. Discuss how the caste system relates to the religion of Hinduism. Have students research how the caste system and arranged marriages were both outlawed in India, yet still occur in the present culture. Have them write an essay describing the role of castes in further repressing society and Gandhi’s efforts to get rid of this repressive system. Students can compare and contrast with other students to get the class involved in discussion about how to end such discrimination or the effects that this discrimination can have on a society.

● Activity Option: Visual Display on Ethnic Strife in Sri Lanka:
  Discuss the ethnic tensions between the two major ethnic groups that settled in Sri Lanka: the Tamils and the Sinhalese. Have students create a visual organizer that compares and contrasts the two groups, the cultural traits brought by both, and the civil war of the 1980s. Have students look at a picture of the emblem used by the Tamil Tigers, discuss their terrorists tactics and what they are hoping to gain, and answer these discussion questions: Why might the Tamil Tigers have used a tiger as their militants group’s name? What other means can be used instead of violence to achieve an independent nation?

● History Alive! Ancient India, Lesson 4.1 Encountering Hindu Traditions in Modern India: Students will prepare interactive dramatizations about ancient Hindu traditions currently found in Indian society.

Internet Activity:

● Providing an Economic Update – India’s Rice Production: Students will search Internet Web sites to write a brief report on the economic significance of India’s rice crop. The report should include the following data:
  • How much rice is raised in India
  • How much rice is consumed domestically in India
  • How much rice is exported

Students will need to compare production with previous years and with that of other rice-producing countries. They should also create graphs to illustrate their data. Students should begin their research at the following Web sites:
Suggested Activities for World Geography


**Activity Option: Political Cartoon**
Have students create a political cartoon illustrating British policies, actions, or attitudes during colonial rule in India.

**Activity Option: Comparing Two Countries**
Have students compare Islam in Pakistan or Bangladesh with a Muslim country in either Africa or Southwest Asia. They will then create a chart comparing the two countries using topics such as treatment of women, eating practices, and how strictly a country enforces Islamic laws.

**Activity Option: Travel Poster**
After reviewing the Unit, students will create a travel poster advertising South Asia as an ideal tourist destination.

**Internet Activity: The Indus Valley Region**
Students will view images of the Indus Valley to learn more about early civilizations in this region. Divide the class into six groups and have each group view fifteen slides, taking notes on what is pictured. Each group will then select two images to share with the class and explain what they reveal about ancient and modern life in the Indus Valley. Students should then compose a reflection paper on how these images brought to life what they read in the textbook and what additional information they gained from viewing the slides. Images can be obtained at the Harappa Web site “Around the Indus in 90 Slides” at [http://www.harappa.com/indus/](http://www.harappa.com/indus/) and at the Minnesota State University Web site at [http://www.mnsu.edu/emuseum/prehistory/india/indus/geography.html](http://www.mnsu.edu/emuseum/prehistory/india/indus/geography.html).

**Activity Option: Internet Research**
Have students look at the population of India by region using the Demographia Web site at [http://www.demographia.com/dbx-india.htm](http://www.demographia.com/dbx-india.htm). Have students create a population density map using the information, then discuss why the population might be higher in some areas by comparing and contrasting where the highest density is located on the map.

**Activity Option: Reading a Secondary Source**
Have students read the article from the BBC Web site entitled “India’s Battle With Population Growth”, September 2, 1998, at [http://news.bbc.co.uk/2/hi/south_asia/2540271.stm](http://news.bbc.co.uk/2/hi/south_asia/2540271.stm) and discuss why India continues to lose the battle against further population growth. Students should then compose a letter to the editor of the BBC News expressing their views on family planning programs in India.

The following Web sites should be used as references:

- Energy Information Administration: Demographics on India at [http://www.eia.doe.gov/](http://www.eia.doe.gov/)
Suggested Activities for World Geography

●**Activity Option: Internet Research – Multimedia Presentation:** Students will use specific Web sites to research population growth in India and create a multimedia presentation that addresses the following criteria:
  - Includes a concise, well-organized report on population growth in India
  - Presents clear, imaginative visuals of daily life and basic necessities
  - Uses a variety of charts, maps, images, and artifacts to describe daily life
  - Includes references to Web sites used as sources

●**Activity Option: Cause and Effect Chart:**
  Compare the summer and winter monsoons by creating a cause and effect chart. Have students determine what causes each and how it affects the economy and the living situation for people in this region.

●**Internet Research – Searching an On-line News Source:**
  Students will search an online news source such as CNN, BBC, *USA Today*, *The Washington Post*, or *The New York Times* to research recent events in Kashmir and recent tensions between India and Pakistan. They will then create a T-Chart with the headings “India” and “Pakistan” and list each country’s argument as to why they want to control Kashmir. Have students read the three most recent articles they found searching news sources and summarize each one by answering these questions:
  - What is the title of the article?
  - Who wrote the article?
  - When was the article written?
  - What is the article’s main idea?
  - What does the article say about India?
  - What does the article say about Pakistan?
  After discussing these articles as a class, students will write a short essay describing the current situation in Kashmir and explaining the relationship between India, Pakistan, and Kashmir.

●**Activity Option: Case Study Project:** Divide the class into small groups. Use the primary sources listed above in addition to other written and visual sources to write a news feature on how the peoples of Kashmir, India, and Pakistan have suffered in the Kashmiri conflict.

●**Internet Research:** Students will create a chart showing the population, land areas, and population density of India, China, and the United States. Have them use the following Web sites to research population data for each of these three countries:
  Extend this activity by having students conduct further research on comparing 20th century population growth in a city in India and one in the United States. Students will then use the data gathered to create a line graph that compares population growth in these two cities.

●**Geography Alive Resources:**

<table>
<thead>
<tr>
<th>Unit 7: Monsoon Asia</th>
</tr>
</thead>
<tbody>
<tr>
<td>(<em>Lessons 30-32 will be covered in the East Asia unit</em>)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 27: Waiting for the Rains: The Effects of Monsoons in South Asia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students in this <em>Social Studies Skill Builder</em> learn how monsoons influence the climate of South Asia and affect the lives of the people who live there.</td>
</tr>
</tbody>
</table>

Comal ISD 52 Social Studies
## Suggested Activities for World Geography

<table>
<thead>
<tr>
<th>Lesson 28</th>
<th>Tech Workers and Time Zones: India’s Comparative Advantage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>As reporters in a <em>Writing for Understanding</em> activity, students explore the global revolution in information technology (IT) and the factors that give countries such as India a comparative advantage in attracting IT jobs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 29</th>
<th>Mount Everest: Climbing the World’s Tallest Physical Feature</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>An <em>Experiential Exercise</em> takes students on a simulated climb of Mount Everest to discover some of the challenges faced by real climbers and the environmental impact of climbing expeditions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 30*</th>
<th>China: The World’s Most Populous Country</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In a <em>Response Group</em> activity, students analyze the ways China has tried to address the challenges created by its large and increasing population.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 31*</th>
<th>Population Density in Japan: Life in a Crowded Country</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In an <em>Experiential Exercise</em>, students discover the effects of population density on life in Japan and around the world.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 32*</th>
<th>The Global Sneaker: From Asia to Everywhere</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A <em>Visual Discovery</em> activity leads students to understand globalization by investigating the key stages in the production of an athletic shoe.</td>
</tr>
</tbody>
</table>

- Have students label and identify the following in South Asia on maps:
  - The countries & their capitals
  - The major landforms & bodies of water
  Students will use the maps to draw conclusions about the connections between the capitals and major landforms/bodies of water.

- Students will read Chapter 28. As they read the sections, they will need to complete a graphic organizer identifying key physical characteristics of the region. The organizer should include these columns: **Landforms, Resources, Climate and Vegetation, Human-Environment Interaction, People and Cultures, and Economics and Technology**

- **Activity Options: Cooperative Learning**: Organize students into small groups and have them look for photographs of South Asia on the Internet or in magazines. The photographs should fall into the categories of place, region, and location. Tell students to try and present the region as a whole, rather than one or two areas or countries. Students will then write captions indicating location and why what is shown would be of interest to a visitor from another country. Assign the following roles to one or more students in each group:
  - Text researcher and writer
  - Photo researcher
  - Designer
  Students will use the photos and information gathered to create a Travel Brochure created by the South Asian Dept. of Tourism to increase tourism in this region.

- **Activity Options: Writing a Report About Mineral Resources**: Have students choose a mineral resource from the map in the textbook and do research to learn about its importance to the countries where it is found. Have them write a brief report, including information on how the mineral is extracted, its uses, whether it is used internally or exported, its economic significance, and discuss how any environmental changes have directly impacted the quality of life for people living in these regions.
Suggested Activities for World Geography

Internet Research:

✓ **Writing a News Update:** Students will write a report summarizing flooding and flood control in Bangladesh since 1985. Students should use the following Web sites to obtain their information:


✓ **Using Spreadsheets to Chart and Graph Data:** Students will create a spreadsheet that charts the average monthly rainfall in South Asian cities. They will then use this data to predict which city will be hardest hit by monsoons. Weather statistics can be found at www.weatherbase.com.

Students will use the spreadsheet to write an article for a newspaper in their selected city that warns the people of possible monsoons and includes data collected along with precautions people can take to protect themselves in the event of a monsoon.

Internet Activity:

✓ **Wildlife of South Asia:** Students will create a sketch map showing the locations of different animal habitats and draw conclusions about why specific animals live in certain areas/regions and why they don’t live in others. They will add pictures and captions that explain why these locations are suited to specific animals on the map. Students should use the following Web sites to obtain their information:

  - UMBC – An Honors University in Maryland: Links to Indian Wildlife at http://userpages.umbc.edu/~sjoshi1/mirror/wildlife.html

✓ **Mapping Our World: GIS Lessons for Educators – Module 3 “Seasonal Differences: A Regional Case Study of South Asia,”** pages 143-163:

Students will observe patterns of monsoon rainfall in South Asia and analyze the relationship of those patterns to the region’s physical features. The consequences of monsoon season on human life will be explored by studying South Asian agricultural practices and patterns of population distribution. Students will then assume the role of an American traveler spending a year in South Asia and will write four letters from four different South Asian cities at four different times of the year in which they describe seasonal characteristics of each city and how daily life is impacted by these differences.

✓ **Tsunami Resources:**

In December 2004, numerous areas of South Asia were devastated by a major tsunami. The following resources and lesson plans addressing this disaster can be found at http://www.askasia.org/tsunami/:

  - **How Did This Happen?:** Students gain a basic understanding of earthquakes and tsunamis by looking at the time-distance effects of the tsunami and its impact on South Asia. They will complete a map identifying impacted countries and discuss how early warning systems might have worked if they had been in place.
Suggested Activities for World Geography

- **Political Cartoons: Thinking Broadly, Communicating Succinctly:** Students will examine a series of political cartoons related to the December 2004 tsunami and its aftermath and will critically think on how artists use literary devices such as satire, metaphor, and personification to convey certain opinions.

✓ Students will divide the chapter into four sub regions: India, Pakistan and Bangladesh, Nepal and Bhutan, Sri Lanka and the Maldives. Have students draw a cluster diagram in their notebooks. For each region take notes on the culture, history, economics, and modern life.

✓ **Activity Options: Skillbuilder Lesson:** Students will compare the transition of the U.S. and India from British rule to independence by creating a graphic organizer addressing the following issues:
  - When did the American colonies and India become independent from Britain?
  - What means did each use to become independent?
  - What were the catalysts that pushed each towards independence?
  - What is each country’s current status/relationship with Britain?

*Students should continue with the following activity:*

✓ **Activity Option: Political Cartoon:** Have students create a political cartoon illustrating British policies, actions, or attitudes during colonial rule in India.

✓ **Activity Option: Link to History:** Have students create an annotated timeline showing when in the last one hundred years Pakistan, Sri Lanka, and Bangladesh adopted their current names. The timeline should show the dates, old & current names, what the new name means, & why these changes took place and explain the connections each event has to the preceding and extending event.

✓ **Activity Option: Essay on the Caste System:** Have students identify the different castes that make up the caste system of India and design a pyramid in their notes showing these castes. Discuss how the caste system relates to the religion of Hinduism. Have students research how the caste system and arranged marriages were both outlawed in India, yet still occur in the present culture. Students can compare and contrast with other students to get the class involved in discussion about how to end such discrimination or the effects that this discrimination can have on a society. Students should then compose a letter to the Indian Prime Minister, an Indian newspaper, etc. discussing their viewpoint on both how the caste system and arranged marriages continue to repress society in India today.

✓ **Activity Option: Visual Display on Ethnic Strife in Sri Lanka:** Discuss the ethnic tensions between the two major ethnic groups that settled in Sri Lanka: the Tamils and the Sinhalese. Have students create a visual organizer that compares and contrasts the two groups, the cultural traits brought by both, and the civil war of the 1980s. Have students look at a picture of the emblem used by the Tamil Tigers, discuss their terrorists tactics and what they are hoping to gain, and answer these discussion questions: Why might the Tamil Tigers have used a tiger as their militants group’s name? What other means can be used instead of violence to achieve an independent nation?

✓ **History Alive! Ancient India, Lesson 4.1 Encountering Hindu Traditions in Modern India:** Students will prepare interactive dramatizations about ancient Hindu traditions currently found in Indian society.
Internet Activity:

✓ Providing an Economic Update – India’s Rice Production:
Students will search Internet Web sites to write a brief report on the economic significance of India’s rice crop. The report should include the following data:

• How much rice is raised in India
• How much rice is consumed domestically in India
• How much rice is exported

Students will need to compare production with previous years and with that of other rice-producing countries. They should also create graphs to illustrate their data. Students should begin their research at the following Web sites:


✓ Activity Option: Comparing Two Countries: Have students compare Islam in Pakistan or Bangladesh with a Muslim country in either Africa or Southwest Asia. They will then create a chart comparing the two countries using topics such as treatment of women, eating practices, and how strictly a country enforces Islamic laws. Students will synthesize the information gathered and create a pamphlet that teaches American high school students about life in these regions.

✓ Internet Activity: The Indus Valley Region: Students will view images of the Indus Valley to learn more about early civilizations in this region. Divide the class into six groups and have each group view fifteen slides, taking notes on what is pictured. Each group will then select two images to share with the class and explain what they reveal about ancient and modern life in the Indus Valley. Students should then compose a reflection paper on how these images brought to life what they read in the textbook and what additional information they gained from viewing the slides. Images can be obtained at the Harappa Web site “Around the Indus in 90 Slides” at http://www.harappa.com/indus/ and at the Minnesota State University Web site at http://www.mnsu.edu/emuseum/prehistory/india/indus/geography.html.

✓ Activity Option: Internet Research: Have students create a look at the population of India by region using the Demographia Web site at http://www.demographia.com/dbx-india.htm. Have students create a population density map using the information, then discuss why the population might be higher in some areas by comparing and contrasting where the highest density is located on the map. Have students follow-up this activity with the next one.

✓ Activity Option: Reading a Secondary Source: Have students read the article from the BBC Web site entitled “India’s Battle With Population Growth”, September 2, 1998, at http://news.bbc.co.uk/2/hi/south_asia/2540271.stm and discuss why India continues to lose the battle against further population growth. Students should then compose a letter to the editor of the BBC News expressing their views on family planning programs in India.
Suggested Activities for World Geography

✓ Internet Research – Multimedia Presentation: Students will use specific Web sites to research population growth in India and create a multimedia presentation that addresses the following criteria:
  o Includes a concise, well-organized report on population growth in India
  o Presents clear, imaginative visuals of daily life and basic necessities
  o Uses a variety of charts, maps, images, and artifacts to describe daily life
  o Includes references to Web sites used as sources

✓ Activity Option: Cause and Effect Chart:
  Compare the summer and winter monsoons by creating a cause and effect chart. Have students determine what causes each and how it affects the economy and the living situation for people in this region.

✓ Activity Option: Internet Research – Searching an On-line News Source:
  Students will search an online news source such as CNN, BBC, USA Today, The Washington Post, or The New York Times to research recent events in Kashmir and recent tensions between India and Pakistan. They will then create a T-Chart with the headings “India” and “Pakistan” and list each country’s argument as to why they want to control Kashmir. Have students read the three most recent articles they found searching news sources and highlight the article focusing on the following information:
  • When was the article written?
  • What is the article’s main idea?
  • What does the article say about India?
  • What does the article say about Pakistan?

Students should then write a review of the article (book review format) that includes the author’s point of view in regards to the current situations in India and Pakistan and describing the current situation in Kashmir and explaining the relationship between India, Pakistan, and Kashmir.

✓ Activity Option: Case Study Project:
  Divide the class into small groups. Use the primary sources listed above in addition to other written and visual sources to write a news feature on how the peoples of Kashmir, India, and Pakistan have suffered in the Kashmiri conflict.

Unit 9: East Asia and the Pacific World

Chapter 30: Regional Atlas: Introduction to East Asia and the Pacific World (Chapter 34 has already been covered)

Chapter 31: China

Chapter 32: Japan and the Koreas

Chapter 33: Southeast Asia
• Have students label and identify the countries, capitals, and major cities on a political map of East Asia. Have students label major landforms and bodies of water on a physical map of East Asia.
• Record the information about the physical geography of East Asia by creating a graphic organizer. Have Landforms, Resources, Climate and Vegetation, and Human-Environment Interaction as column heading. Have student read Chapter 30 and write notes under each
Suggested Activities for World Geography

column. Have student get into groups and compare notes with other students to see what each group found.

**Activity Option: Seeing Patterns:**
Place students in pairs and have them draw a map of East Asia’s rivers and mountains. They will use arrows to indicate the directions the rivers flow. They should develop several written conclusions about the flow of rivers in East Asia.

**Activity Option: Exploring Local Geography:**
Place students in pairs and have them create a poster that shows the climate of East Asia where they would most want to live. They should include photographs, postcards, maps, charts, and additional visuals. Have them include a section on this poster that shows a location in the United States with a similar climate and that also incorporates visuals. Students should also prepare a short written essay in which they justify why they would live in this specific location.

**Activity Option: Internet Research:**
After students read about the Yangtze River and the Three Gorges Dam in their text, have them list the pros and cons of building the dam and discuss how they think the Yangtze River Valley will be affected by the dam. Divide the class into small groups and have them imagine that they are journalists who have been sent down the Yangtze River to report on what life is like there today and how people and the environment will be affected when the dam is completed. Each group will then visit the Web sites provided to find out what life is like today for city dwellers, farmers, and animals living in and near the river and how these groups have been affected by the dam. Groups will create a multimedia presentation containing “before the dam” and “after the dam” sections showing how each group lives now and how it will fare after the dam is completed.

Students should use the following Web sites to do their research:


**Activity Option: Internet Research:** Students will do research on the most productive agricultural regions of East Asia. They should focus on the impact that precipitation has had on settlement patterns and crop growth. They will then combine maps, charts, or other visual images in an electronic presentation that show the most productive farming areas in East Asia and the most common crops in the region. They should finish by developing a conclusion about agricultural production in East Asia.

Students should use the following Web sites to conduct research on agricultural production in East Asia:


**Activity Option: Exploring Local Geography:** Place students in pairs and have them create a poster that shows the climate of East Asia where they would most want to live. They should
include photographs, postcards, maps, charts, and additional visuals. Have them include a section on this poster that shows a location in the United States with a similar climate and that also incorporates visuals. Students should also prepare a short written essay in which they justify why they would live in this specific location.

**Activity Option: Graphic Organizer:**
Have students look at the way that East Asia is divided: China, Mongolia and Taiwan, The Koreas: North and South, and Japan. Have them create a graphic organizer with the three sub regions. Read the textbook and have them draw conclusions on each sub region with the columns – *History, Economy, Culture* (tradition and modern life). Discuss the differences and similarities between each region.

**Activity Option: Learning About Tiananmen Square:**
Have students use research links and resources to find information relating to Tiananmen Square, including recent news stories and articles. Ask them to construct a timeline of the incidents at Tiananmen Square in 1989 and then write a short summary of events (past and current) that explains how this historic event affects Chinese people today. Students can use the following Web sites for researching Tiananmen Square:
- Interactive Tour of Tiananmen Square at http://www.tsquare.tv/tour/

**Activity Option: Assessing Western Influence:**
Have students work in small groups to generate a list of products or events that they think would be popular in East Asia. Examples could include denim jeans, pop music, fast-food restaurants, soft drinks, and baseball. Students will then discuss the pros and cons of these Western influences in East Asia and will write an article for a contemporary magazine describing the impact of Western culture in East Asia.

**Critical Thinking: Determining Cause and Effect:**
Distribute two different index cards to each student. Assign specific causes and effects about Korea to each student and have them write each of these on one card. Causes should be written in black ink/marker and effects in red ink/marker. Then, have them determine the converse (either cause or effect) and write that on the second index card. Collect all of the cause cards and lay them in one pile and the effect cards in a separate pile. Pairs of students should then choose one card that is not their own and then find the appropriate matching effect card. Afterwards, discuss the historical and cultural influences on Korean life.

**Activity Option: Internet Research:**
Have students use a map in an atlas to determine how many languages are spoken in East Asia. They should then go to the Travel Lang Travel and Languages Services Web site at http://www.travlang.com/languages/indextext.html and listen to the words “hello,” “good-bye,” “yes,” and “no” in Mandarin, Japanese, Korean, and Taiwanese. As they listen, ask them to write down the pronunciations in each language. Ask students to discuss how these languages are similar or different from each other. Then have them look at the Rivers and Mountains map in Chapter 30 and ask them how the physical geography of East Asia might contribute to the existence of so many different languages. Groups of students should then create a multimedia presentation that begins with a home page showing a language map of East Asia with links from each language to new pages that let users see and hear three to five basic words in that language.
Suggested Activities for World Geography

• Critical Thinking: Designing a Plan:
Have students get into groups and discuss ways to prepare a city’s infrastructure for possible volcanoes, tsunamis, and other disasters related to living in the Ring of Fire. Have students compare their solutions with the class, and then each student will design a plan to implement these ideas.

• Exploring Local Geography: Place students in pairs and have them research the natural disasters that might occur in New Braunfels. Each pair should then develop an Emergency Procedures brochure that lists the steps needed to deal with such an emergency.

• Internet Activity: Students will combine charts, maps, or other visual images in a presentation showing strategies to prepare for natural disasters along the Ring of Fire. Students can begin their research at the following Web sites:

✓ Have students label and identify the countries, capitals, and major cities on a political map of East Asia. Have students label major landforms and bodies of water on a physical map of East Asia.

✓ Record the information about the physical geography of East Asia by creating a graphic organizer. Have Landforms, Resources, Climate and Vegetation, and Human-Environment Interaction as column heading. Have student read chapter 30 and write notes under each column. Have student get into groups and compare notes with other students to see what each group found.

✓ Activity Option: Seeing Patterns:
Place students in pairs and have them draw a map of East Asia’s rivers and mountains. They will use arrows to indicate the directions the rivers flow. They should develop several written conclusions about the flow of rivers in East Asia and draw conclusions about how these river flows directly impact the flooding issues/problems currently facing the people of China.

✓ Activity Option: Internet Research:
After students read about the Yangtze River and the Three Gorges Dam in their text, have them list the pros and cons of building the dam and discuss how they think the Yangtze River Valley will be affected by the dam. Divide the class into small groups and have them imagine that they are journalists who have been sent down the Yangtze River to report on what life is like there today and how people and the environment will be affected when the dam is completed. Each group will then visit the Web sites provided to find out what life is like today for city dwellers, farmers, and animals living in and near the river and how these groups have been affected by the dam. Groups will create a multimedia presentation containing “before the dam” and “after the dam” sections showing how each group lives now and how it will fare after the dam is completed.

Students should use the following Web sites to do their research:

Suggested Activities for World Geography


**✓ Activity Option: Internet Research:**
Students will do research on the most productive agricultural regions of East Asia. They should focus on the impact that precipitation has had on settlement patterns and crop growth. They will then combine maps, charts, or other visual images in an electronic presentation that show the most productive farming areas in East Asia and the most common crops in the region. They should finish by developing a conclusion about agricultural production in East Asia.

Students should use the following Web sites to conduct research on agricultural production in East Asia:
- Rice Web at http://www.riceweb.org/aginfoasia.htm

**✓ Recommended Activities from History Alive! Imperial China and Feudal Japan:**

**Activity 1.1 The Challenge of China's Geography:** Students will label and discuss sixteen physiographic features in China and how they have affected life for inhabitants there.

**Activity 3.1 Land and Population: An Insight Into Culture:** Students will use their bodies and desks to model population densities of Japan, Australia, and the United States.

**Activity 4.3 Impressions of Japanese Landscape: Writing Haiku:** Students will write and illustrate haiku poems based on analysis of visuals depicting Japanese landscapes.

**✓ Activity Option: Graphic Organizer:**
Have students look at the way that East Asia is divided: China, Mongolia and Taiwan, The Koreas: North and South, and Japan. Have them create a graphic organizer with the three sub regions. Read chapters 31 - 32 and have them draw conclusions on each sub region with the columns – History, Economy, Culture (tradition and modern life). Discuss the differences and similarities between each region.

**✓ Activity Option: Researching Historical Figures:**
Have students select one of the following historical figures: Emperor Shi Huangdi, Emperor Shunzhi, or Mao Zedong. Have them research how the chosen historical figure affected some aspect of China, such as territory, economics, politics, arts, or daily life. Students should select an important U.S. figure to research who's life/activities parallel those of the historical figure researched above. Students should prepare a brief written report on the impact each of these figures has had on the history and culture of their respected countries.

**✓ Activity Option: Learning About Tiananmen Square:**
Have students use research links and resources to find information relating to Tiananmen Square, including recent news stories and articles. Ask them to construct a timeline of the incidents at Tiananmen Square in 1989 and then write a short summary of events (past and current) that explains how this historic event affects Chinese people today. Students can use the following Web sites for researching Tiananmen Square:
- Interactive Tour of Tiananmen Square at http://www.tsquare.tv/tour/
Suggested Activities for World Geography

✓ Link to Creative Writing: Writing a Diary Entry:
Have students write a one-page diary entry from the perspective of a victim of each of the following tragic events:

- 1931, Yangtze River flood
- 1889, Johnstown, Penn. flood

Each diary entry should describe the scene and discuss the effects each tragedy had on the people living in the area at the time. (Additional information may be found at: classzone.com)

✓ Activity Option: Making Comparisons:
Have students make a three-column chart with the headings “Taiwan”, “Issue”, and “Mongolia.” Under “Issues”, have them list the topics “Chinese Control,” “History of Expansion; Growth,” “Culture,” and “Economy.” Students will then use their textbook or other resources of this chapter to complete the chart. Afterwards, they will create a visual presentation showing the similarities and differences between Taiwan and Mongolia.

✓ Activity Option: Assessing Western Influence:
Have students work in small groups to generate a list of products or events that they think would be popular in East Asia. Examples could include denim jeans, pop music, fast-food restaurants, soft drinks, and baseball. Students will then discuss the pros and cons of these Western influences in East Asia and will write an article for a contemporary magazine describing the impact of Western culture in East Asia.

✓ Critical Thinking: Determining Cause and Effect:
Distribute two different index cards to each student. Assign specific causes and effects about Korea from that chapter of the textbook to each student and have them write each of these on one card. Causes should be written in black ink/marker and effects in red ink/marker. Then, have them determine the converse (either cause or effect) and write that on the second index card. Collect all of the cause cards and lay them in one pile and the effect cards in a separate pile. Pairs of students should then choose one card that is not their own and then find the appropriate matching effect card. Afterwards, discuss the historical and cultural influences on Korean life.

✓ Activity Option: Internet Research:
Students will conduct on-line research on the Mongol conquests. They should focus on the reasons for the success of their conquests and whether the results of their conquests were mainly negative or positive. These results should then be presented in a chart that summarizes the positive and negative impact of the Mongol conquests. Using the information researched on the internet, students should do the following: Imagine Emperor Shi Huangdi has assembled a group of military leaders to develop a plan to protect China from the Mongols in 221 B.C. You are the one who developed the plan for the Great Wall. Create a poster & speech to persuade the Emperor to select your idea.

✓ Activity Option: Internet Research:
Have students use a map from the internet or atlas to determine how many languages are spoken in East Asia. They should then go to the Travel Lang Travel and Languages Services Web site at http://www.travleng.com/languages/indextext.html and listen to the words “hello,” “good-bye,” “yes,” and “no” in Mandarin, Japanese, Korean, and Taiwanese. As they listen, ask them to write down the pronunciations in each language. Ask students to discuss how these languages are similar or different from each other. Then have them look at the Rivers and Mountains map in chapter 30 and ask them how the physical geography of East Asia might contribute to the existence of so many different languages. Groups of students should then create a multimedia presentation that begins with a home page showing a language map of
Suggested Activities for World Geography

East Asia with links from each language to new pages that let users see and hear three to five basic words in that language.

✓Recommended *History Alive*! activities:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>History Alive! Ancient China, Lesson 4.1</em></td>
<td>Students assume the role of travelers to China to learn about the practices of modern Chinese families that will then be recorded in a diary.</td>
</tr>
<tr>
<td><em>History Alive! Imperial China and Feudal Japan, Lesson 2.1</em></td>
<td>Students will practice writing a series of Chinese characters to explore the pictographic roots of the language.</td>
</tr>
<tr>
<td><em>History Alive! Imperial China and Feudal Japan, Lesson 2.2</em></td>
<td>Students will draw symbols to represent fifteen cultural achievements developed by the Chinese.</td>
</tr>
<tr>
<td><em>History Alive! Communist China and Modern Japan, Lesson 1.5</em></td>
<td>Students will assume the role of Liu Ling villagers to write about life after the Communist revolution.</td>
</tr>
<tr>
<td><em>History Alive! Communist China and Modern Japan, Lesson 2.1</em></td>
<td>Students will examine various creative adaptations of ideas and products made by the Japanese.</td>
</tr>
</tbody>
</table>

✓Critical Thinking: Designing a Plan:

Have students get into groups and discuss ways to prepare a city's infrastructure for possible volcanoes, tsunamis, and other disasters related to living in the Ring of Fire. Have students compare their solutions with the class, and then each student will design a plan to implement these ideas.

✓Exploring Local Geography: Place students in pairs and have them research the natural disasters that might occur in New Braunfels. Each pair should then develop an Emergency Procedures brochure that lists the steps needed to deal with such an emergency.

✓Internet Activity: Students will combine charts, maps, or other visual images in a presentation showing strategies to prepare for natural disasters along the Ring of Fire. Students can begin their research at the following Web sites:


✓Activity Option: Internet Research:

Students will create a chart showing the population, land areas, and population density of India, China, and the United States. Have them use the following Web sites to research population data for each of these three countries:

- World Population Data Sheet at [http://www.prb.org/Template.cfm?Section=PRB&template=/ContentManagement/ContentDisplay.cfm&ContentID=11320](http://www.prb.org/Template.cfm?Section=PRB&template=/ContentManagement/ContentDisplay.cfm&ContentID=11320)
Suggested Activities for World Geography

Extend this activity by having students conduct further research on comparing 20th century population growth in a city in India with the population growth in San Antonio – Austin corridor. Students will then use the data gathered to create a line graph that compares population growth in these two cities. Students will use the line graph to develop a mock presentation to the San Antonio/Austin City Councils on their concerns with the growth of SA/Austin corridor and present at least one suggestion on how to improve the quality of life for this area in the future.

✓Recommended Activities from History Alive! Imperial China and Feudal Japan:

Activity 1.1 The Challenge of China’s Geography: Students will label and discuss sixteen physiographic features in China and how they have affected life for inhabitants there.

Activity 3.1 Land and Population: An Insight Into Culture: Students will use their bodies and desks to model population densities of Japan, Australia, and the United States.

Activity 4.3 Impressions of Japanese Landscape: Writing Haiku: Students will write and illustrate haiku poems based on analysis of visuals depicting Japanese landscapes.

✓Recommended History Alive! activities:

History Alive! Ancient China, Lesson 4.1 Encountering Ancient Traditions in Modern Chinese Family Life: Students assume the role of travelers to China to learn about the practices of modern Chinese families that will then be recorded in a diary.

History Alive! Imperial China and Feudal Japan, Lesson 2.1 Writing Chinese Characters: Students will practice writing a series of Chinese characters to explore the pictographic roots of the language.

History Alive! Imperial China and Feudal Japan, Lesson 2.2 Celebrating Chinese Ingenuity: Students will draw symbols to represent fifteen cultural achievements developed by the Chinese.

History Alive! Communist China and Modern Japan, Lesson 1.5 Liu Ling: Writing Journals About Life in a Chinese Village: Students will assume the role of Liu Ling villagers to write about life after the Communist revolution.

History Alive! Communist China and Modern Japan, Lesson 2.1 Adept at Adapting: Japan’s Genius Over Time: Students will examine various creative adaptations of ideas and products made by the Japanese.

✓Activity Option: Internet Research: Students will choose one of the Jakota triangle countries to research: Japan, South Korea, or Taiwan. Ask students to find two current pieces of economic information on that country. The following questions should serve as guidelines:

- How stable is the country’s economy today?
- Has the quality of life in that country changed since the 1980s?
- What changes have occurred in that country’s business practices?
- Are foreigners investing heavily in that country?
- What are the major exports produced?
- How dependent is the U.S. on these exports?
- What predictions can be made about the future economy/issues for each country?
Suggested Activities for World Geography

Students will then write a short summary of their findings. They should also include any statistical information through the use of graphs.

✓**Activity Option: Internet Research:** Have students go to the Web sites provided to see what two companies and two nonprofit organizations have to say about factory labor in China. Then hold a class debate on the issues.

Students should begin their research at the following Web sites:


Students should continue with their research at the following Web sites:


✓**Activity Option: Case Study Project:** Have students review the primary source materials in their textbook and use them along with additional resources to prepare maps, graphs, and charts that tell a story about population and quality of life in one specific East Asian country.

For the Case Study Visual Presentation, students will need to do the following:

- Research solutions or initiatives to deal with population and the quality of life in East Asia.
- Use a variety of resources in their research.
- Prepare a brief speech to introduce the topic.
- Give a visual presentation containing a variety of data.

✓**Recommended History Alive! activities:**

**History Alive! Communist China and Modern Japan, Lesson 2.2 The Rise of Modern Japan:** After viewing a series of visuals, students will create a comic strip chronicling Japan’s economic ascendancy.

**History Alive! Communist China and Modern Japan, Lesson 2.3 Learning Japanese Values in the Workplace:** Students will construct paper houses using two processes – Japanese and traditional U.S. business management. They will then write a short report of their findings.

**History Alive! Communist China and Modern Japan, Lesson 2.4 The Student Perspective: Reporting on Japanese Education:** Students will write a news article for a school newspaper in which they compare and contrast Japanese and American education systems.
Mapping Our World: GIS Lessons for Educators – Module 2 “Life on the Edge: A Regional Case Study of East Asia,” pages 81-101: Students will investigate the Pacific Ocean’s “Ring of Fire,” with particular focus on earthquake and volcanic activity in East Asia. Through the analysis of volcanic location and earthquake depth, students will identify zones of subduction at tectonic plate boundaries and the location of populations in the greatest danger of experiencing a volcanic eruption or major earthquake and then create an outline map showing areas of risk for volcanic and seismic activity. They will then write a paragraph defining levels of hazard risk and explaining how subduction zones affect the physical features of at least three places on the Pacific Rim.

Mapping Our World: GIS Lessons for Educators – Module 2 “Mapping Tectonic Hot Spots, An Advanced Investigation,” pages 103-111: Students will use the Internet to acquire the most recent data on earthquakes and volcanoes worldwide. By exploring this data through a GIS, students will construct a current World Tectonic Hot Spots map.

Activity Option: Preparing a Progress Report:
Students will research and prepare a report on recent progress on child-labor issues in one East Asian country. Multimedia sources should be used in the reports. Reports should identify past abuses, explain how they have been addressed, and describe the current situation. Reports should also focus on progress in correcting child labor abuses.

Unit 4: Western Europe
Chapter 14: Regional Atlas: Introduction to Western Europe
Chapter 15: The British Isles and Nordic Nations
Chapter 16: Central Western Europe
Chapter 17: Mediterranean Europe

• Have students label and identify the major landforms, bodies of water, and the respective countries and their capitals on a map of Europe.

• Students will read about the physical geography of Europe in Chapter 14. As they read sections, they will complete the graphic organizer identifying key physical characteristics of the European continent. The organizer should include these columns: Landforms, Resources, Climate and Vegetation, Human-Environment Interaction.

• Activity Options: Creating a Montage:
Divide students into small groups and have them look for photographs on the Internet or in magazines that fall into the categories of location, place, and movement. Students will then create posters displaying European landforms, human-made landmarks, and athletic activities. Each image should have a caption that explains how this image fits the theme of geography identified, background information on what is in the picture, and the specific location of what is in the picture.

• Activity Option: Internet Research:
Have students go to www.classzone.com and locate the Current Events section for Unit Four. There are four major issues – The Possibility of Turkey Joining the European Union, Turmoil in the Balkans, Cleaning up Europe, and European Unification. Students will
Suggested Activities for World Geography

select one of these issues and go to the links to the electronic Web sites connected to this issue. They will need to read at least one of the articles and write a brief synopsis of this article.

• Activity Option: Critical Thinking:
Have students create a table with two columns and six rows. They should label the columns “Elevation” and “Countries”. Using the physical map in Chapter 14, they will label the rows with six elevation categories shown on the map legend in ascending order. They will then rank the following nations according to overall elevation from lowest to highest elevations: Denmark, France, Netherlands, Spain, and Switzerland. After completing the table, students will need to develop at least three conclusions about elevation in Europe.

• Activity Option: Link to Math:
Have students use the map scale on the political map found in Chapter 14 to calculate the distance in kilometers of each stage of this train itinerary: Lisbon-Madrid-Barcelona-Paris-Brussels-Berlin-Warsaw. Assuming an average speed of 90 km/hour, have them calculate the time it would take to travel to each city. They should then convert kilometers to miles.

• Activity Option: Analyzing Data:
Have students select five European countries from the Regional Data File in Chapter 14 and calculate whether each has a trade surplus or a deficit by subtracting the import figure from the export figure. They can then calculate the degree to which each economy is export-based by dividing exports by total GDP. Ask students whether a trade surplus or a trade deficit would be more favorable. Also, students should research the types of exports produced by the five countries on their list and include visual representations as part of their research.

• Critical Thinking: Making Comparisons:
Have students identify what similar geographic problem is encountered in both the Netherlands and Venice. Students will then create a flow chart showing how people in both areas have each dealt with the problem and the results of this.

• Activity Option: Creating a Bar Graph:
Have students use the Regional Data File in Chapter 14 to create a bar graph on infant mortality rates in Europe. One axis should be labeled “Infant Mortality per 1,000 Live Births” and the other should be labeled “European Countries (M-Z)”. Direct students to evaluate the data before plotting it. They should make a judgment as to whether it is preferable to list countries alphabetically or to group nations with similar rates together. Students should use color to organize the information in their bar graphs. Afterwards, they should write three conclusions about the infant mortality rate in Europe.

• Activity Option: Understanding Economic Terms:
Have students create a T-Chart with the terms “Industrial” and “Agricultural”. Using the Natural Resources map found in Chapter 14, have students identify whether each resource is industrial or agricultural and then list these resources in the appropriate spot of the T-Chart. Students should then write at least three conclusions about the importance of these resources to the European economy.

• Internet Activity – Acid Rain in Europe: Students will use the Web sites at http://greennature.com/article329.html to do research on acid rain in Europe. They should focus on one aspect of acid rain, such as how the European Union is fighting acid rain or how European students learn about acid rain. Students will write a report on their findings and will include a map or chart that visually presents information on acid rain. Web sites used in preparing the report should be listed as sources. The report on acid rain should:
Suggested Activities for World Geography

- Concise and well-organized
- Summarize efforts to control the problem
- Include a clear, imaginative visual to complement the report
- Include references to the Web sites used as sources

**Geography Alive! Resources:**

<table>
<thead>
<tr>
<th>Europe</th>
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<tbody>
<tr>
<td><strong>Lesson 14</strong> Supranational Cooperation in the European Union&lt;br&gt;In an Experiential Exercise, students explore the economic, political, and cultural forces that work for and against supranational cooperation in the EU</td>
</tr>
<tr>
<td><strong>Lesson 15</strong> Population Dilemmas in Europe&lt;br&gt;Students in a Response Group activity explore the effects of population trends by creating and analyzing population pyramids for three countries with different levels of growth.</td>
</tr>
<tr>
<td><strong>Lesson 16</strong> Invisible Borders: Transboundary Pollution in Europe&lt;br&gt;In a Visual Discovery activity, students explore the impact of one country’s pollution on other countries, analyzing images and maps to understand the causes and results of radioactive pollution from Chernobyl, acid rain from the “Black Triangle” region, and waste pollution in the Tisza and Danube rivers.</td>
</tr>
</tbody>
</table>

**Websites for European History:**
Refer to [www.studentsfriend.com/aids/curraids/timeline/1illtl.pdf](http://www.studentsfriend.com/aids/curraids/timeline/1illtl.pdf) for a model lesson and rubric on a timeline of European history.

Another helpful website with a European timeline and history is [www.hyperhistory.com/chart/chart.html](http://www.hyperhistory.com/chart/chart.html).

**Activity Option: Making a Timeline:**
Have students choose a country either in Western or Eastern Europe and conduct research on key events in that country’s history. Students should select events they feel are most significant and construct a timeline based on those events. Illustrations should also be included. Students should then develop a list of conclusions on how that country’s history has impacted its current development.

**Activity Option: Creating Multimedia Presentations:**
Have pairs of students work together to prepare a ten-minute multimedia presentation on an aspect of Western European music or art. Students should choose a specific topic, such as a particular composer, artist, or style. They should gather information for the text portion of their presentation and copy images and sound onto the computer.

**Internet Activity – European Population and Statistics:**
Use the Web sites below to do research about the population of a single European country. Look for such information as age distribution, religions, ethnic or minority groups, and literacy rates.
Suggested Activities for World Geography

Web sites to use for research:

- Population Reference Bureau at http://www.census.gov/ipc/www/idb/

After students complete their research, they will need to plan a presentation to share their findings with the class. A population pyramid, pie graphs, and other graphs will need to be included. Web sites used as sources will need to be listed in a works cited page.

Multimedia presentation on European population should:

- Provide information on different characteristics of the population.
- Produce clear, imaginative visuals to complement the report.
- Include references to the Web sites used as sources.

**Activity Option: Preparing a Research Report:**
Students will work in small groups to research and prepare a report on British rule in India. Reports should explain how Britain became established in India, the impact of British rule in India, and events leading to independence. Ask students to draw conclusions as to whether Britain's impact was positive or negative and to give reasons for their opinions.

**Activity Option: Exploring the New Germany:**
Have students write a report on the reunification of Germany. The following criteria should be included in their reports:

- When and why Germany was divided
- The effect of the division on the East German economy and people
- How reunification occurred

Students will then need to compare and contrast German reunification with the ethnic issues currently taking place in the Balkans. Have students create a timeline of issues and events in the Balkans using the textbook. Begin with the Muslim Ottoman Empire in 1300s to the current political situation of the former Yugoslavia.

Have students read and research the Balkan War and the Srebrenica massacre.
One suggested website is http://www.pbs.org/wnet/cryfromthegrave/

**Activity Option: The EU and the Euro:**
Chart on benefits and drawback of the European Union and the Euro. Students will then create a political cartoon about the Euro. Have students do research on the adoption of the Euro and the different arguments for and against. Look at different political cartoons from this period about the Euro. Afterwards, students write a letter to a newspaper either supporting the European Union or requesting that it be disbanded. They will need to be sure to include a discussion of components of political cartoons or have them practice reading political cartoons at some time before creating their own.

**Questions for Discussion:** Why would some European countries choose not to convert their money to the Euro? How does the European Union benefit members?
Criteria chart and rubric developed with student input to evaluate the political cartoon and letter written to the newspaper.

Discussion questions on the Euro and the European Union allow students to synthesize several sources of information since they will be doing research on written sources and political cartoons that either support or go against both of these issues. Based on their research, students will then have to construct explanations, formulate conjectures and hypotheses, and
Suggested Activities for World Geography

test their own understanding of the issues connected to the Euro and European Union as they participate in the class discussion.

• **Case Study Project:**
Students will choose a European (EU or non-EU) country to represent and will research that country’s position on European Union expansion. In conducting this research, they should consider the following points:
  - Why do certain countries want to join the EU?
  - What do current EU members have to gain and lose in expansion?
  - Why do certain countries want to remain independent?

Students will then create a visual to be shown during a panel discussion addressing the questions above. In the panel discussion, they will give a two to three minute speech introducing their country’s position on the European Union.

In the case study project, students should:
  - Summarize a country’s position on EU expansion based on research
  - Produce a clear, imaginative visual that complements their presentation
  - Present a concise, well-organized speech on the topic
  - Play an active role in the panel discussion

For the panel discussion, students will need to make use of specific and accurate knowledge and provide evidence of claims and arguments as they present information on their specific country’s position on the expansion of the European Union.

• **Internet Activity – Pollution and the Green Political Parties:**
Students will use the following Green Party links to conduct research on pollution in Europe. They will learn about the “Green” political parties and their views on what should be done to redress this issue. They will write a summary of their findings and create a chart listing the programs proposed by these “Green” parties. Web sites to use for research include:

For the report on pollution in Europe, students should:
  - Present a concise well-organized report that emphasizes the impact of pollution on politics in Europe
  - Summarize efforts of political parties such as the “Greens” to control pollution
  - Produce a clear, imaginative visual to complement the report

Include references to the Web sites used as sources

✓ Have students label and identify the major landforms, bodies of water, the countries, and their respective capitols on a map of Europe.

✓ Students will read about the physical geography of Europe in Chapter 14. As they read sections 1 -3, they will complete the graphic organizer identifying key physical characteristics of the continent. The organizer should include these columns: Landforms, Resources, Climate and Vegetation, Human-Environment Interaction. Working in small groups, students will use the completed organizer and select one of the following to identify:
  - 2 ways that climate directly affects vegetation,
  - How 2 types of landforms have affected life in Europe,
  - How human’s have adapted to the environment,
  - Or, how the environment has been changed by humans?

Groups will present their findings to the whole class.
Suggested Activities for World Geography

✓ Activity Option: Creating a Montage:
Divide students into small groups and have them look for photographs on the Internet or in magazines that fall into the categories of location, place, and movement. Students will then create posters displaying European landforms, human-made landmarks, and athletic activities. Each image should have a caption that explains how this image fits the theme of geography identified, background information on what is in the picture, and the specific location of what is in the picture.

✓ Activity Option: Internet Research:
Have students go to www.classzone.com and locate the Current Events section for Unit Four. There are four major issues – The Possibility of Turkey Joining the European Union, Turmoil in the Balkans, Cleaning Up Europe, and European Unification. Students will select one of these issues and go to the links to the electronic Web sites connected to this issue. They will need to read at least one of the articles using the information and creating a comic strip using at least 5 panels and a creative title to convey the article’s main ideas.

✓ Activity Option: Critical Thinking:
Have students create a table with two columns and six rows. They should label the columns “Elevation” and “Countries”. Using the physical map in Chapter 14, they will label the rows with six elevation categories shown on the map legend in ascending order. They will then rank the following nations according to overall elevation from lowest to highest elevations: Denmark, France, Netherlands, Spain, and Switzerland. After completing the table, students will need to develop at least three conclusions about elevation in Europe.

✓ Activity Option: Link to Math:
Have students use the map scale on the political map found in Chapter 14 to calculate the distance in kilometers of each stage of this train itinerary: Lisbon-Madrid-Barcelona-Paris-Brussels-Berlin-Warsaw. Assuming an average speed of 90 km/hour, have them calculate the time it would take to travel to each city. They should then convert kilometers to miles.

✓ Activity Option: Analyzing Data:
Have a brief discussion on how a trade surplus and trade deficit affect a countries economy. Using the Regional Data File in Chapter 14, students will complete the appropriate calculations to select 2 countries that have a trade deficit and 2 countries with a trade surplus. Students should research the types of exports produced by the countries on their list and include visual representations as part of their research. Students will share their findings with the whole class and following the presentations, students will draw conclusions about which regions in Europe are more prosperous than others and what factors have determined these outcomes.

✓ Critical Thinking: Making Comparisons:
Have students identify what similar geographic problem is encountered in both the Netherlands and Venice. Students will then create a flow chart showing how people in both areas have each dealt with the problem and the results of this.

✓ Activity Option: Creating a Bar Graph:
Have students use the Regional Data File in Chapter 14 to create a bar graph on infant mortality rates in Europe. One axis should be labeled “Infant Mortality per 1,000 Live Births” and the other should be labeled “European Countries (M-Z)”. Direct students to evaluate the data before plotting it. They should make a judgment as to whether it is preferable to list countries alphabetically or to group nations with similar rates together. Students should use color to organize the information in their bar graphs. Afterwards, they should write three conclusions about the infant mortality rate in Europe.
Suggested Activities for World Geography

✓ Activity Option: Understanding Economic Terms:
Have students create a T-Chart with the terms “Industrial” and “Agricultural”. Using the Natural Resources map in Chapter 14, have students identify whether each resource is industrial or agricultural and then list these resources in the appropriate spot of the T-Chart. Students should then write at least three conclusions about the importance of these resources to the European economy.
Students will use the T-Chart and their conclusions to create a Venn Diagram comparing/contrasting Natural Resources in Europe and Texas.

✓ Internet Activity – Acid Rain in Europe:
Students will use the Web sites at http://greennature.com/article329.html and http://europa.eu.int/comm/environment/caring/en/caring12_en.pdf to do research on acid rain in Europe. They should focus on one aspect of acid rain, such as how the European Union is fighting acid rain or how European students learn about acid rain. Students will write a report on their findings and will include a map or chart that visually presents information on acid rain. Web sites used in preparing the report should be listed as sources.
The report on acid rain should be:
- Concise and well-organized
- Summarize efforts to control the problem
- Include a clear, imaginative visual to complement the report
- Include references to the Web sites used as sources

✓ Activity Option: Importance of Tourism in Europe’s Economy:
Discuss the importance of tourism to the European Economy. Students will then assume the role of a travel agent and plan a two week trip to one of the following European Regions:
- Mediterranean
- Scandinavia
- British Isles
- Eastern Europe
Students will create a travel itinerary including at least 4 major cities in region in addition to information on weather, climate, and points of interest.

✓ Activity Option: Studying the Progression of the Bubonic Plague:
Given an outline map of Europe, students will map the progression of the bubonic plague.
Students will use the map to help them create an original short story assignment using a “Bubonic Plague Carrying Flea” as the main character. Students must include the following factual information in the creative story:
- The time period in months and years.
- What started the plague?
- What countries did the bubonic plague affect?
- How did the plague spread?
- What preventative measures did the doctors suggest?

Suggest to students that they tell the story from the “Flea’s Perspective”.
- Where did the Flea travel?
- How did he travel?
- What did he see? Smell? Feel? etc.

✓ Activity Option: Creating Multimedia Presentations:
Have pairs of students work together to prepare a ten-minute multimedia presentation on an aspect of Western European music or art. Students should choose a specific topic, such as a
Suggested Activities for World Geography

particular composer, artist, or style. They should gather information for the text portion of their presentation and copy images and sound onto the computer.

✓ Activity Option: Exploring the New Germany:
Have students write a report on the reunification of Germany. The following criteria should be included in their reports:
• When and why Germany was divided
• The effect of the division on the East German economy and people
• How reunification occurred

Students will then need to compare and contrast German reunification with the ethnic issues currently taking place in the Balkans.

Have students create an annotated timeline of issues and events in the Balkans (pp. 318-321) from the Ottoman Empire to today including the role of ethnic and religious groups. Students will synthesize the information on the timeline into an essay describing the role of land in the issues/events citing the timeline events as evidence.

Have students write and design a memorial for the Balkan War and Srebrenica Massacre. Including a detailed description of the event, lessons learned, and the symbolism of the memorial.
One suggested website is http://www.pbs.org/wnet/cryfromthegrave/

Students will compare the processes and implications of population growth in the world’s fastest and slowest growing regions: sub-Saharan Africa and Europe. Through the analysis of standard of living indicators in these two regions, students will explore some of the social and economic implications of rapid population growth. Students will then take on the role of a special liaison to the United Nations in charge of establishing partnerships between nations of slow and fast growth. Through a written report, they will devise a way the countries can form a partnership to improve the standard of living for all countries involved.
*This activity can also be conducted during the third nine weeks study of Africa.

✓ Activity Option: The European Union and the Euro:
Chart on benefits and drawbacks of the European Union and the Euro. Students will create a political cartoon about the Euro. Have students do research on the adoption of the Euro and the different arguments for and against. Look at different political cartoons from this period about the Euro. Afterwards, students will write a letter to a newspaper either supporting the European Union or requesting that it be disbanded. They will need to be sure to include a discussion of components of political.

Questions for Discussion: Why would some European countries choose not to convert their money to the Euro? How does the European Union benefit members?

Criteria chart and rubric developed with student input to evaluate the political cartoon and letter written to the newspaper.

Discussion questions on the Euro and the European Union allow students to synthesize several sources of information since they will be doing research on written sources and political cartoons that either support or go against both of these issues. Based on their research, students will then have to construct explanations, formulate conjectures and hypotheses, and test their own understanding of the issues connected to the Euro and European Union as they participate in the class discussion.
Suggested Activities for World Geography

✓ Case Study Project:
Students will choose a European (EU or non-EU) country to represent and will research that country’s position on European Union expansion. In conducting this research, they should consider the following points:

• Why do certain countries want to join the EU?
• What do current EU members have to gain and lose in expansion?
• Why do certain countries want to remain independent?

Students will then create a visual to be shown during a panel discussion addressing the questions above. In the panel discussion, they will give a two to three minute speech introducing their country’s position on the European Union.

In the case study project, students should:

• Summarize a country’s position on EU expansion based on research
• Produce a clear, imaginative visual that complements their presentation
• Present a concise, well-organized speech on the topic
• Play an active role in the panel discussion

✓ Internet Activity – Pollution and the Green Political Parties:
Students will use the following Green Party links to conduct research on pollution in Europe. They will learn about the “Green” political parties and their views on what should be done to redress this issue. They will write a summary of their findings and create a chart listing the programs proposed by these “Green” parties. Web sites to use for research include:

• The Green Party of England and Wales at http://www.greenparty.org.uk/
• European Greens at http://www.europeangreens.org/

For the report on pollution in Europe, students should:

• Present a concise well-organized report that emphasizes the impact of pollution on politics in Europe
• Summarize efforts of political parties such as the “Greens” to control pollution
• Produce a clear, imaginative visual to complement the report

Include references to the Web sites used as sources

Unit 5: Central Europe and Northern Eurasia

Chapter 18: Regional Atlas: Introduction to Central Europe and Northern Eurasia

Chapter 19: Central and Eastern Europe

Chapter 20: Russia

• Have students label and identify the major landforms, bodies of water, and the respective countries and their capitals on a map of Europe.

• Students will read about the physical geography of Central Europe and Northern Eurasia in Chapter 18. As they read the sections, they will complete the graphic organizer identifying key physical characteristics of the European continent. The organizer should include these
Suggested Activities for World Geography

columns: Landforms, Resources, Climate and Vegetation, Human-Environment Interaction.

●Activity Option: Making a Timeline:
Have students choose a country either in Eastern Europe and conduct research on key events in that country’s history. Students should select events they feel are most significant and construct a timeline based on those events. Illustrations should also be included. Students should then develop a list of conclusions on how that country’s history has impacted its current development.

●Activity Option: Internet Activity:
Have students research to compare and contrast the building of the Trans-Siberia Railroad to the United States Transcontinental Railroad. Have Trans-Siberia Railroad and United States Transcontinental Railroad as column headings and History, Uses, and Current Status as row headings. Use information from textbook to fill in the chart or:

You can also use (Russia) http://www.interknowledge.com/russia/trasib01.htm to find information on the internet (United States) http://www.mindspring.com/~jilanham/trcc1.htm

●Activity Option: Chapter 22:
Identify the causes and effects of the shrinking of the Aral Sea, have students read Chapter 22 and fill in a graphic organizer with column titles causes and effects.

●Internet Activity – Creating a Travel Brochure:
Have students go to the Web Sites on Central Asia listed in the resource section. These can also be found on www.classzone.com. Have students download photographs of the landscape of Central Asia and compile them into a travel brochure. Each photograph should have captions written underneath.

●Have students do additional research on Lake Baikal and on the deepest lake in the state of Texas. They will then make a poster that visually compares the size and depth of the two lakes. Other information such as the volume of water in each of the lakes and maps showing the location of each lake should also be included.

●Have students draw a simple outline map of Europe and Asia and mark the boundaries of Russia and the Republics. Direct students to reread the text on climate in Chapter 18 and indicate on their map, using arrows and labels, the major influences on the region’s climates.

●Have students select a city in Russia and the Republics. They will collect data on the average monthly temperatures and precipitation in that city. Using this data, they will create a climograph that illustrates the results of their research.

●Internet Activity – Life in Siberia:
Students will use the on-line information at http://www.siberiaglobe.com/ to conduct research on Siberia. They should focus on how people cope with the region’s low temperatures. For example, they could investigate the kinds of clothing people wear or how they move about in the winter. This information should then be compiled into a written report. Photos and illustrations that visually present information about life in this region should be included. Web sites used in preparing the report should be listed in a “Works Cited” page.

For the report on coping in Siberia, students should:
• Present a concise, well-organized report
• Summarize different ways in which inhabitants face the region’s challenges
Suggested Activities for World Geography

- Produce a clear, imaginative visual to complement the report
- Include references to the web sites used as resources

**Geography Alive:**

<table>
<thead>
<tr>
<th>Russia Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson 17</strong> Russia’s Varied Landscape: Physical Processes at Work</td>
</tr>
<tr>
<td>A Social Studies Skill Builder asks students to examine how four physical processes shape Earth and to identify examples of their effects on the landscape of Russia.</td>
</tr>
<tr>
<td><strong>Lesson 18</strong> New Nation-States from the Old Soviet Empire: Will They Succeed?</td>
</tr>
<tr>
<td>To understand why political maps can change, students in a Writing for Understanding activity analyze economic and political information from five nation-states that formed after the breakup of the Soviet Union.</td>
</tr>
</tbody>
</table>

**Link to History: Writing a Report**

Have students choose one of the Russian leaders- V.I. Lenin, Joseph Stalin, Mikhail Gorbachev, or Vladimir Putin. Ask them to write a report of at least one page summarize this leader’s contributions to Russia or the Soviet Union.

**Internet Research: Making a Poster**

Direct students to research Russian art, architecture, writing, music, dance, or theater by using key words to find information on the Internet. Have students create posters that depict cultural achievements from the past or present.

**Cooperative Learning: Learning About Chernobyl’s “Liquidators”**

Ask students to focus on health problems that the liquidators and their children may have experienced since the accident. Direct them to the research links on Chernobyl found at www.classzone.com. Have them use the results of their research to write a short report or a multimedia presentation on the current status of the liquidators. In putting together their status reports, one group member should be responsible for writing, making sure to include personal stories from individuals whose lives have been affected by the explosion. Another member should compile charts, maps and graphs that show the impact on public health and the environment. The third member will look for photographs and illustrations to complement the report.

Questions for discussion and essay: What caused the explosion at Chernobyl and could it have been prevented? What effect did the explosion have on the community? What effect does the explosion have on the community today?

Researching the liquidators of Chernobyl requires that students synthesize several sources of information in addition to challenging them to construct explanations and justify arguments that are components of their presentation.

**Internet Activity – Nomadic Life in Central Asia:** Have students research the lives of nomads in Central Asia in the period before the Soviet Union took control of this region. Then have them make up a diary entry that describes the daily life of a typical nomadic family.

**Internet Activity – Researching the Western Republics:**

Have students select two of former Soviet republics west of Russia- Belarus, Estonia, Latvia, Lithuania, Moldova, or the Ukraine. They should take the material gained from research and create charts and graphs that compare the two republics chosen. These differences should
Suggested Activities for World Geography

then be addressed in a written report. Web sites used in this presentation should be included in a Works Cited page.

For their charts and graphs on the Western Republics, students should:
• Focus on suitable data and information
• Produce a clear, imaginative visual to complement the report
• Make sure the data is concise and well-organized
• Include references to the Web sites used as sources

•Activity Option: Researching Nuclear Waste
Have students use the key words nuclear waste disposal to find Web sites explaining why disposal of nuclear wastes is such a difficult problem. Have students share what they find in a one to two page written report.

•Activity Option: Seeing Patterns
Have students research a U.S. company currently doing business in Russia, such as MacDonald’s. They will then create a set of guidelines that the company should follow while conducting business in Russia.

•Activity Option: Damage Assessment Report
Students will choose a nuclear threat to investigate and examine its political, economic, and environmental consequences. They will use online and print resources to research their topic including the primary sources listed in the textbook to prepare a damage assessment report of the region’s nuclear situation today. This assessment should include both causes and effects as well as the steps being taken by regional officials to address the problem. The assessment should also include statistics, compelling stories, and first-person accounts that will enliven the assessment. Maps, charts, graphs, and photos should be added for visual interest.

The damage assessment report should:
• Clearly explain the causes and effects of the problem
• Describe steps that are or can be taken to solve the problem
• Include interesting statistics, a story, or a first-person account to engage the reader
• Contain informative, visually appealing graphics

✓Students will locate and label various key political and physical features of the former Soviet Union on a blank outline map. Have students outline all countries of the Commonwealth of Independent States in the same color, but color the inside of the countries in different colors. Have them leave Latvia, Lithuania, and Estonia not colored, as they are not part of the CIS.

An alternative to this is using History Alive! The Rise and Fall of the Soviet Union, Lesson 1.1 “Mapping Russia’s Physical and Ethnic Diversity”, in which students will map physiographic features of the Russian empire and locate ethnic groups based on a variety of clues.

✓Recommended Activities from History Alive! The Rise and Fall of the Soviet Union:
“Investigating Perspectives on Soviet Daily Life”: Students will examine Soviet propaganda posters from the Stalinist era. They will then write investigative articles to smuggle out of the Soviet Union to publish in western newspapers.

Lesson 3.2 “Exploring Events of the Cold War in Europe”: Students will illustrate a map and annotated timeline to analyze escalating events during the Cold War in Europe.
Suggested Activities for World Geography

**Lesson 4.1 “Interpreting Underground Soviet Art”:** Students will create poetic or graphic interpretations of an underground Soviet painting, poem, or song.

**Lesson 4.2 “The Unraveling of the Soviet Economy”:** Students will experience the failures of the Soviet economy that led to the reforms under Gorbachev in the 1980s.

**Lesson 4.3 “Independence Movements: A Photographic Exhibit”:** Students will visually analyze photographs to develop general conclusions of the independence movements that emerged in Eastern European countries in the 1980s.

**Multimedia project on the Russian economy:** Students will use the links at www.classzone.com to do research on current economic conditions in Russia. They will compare the statistics they find on the Russian economy, such as inflation and poverty rates, with statistics on the U.S. economy. They will then create a multimedia presentation of their findings, including maps and graphs that visually present the information researched.

For the multimedia presentation on the Russian economy, students should:
- Make concise, well-organized presentation
- Make comparisons that cover comparable data and time periods
- Include imaginative visual complements in the presentation
- Include references to the Web sites used as sources

**Activity Option: The Aral Sea (Chapter 22)**
Have students chart the causes and effects of the shrinking Aral Sea (Chapter 22 in textbook) and research scientific activities to save the sea (independent research). As a contemporary 21st century thinker, students will share their findings with the class.

Have students write an essay explaining why the Aral Sea is shrinking and what scientists plan to do to help save the Sea.

**Activity Option: Internet Activity:**
Have students research to compare and contrast the building of the Trans-Siberia Railroad to the United States Transcontinental Railroad. Have Trans-Siberia Railroad and United States Transcontinental Railroad as column headings and History, Uses, and Current Status as row headings. You can also use (Russia) http://www.interknowledge.com/russia/trasib01.htm to find information on the internet (United States) http://www.mindspring.com/~jilanham/trcc1.htm

**Internet Activity – Creating a Travel Brochure:**
Have students go to the Web Sites on Central Asia listed in the resource section. These can also be found on www.classzone.com. Have students download photographs of the landscape of Central Asia and compile them into a travel brochure. Each photograph should have captions written underneath.

**Activity Option: Lake Baikal**
Have students do additional research on Lake Baikal and on the deepest lake in the state of Texas. They will then make a poster that visually compares the size and depth of the two lakes. Other information such as the volume of water in each of the lakes and maps showing the location of each lake should also be included.
Suggested Activities for World Geography

✓ Activity Option: Weather and Geography:
Have students compare the weather and the geography in a Texas city to a Russian Republic of their choice. Students will collect monthly temperatures and precipitation for the past year to chart on a climograph. Students will then analyze the data collected for both weather and geography to decide what impact the geography has on the weather. Students will create a visual explaining their findings.

✓ Internet Activity – Life in Siberia:
Students will use the on-line information at http://www.siberiaglobe.com/ to conduct research on Siberia. They should focus on how people cope with the region’s low temperatures. For example, they could investigate the kinds of clothing people wear or how they move about in the winter. This information should then be compiled into a written report. Photos and illustrations that visually present information about life in this region should be included. Web sites used in preparing the report should be listed in a “Works Cited” page.

For the report on coping in Siberia, students should:
- Present a concise, well-organized report
- Summarize different ways in which inhabitants face the region’s challenges
- Produce a clear, imaginative visual to complement the report
- Include references to the web sites used as resources

✓ Link to History: Writing a Report
Have students choose one of the Russian leaders - V.I. Lenin, Joseph Stalin, Mikhail Gorbachev, or Vladimir Putin.

Students will write two newspaper obituaries for the person. One from the viewpoint of a follower and one from the viewpoint of a critic’s

✓ Internet Research: Making a Poster
Direct students to research Russian art, architecture, writing, music, dance, or theater by using key words to find information on the Internet. Have students create posters that depict cultural achievements from the past or present.

✓ Cooperative Learning: Learning About Chernobyl’s “Liquidators”
Ask students to focus on health problems that the liquidators and their children may have experienced since the accident. Direct them to the research links on Chernobyl found at www.classzone.com. Have them use the results of their research to write a short report or a multimedia presentation on the current status of the liquidators. In putting together their status reports, one group member should be responsible for writing, making sure to include personal stories from individuals whose lives have been affected by the explosion. Another member should compile charts, maps and graphs that show the impact on public health and the environment. The third member will look for photographs and illustrations to complement the report.

✓ Internet Activity – Researching the Western Republics:
Have students select two of former Soviet republics west of Russia- Belarus, Estonia, Latvia, Lithuania, Moldova, or the Ukraine. Refer them to Think Quest Web site on former Soviet republics at http://library.thinkquest.org/ 10775/ kgb.htm. They should take the material gained from research and create charts and graphs that compare the two republics chosen. These differences should then be addressed in a written report. Web sites used in this presentation should be included in a Works Cited page.

For their charts and graphs on the Western Republics, students should:
Suggested Activities for World Geography

- Focus on suitable data and information
- Produce a clear, imaginative visual to complement the report
- Make sure the data is concise and well-organized
- Include references to the Web sites used as sources

**Activity Option: Damage Assessment Report**
Students will choose a nuclear threat to investigate and examine its political, economic, and environmental consequences. They will use online and print resources to research their topic including the primary sources listed in their textbook to prepare a damage assessment report of the region’s nuclear situation today. This assessment should include both causes and effects as well as the steps being taken by regional officials to address the problem. The assessment should also include statistics, compelling stories, and first-person accounts that will enliven the assessment. Maps, charts, graphs, and photos should be added for visual interest.

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- Clearly explain the causes and effects of the problem
- Describe steps that are or can be taken to solve the problem
- Include interesting statistics, a story, or a first-person account to engage the reader
- Contain informative, visually appealing graphics

**Multimedia project on the Russian economy:**
Students will use the links at [www.classzone.com](http://www.classzone.com) to do research on current economic conditions in Russia.

Students will create a multimedia presentation comparing the following:
- Today’s economic conditions in Russian Republics and in the U.S.
- The economic conditions toward the end of the U.S.S.R. in U.S. and in Soviet Union

Students should research information on inflation, poverty rates, average annual income, life expectancy, and cost of living and include graphs, charts, and visuals. In writing, students will assess the changes in daily life over time and discuss the following question. Economically, have the lives of Russians improved?

For the multimedia presentation on the Russian economy, students should:
- Make concise, well-organized presentation
- Make comparisons that cover comparable data and time periods
- Include imaginative visual complements in the presentation
- Include references to the Web sites used as source.