

## Geography and History of the World

Teacher: Bradley Ream

Month	Content and Essential Questions	Skills	Lesson Examples and Assessments
August	<p><b>Culture Hearths</b></p> <p><b>GHW1.1</b> Study of maps, timelines, charts, and other graphics will help students understand that early civilizations were distributed throughout the world, in Asia, Mesoamerica, and North Africa. Graphics reveal that many early culture hearths were located in river valleys (Tigris-Euphrates, Nile, Indus, Huang He, and parts of Mesoamerica), although others were land-based (the Mongol civilization of Central Asia) and rainforest-based (Mesoamerica). Through timelines and charts, students can also learn about significant events that contributed to the</p>	<p><b>IN_Academic_Standards Geography and History of the World : 9-12</b></p> <ul style="list-style-type: none"> <li>Standard GWH.1 Students will examine the physical and human geographic factors associated with the origin and development of culture hearths in various regions of the world. <i>Introduced</i></li> <li>Indicator GHW.1.1 Use maps, timelines, and/or other graphic representations to identify the location, distribution, and main events in the development of cultural hearths in various regions of the world. (Origins, Spatial Distribution, Human Environment Interactions, Human Livelihoods) <i>Developed</i></li> </ul> <p><b>GHW1.1</b></p> <ol style="list-style-type: none"> <li>Students will use maps, timelines, and/or other graphic representations to identify the location, distribution, and main events in the development of culture hearths in Asia, Mesoamerica and North Africa.</li> <li>Students will use maps, timelines, and/or other graphic representations to describe the location, distribution, and main events in the development of culture hearths in Asia, Mesoamerica and North Africa.</li> </ol> <p><b>IN_Academic_Standards Geography and History of the World: 9-12</b></p> <ul style="list-style-type: none"> <li>Indicator GHW.1.2 Ask and answer geographic and</li> </ul>	<p><b>GHW1.1</b></p> <ol style="list-style-type: none"> <li><a href="http://www.glencoe.com/ghw/ind...">http://www.glencoe.com/ghw/ind...</a></li> <li>Geography and History of the World &amp; Schoology</li> <li>Students will write a diary or journal as a resident of one of the early culture hearths. The narrative should describe everyday life and how location and events influenced the development of this civilization.</li> <li><a href="#">Geography and History of the World Class Website</a></li> </ol>

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	<p>development of these civilizations.</p> <p>1. Where did early culture hearths develop? How were they distributed globally?</p> <p>2. What major events contributed to their development?</p> <p><b>GHW1.2</b> Asking geographic and historical questions can help students better understand where and why culture hearths were established in specific locations such as the river valleys of the Nile, Indus, Tigris-Euphrates, and Huang He or the plains of central Asia. Asking questions can also help students understand how location can help or impede a developing civilization. Finally, asking questions gives students insight into why some culture hearths continue while others (such as those in early Mesoamerica) decline or disappear.</p> <p>1. How does location impact the establishment and development of a culture hearth?</p> <p>2. Why have some civilizations flourished, while others have declined or disappeared?</p>	<p>historical questions about the locations and growth of culture hearths. Assess why some of these culture hearths have endured to this day, while others have declined or disappeared. (National Character, Change Over Time, Physical Systems, Spatial Distribution) <i>Developed</i></p> <p><b>GHW1.2</b></p> <p>1. Students will ask and answer geographic and historical questions about the locations and growth of culture hearths.</p> <p>2. Students will determine why some of these culture hearths have endured to this day, while others have declined or disappeared.</p> <p><b>IN_Academic_Standards Geography and History of the World: 9-12</b></p> <p>• Indicator GHW.1.2 Ask and answer geographic and historical questions about the locations and growth of culture hearths. Assess why some of these culture hearths have endured to this day, while others have declined or disappeared. (National Character, Change Over Time, Physical Systems, Spatial Distribution) <i>Developed</i></p> <p>• Indicator GHW.1.3 Analyze agricultural hearths and exchanges of crops among regions. Evaluate the impact of agriculture on the subsequent development of culture hearths in various regions of the world. (Spatial Interaction, Physical Systems, Diffusion, Human Environment Interactions) <i>Developed</i></p>	<p><b>GHW1.2</b></p> <p>1. <a href="http://www.glencoe.com/ghw/ind...">http://www.glencoe.com/ghw/ind...</a></p> <p>2. Geography and History of the World Schoology Assessment Suite</p> <p>3. <a href="#">Geography and History of the World Class Website</a></p>
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	<p><b>GHW1.3</b> Study of agricultural hearths in Mesopotamia and the ancient Greek city-states will help students understand how agriculture influenced the development of these civilizations. It will also reveal how cultures with similar latitudes in North Africa, Europe, and East Asia exchanged crops (wheat, barley) and animals (horses, cattle). In addition, students will recognize that pre-Columbian societies in the Americas shared common agriculture features. This study will also illustrate the impact of Mesoamerican agriculture on Europe in the 300 years following the voyages of Christopher Columbus.</p> <p>1. How did agriculture and agricultural exchange across regions contribute to the development of certain culture hearths?</p>	<p><b>GHW1.3</b> 1. Students will analyze agricultural hearths and exchanges of crops among regions. 2. Students will evaluate the impact of agriculture on the subsequent development of culture hearths in various regions of the world. <b>IN_Academic_Standards</b> <b>Geography and History of the World (2006): 9-12</b> • Indicator GHW.1.2 Ask and answer geographic and historical questions about the locations and growth of culture hearths. Assess why some of these culture hearths have endured to this day, while others have declined or disappeared. (National Character, Change Over Time, Physical Systems, Spatial Distribution) <i>Developed</i> • Indicator GHW.1.3 Analyze agricultural hearths and exchanges of crops among regions. Evaluate the impact of agriculture on the subsequent development of culture hearths in various regions of the world. (Spatial Interaction, Physical Systems, Diffusion, Human Environment Interactions) <i>Developed</i> • Indicator GHW.1.4 Detect the factors that explain how the local and regional human and physical environments of selected culture hearths were modified over time in terms of such features as urban development and agricultural activities. (Human Environment Interactions, Spatial Variation, Change Over Time, Cultural Landscape) <i>Developed</i></p>	<p><b>GHW1.3</b> 1. <a href="http://www.glencoe.com/ghw/ind...">http://www.glencoe.com/ghw/ind...</a> 2. Geography and History of the World Schoology Assessment Suite 3. <a href="#">Geography and History of the World Class Website</a></p>
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	<p><b>GHW1.4</b> Study of agricultural efforts and urbanization will help explain how agricultural advances and the growth of towns and cities changed societies. These factors help students explain why the Persians rose while the Sumerians, Babylonians, Assyrians, and Phoenicians fell, why the Maya civilization rose from the Olmec but later fell, and why Cambodia's Angkor Wat culture did not survive.</p> <p>1. How do factors, such as urban development and agricultural activities, modify the human and physical environments of culture hearths over time?</p>	<p><b>GHW1.4</b> 1. Students will identify and describe the factors that explain how the local and regional human and physical environments of selected culture hearths were modified over time in terms of such features as urban development and agricultural activities.</p>	<p><b>GHW1.4</b> 1. <a href="http://www.glencoe.com/ghw/ind...">http://www.glencoe.com/ghw/ind...</a> 2. Geography and History of the World Schoology Assessment Suite 3. Students will create a table to analyze the impact of urban development on culture hearths.  4. <a href="#">Geography and History of the World Class Website</a></p>
September	<p><b>IN_Academic_Standards Geography and History of the World : 9-12</b> • Standard GWH.2 Students will examine the physical and human geographic factors associated with the origins, spread, and impact of major world religions in different regions of the world. <i>Introduced</i> • Indicator GHW.2.4 Analyze and assess the rise of fundamentalist movements in all the world's major religions during contemporary times (1980–present) and describe the relationships between religious fundamentalism and the secularism and modernism associated with the Western tradition. (National Character, Change Over Time, Sense of Place, Cultural Landscapes) <i>Developed</i></p>	<p><b>IN_Academic_Standards Geography and History of the World: 9-12</b> • Standard GWH.2 Students will examine the physical and human geographic factors associated with the origins, spread, and impact of major world religions in different regions of the world. <i>Introduced</i></p>	

<p><b>Standard 2: World Religions GHW2.0</b> Students will examine the physical and human geographic factors associated with the origin and development of culture hearths in various regions of the world.</p> <p>1. What are the similarities and differences in the world's major religions?</p>	<p><b>GHW2.0</b> 1.Students will compare and contrast the similarities and differences of the world's major religions. <b>IN_Academic_Standards Geography and History of the World (2006): 9-12</b> • Indicator GHW.2.1 Map the spread over time of world religions from their points of origin and identify those that exhibit a high degree of local and/or international concentration. (Origins, Change Over Time, Diffusion, Spatial Organization, Spatial Distribution) <i>Developed</i></p>	<p><b>GHW2.0</b> 1. Students will complete a Venn Diagram comparing and contrasting the world's major religions beliefs.</p> <p>2.<a href="#">Geography and History of the World Class Website</a></p>
<p><b>GHW2.1</b> Creating maps will help students understand where major world religions such as Christianity, Islam, Buddhism, Hinduism, Confucianism, Taoism, Shintoism, and Orthodox Judaism originated and how they spread. Maps also help students explain where particular religions are highly concentrated, either within a particular region or throughout the world.</p> <p>1. Where did various world religions originate and spread?</p>	<p><b>GHW2.1</b> 1. Students will create maps that will help them understand where major world religions such as Christianity, Islam, Buddhism, Hinduism, Confucianism, Taoism, Shintoism, and Orthodox Judaism originated and how they spread. <b>IN_Academic_Standards Geography and History of the World: 9-12</b> • Indicator GHW.2.2 Differentiate among selected countries in terms of how their identities, cultural and physical environments and forms of government are affected by world religions. (Spatial Interaction, Spatial Variation, Change Over Time, Cultural Landscape, National Character, Physical Systems) <i>Developed</i></p>	<p><b>GW2.1</b> 1. <a href="http://www.glencoe.com/ghw/ind...">http://www.glencoe.com/ghw/ind...</a> 2. Geography and History of the World Schoology Assessment Suite. 3. Students write a paragraph explaining why major religions have spread from place to place and why certain religions remain primarily in their places of origin 4. Students analyze a circle graph showing the distribution of religions throughout the world by population graph. <a href="http://religions.pewforum.org/reports">http://religions.pewforum.org/reports</a> 5. Ask students to construct a similar circle graph showing religions in the United States by population.</p> <p>6.<a href="#">Geography and History of the World Class Website</a></p>

	<p><b>GHW2.2</b> By asking questions such as how Islam, Judaism, and Christianity affected the early governments of Spain; how the Eastern Orthodox Church influenced Russia; how the Shiite branch of Islam affects culture and government in Iran and Iraq; and how the concept of a Jewish state affects Israel and a possible Palestinian state in the future, students will develop an understanding of how world religions influence selected countries' identities, cultures, government forms and functions, and physical environments.</p> <p>1. How do world religions influence national identities, cultural and physical environments, and governments over time?</p> <p><b>GHW2.3</b> By analyzing the attitudes of different religions toward resource use, students will better understand how religion influences the ways people view the environment and the use of resources. Examples include the views of Japan's Shintoists and Buddhists, the religious practices of Native American tribes, the ideas of India's Hindus and Jainists, animism in Sub-Saharan Africa, and the views of Western world Christians.</p> <p>1. How do world religions share similar and different perspectives on the environment and use of</p>	<p><b>GHW2.2</b> 1. Students will differentiate among selected countries in terms of how their identities, cultural and physical environments, and functions and forms of government are affected by world religions.</p> <p><b>IN_Academic_Standards Geography and History of the World: 9-12</b> • Indicator GHW.2.3 Compare and contrast different religions in terms of perspectives on the environment and attitudes toward resource use, both today and in the past. (Human Environment Interactions, Change Over Time, Physical Systems) <i>Developed</i></p> <p><b>GHW2.3</b> 1. Students will compare and contrast different religions in terms of perspectives on the environment and attitudes toward resource use, both today and in the past. <b>IN_Academic_Standards Geography and History of the World: 9-12</b> • Indicator GHW.2.4 Analyze and assess the rise of fundamentalist movements in all the world's major religions during contemporary times (1980–present) and describe the relationships between religious fundamentalism and the secularism and modernism associated with the Western tradition. (National Character, Change Over Time, Sense of Place,</p>	<p><b>GHW2.2</b> 1. <a href="http://www.glencoe.com/ghw/ind...">http://www.glencoe.com/ghw/ind...</a> 2. Geography and History of the World Schoology As 3. Assess students' knowledge of the conflict between Israel and Palestine by having them complete the assessment on student pages 448-449. 4. Have students write a short essay discussing how the relationship between the Jews of Israel and the Arab Muslims of Palestine impacted the physical and cultural environments of the region.</p> <p>5. <a href="#">Geography and History of the World Class Website</a></p> <p><b>GHW2.3</b> 1. <a href="http://www.glencoe.com/ghw/ind...">http://www.glencoe.com/ghw/ind...</a> 2. Geography and History of the World Schoology Assessment 3. Have students read various Native American quotations concerning the environment and natural resources. Ask students to select one quotation, analyze the perspective, and assume that person's identity to write a letter to the United States government about the country's environmental and resource concerns.</p> <p>4. <a href="#">Geography and History of the World Class Website</a></p>
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	<p>natural resources?</p> <p><b>GHW2.4</b> Study of the rise of fundamentalist movements will help you understand how religious philosophies based in literal interpretations of holy books can clash with views that separate religion and civic life. You will also learn how fundamentalist views can clash with those of scientific thinkers. Examples include twentieth-century challenges to separation of church and state in the United States; Shiite Islamic fundamentalists in Iran, who view the Western powers (particularly the United States) as The Great Satan; and strife between India's government and fundamentalist religious groups. How did fundamentalist movements in the world's major religions develop in the contemporary world? What is the relationship between the rise of religious fundamentalism in the twentieth century and Western secularism and modernism?</p>	<p>Cultural Landscapes) <i>Developed</i></p> <p><b>GHW2.4</b> 1. Students will analyze and assess the rise of fundamentalist movements in the world's major religions during contemporary times (1980-present). 2. Students describe the relationships between religious fundamentalism and the secularism and modernism associated with the Western tradition. <b>IN_Academic_Standards Geography and History of the World (2006) : 9-12</b> • Indicator GHW.2.4 Analyze and assess the rise of fundamentalist movements in all the world's major religions during contemporary times (1980-present) and describe the relationships between religious fundamentalism and the secularism and modernism associated with the Western tradition. (National Character, Change Over Time, Sense of Place, Cultural Landscapes) <i>Developed</i> • Standard GWH.3 Students will examine the physical and human geographic factors associated with population characteristics, distribution, and migration in the world and the causes and consequences associated with them. <i>Introduced</i></p>	<p><b>GHW2.4</b> 1. <a href="http://www.glencoe.com/ghw/ind...">http://www.glencoe.com/ghw/ind...</a> 2. Geography and History of the World Schoology Assessment 3. Have students read about the rise of Islamic fundamentalism, al-Qaeda, and militant fundamentalism in the Middle East. 4. Have students clip a magazine or newspaper article that shows the actions or beliefs of Islamic fundamentalists.</p> <p>4. <a href="#">Geography and History of the World Class Website</a></p>
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	<p><b>Standard 3.0-Population Characteristics, Distribution and Migration</b>  <b>IN_Academic_Standards Geography and History of the World : 9-12</b>          • Indicator GHW.2.4          Analyze and assess the rise of fundamentalist movements in all the world's major religions during contemporary times (1980–present) and describe the relationships between religious fundamentalism and the secularism and modernism associated with the Western tradition. (National Character, Change Over Time, Sense of Place, Cultural Landscapes) <i>Developed</i>          • Standard GWH.3          Students will examine the physical and human geographic factors associated with population characteristics, distribution, and migration in the world and the causes and consequences associated with them. <i>Introduced</i></p> <p><b>GHW3.0</b>          Students will examine the physical and human geographic factors associated with population characteristics, distribution, and migration in the world and the causes and consequences associated with them.</p> <p>1. What are the terms and calculations used to determine population growth rates, population densities, and population distribution of the world's people?</p>	<p><b>GHW3.0</b>          1. Students will identify key terms and calculations used to determine population growth and densities factors.          2. Students will trace population growth patterns over time.          3. Students will identify factors that caused declines and growths in the world's population.</p> <p><b>IN_Academic_Standards Geography and History of the World: 9-12</b>          • Indicator GHW.2.4          Analyze and assess the rise of fundamentalist movements in all the world's major religions during contemporary times (1980–present) and describe the relationships between religious fundamentalism and the secularism and modernism associated with the Western tradition. (National Character, Change Over Time, Sense of Place, Cultural Landscapes) <i>Developed</i>          • Indicator GHW.3.1 Map the distribution of the world's human population for different time periods. Analyze changes in population characteristics and population density in specific regions. (Spatial Variation, Change Over Time, Spatial Distribution, Human Environment Interactions) <i>Developed</i></p>	<p><b>GHW3.0</b>          1. <a href="http://www.glencoe.com/ghw/ind...">http://www.glencoe.com/ghw/ind...</a>          2. Geography and History of the World Schoology Assessment          3. Students will create line graphs of the world's population growth and the world's carrying capacity. They will analyze the graphs to determine when the world's carrying capacity will be reached.</p> <p>4. <a href="#">Geography and History of the World Class Website</a></p>
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	<p><b>GHW3.1</b> Using maps to determine how the world's population has concentrated and changed over time will help students understand changes in the types and densities of populations in specific regions. These regions include Africa from the colonial era (1600s to 1800s) to modern times (1900 to present), Europe from the 1800s to the present, and Ireland from the 1830s and 1840s to the 1980s and 1990s.</p> <p>1. What are the factors, causes, and consequences associated with changes in the world's human populations?</p> <p><b>GHW3.2</b> Study of migration patterns that have occurred over time will help students understand push, or negative, factors that caused people to leave one place. Push factors include famine, religious intolerance, and poverty. Students will then identify pull, or positive, factors that drew people to another place. Pull factors include freedom, economic opportunities, and gold. Students should note how these factors changed over time.</p> <p>1. What push-pull factors have resulted in human migration over time? 2. How have these factors changed?</p>	<p><b>GHW3.1</b> 1. Students will use maps to determine how the world's population has concentrated and changed over time. 2. Students will understand changes in the types and densities of populations in specific regions.</p> <p><b>IN_Academic_Standards Geography and History of the World: 9-12</b> • Indicator GHW.3.2 Identify the push-pull factors that resulted in the migration of human population over time and detect changes in these factors. (Origins, Change Over Time, Spatial Interaction) <i>Developed</i></p> <p><b>GHW3.2</b> 1. Students will identify and describe the push-pull factors that resulted in the migration of human population over time and detect changes in these factors. 2. Students will then identify pull, or positive, factors that drew people to another place. Pull factors include freedom, economic opportunities, and gold. 3. Students will record how these factors changed over time.</p> <p><b>IN_Academic_Standards Geography and History of the World: 9-12</b> • Indicator GHW.3.4 Give examples of and evaluate how the physical and human environments in different regions have changed over time due to significant population growth or decline. (Spatial Variation, Change Over Time, Cultural</p>	<p><b>GHW3.1</b> 1. <a href="http://www.glencoe.com/ghw/ind...">http://www.glencoe.com/ghw/ind...</a> 2. Geography and History of the World Schoology Assessment Suite. 3. Have students read Global Themes: Population Characteristics: Changing Population Patterns in Africa. Then have them complete all of the questions and activities that go along with it.</p> <p>4. <a href="#">Geography and History of the World Class Website</a></p> <p><b>GHW3.2</b> 1. <a href="http://www.glencoe.com/ghw/ind...">http://www.glencoe.com/ghw/ind...</a> 2. Geography and History of the World Schoology Assessment Suite. 3. Instruct students to choose a country that is currently experiencing overcrowding, political/economic turmoil, religious/ethnic persecution, or similar conditions and develop a chart listing push-pull factors causing people to leave. If possible, have students indicate the countries to which the people are migrating. Give students a list of places to choose from (China, Nigeria, North Korea, Iraq, Pakistan, and so on). Have students illustrate their findings and research on a blank political map of the world.</p> <p>4. <a href="#">Geography and History of the World Class Website</a></p>
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	<p>Landscape, Sense of Place) <i>Developed</i></p> <p><b>GHW3.3</b>          Help students to understand that, as people move from one country to another, they change the characteristics of the population. For example, when India and China lost large numbers of people to the United States, they suffered brain drains. Also make clear that shifts in human populations can also affect environments. For example, population gains can cause areas to become crowded leading to the construction of more buildings, which causes the need for land to be cleared to make room for construction.</p> <p>1. In what ways has migration affected the population characteristics as well as physical and human environments of certain regions?</p> <p>2. What caused the migrations?</p> <p>3. How were the places from which people migrated affected?</p>	<p><b>GHW3.3</b>          1. Students will understand that, as people move from one country to another, they change the characteristics of the population.          2. Students will analyze the changes in population characteristics and physical and human environments that resulted from the migration of peoples within, between, and among world regions.</p>	<p><b>GHW3.3</b>          1. <a href="http://www.glencoe.com/ghw/ind...">http://www.glencoe.com/ghw/ind...</a>          2. Geography and History of the World Schoology Assessment suite.          3. Have students read the feature on North African immigration to France. Have them answer the Critical Thinking Skills questions to assess their understanding of the impact of this migration.          4. Have students pretend that they are a Palestinian Arab that has left his or her homeland and migrated to a neighboring Middle Eastern country such as Syria or Lebanon. Students should describe the effects this move might have upon his or her life, culture, and the home he or she has left behind.</p> <p><a href="#">5. Geography and History of the World Class Website</a></p>
<b>October</b>	<p><b>GHW3.4</b>          Populations of countries and regions have increased and decreased over time. Examples include the Huguenots migrating from France to German states, colonial America, and South Africa from 1700 to 1900; Persian Gulf immigrants coming to the United Kingdom in the 1900s; Japanese seeking economic opportunity in Australia from 1975 to</p>	<p><b>IN_Academic_Standards Geography and History of the World: 9-12</b>          • Indicator GHW.3.5          Analyze population trends in the local community and suggest the impact of these trends on the future of the community in relation to issues such as development, employment, health, cultural diversity, schools, political representation, and sanitation. Propose strategies for dealing with</p>	<p><b>GHW3.4</b>          1. <a href="http://www.glencoe.com/ghw/ind...">http://www.glencoe.com/ghw/ind...</a>          2. Geography and History of the World Schoology Assessment Suite.          3. Ask students to read Global Themes: Population Migration (see the linked re. Then ask students to imagine that they are artists living in the United States today. Inform them that the government is enforcing a law that prohibits them from painting anything but fruit and buildings. Prompt them to create a first-person narrative describing how this censorship makes them feel and whether or not they would choose to remain in the United States. Additionally, ask them to describe how</p>

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	<p>today; and Soviet artists moving to the United States from 1950 to 1990. Studying examples like these will help students understand how population changes affected physical and human environments.</p> <p>1. How have the physical and human characteristics of regions changed over time due to significant population growth or decline?</p> <p><b>GHW3.5</b> Study of U.S. Census population data and analysis of population trends in a city, township, and county by decade from 1950 to the present day helps predict future population changes and the likely effect on economic health, social services, allocation of political representation, and cultural diversity.</p> <p>1. How do population trends affect local communities? 2. How do these trends influence local economies?</p>	<p>the issues identified. (Change Over Time, Spatial Organization, Human Livelihoods, Cultural Landscape, Sense of Place) <i>Developed</i></p> <p><b>GHW3.4</b></p> <p>1. Students will cite examples of and evaluate how the physical and human environments in different regions have changed over time due to significant population growth or decline.</p> <p><b>IN_Academic_Standards Geography and History of the World: 9-12</b></p> <p>• Indicator GHW.3.5 Analyze population trends in the local community and suggest the impact of these trends on the future of the community in relation to issues such as development, employment, health, cultural diversity, schools, political representation, and sanitation. Propose strategies for dealing with the issues identified. (Change Over Time, Spatial Organization, Human Livelihoods, Cultural Landscape, Sense of Place)</p> <p><b>GHW3.5</b></p> <p>1. Students understand how population changes affected physical and human environments in their local community.</p> <p>2. Students will analyze population trends in the local community and suggest the impact of these trends on the future of the community in relation to issues such as development, employment, health, cultural diversity, schools, political representation and sanitation.</p> <p>3. Students will then propose strategies for</p>	<p>this law will affect culture in the United States.</p> <p>4. <a href="#">Geography and History of the World Class Website</a></p> <p><b>GHW3.5</b></p> <p>1. <a href="http://www.glencoe.com/ghw/ind...">http://www.glencoe.com/ghw/ind...</a> 2. Geography and History of the World Schoology Assessment Suite. 3. Have students use the Internet or a reference book containing accurate U.S. Census data to collect total population figures for a large city covering the decades of 1950, 1960, 1970, 1980, 1990, and 2000. Direct them to the United States Census Bureau: <a href="http://www.census.gov">http://www.census.gov</a> Then have them collect the same information for a small town. Based on the data they collect, ask students to predict what the populations of these places will be like in the year 2020. Then ask students to make a list of concerns and problems that these communities will need to address.</p>
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	<p><b>Standard 4.0 Exploration, Conquest, Imperialism and Post-Colonialism</b></p> <p><b>GHW4.1</b> Throughout history several countries embarked on voyages of exploration, discovery, and conquest. By examining these voyages, you will understand the reasons why these voyages were made and how such voyages led to changes in people's views of world regions. Examples include the conquests of Alexander the Great and the beginnings of the Hellenistic Period; the Mongol conquests of India and China; Spanish, Portuguese, English, and French exploration and conquest of the New World; the exploration around India to Africa by the Ming Dynasty; Europeans' experience of</p>	<p>dealing with the issues identified.</p> <p><b>IN_Academic_Standards Geography and History of the World: 9-12</b></p> <ul style="list-style-type: none"> <li>• Standard GWH.4 Students will examine the physical and human geographic factors associated with the origins, major players and events, and consequences of worldwide exploration, conquest, and imperialism. <i>Introduced</i></li> <li>• Indicator GHW.4.1 Explain the causes and conditions of worldwide voyages of exploration, discovery, and conquest. Identify the countries involved. Provide examples of how people modified their view of world regions as a consequence of these voyages. (Origins, Change Over Time, Sense of Place, Spatial Interaction, Spatial Organization) <i>Developed</i></li> </ul> <p><b>GHW4.1</b> 1. Students will examine the physical and human geographic factors associated with the origins, major players and events, and consequences of worldwide exploration, conquest and imperialism. 2. Students will explain the causes and conditions of worldwide voyages of exploration, discovery and conquest. Identify the countries involved. 3. Students will provide examples of how people modified their view of world regions as a consequence of these voyages.</p> <p><b>IN_Academic_Standards Geography and History of the World: 9-12</b></p> <ul style="list-style-type: none"> <li>• Indicator GHW.4.2 Use maps, timelines, and/or</li> </ul>	<p><a href="#">4. Geography and History of the World Class Website</a></p> <p><b>GHW4.1</b> 1. <a href="http://www.glencoe.com/ghw/ind...">http://www.glencoe.com/ghw/ind...</a> 2. Geography and History of the World Schoology Assessment Suite. 3. Have students complete History and Geography Activity 4 to see how world regions were modified by Alexander's conquests. Students will answer questions about History and Geography Activity 4. 4. Have students read Global Themes: Exploration &amp; Conquest: The Mongols questions and activities that go along with it. Have students research other examples of world conquest. They should compare these examples with what they know of conquests by Alexander the Great, of India and China, and of Africa and Asia. 5. Have students write an essay generalizing about the patterns of world conquest. 6. <a href="#">Geography and History of the World Class Website</a></p>
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	<p>Asia and Africa; and the Manchu conquest of China and Inner Asia.</p> <ol style="list-style-type: none"> <li>1. Why did countries or peoples seek to conquer foreign lands?</li> <li>2. How have worldwide voyages led to changes in people's view.</li> </ol> <p><b>GHW4.2</b> Having students study maps, timelines, and other graphic representations will help them understand the consequences of encounters between peoples in different regions for the people and environments involved. These graphic representations can include world maps of the 1400s showing how selected crops grown for food compare to and differ from world maps of the 1500s showing the same type of information. Graphic representations can show how the Industrial Revolution affected agriculture in Europe and the Americas during the years 1700 to 1900, and can also show a comparison of the presence of major life-threatening diseases for any two or more regions of the world before and after the year 1492.</p> <ol style="list-style-type: none"> <li>1. How can maps, timelines, and other graphic representations reveal the</li> </ol>	<p>other graphic representations to show the movement, spread, and changes in the worldwide exchange of flora, fauna, and pathogens that resulted from transoceanic voyages of exploration and exchanges between peoples in different regions. Assess the consequences of these encounters for the people and environments involved. (Spatial Interaction, Change Over Time, Diffusion, Human Environment Interactions) <i>Developed</i></p> <p><b>GHW4.2</b> 1. Students will use maps, timelines, and/or other graphic representations to show the movement, spread and changes in the worldwide exchange of flora, fauna, and pathogens that resulted from transoceanic voyages of exploration and exchanges between peoples in different regions. 2. Students will assess the consequences of these encounters for the people and environments involved.</p> <p><b>IN_Academic_Standards Geography and History of the World: 9-12</b> • Indicator GHW.4.3 Identify and compare the main causes, players, and events of imperialism during different time periods. Use a series of political maps to examine the global extent of imperialism. (Changes Over Time, Spatial Distribution, Spatial Interaction) <i>Developed</i></p>	<p><b>GHW4.2</b> 1. <a href="http://www.glencoe.com/ghw/ind...">http://www.glencoe.com/ghw/ind...</a> 2. Geography and History of the World Schoology Assessment Suite. 3. Tell each student to select an invention from the Industrial Revolution. Then have them research to learn more about the invention and use presentation software to describe the invention to the rest of the class. The presentation should include a diagram of the machine with each part labeled. Have students explain how each invention worked and how it saved time or helped people do their jobs more easily. 4. Have students work in pairs or teams to review the reading on the Industrial Revolution in England and North America in order to compare its effects on agriculture in the two countries.</p> <p>5. <a href="#">Geography and History of the World Class Website</a></p>
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	<p>worldwide exchange of plants, animals, and diseases between continents?</p> <p>2. What were the consequences of this exchange for both the people and environments involved?</p> <p><b>GHW4.3</b> Study of the main causes, players, and events of imperialism during different time periods. Examination of political maps that show the global extent of imperialism will help students understand the colonial focus of European nationalities including Spanish and Portuguese (1492 to 1825) and British, French, Belgian, and Dutch (1800 to 1970). This study will also reveal the links in resources and trade patterns between European countries and their colonies in Asia and Africa in the nineteenth and twentieth centuries.</p> <p>1. What factors contributed to the rise and growth of imperialist policies in the Americas, Asia, and Africa?</p> <p><b>GHW4.4</b> Study of imperialist and colonial policies will help you understand how environments, including languages, changed as a result of the differing policies of rulers. For</p>	<p><b>GHW4.3</b></p> <ol style="list-style-type: none"> <li>1. Students will identify and compare the main causes, players and events of imperialism during different time periods.</li> <li>2. Students will examine the global extent of imperialism using a series of political maps.</li> </ol> <p><b>IN_Academic_Standards Geography and History of the World: 9-12</b></p> <ul style="list-style-type: none"> <li>• Indicator GHW.4.4 Analyze and assess how the physical and human environments (including languages used) of places and regions changed as the result of differing imperialist and colonial policies. (Spatial Interaction, Changes Over Time, Cultural Landscape, National Character, Physical Systems, Sense of Place, Spatial Variation, Spatial Organization) <i>Developed</i></li> </ul> <p><b>GHW4.4</b></p> <ol style="list-style-type: none"> <li>1. Students will analyze how the physical and human environments (including languages used) of places and regions changed as the result of differing imperialist and colonial policies.</li> </ol>	<p><b>GHW 4.3</b></p> <ol style="list-style-type: none"> <li>1. <a href="http://www.glencoe.com/ghw/ind...">http://www.glencoe.com/ghw/ind...</a></li> <li>2. Geography and History of the World Schoology Assessment</li> <li>3. Distribute Mapping History Activity 21 to the class and have students complete it individually or in groups. Have students explain the connection between Africa's natural resources and imperialism. Students should realize that Africa's rich natural resources fueled the imperialistic drive to claim its territory.</li> <li>4. <a href="#">Geography and History of the World Class Website</a></li> </ol> <p><b>GHW4.4</b></p> <ol style="list-style-type: none"> <li>1. <a href="http://www.glencoe.com/ghw/ind...">http://www.glencoe.com/ghw/ind...</a></li> <li>2. Geography and History of the World Schoology Assessment</li> <li>3. Have students read about Africa and the Atlantic slave trade involving Europeans and</li> </ol>
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	<p>example, Spanish conquistadors, missionaries, and traders changed the lives and culture of Native Americans in Mesoamerica; the Atlantic slave trade resulted in as many as 10 million Africans being brought to the Americas, greatly affecting both Africa and the Americas; the Arabic-Islamic slave trade of indigenous African peoples affected the lives of people within the continent of Africa and into North Africa, Southwest Asia, and Central Asia; and ruling powers from the Moguls to the British brought about economic changes in India from 1500 to 1947.</p> <p>1. How have places and regions of the world changed as a result of imperialist and colonial policies?</p> <p><b>GHW4.5</b> Study of colonialism and imperialism will reveal how colonialism and imperialism have continued and changed from 1850 to today. The effects of colonialism and imperialism are evident today in the unequal effects of global economic competition; differences between developed and developing countries; the global division of labor, especially between developed and less-developed countries; and the characteristics of cultural exchange between colonial powers and their former colonies.</p> <p>1. What factors are</p>	<p>2. Students will assess how the physical and human environments (including languages used) of places and regions changed as the result of differing imperialist and colonial policies.</p> <p><b>GHW4.5</b> <b>IN_Academic_Standards</b> <b>Geography and History of the World: 9-12</b> • Indicator GHW.4.5 Analyze and assess ways that colonialism and imperialism have persisted and continue to evolve in the contemporary world. (Spatial Distribution, Spatial Interaction, Spatial Variation, Human Livelihoods, Sense of Place, Cultural Landscapes) <i>Developed</i></p> <p>1. Students will analyze ways that colonialism and imperialism have persisted and continue to evolve in the contemporary world.</p> <p>2. Students will assess ways that colonialism and imperialism have persisted</p>	<p>Africans Then have students write a list of evidence that supports the argument to end the slave trade. Have students use this information to draw up a petition that a Portuguese citizen might present to the king. The petition should begin: Resolved: That the trade in enslaved Africans should end immediately. Reasons being: (Have students fill in here.) In a follow-up discussion, explore what the king might say in response and why.</p> <p>4. <a href="#">Geography and History of the World Class Website</a></p> <p><b>GHW4.5</b> 1. <a href="http://www.glencoe.com/ghw/ind...">http://www.glencoe.com/ghw/ind...</a> 2. Geography and History of the World Schoology Assessment Suite. 3. Have students complete a table to show the forms that imperialism and colonialism take in contemporary societies. 4. Have students write an essay that seeks to persuade a leader of a developed country to narrow the gap between developing and developed countries by pursuing one solution. Students should identify what that solution is in their essays.</p> <p>5. <a href="#">Geography and History of the World Class Website</a></p>
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	<p>associated with colonialism and imperialism in today's world?</p> <p>2. How do colonialism and imperialism continue to evolve today?</p>	<p>and continue to evolve in the contemporary world.</p>	
November	<p><b>Standard 5.0 Urban Growth</b></p> <p>Students will examine the physical and human geographic factors associated with the origin and growth of towns and cities in different regions of the world and with the internal spatial structure of those urban centers.</p> <p>1. When do towns and cities often develop and why?</p> <p>2. Where do towns and cities often develop?</p>	<p><b>IN_Academic_Standards Geography and History of the World (2006): 9-12</b></p> <ul style="list-style-type: none"> <li>Standard GWH.5 Students will examine the physical and human geographic factors associated with the origin and growth of towns and cities in different regions of the world and with the internal spatial structure of those urban centers. <i>Introduced</i></li> </ul> <p><b>GHW 5.0</b></p> <p>1. Students will examine the physical and human geographic factors associated with the origin and growth of towns and cities in different regions of the world and with the internal spatial structure of those urban centers.</p> <p>2. Students will create maps displaying the growth of major urban centers.</p> <p><b>IN_Academic_Standards Geography and History of the World: 9-12</b></p> <ul style="list-style-type: none"> <li>Indicator GHW.5.1 Ask and answer geographic and historical questions about the origin and growth of towns and cities in different regions of the world and in different time periods. Compare and contrast the factors involved in the location and growth of towns and cities for different time periods. (Origins, Changes Over Time, Human Environment Interactions, Spatial Variation) <i>Developed</i></li> </ul>	<p><b>GHW5.0</b></p> <p>1. <a href="http://www.glencoe.com/ghw/ind...">http://www.glencoe.com/ghw/ind...</a></p> <p>2. Geography and History of the World Schoology Assessment Suite.</p> <p>3. <a href="#">Geography and History of the World Class Website</a></p>

	<p><b>GHW5.1</b> Studying the history and geography of towns and cities in different regions of the world and at different times will help you understand why particular cities developed when and where they did. For example, ancient Rome, the towns of Europe, Dutch trading cities, Venice, New York City, Istanbul, Singapore, and Hong Kong all developed for very specific reasons, such as for trade, because of conquest, and because of their unique locations.</p> <p>1. What geographic and historical factors influence the location and growth of towns? 2. How have these changed throughout history?</p>	<p><b>GHW5.1</b> 1. Students will ask and answer geographic and historical questions about the origin and growth of towns and cities in different regions of the world and in different time periods.</p> <p>2. Students will compare and contrast the factors involved in the location and growth of towns and cities for different time periods.</p> <p><b>IN_Academic_Standards Geography and History of the World: 9-12</b> • Indicator GHW.5.2 Describe, using maps, timelines, and/or other graphic presentations, the worldwide trend toward urbanization. Assess the impact of factors such as locational advantages and disadvantages, changing transportation technologies, population growth, changing agricultural production, and the demands of industry on this trend. (Diffusion, Change Over Time, Human Environment Interactions, Human Livelihoods, Spatial Interaction) <i>Developed</i></p>	<p><b>GHW5.1</b> 1. <a href="http://www.glencoe.com/ghw/ind...">http://www.glencoe.com/ghw/ind...</a> 2. Geography and History of the World Schoology Assessment Suite. 3. Have students choose two cities located in different regions of the world and not studied in a previous lesson to research. 4. Have students write an essay in which they answer the following questions: Where are these cities located, and why are they located there? When did these cities develop, and why? Throughout the essay students should compare the similarities and differences between the cities.</p> <p>5. <a href="#">Geography and History of the World Class Website</a></p>
	<p><b>GHW5.2</b> Study of maps and timelines will help you understand how places throughout the world have become more urbanized over time. Examples include Latin America and the urban centers of Mexico, Brazil, and Peru; New Orleans' growth as a passageway into the United States; and the change of Tokyo from a somewhat isolated city to an international hub.</p> <p>1. How have places of the world become more</p>	<p><b>GHW5.2</b> 1. Students will describe, using maps, timelines, and/or other graphic presentations, the worldwide trend toward urbanization.</p> <p>2. Students will assess the impact of factors such as locational advantages and disadvantages, changing transportation technologies, population growth, changing agricultural production, and the demands of industry on this trend.</p> <p><b>IN_Academic_Standards Geography and History of the World: 9-12</b> • Indicator GHW.5.3</p>	<p><b>GHW5.2</b> 1. <a href="http://www.glencoe.com/ghw/ind...">http://www.glencoe.com/ghw/ind...</a> 2. Geography and History of the World Schoology Assessment Suite. 3. Prompt students to read about the ways that worldwide trends affected urbanization in Tokyo in Global Themes: Urban Growth, Tokyo. Then ask students to complete the accompanying activities and questions. Students can read about the urbanization of Tokyo on student pages 686A and 686B. Show students Map Overlay Transparency 20. Tell them to consider the ways that advances in agriculture, transportation, and technology helped cities to grow and evolve. Give students the following scenario: You are the mayor of a rural area or town that does not yet have advanced agriculture, transportation, or technology. You want to urbanize by attracting industry and people to your town. Your town is</p>

	<p>urbanized over time? 2. What factors contribute to this trend?</p> <p><b>GHW5.3</b> Studying how the nature of cities changes over time will help you understand the ways such changes affect physical and human environments. Examples include how London changed from a fortress to a political, cultural, and economic center; how Beijing was first a village, and then became a capital; and how Chicago transformed from a stockyard to a center of finance and transportation.</p> <ol style="list-style-type: none"> <li>1. How have the functions of certain cities changed over time?</li> <li>2. What caused these changes?</li> <li>3. How have such changes affected the physical and human environments of these cities?</li> </ol> <p><b>GHW5.4</b> Study of the internal structures of cities in various regions of the world will help you understand the factors common to particular cities' development. For example, the physical geographic constraints of sea and</p>	<p>Analyze the changing functions of cities over time. (Change Over Time, Human Livelihoods, Sense of Place, Spatial Organization, Spatial Interaction) <i>Developed</i></p> <p><b>GHW5.3</b> 1. Students will analyze the changing functions of cities over time. <b>IN_Academic_Standards Geography and History of the World: 9-12</b> • Standard GHW.5 Students will examine the physical and human geographic factors associated with the origin and growth of towns and cities in different regions of the world and with the internal spatial structure of those urban centers. • Indicator GHW.5.4 Describe how the internal structure of cities is similar and different in various regions of the world. Deduce why these similarities and differences in structure exist. (Spatial Variation) <i>Developed</i></p> <p><b>GHW.5.4</b> 1. Students will describe how the internal structure of cities is similar and different in various regions of the world. 2. Students will Analyze and explain why these similarities and differences in structure exist.</p>	<p>cut off from other regions of the world, so the inhabitants do not know the global trend toward urbanization. It is up to you to inform them of these trends and convince them to follow them, otherwise your town will stagnate, not growing or gaining in population. Create an informative, persuasive pamphlet that will convince people that there is a need for change. Students will use maps, timelines, and other information that display global trends to support their claims.</p> <p>4. <a href="#">Geography and History of the World Class Website</a></p> <p><b>GHW5.3</b> 1. <a href="http://www.glencoe.com/ghw/ind...">http://www.glencoe.com/ghw/ind...</a> 2. Geography and History of the World Schoology Assessment Suite. 3. Using information in the text, as well as outside sources, have students collect information on past and present functions of a major city of their choice. Then ask students to write essays (or prepare presentations) comparing and contrasting the functions of the present city of their choice to those of the past.</p> <p>4. <a href="#">Geography and History of the World Class Website</a></p> <p><b>GHW5.4</b> 1. <a href="http://www.glencoe.com/ghw/ind...">http://www.glencoe.com/ghw/ind...</a> 2. Geography and History of the World Schoology Assessment Suite. 3. Each student will select two cities, each with a different internal structure. Tell them to write a detailed essay comparing and contrasting the two cities. Ask them to explain which one they believe works better and why.</p>
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	<p>mountains have influenced Rio de Janeiro's internal structure. The fact that Mumbai, in India, is located on a peninsula has affected its development. Study of cities' internal structures will also help you understand the factors that lead to different kinds of city structures. For example, Salt Lake City grew up around a central temple, while Paris is laid out like a wheel with spokes.</p> <ol style="list-style-type: none"> <li>1. How are the internal structures of cities around the world similar and different?</li> <li>2. Why do these similarities and differences in structures exist?</li> </ol> <p><b>GHW5.5</b> Studying the effects that growing cities have on both the people that live in them and the environment that exists around them will help you better understand how various parts of the world are affected by urbanization. Examples include Quebec City (French) and Edmonton (English), in Canada; in China, Beijing (capital) and Wuhan (industrial); in Italy, Rome (cosmopolitan) and Milan (manufacturing); and interior-located Nairobi, Kenya, with coastal Mombasa. What effect does urbanization have on human and physical environments in various regions of the world?</p> <p><b>IN_Academic_Standards Geography and History of the World: 9-12</b> • Standard GWH.6 Students will examine</p>	<p><b>IN_Academic_Standards Geography and History of the World: 9-12</b> • Standard GWH.5 Students will examine the physical and human geographic factors associated with the origin and growth of towns and cities in different regions of the world and with the internal spatial structure of those urban centers. • Indicator GHW.5.4 Describe how the internal structure of cities is similar and different in various regions of the world. Deduce why these similarities and differences in structure exist. (Spatial Variation) <i>Developed</i></p> <p><b>GHW.5.5</b> 1. Students will define terms associated with urbanization. 2. Students will analyze and assess the impact of urbanization on the physical and human environments in various parts of the world.</p> <p><b>IN_Academic_Standards Geography and History of the World: 9-12</b> • Standard GWH.6 Students will examine physical and human geographic factors that influenced the origins, major events, diffusion, and global consequences of new ideas in agriculture, science, culture, politics, industry, and technology. <i>Introduced</i></p>	<p><a href="#">4. Geography and History of the World Class Website</a></p> <p><b>GHW5.5</b> 1. <a href="http://www.glencoe.com/ghw/ind...">http://www.glencoe.com/ghw/ind...</a> 2. Geography and History of the World Schoology Assessment Suite. 3. Students will read about the impact urbanization has on human and physical environments in Kenya in. Then ask students to complete the accompanying activities and questions on student pages 562A and 562B.</p> <p><a href="#">4. Geography and History of the World Class Website</a></p>
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	<p>physical and human geographic factors that influenced the origins, major events, diffusion, and global consequences of new ideas in agriculture, science, culture, politics, industry, and technology. <i>Introduced</i></p> <p><b>Standard 6.0: Innovations and Revolution</b> Students will examine physical and human geographic factors that influenced the origins, major events, diffusion and global consequences of new ideas in agriculture, science, culture, politics, industry and technology.</p> <p>1. What have been the causes and events of political revolutions?</p> <p><b>GWH6.1</b> Study of maps, timelines, and other graphics will help you understand the causes and events of political revolutions throughout the world and the difference between violent and nonviolent revolution. It will also help you see how political ideas have spread from the site of the revolution to other parts of the world. Locations of political revolutions since the 1680s include England, the United States, France, Mexico, Brazil, China,</p>	<p><b>GHW6.0</b> 1. Students will study maps, time lines, and other graphics to understand the causes and events of political revolutions. 2. Students will determine the difference between violent and nonviolent revolution.</p> <p><b>IN_Academic_Standards Geography and History of the World : 9-12</b> • Indicator GHW.6.1 Detect the causes and events of political revolutions in two distinct regions of the world and use maps, timelines, and/or other graphic representations to document the spread of political ideas that resulted from those events to other regions of the world. (Origins, Change Over Time, Spatial Variation, Diffusion) <i>Developed</i></p> <p><b>GWH6.1</b> Students will distinguish between violent and non-violent revolution. Students will describe the causes and events of political revolutions in two distinct regions of the world and use maps, timelines, and/or other graphic representations to document the spread of political ideas that resulted from those events to other regions of the world. <b>IN_Academic_Standards Geography and History of the World: 9-12</b></p>	<p><b>GHW6.0</b> 1. <a href="http://www.glencoe.com/ghw/ind...">http://www.glencoe.com/ghw/ind...</a> 2. Geography and History of the World Schoology Assessment Suite. 3. <a href="#">Geography and History of the World Class Website</a></p> <p><b>GWH6.1</b> 1. <a href="http://www.glencoe.com/ghw/ind...">http://www.glencoe.com/ghw/ind...</a> 2. Geography and History of the World Schoology Assessment Suite. 3. Have students read about revolutionary change in Global Themes: Revolutionary Change. Then ask students to complete the accompanying activities and questions. Students can explore revolutions throughout history on student pages 105A and 105B. 4. Have student's research revolutions in two different regions and write an essay comparing and contrasting them. 5. <a href="#">Geography and History of the World Class Website</a></p>
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	<p>Russia, and Iran. The potential for revolutionary change exists today in countries such as Venezuela and the countries of Central Asia.</p> <p>1. What were the causes and main events of political revolutions throughout history and around the world?</p> <p><b>GHW6.2</b> Creating maps, timelines, and other graphic representations showing the origin and spread of specific innovations and inventions will help you understand the impact of these innovations on the people and places to which they spread. Examples include the development of explosives and paper in Asia; the printing press, steam engine, pasteurization, and immunization in Europe; electricity in North America; atomic energy in North America and Europe; and computer and digital technology in North America and Asia.</p> <p>1. Where did scientific innovations and inventions originate and how did they spread? 2. How have innovations affected the regions to which they spread?</p>	<p>• Indicator GHW.6.2 Prepare maps, timelines, and/or other graphic representations showing the origin and spread of specific innovations. Assess the impact of these innovations on the human and physical environments of the regions to which they spread. (Origin, Change Over Time, Diffusion, Spatial Interaction, Cultural Landscape, Sense of Place) <i>Developed</i></p> <p><b>GHW6.2</b> 1. Students will prepare maps showing the origin and spread of specific innovations. 2. Students create timelines, and/or other graphic representations showing the origin and spread of specific innovations.</p> <p><b>IN_Academic_Standards Geography and History of the World : 9-12</b> • Indicator GHW.6.3 Map the spread of innovative art forms and scientific thought from their origins to other world regions. Analyze how the spread of these ideas influenced developments in art and science for different places and regions of the world. (Diffusion, Change Over Time, Spatial Interaction) <i>Developed</i></p>	<p><b>GHW6.2</b> 1. <a href="http://www.glencoe.com/ghw/ind...">http://www.glencoe.com/ghw/ind...</a> 2. Geography and History of the World Schoology Assessment Suite. 3. Create a diagram to show how inventions changed human societies and the environment.</p> <p>4. <a href="#">Geography and History of the World Class Website</a></p>
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<p><b>GHW6.3</b> Mapping and studying artistic and scientific innovations and their spread among world regions will help you understand how these innovations influenced cultural changes throughout the world. Examples include the Italian Renaissance (1500s); innovations in egg tempera and oil paint chemistry and techniques; the European Renaissance development and spread of scientific ideas (1600-1800); the Industrial Revolution, which began in England (1700s); the rise of new music forms such as jazz in North America (1900s); and the spread of Asian, African, and Latin American art forms (1900 to present).</p> <p>1. How have artistic and scientific innovations from one region inspired change in other regions? 2. What effect has the geographic spread of innovations in art and science had on different regions of the world?</p> <p><b>GWH6.4</b> Transportation and communication bring people and cultures into contact with one another. These factors can also separate and disconnect people. Examples include the impact of railroads on nineteenth- and twentieth-century Australia, India, and North America; the impact of the automobile and airplane in</p>	<p><b>GHW6.3</b> 1. Students will create a map displaying the spread of innovative art forms and scientific thought from their origins to other world regions. 2. Students will analyze how the spread of these ideas influenced developments in art and science for different places and regions of the world.</p> <p><b>IN_Academic_Standards Geography and History of the World: 9-12</b> • Indicator GHW.6.4 Analyze how transportation and communication changes have led to both cultural convergence and divergence in the world. (Diffusion, Change Over Time, Spatial Interaction) <i>Developed</i></p> <p><b>GWH6.4</b> 1. Students will analyze how transportation and communication changes have led to both cultural convergence and divergence in the world. 2. Students will compare and contrast cultural convergence factors.</p>	<p><b>GHW6.3</b> 1. <a href="http://www.glencoe.com/ghw/ind...">http://www.glencoe.com/ghw/ind...</a> 2. Geography and History of the World Schoology Assessment Suite. 3. Have students read Global Themes: Innovations &amp; Revolutions. Have them complete all the questions and activities that go along with it. Students can read how the Industrial Revolution spread on student pages 285A-285B. 4. Have students will create a diagram to show how ideas in the arts and sciences spread.</p> <p>5. <a href="#">Geography and History of the World Class Website</a></p> <p><b>GWH6.4</b> 1. <a href="http://www.glencoe.com/ghw/ind...">http://www.glencoe.com/ghw/ind...</a> 2. Geography and History of the World Schoology Assessment Suite. 3. Students will create a table in which they list ways that technology has brought convergence and divergence. 4. <a href="#">Geography and History of the World Class Website</a></p>
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	<p>twentieth-century North America; and the effect of television, computer technology, cell phones, and satellite communications in North America and Africa since 1900.</p> <p>1. How do changes in transportation and communication affect world cultures?</p>		
<b>December</b>	<p><b>GHW6.5</b> Study of the four major agricultural revolutions will help you understand how these events brought major changes to human society and the environment. Examples include plant domestication in the cultural hearth of Mesopotamia, Native Americans' use of fire on the Great Plains before 1800, the industrialization of agriculture on the Amu Darya River Delta in Uzbekistan, and the genetic manipulation of rice in India.</p> <p>1. How did the four major agricultural revolutions change the world?</p>	<p><b>IN_Academic_Standards Geography and History of the World: 9-12</b> • Indicator GHW.6.5 Analyze and assess the impact of the four major agricultural revolutions on the world's human and physical environments. (Human Environment Interactions, Human Livelihoods, Cultural Hearths, Spatial Organization, Change Over Time} <i>Developed</i></p> <p><b>GHW6.5</b> 1. Students will identify the four major agricultural revolutions and their time periods. 2. Students will locate where on the Earth the agricultural revolutions took place. 3. Students will analyze and assess the impact of the four major agricultural revolutions on the world's human and physical environments. <b>IN_Academic_Standards Geography and History of the World : 9-12</b> • Indicator GHW.6.6 Compare and contrast the impact of the Industrial Revolution on developed countries with the economic processes acting upon less</p>	<p><b>GHW6.5</b> 1. <a href="http://www.glencoe.com/ghw/ind...">http://www.glencoe.com/ghw/ind...</a> 2. Geography and History of the World Schoology Assessment Suite 3. Students will read Global Themes: Agricultural Revolutions. They should complete all the questions and activities that go along with it. 4. Students will read how the agricultural revolution affected Native Americans on student pages 80A-80B. 5. Students will write a description of the changes that agriculture has brought to their society and environment from the point of view of someone living in Mesopotamia soon after the development of farming. 6. <a href="#">Geography and History of the World Class Website</a></p>

	<p>developed countries in the contemporary world. (Human Livelihoods, National Character, Origin, Diffusion, Change Over Time, Human Environment Interactions) <i>Developed</i></p>	
<p><b>GHW6.6</b> Studying the effects of the Industrial Revolution on developed countries, as compared to the economic conditions that affect developing nations today, will help you understand the factors that encourage and hinder development. Examples will consider the abundance of productive land and historically scarce labor supply in the United States as compared to the limited productive land and high unemployment in developing countries; also, the cutting of temperate latitude forests by colonial powers and the United States to encourage development as compared to current use of tropical forests in less developed countries.</p> <p>1. How do the economic circumstances affecting developing countries today compare to and differ from the effects of the Industrial Revolution on developed countries?</p>	<p><b>GHW6.6</b> 1. Students will define and identify developed countries and developing countries. 2. Students will compare and contrast the impact of the Industrial Revolution on developed countries with the economic processes acting upon less developed countries in the contemporary world.</p> <p><b>IN_Academic_Standards Geography and History of the World : 9-12</b> • Standard GWH.7 Students will explore the physical and human geographic factors affecting the origins and the local, regional, and supranational consequences of conflict and cooperation between and among groups of people. <i>Introduced</i></p>	<p><b>GHW6.6</b> 1. <a href="http://www.glencoe.com/ghw/ind...">http://www.glencoe.com/ghw/ind...</a> 2. Geography and History of the World Schoology Assessment Suite 3. Students will fill in a table describing each aspect of developed and developing countries. 4. Students will view cultural scenes from examples of developed and developing countries. 5. As a class, complete a T-chart to compare various aspects of industrialization in developed and developing countries based on knowledge gained during the study of this lesson.</p> <p>6. <a href="#">Geography and History of the World Class Website</a></p>
<p><b>Standard 7.0: Conflict and Cooperation</b> <b>IN_Academic_Standards Geography and History of the World : 9-12</b> • Standard GWH.7 Students will explore the physical and human</p>	<p><b>GWH7.0</b> 1. Students will analyze conflict and cooperation among groups of people. 2. Students will define nationalism, racism, ethnics, religion, economics, and resource concerns related to territory on Earth's surface.</p>	<p><b>GWH7.0</b> 1. <a href="http://www.glencoe.com/ghw/ind...">http://www.glencoe.com/ghw/ind...</a> 2. Geography and History of the World Schoology Assessment Suite 3. <a href="#">Geography and History of the World Class Website</a></p>

	<p>geographic factors affecting the origins and the local, regional, and supranational consequences of conflict and cooperation between and among groups of people. <i>Introduced</i> Students will explore the physical and human geographic factors affecting the origins and the local, regional and supranational consequences of conflict and cooperation between and among groups of people.</p> <p>1. What role does nationalism play in relations among groups of people with relation to territory on Earth's surface?</p> <p><b>GWH7.1</b> By analyzing conflict and cooperation among groups of people, you will better understand how nationalism, racism, ethnics, religion, economics, and resource concerns relate to territory on Earth's surface. Examples include Turkey's and Iraq's management of the headwaters of the Tigris-Euphrates River valley, U.S. and Canadian negotiations over salmon fishing rights in the Straits of Georgia and Juan de Fuca, and territorial conflict in Sudan between Arabic and African peoples.</p> <p>1. What factors contribute to conflict and cooperation among people?</p>	<p><b>IN_Academic_Standards Geography and History of the World : 9-12</b> • Indicator GHW.7.1 Recognize that conflict and cooperation among groups of people occur for a variety of reasons including nationalist, racial, ethnic, religious, economic, and resource concerns that generally involve agreements and disagreements related to territory on Earth's surface. (Spatial Interaction, Spatial Variation, National Character, Human Environment Interactions, Sense of Place) <i>Developed</i></p> <p><b>GWH7.1</b> 1. Students will identify reasons for conflict and cooperation among groups of people. 2. Students will analyze nationalist, racial, ethnic, religious, and economic and resource concerns that generally involve agreements and disagreements related to territory on Earth's surface. 3. Students will examine case studies to determine cause and affect relationships between conflicting groups.</p> <p><b>IN_Academic_Standards Geography and History of the World : 9-12</b> • Indicator GHW.7.2 Analyze the physical and human factors involved in conflicts and violence related to nationalist, racial, ethnic, religious, economic, and/or resource issues in various parts of the world, over time. Assess the human and physical environmental consequences of the conflicts identified for study. Propose solutions to</p>	<p><b>GWH7.1</b> 1. <a href="http://www.glencoe.com/ghw/ind...">http://www.glencoe.com/ghw/ind...</a> 2. Geography and History of the World Schoology Assessment Suite 3. Have students analyze a map of the importance of freshwater in North Africa and Southwest and Central Asia. Ask students to use the map and what they have learned to write a paragraph explaining why the need for freshwater requires regional cooperation by countries such as Turkey and Iraq. Students can study the map of Southwest and Central Asia and North Africa on student page 481.</p> <p>4. <a href="#">Geography and History of the World Class Website</a></p>
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	<p>conflicts that are still ongoing. (Change Over Time, Spatial Interaction, Human Environment Interactions, Sense of Place) <i>Developed</i></p> <p><b>GWH7.2</b> Study of past and ongoing conflicts and violence will help you identify factors that contribute to war and violence. It will help you understand the impact that they have, over time, on people and their environments. Study of conflicts will also help you propose solutions to today's conflicts. Examples include conflict among the British, Muslims, and Hindus on the Indian subcontinent since 1800; the creation of new nations in Europe after 1914; World War II and the Holocaust; the Protestant-Catholic dispute in Northern Ireland; and tribal conflict in Africa since 1900.</p> <p>1. What causes violence and conflict? How do conflict and violence affect environments? 2. How can conflicts be resolved?</p>	<p><b>GWH7.2</b> 1. Students will analyze the physical and human factors involved in conflicts and violence related to nationalist, racial, ethnic, religious, economic, and/or resource issues in various parts of the world, over time. 2. Students will assess the human and physical environmental consequences of the conflicts identified for study. 3. Students will propose solutions to conflicts that are still ongoing.</p>	<p><b>GWH7.2</b> 1. <a href="http://www.glencoe.com/ghw/ind...">http://www.glencoe.com/ghw/ind...</a> 2. Geography and History of the World Schoology Assessment Suite 3. Have students study a map of Holocaust activity in Europe between 1939 and 1945. Ask students to write two paragraphs summarizing the impact of Holocaust violence on the human and physical environments of Europe. 4. Ask students to read an overview of ongoing conflicts in African countries such as Rwanda and Sudan. Ask: Why have relief efforts failed in some areas? 5. Have students work in groups to identify physical and human factors that contribute to these regional conflicts. Human factors: tribal animosities, ethnic/religious differences between the Muslim Arab government in northern Sudan and non-Muslims in the south. Students can discover the locations of and reasons for ongoing conflicts in Africa by reading student page 566.</p> <p>5. <a href="#">Geography and History of the World Class Website</a></p>
January		<p><b>IN_Academic_Standards Geography and History of the World: 9-12</b> • Indicator GHW.7.3 Analyze and explain why some countries achieved independence peacefully through legal means and others achieved independence as a consequence of armed struggles or wars. (Spatial Organization, Change Over Time, Spatial</p>	

	<p>Interaction) <i>Developed</i></p> <p><b>GHW7.3</b> Study of independence movements in countries such as the Czech Republic, Slovakia, Ghana, Kenya, India, Algeria, Russia, Australia, and South Africa will help you understand why some countries gain independence peacefully and legally while others use force.</p> <p>1. Why is force sometimes necessary in a country's quest for independence?</p>	<p><b>GHW7.3</b> 1. Students will analyze and explain why some countries achieved independence peacefully through legal means and others achieved independence as a consequence of armed struggles or wars. 2. Students will compare and contrast current countries that obtained independence with the previous country they once were.</p> <p><b>IN_Academic_Standards Geography and History of the World: 9-12</b> • Indicator GHW.7.4 Prepare maps, timelines, and/or other graphic representations to trace the development and geographic extent of a variety of regional and global cooperative organizations for different time periods. Describe why each was established. Assess their success or lack of success, consequences for citizens, and the role of particular countries in achieving the goals the organizations were established to accomplish. (Origins, Spatial Interaction, Change Over Time, Spatial Organization, Spatial Distribution) <i>Developed</i></p>	<p><b>GHW7.3</b> 1. <a href="http://www.glencoe.com/ghw/ind...">http://www.glencoe.com/ghw/ind...</a> 2. Geography and History of the World Schoology Assessment Suite. 3. Have students write an essay analyzing why some colonies were able to achieve independence peacefully while others did not. Students should use countries such as Ghana, Kenya, Australia, and South Africa as examples in their essays. Reasons must be supported by evidence.</p> <p>4. <a href="#">Geography and History of the World Class Website</a></p>
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	<p><b>GHW7.4</b> Study of independence movements in countries such as the Czech Republic, Slovakia, Ghana, Kenya, India, Algeria, Russia, Australia, and South Africa will help you understand why some countries gain independence peacefully and legally while others use force.</p> <ol style="list-style-type: none"> <li>1. How and why do countries form cooperative organizations?</li> <li>2. What is the impact of these organizations over time?</li> <li>3. What roles do particular countries play in helping such organizations succeed?</li> </ol> <p><b>IN_Academic_Standards Geography and History of the World : 9-12</b> • Standard GWH.8 Students will examine the physical and human geographic factors that encourage or impede economic interdependence between and/or among countries and the local, regional, and global consequences of those exchanges. <i>Introduced</i></p> <p><b>Standard 8: Trade and Commerce</b> Students will examine the physical and human geographic factors that encourage or impede economic interdependence between and/or among countries and the local, regional and global consequences of those exchanges.</p> <ol style="list-style-type: none"> <li>1. Where are Earth's resources located?</li> <li>2. How are Earth's resources distributed?</li> </ol>	<p><b>GHW7.4</b> 1. Students will identify and define international organizations such as NAFTA, WTO, EU, and FTAA. 2. Students will prepare maps, timelines, and/or other graphic representations to trace the development and geographic extent of a variety of regional and global cooperative organizations for different time periods. 3. Students will assess their success or lack of success, consequences for citizens, and the role of particular countries in achieving the goals the organizations were established to accomplish.</p> <p><b>IN_Academic_Standards Geography and History of the World: 9-12</b> • Standard GWH.8 Students will examine the physical and human geographic factors that encourage or impede economic interdependence between and/or among countries and the local, regional, and global consequences of those exchanges. <i>Introduced</i></p> <p><b>GWH8.0</b> 1. Students will identify physical features and their location on the Earth that hinder economic development.</p> <p><b>IN_Academic_Standards Geography and History of the World : 9-12</b> • Standard GWH.8 Students will examine the physical and human geographic factors that encourage or impede economic interdependence between and/or among countries and the local, regional, and</p>	<p><b>GHW7.4</b> 1. <a href="http://www.glencoe.com/ghw/ind...">http://www.glencoe.com/ghw/ind...</a> 2. Have students work in pairs to research the UN and WHO initiatives that seek to achieve the eight millennium goals. Have partners create a poster or computer presentation that includes a chart that lists the countries that are affected by the UN Development Goals. Students should also include the UN's current success in achieving these goals. 3. Students will label and color code maps for global organizations.</p> <p>4. <a href="#">Geography and History of the World Class Website</a></p> <p><b>GWH8.0</b> 1. <a href="http://www.glencoe.com/ghw/ind...">http://www.glencoe.com/ghw/ind...</a> 2. Geography and History of the World Schoology Assessment Suite. 3. <a href="#">Geography and History of the World Class Website</a></p>
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		<p>global consequences of those exchanges. <i>Developed</i></p> <p>• Indicator GHW.8.1 Use maps to show the location and distribution of Earth's resources. Analyze how this distribution affects trade between and among countries and regions. (Spatial Interaction, Spatial Distribution, Physical Systems, Human Environment Interactions) <i>Developed</i></p>	
	<p><b>GWH 8.1</b></p> <p>Studying maps to identify the location and distribution of Earth's resources can help students better understand factors affecting trade between and among countries and regions. Examples include trade between South Africa and other Sub-Saharan countries and trade among North American and Asian and Latin American countries. Students will also learn how world resources moved from developing countries to developed countries in the twentieth century and how fossil fuel resources distinguish have and have not countries.</p> <p>1. How does resource location and distribution affect world trade?</p>	<p><b>GWH8.1</b></p> <p>1. Students will use maps to show the location and distribution of Earth's resources.</p> <p>2. Students will analyze how this distribution affects trade between and among countries and regions.</p>	<p><b>GWH8.1</b></p> <p>1. <a href="http://www.glencoe.com/ghw/ind...">http://www.glencoe.com/ghw/ind...</a></p> <p>2. Geography and History of the World Schoology Assessment Suite.</p> <p>3. Ask: What are fossil fuels? Resources formed in the earth by plant and animal remains Ask students to give examples of fossil fuels. Possible responses include petroleum (oil) and coal.</p> <p>Provide students with an atlas and an economic activity map of the world to analyze global distribution of fossil fuel resources. Ask students to create a chart with the column headings Have and Have Not. Have students list 5 to 10 countries with abundant fossil fuels in the Have column. Then ask students to list 5 to 10 countries that have few or no fossil fuel resources in the Have Not column.</p> <p>4. Have students analyze economic activity maps of Canada and Brazil. Ask them to write a one-page essay comparing and contrasting the resources of these two countries by type, location, and distribution of resource. Ask them to assess which country has more valuable resources. Students should suggest what resources the two countries might be likely to trade due to the economic activity and lack or abundance of certain resources in each country. Students should support their assessments with information from the maps and prior knowledge.</p>
			<p>5. <a href="#">Geography and History of the World Class Website</a></p>



<p><b>February</b></p>	<p><b>GHW8.2</b> Creating graphics that illustrate the movement of goods and services among countries and world regions over time will help you to understand the economic relations that result. Examples include the isolating impact of subsistence agriculture on countries within Latin America and Africa since 1800; how present-day systems, such as the U.S. interstate highway system and Russia's Trans-Siberian and Baikal-Amur Railway, foster trade; and how goods and services move in different regions, such as Europe and China.</p> <p>1. How does the movement of goods and services influence economic interdependence? 2. What factors lead to lack of economic interdependence?</p>	<p><b>IN_Academic_Standards Geography and History of the World: 9-12</b> • Indicator GHW.8.2 Prepare graphic representations, such as maps, tables, and timelines, to describe the global movement of goods and services between and among countries and world regions over time. Analyze and assess the patterns and networks of economic interdependence or lack of interdependence that result. (Diffusion, Change Over Time, Spatial Interaction, Spatial Organization, Human Livelihoods) <i>Developed</i></p> <p><b>GHW8.2</b> 1. Students will prepare graphic representations, such as maps, tables, and timelines, to describe the global movement of goods and services between and among countries and world regions over time.</p> <p>2. Students will analyze and assess the patterns and networks of economic interdependence or lack of interdependence. Prepare graphic representations, such as maps, tables, and timelines, to describe the global movement of goods and services between and among countries and world regions over time.</p> <p>3. Analyze and assess the patterns and networks of economic interdependence or lack of interdependence that result.</p>	<p><b>GHW8.2</b> 1. <a href="http://www.glencoe.com/ghw/ind...">http://www.glencoe.com/ghw/ind...</a> 2. Geography and History of the World Schoology Assessment Suite. 3. Have students analyze a map of the interstate highway system in the United States. Ask: How does this system affect the movement of goods in this country? Because major highways extend from coast to coast and from north to south, trucks and autos can carry goods to all areas of the country. What other means of transporting goods are available in the United States? Responses may include planes, ships, and railways. 4. Have students use an atlas and the Internet to create a chart that compares and contrasts the movement of goods by land (roads and railways) in Latin America, Africa south of the Sahara, Europe, Russia, the United States, and China. 5. <a href="#">Geography and History of the World Class Website</a></p>
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		<p><b>IN_Academic_Standards Geography and History of the World: 9-12</b></p> <ul style="list-style-type: none"> <li>• Standard GWH.8 Students will examine the physical and human geographic factors that encourage or impede economic interdependence between and/or among countries and the local, regional, and global consequences of those exchanges. <i>Reinforced</i></li> <li>• Indicator GHW.8.3 Detect how the physical and human environments have been altered in selected countries due to trade, commerce, and industrialization. Propose strategies for controlling the impact of these forces on the environments affected. (Cultural Landscape, Change Over Time, Physical Systems, Human Environment Interactions, Human Livelihoods) <i>Developed</i></li> </ul>	
	<p><b>GHW8.3</b> Study of how trade, commerce, and industrialization affect physical and human environments will help you to propose strategies for controlling the impact of these forces in areas such as Japan's inland sea, the deserts of the Persian Gulf states, the forests and plains of the United States, China's Chang Jiang River valley, and the tropical rain forests of Indonesia and Brazil.</p> <p>1. How do trade, commerce, and industrialization affect physical and human environments? 2. How might the impact of</p>	<p><b>GHW8.3</b></p> <ol style="list-style-type: none"> <li>1. Students will Identify and describe how the physical and human environments have been altered in selected countries due to trade, commerce and industrialization.</li> <li>2. Students will describe how the physical and human environments have been altered in selected countries due to trade, commerce and industrialization.</li> <li>3. Students will propose strategies for controlling the impact of these forces on the environments affected.</li> </ol> <p><b>IN_Academic_Standards Geography and History of the World: 9-12</b></p> <ul style="list-style-type: none"> <li>• Indicator GHW.8.4 Analyze the impact of changing global patterns of</li> </ul>	<p><b>GHW8.3</b></p> <ol style="list-style-type: none"> <li>1. <a href="http://www.glencoe.com/ghw/indianalessonplans/standardplan.php?std_id=173">http://www.glencoe.com/ghw/indianalessonplans/standardplan.php?std_id=173</a></li> <li>2. Geography and History of the World Schoology Assessment Suite.</li> <li>3. Have students compare physical maps of Europe and China.</li> <li>4. What physical features in these regions might hamper the movement of goods and services? Possible responses might include mountains and bodies of water such as rivers and lakes. Which might be helpful? Responses might include rivers and other bodies of water as well as areas of flat terrain.</li> <li>5. Have students analyze the impact of trade and commerce on the rain forests of Indonesia and other Southeast Asian countries. Ask students to write an essay explaining why efforts to control the effects of human activities on the Indonesian rain forest have had limited success, why the government fails to enforce its environmental laws or grants permission to logging companies, and how the government can achieve a balance between protecting the</li> </ol>

	<p>these forces be controlled?</p> <p><b>GWH8.4</b> Study of the trade imbalance between modern-day China and the United States, of automobile imports from North America's various trading partners, and of the origins by country of the textiles offered by large retailers in your community will help you understand how changing patterns of trade and commerce affect industry, mid-America, and your local community. In addition, this study will help you better predict how those patterns will affect your community in the future.</p> <p>1. How do changing global trade and commerce patterns affect the local community?</p> <p><b>IN_Academic_Standards Geography and History of the World: 9-12</b> • Standard GWH.9 Students will examine the physical and human geographic factors associated with examples of how humans interact with the environment, such as deforestation, natural hazards, and the spread of diseases, and the regional and global consequences of these interactions. <i>Introduced</i></p>	<p>trade and commerce on the local community. Predict the impact of these patterns in the future. (Spatial Interaction, Change Over Time, Human Livelihoods) <i>Developed</i></p> <p><b>GWH8.4</b> 1. Students will define and locate on a map global trade and commerce patterns? 2. Students will analyze the impact of changing global patterns of trade and commerce on the local community. 3. Students will predict the impact of these patterns in the future.</p> <p><b>IN_Academic_Standards Geography and History of the World: 9-12</b> • Standard GWH.9 Students will examine the physical and human geographic factors associated with examples of how humans interact with the environment, such as deforestation, natural hazards, and the spread of diseases, and the regional and global consequences of these interactions. <i>Introduced</i></p>	<p>environment and encouraging economic growth and prosperity.</p> <p>6. <a href="#">Geography and History of the World Class Website</a></p> <p><b>GWH8.4</b> 1. <a href="http://www.glencoe.com/ghw/ind...">http://www.glencoe.com/ghw/ind...</a> 2. Geography and History of the World Schoology Assessment Suite 3. Have students analyze the graphs of U.S. export and import activity with East Asia. In an essay, have students discuss the trends and examples of the imbalance of trade revealed in the graphs and their impact on employment and other facets of the local and national communities. Students can analyze the graphs on page 702 that show the imbalance of trade between the United States and East Asia.</p> <p>4. <a href="#">Geography and History of the World Class Website</a></p>
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	<p><b>Standard 9: Human and Environmental Interactions: Resources, Hazards and Health</b></p> <p>Students will examine the physical and human geographic factors associated with examples of how humans interact with the environment, such as deforestation, natural hazards and the spread of diseases, and the regional and global consequences of these interactions.</p> <p>1. Where is natural disaster zones located throughout the world?</p> <p><b>GHW9.1</b></p> <p>Use maps to identify regions where natural disasters frequently occur. Examining ways that environments have been modified over time in response to natural threats can help you recognize the success of people's efforts. These efforts include reinforced skyscrapers in Japan (earthquakes), disaster response in the United States (hurricanes), relief efforts and foreign aid in the Indian Ocean (earthquakes, tsunamis), government response in remote areas of Colombia (volcanoes) and Pakistan (earthquakes), and attempts at controlling the Huang He (Hwang Ho) in China (floods).</p> <p>1. How do humans prepare for and respond to disasters in different regions of the world?</p>	<p><b>GHW9.0</b></p> <p>1. Students will define and identify natural disaster zones across the globe.</p> <p>2. Students will produce maps showing regions of the world that experience various natural disasters.</p> <p><b>IN_Academic_Standards Geography and History of the World : 9-12</b></p> <p>• Standard GWH.9 Students will examine the physical and human geographic factors associated with examples of how humans interact with the environment, such as deforestation, natural hazards, and the spread of diseases, and the regional and global consequences of these interactions. <i>Introduced</i></p> <p><b>GHW9.1</b></p> <p>1. Students will use maps to identify regions in the world where particular natural disasters occur frequently.</p> <p>2. Students will analyze how the physical and human environments in these regions have been modified over time in response to environmental threats.</p> <p>3. Students will cite examples of how international efforts bring aid to these regions and assess the success of these efforts.</p>	<p><b>GHW9.0</b></p> <p>1. <a href="http://www.glencoe.com/ghw/ind...">http://www.glencoe.com/ghw/ind...</a></p> <p>2. Geography and History of the World Schoology Assessment Suite.</p> <p>3. <a href="#">Geography and History of the World Class Website</a></p> <p><b>GHW9.1</b></p> <p>1. <a href="http://www.glencoe.com/ghw/ind...">http://www.glencoe.com/ghw/ind...</a></p> <p>2. Geography and History of the World Schoology Assessment Suite.</p> <p>3. Natural disasters happen often and strike in many places. Have students use the Internet as well as magazine and newspaper articles to research a natural disaster that has occurred in the world within the last decade.</p> <p>4. Give students the following scenario: Government officials in New Orleans have hired you to help them prepare for future natural disasters. You must write a formal report for the emergency management officials of New Orleans to use. Your report should discuss the ways that Hurricane Katrina affected the city and how the situation was handled. It should include predictions about future environmental threats that the city might face. The most important section of the report should contain a detailed plan that will help the residents of New Orleans prepare for a future crisis. Students can study a satellite image that maps the storm and read about how the storm affected residents on student pages 136-137.</p> <p>5. <a href="#">Geography and History of the World Class Website</a></p>
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	2. How are humans and physical environments affected by environmental threats and disasters?		
<b>March</b>	<p><b>GWH9.2</b> Different regions have different types of resources available. Some regions misuse their resources, run low on resources, or depend on different regions to provide resources. Identify issues associated with resources in certain regions of the world. Look at the ways that the availability of resources affects sustainability,</p>	<p><b>IN_Academic_Standards Geography and History of the World: 9-12</b>            • Standard GWH.9 Students will examine the physical and human geographic factors associated with examples of how humans interact with the environment, such as deforestation, natural hazards, and the spread of diseases, and the regional and global consequences of these interactions. <i>Reinforced</i>            • Indicator GHW.9.2 Identify regional resource issues that may impair sustainability, economic expansion, and/or diversification. Assess the impact of these issues on the physical and human environments of specific regions. Propose strategies for dealing with regional resources issues. (Human Environment Interactions, Spatial Distribution, Spatial Interaction, Change Over Time, Spatial Organization, Physical Systems, Spatial Variation, Human Livelihoods) <i>Developed</i></p> <p><b>GWH9.2</b>            1. Students will identify regional resource issues that may impede sustainability, economic expansion, and/or diversification.            2. Students will assess the impact of these issues on the physical and human environments of specific regions.            3. Students will propose strategies for dealing with regional resources issues.</p>	<p><b>GWH9.2</b>            1. <a href="http://www.glencoe.com/ghw/ind...">http://www.glencoe.com/ghw/ind...</a>            2. Geography and History of the World Schoology Assessment Suite.            3. Ask students to imagine that they are in charge of an effort to stop desertification in Africa and to help affected people deal with the issue. Explain that they will be creating an African committee that will address the problem. First, have students study a map of the continent to identify countries that will need to send a representative to attend the first committee meeting. Have students create a list of these countries. Then ask students to create</p>

	<p>economic expansion, and/or diversification. Recognize ways that these issues affect the physical and human environments of specific regions. Propose strategies for dealing with issues such as distribution of freshwater in the western states of the United States; overgrazing of vegetation and compounding effects of drought and consequent desertification in the African Sahel; dependence on the Persian Gulf for fossil energy in Europe; and significant resource potential, but slow development of infrastructure and residuals, of command economy within the market economy in Russia.</p> <p>1. How are human and physical environments affected by resource issues and what could be done to improve the situations?</p> <p><b>GHW9.3</b> People in different parts of the world have used technology to change the physical environment in order to settle areas. By analyzing the use of dams and dikes in the Netherlands, levees and dams in the United States (New Orleans), the Three Gorges Dam on the Yangtze River, and the changing of the desert into areas of agriculture productivity and urban centers in Southwest Asia (Qatar and United Arab Emirates), you can evaluate the impact of technologies on the physical and human environments affected.</p>	<p><b>IN_Academic_Standards Geography and History of the World: 9-12</b></p> <ul style="list-style-type: none"> <li>• Standard GWH.9 Students will examine the physical and human geographic factors associated with examples of how humans interact with the environment, such as deforestation, natural hazards, and the spread of diseases, and the regional and global consequences of these interactions. <i>Reinforced</i></li> <li>• Indicator GHW.9.3 Identify ways in which humans have used technology to modify the physical environment in order to settle areas in different world regions. Evaluate the impact of these technologies on the physical and human environments affected. (Human Environment Interactions, Spatial Interaction, Change Over Time, Physical Systems) <i>Developed</i></li> </ul> <p><b>GHW9.3</b> 1. Students will Identify and describe ways in which humans have used technology to modify the physical environment in order to settle areas in different world regions. 2. Students will evaluate the impact of these technologies on the physical and human environments affected.</p> <p><b>IN_Academic_Standards Geography and History of the World: 9-12</b></p> <ul style="list-style-type: none"> <li>• Standard GWH.9 Students will examine the physical and human geographic factors associated with examples of how humans interact with the environment, such as</li> </ul>	<p>an invitation to send to each of these countries. The invitation should include an opening paragraph, as well as a bulleted list that summarizes important points that will be covered at the first committee meeting. Students can examine maps of Africa showing vegetation and desertification on student page 502.</p> <p>4. <a href="#">Geography and History of the World Class Website</a></p> <p><b>GHW9.3</b> 1. <a href="http://www.glencoe.com/ghw/ind...">http://www.glencoe.com/ghw/ind...</a> 2. Geography and History of the World Schoology Assessment Suite. 3. Ask students to read about the positive and negative effects of China's Three Gorges Dam project. 4. Have students examine the impact that the project has made and to decide whether or not they believe the pros outweigh the cons. Then ask each student to write a persuasive essay explaining why they believe the project is worthwhile or why they believe that the negatives overshadow the positives. Students can read about how trade, commerce, and industrialization altered the Chang Jiang Valley on student pages 667A and 667B. 5. Ask students to think about the purposes of dams and levees (see the linked resource below). Then, using outside resources, have students write an exploratory essay on a dam or levee not covered in this lesson. Ask them to address the following questions:</p>
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	<p>1. How have humans used technology to change the environments around them, and what kind of impact have these technologies had on human and physical environments?</p> <p><b>GHW9.4</b> Understand that modern medicine is leaps and bounds away from where it was in the past. New procedures, medicine, and knowledge make it possible to treat and control illnesses effectively. Take note that past epidemics and/or pandemics have occurred. By analyzing the spread of some of these diseases, such as Black Death and Bubonic plague from Central Asia to Europe, Europeans bringing smallpox and measles to the New World (1500s), the cholera pandemic (1700-1800s), the Influenza Pandemic (1918-1919), the worldwide AIDS epidemic (1900s), and the potential for a bird flu pandemic (2007), you will learn to recognize the human and physical factors that contributed to the spread of the illnesses. You will also be able to describe the impact of an outbreak</p>	<p>deforestation, natural hazards, and the spread of diseases, and the regional and global consequences of these interactions. <i>Reinforced</i></p> <p>• Indicator GHW.9.4 Distinguish and assess the human and physical factors associated with the spread of selected epidemics over time and describe the impact of this diffusion on countries and regions. Propose strategies for limiting the spread of diseases. (Change Over Time, Diffusion) <i>Developed</i></p> <p><b>GHW9.4</b> 1. Students will distinguish and assess the human and physical factors associated with the spread of selected epidemics and/or pandemics over time and describe the impact of this diffusion on countries and regions. 2. Students propose strategies for limiting the spread of diseases. <b>IN_Academic_Standards Geography and History of the World: 9-12</b> • Indicator GHW.9.4 Distinguish and assess the human and physical factors associated with the spread of selected epidemics over time and describe the impact of this diffusion on countries and regions. Propose strategies for limiting the spread of diseases. (Change Over Time, Diffusion) <i>Developed</i> • Standard GWH.10 Students will analyze and evaluate the physical and human geographic factors that contribute to the</p>	<ul style="list-style-type: none"> <li>• Why was the structure created?</li> <li>• How has the structure affected humans?</li> <li>• What impact does the structure have on the environment?</li> </ul> <p><b>GHW9.4</b> 1. <a href="http://www.glencoe.com/ghw/ind...">http://www.glencoe.com/ghw/ind...</a> 2. Geography and History of the World Schoology Assessment Suite. 3. Ask students to read about the horrendous impacts that the Black Death had on Europe in Global Themes: Human and Environmental Interactions. Then ask students to complete the accompanying activities and questions. Students can examine the ways that the Black Death horrified Europe by reading student pages 310A and 310B. 4. Ask students to conduct outside research on the Influenza Pandemic (1918-1919). Then ask students to do additional research on disease control and prevention measures. Have each student create a health pamphlet that would have been useful at the time of the epidemic. Discuss how the disease is spread as well as preventative measures to take against contraction and diffusion. Students can read about the Influenza Epidemic at the PBS American Experience Web site.  5. <a href="#">Geography and History of the World Class Website</a></p>
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	<p>when it spreads throughout countries and regions.</p> <p>1. Which diseases have occurred over time and how were they spread? 2. How did the spread of disease impact people?</p> <p><b>Academic_Standards Geography and History of the World: 9-12</b></p> <ul style="list-style-type: none"> <li>Indicator GHW.9.4 Distinguish and assess the human and physical factors associated with the spread of selected epidemics over time and describe the impact of this diffusion on countries and regions. Propose strategies for limiting the spread of diseases. (Change Over Time, Diffusion) <i>Developed</i></li> <li>Standard GWH.10 Students will analyze and evaluate the physical and human geographic factors that contribute to the formation of states (countries) and the forces that function to either unite and bind a country together or divide a country. <i>Introduced</i></li> </ul> <p>-----</p> <p><b>Standard 10: States, Nations and Nation-States</b> Students will analyze and evaluate the physical and human geographic factors that contribute to the formation of states (countries) and the forces that function to either unite and bind a country together or divide a country.</p> <p>1. How does a nation differ from a state, or country?</p>	<p>formation of states (countries) and the forces that function to either unite and bind a country together or divide a country. <i>Introduced</i></p> <p><b>GWH10.0</b></p> <p>1. Students will define terms associated with the nation-states and countries. 2. Students will explain the terms territorial control and self-determination.</p> <p><b>IN_Academic_Standards Geography and History of the World: 9-12</b></p> <ul style="list-style-type: none"> <li>Standard GWH.10 Students will analyze and evaluate the physical and human geographic factors that contribute to the formation of states (countries) and the forces that function to either unite</li> </ul>	<p><b>GWH10.0</b></p> <p>1. <a href="http://www.glencoe.com/ghw/ind...">http://www.glencoe.com/ghw/ind...</a> 2. Geography and History of the World Schoology Assessment Suite.</p> <p>3. <a href="#">Geography and History of the World Class Website</a></p>
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		<p>and bind a country together or divide a country. <i>Reinforced</i></p> <ul style="list-style-type: none"> <li>• Indicator GHW.10.1 Differentiate between a state (country) and a nation, specifically focusing on the concepts of territorial control and self-determination of internal and foreign affairs. Analyze the relationship between nations and the states in which they lie. (National Character, Cultural Landscapes, Sense of Place) <i>Introduced</i></li> <li>• Indicator GHW.10.5 Use a variety of sources, such as atlases, written materials, and statistical source materials to identify countries of the world that are true nation-states. Draw conclusions about why certain regions of the world contain more nation-states than others. (Spatial Distribution, Spatial Variation, National Character) <i>Introduced</i></li> </ul>	
	<p><b>GWH10.1</b> Differentiating between a state, or country, and a nation will help you understand the concepts of territorial control and self-determination in internal and foreign affairs. By analyzing the relationship between Iraq and Kurdistan, China and Tibet, and Spain and the Basque, you will gain insight into how these concepts influence the relationship between nations and the states in which they lie.</p> <p>1. How do the concepts of self-determination and territorial control impact the relationship between</p>	<p><b>GWH10.1</b> 1. Students will differentiate between a state (country) and a nation, specifically focusing on the concepts of territorial control and self-determination of internal and foreign affairs. 2. Students will analyze the relationship between nations and the states in which they lie.</p> <p><b>IN_Academic_Standards Geography and History of the World: 9-12</b></p> <ul style="list-style-type: none"> <li>• Standard GWH.10 Students will analyze and evaluate the physical and human geographic factors that contribute to the formation of states (countries) and the forces</li> </ul>	<p><b>GWH10.1</b> 1. <a href="http://www.glencoe.com/ghw/ind...">http://www.glencoe.com/ghw/ind...</a> 2. Geography and History of the World Schoology Assessment Suite. 3. Have students read and complete the Global Themes Assessment on Kurdistan and the difference between a nation and a state. Students can learn about territorial control and self-determination in Kurdistan on student pages 485A and 485B. 4. Have students use what they have learned to write an essay comparing and contrasting the determination and efforts of the Kurds, Basques, and Tibetans for self-rule.</p> <p>5. <a href="#">Geography and History of the World Class Website</a></p>

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	<p>nations and the states in which they reside?</p>	<p>that function to either unite and bind a country together or divide a country. <i>Developed</i></p> <ul style="list-style-type: none"> <li>• Indicator GHW.10.2 Analyze the formation of states (countries) in selected regions and identify and appraise the contribution of factors, such as nationalism, in their formation. (Change Over Time, Physical Systems, Origins, National Character) <i>Developed</i></li> <li>• Indicator GHW.10.5 Use a variety of sources, such as atlases, written materials, and statistical source materials to identify countries of the world that are true nation-states. Draw conclusions about why certain regions of the world contain more nation-states than others. (Spatial Distribution, Spatial Variation, National Character) <i>Developed</i></li> <li>• Indicator GHW.10.6 Analyze the human and physical geographic forces that either bind and unite (centripetal forces) or divide (centrifugal forces) a country or countries. Predict the impact of these forces on the future of these countries. Propose strategies that countries can use to overcome the impact of centrifugal forces. (Change Over Time, Spatial Distribution, Spatial Variation, National Character) <i>Developed</i></li> </ul>	
	<p><b>GWH10.2</b> A study of the formation of the United States, Colombia, Venezuela, Germany, and the Republic of China (Taiwan) will help students identify factors that historically have</p>	<p><b>GWH10.2</b> 1. Students will analyze the formation of states (countries) in selected regions and identify and appraise the contribution of factors, such as nationalism,</p>	<p><b>GWH10.2</b> 1. <a href="http://www.glencoe.com/ghw/ind...">http://www.glencoe.com/ghw/ind...</a> 2. Geography and History of the World Schoology Assessment Suite. 3. Direct students to read the speech President Ronald Reagan delivered at the Berlin Wall on June 12, 1987. Have students write a short essay</p>

	<p>contributed to the development of states, or countries. In particular, you will recognize how nationalistic movements contribute to this development by examining potential state movements today within the Palestinian and Kurd populations.</p> <p>1. How have states formed in various regions of the world? What factors contribute to the formation of states?</p>	<p>in their formation.</p>	<p>explaining how German nationalism contributed to the destruction of the Berlin Wall and the ultimate reunification of the German state.</p> <p>4. <a href="#">Geography and History of the World Class Website</a></p>
April	<p><b>GHW10.3</b> By analyzing how democratic reform movements challenged authoritarian or despotic regimes in Brazil, Russia, Iraq, Korea, South Africa, and Nigeria and assessing the success of these movements, you will be able to predict with greater accuracy the effectiveness</p>	<p><b>IN_Academic_Standards Geography and History of the World: 9-12</b>            • Standard GWH.10 Students will analyze and evaluate the physical and human geographic factors that contribute to the formation of states (countries) and the forces that function to either unite and bind a country together or divide a country. <i>Reinforced</i>            • Indicator GHW.10.3 Evaluate and predict the successes and failure of democratic reform movements in challenging authoritarian or despotic regimes in different countries. (Change Over Time, Diffusion, Spatial Variation) <i>Developed</i></p> <p><b>GHW10.3</b> 1. Students will evaluate the success and failure of democratic reform movements in challenging authoritarian or despotic regimes in different countries. 2. Students will predict the successes and failure of democratic reform movements in challenging authoritarian or despotic</p>	<p><b>GHW10.3</b> 1. <a href="http://www.glencoe.com/ghw/ind...">http://www.glencoe.com/ghw/ind...</a> 2. Geography and History of the World Schoology Assessment Suite. 3. Have students choose one of the reform movements discussed in this lesson (Russia, South Korea, South Africa, or Nigeria) and write an editorial evaluating the success or failure of the chosen reform movement.</p> <p>4. <a href="#">Geography and History of the World Class Website</a></p>

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	<p>of future democratic reform efforts.</p> <p>1. How do democratic reform movements successfully challenge authoritarian and despotic regimes?</p> <p><b>GHW10.4</b> You will better understand and assess how imperialistic policies impact the formation of new countries by studying the relationships between the Netherlands and Indonesia, Great Britain and Kenya, Belgium and the Congo, France and Indochina, the United States and the Philippines, Portugal and Angola, and Japan and Korea.</p> <p>1. How do imperialistic policies affect the formation of new countries?</p>	<p>regimes in different countries.</p> <p><b>IN_Academic_Standards Geography and History of the World: 9-12</b></p> <ul style="list-style-type: none"> <li>• Standard GWH.10 Students will analyze and evaluate the physical and human geographic factors that contribute to the formation of states (countries) and the forces that function to either unite and bind a country together or divide a country. <i>Reinforced</i></li> <li>• Indicator GHW.10.4 Investigate and assess the impact of imperialistic policies on the formation of new countries in various regions of the world. (Change Over Time, Spatial Organization) <i>Developed</i></li> </ul> <p><b>GHW10.4</b> 1. Students will investigate and assess the impact of imperialistic policies on the formation of new countries in various regions of the world.</p> <p><b>IN_Academic_Standards Geography and History of the World: 9-12</b></p> <ul style="list-style-type: none"> <li>• Standard GWH.10 Students will analyze and evaluate the physical and human geographic factors that contribute to the formation of states (countries) and the forces that function to either unite and bind a country together or divide a country. <i>Introduced</i></li> </ul>	<p><b>GHW10.4</b></p> <ol style="list-style-type: none"> <li>1. <a href="http://www.glencoe.com/ghw/ind...">http://www.glencoe.com/ghw/ind...</a></li> <li>2. Geography and History of the World Schoology Assessment Suite.</li> <li>3. Display a political cartoon. Explain to students that this cartoon appeared in Life magazine in 1899, at a time when the United States' dominion over the Philippines was being challenged by Filipino rebels. Have students write an essay assessing the impact of American imperialistic policies on the formation of the independent country of the Philippines in 1946. Students can study a political cartoon about American imperialism in the Philippines on student page 689.</li> <li>4. <a href="#">Geography and History of the World Class Website</a></li> </ol>
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	<p><b>Standard 11: Sports, Recreation and Tourism</b> Students will examine the physical and human geographic factors associated with sports, recreation and tourism along with the local and global consequences of these activities.</p> <p>1. How did sports and sporting events spread from their geographic origins to other parts of the world?</p>	<p><b>GHW11.0</b> 1. Students will identify the major sports around the globe and discuss how they unite and divide people. 2. Students will create maps displaying major sports regions.</p> <p><b>IN_Academic_Standards Geography and History of the World: 9-12</b> • Standard GWH.11 Students will examine the physical and human geographic factors associated with sports, recreation, and tourism along with the local and global consequences of these activities. <i>Developed</i> • Indicator GHW.11.1 Use graphic representations, such as maps and timelines to describe the spread of specific sports and/or sporting events from their geographic origins. Analyze the spatial patterns that emerge. (Origins, Change Over Time, Diffusion) <i>Developed</i> • Indicator GHW.11.3 Detect and assess the impact of sport and recreation on the human and physical environments in selected countries. (Change Over Time, Cultural Landscape, National Character) <i>Introduced</i></p> <p><b>GHW11.1</b> 1. Students will use graphic representations, such as maps and timelines, to describe the spread of specific sports and/or sporting events from their geographic origins. 2. Students will analyze the spatial patterns that emerge.</p> <p><b>IN_Academic_Standards Geography and History of the World : 9-12</b></p>	<p><b>GHW11.0</b> 1. <a href="http://www.glencoe.com/ghw/ind...">http://www.glencoe.com/ghw/ind...</a> 2. Geography and History of the World Schoology Assessment Suite. 3. <a href="#">Geography and History of the World Class Website</a></p> <p><b>GHW11.1</b> 1. <a href="http://www.glencoe.com/ghw/ind...">http://www.glencoe.com/ghw/ind...</a> 2. Geography and History of the World Schoology Assessment Suite. 3. Have students write an essay that describes some of the ways that sports and games have spread throughout the world. 4. <a href="#">Geography and History of the World Class Website</a></p>
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	<p>Native American cultures in Canada, skiing from Norway, baseball and basketball from the United States, and the marathon and Olympic Games from Greece.</p> <p>1. How have specific sports and sporting events spread around the world? What patterns develop?</p> <p><b>GHW11.2</b> Study of people's changing views of particular places as destinations for recreation and/or tourism will help you understand how these changing views reflect cultural changes. Examples include the transformation of former Italian political, religious, and commercial centers in Florence, Venice, and Rome to tourist centers; the potential for significant political and cultural change in China due to the Olympic movement; and the development of parks in the United States in response to increased urbanization.</p> <p>1. How are cultural changes reflected in people's changing views of particular places and regions as destinations for recreation and/or tourism?</p>	<p>• Standard GWH.11 Students will examine the physical and human geographic factors associated with sports, recreation, and tourism along with the local and global consequences of these activities. <i>Reinforced</i></p> <p>• Indicator GHW.11.2 Analyze the ways in which people's changing view of particular places and regions as recreation and/or tourist destinations reflect cultural changes. (Change Over Time, Spatial Interaction, Cultural Landscape.) <i>Developed</i></p> <p><b>GHW11.2</b> 1. Students will analyze the ways in which people's changing view of particular places and regions as recreation and/or tourist destinations reflect cultural changes. <b>IN_Academic_Standards Geography and History of the World: 9-12</b></p> <p>• Standard GWH.11 Students will examine the physical and human geographic factors associated with sports, recreation, and tourism along with the local and global consequences of these activities. <i>Developed</i></p> <p>• Indicator GHW.11.1 Use graphic representations, such as maps and timelines to describe the spread of specific sports and/or sporting events from their geographic origins. Analyze the spatial patterns that emerge. (Origins, Change Over Time, Diffusion) <i>Developed</i></p> <p>• Indicator GHW.11.3 Detect and assess the impact of sport and recreation on</p>	<p><b>GHW11.2</b></p> <p>1. <a href="http://www.glencoe.com/ghw/ind...">http://www.glencoe.com/ghw/ind...</a></p> <p>2. Geography and History of the World Schoology Assessment Suite</p> <p>3. Have students read and complete the Global Themes Assessment on the transition of Italian cities. Students can read about the transition of Italian cities on student pages 330A and 330B.</p> <p>4. <a href="#">Geography and History of the World Class Website</a></p>
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	<p><b>GHW11.3</b> Study of the impact of sport and recreation on the human and physical environments in selected countries will help you understand the positive and negative effects on environments around the world. You will learn how the modern Olympic Games have significantly changed the urban centers and the countries where they have been held. You will also learn how some recreational and sporting structures in the United States, such as those in Indianapolis, Minneapolis, and Cincinnati, have significantly changed the urban environment. In Africa the development of national parks and reserves protect animal life and the environment. However, in Japan, golf courses in densely settled areas are having a negative impact on the environment.</p> <p>1. How can a popular sport or activity affect local culture and geography?</p>	<p>the human and physical environments in selected countries. (Change Over Time, Cultural Landscape, National Character) <i>Developed</i></p> <p><b>GHW11.3</b> 1. Students will Identify and assess the impact of sport and recreation on the human and physical environments in selected countries. <b>IN_Academic_Standards Geography and History of the World: 9-12</b> • Standard GWH.11 Students will examine the physical and human geographic factors associated with sports, recreation, and tourism along with the local and global consequences of these activities. <i>Developed</i> • Indicator GHW.11.1 Use graphic representations, such as maps and timelines to describe the spread of specific sports and/or sporting events from their geographic origins. Analyze the spatial patterns that emerge. (Origins, Change Over Time, Diffusion) <i>Developed</i> • Indicator GHW.11.4 Analyze the changing patterns of space devoted to sports and recreation in the local community and region. Predict the impact of these patterns in the future. Propose strategies for dealing with the issues identified. (Spatial Interaction, Spatial Organization, Change Over Time) <i>Developed</i> • Indicator GHW.11.5 Analyze the impact of tourism on the physical and human environments of selected world regions.</p>	<p><b>GHW11.3</b> 1. <a href="http://www.glencoe.com/ghw/ind...">http://www.glencoe.com/ghw/ind...</a> 2. Geography and History of the World Schoology Assessment Suite. 3. Have students write an essay identifying the effects the establishment of animal parks and reserves in Africa had on the human and physical environment of the region. Essays should include an assessment of the success of the parks. Additional research may be required.</p> <p>4. <a href="#">Geography and History of the World Class Website</a></p>
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		<p>Predict the environmental impact of a continued growth in tourism in these regions. (Human Environment Interactions, Spatial Interaction, Change Over Time, Spatial Variation, Spatial Organization, Physical Systems, Cultural Landscape, Human Livelihoods) <i>Introduced</i></p> <p>• Indicator GHW.11.6 Use geographical and historical knowledge and skills to analyze problems related to tourism and to propose solutions related to these problems. (Human Environment Interactions, Spatial Interaction, Change Over Time, Cultural Landscape, Human Livelihoods, Sense of Place) <i>Introduced</i></p>	
	<p><b>GHW11.4</b> The study of the changing patterns of space devoted to sports and recreation in the local community and region will help you predict the impact of these patterns in the future. Studying these patterns will also prepare you to propose strategies for dealing with the issues identified, such as downtown renewal in Indianapolis, university expense related to sporting facilities in West Lafayette, national reputation related to sports in South Bend, and a basketball stadium that holds more than the town's population in Paoli.</p> <p>1. How do we deal with the changing patterns of space devoted to sports and recreation in the local community and region?</p>	<p><b>GHW11.4</b></p> <ol style="list-style-type: none"> <li>1. Students will analyze the changing patterns of space devoted to sports and recreation in the local community and region.</li> <li>2. Students will predict the impact of these patterns in the future.</li> <li>3. Students will propose strategies for dealing with the issues identified.</li> </ol>	<p><b>GHW11.4</b></p> <ol style="list-style-type: none"> <li>1. <a href="http://www.glencoe.com/ghw/ind...">http://www.glencoe.com/ghw/ind...</a></li> <li>2. Geography and History of the World Schoology Assessment Suite.</li> <li>3. Have students read to discover how sports have contributed to downtown renewal in Indianapolis. Have students create a table listing each sports team discussed in the reading and the ways in which each team has contributed to downtown renewal. Ask students to write a short essay predicting the impact of these changes on the future of the city as well as strategies to combat any problems that may arise. Students can learn about the impact sports is having on downtown renewal in Indianapolis by reading student pages 172A and 172B.</li> <li>4. Students can use either a two-column table or a three-column table template to list the sports teams and their impacts on downtown renewal.</li> </ol> <p><a href="#">5. Geography and History of the World Class Website</a></p>

May	<p><b>IN_Academic_Standards Geography and History of the World (2006): 9-12</b></p> <ul style="list-style-type: none"> <li>• Standard GWH.12 Students will examine the human causes of change to the environment on a global scale along with the impact of these changes on the lives of humans. <i>Introduced</i></li> <li>• Indicator GHW.12.1 Analyze global climate change (sometimes called “global warming”) and assess the validity of this idea, the variable climate changes it forecasts for different parts of Earth, and the implications of these changes for humans (political, economic, and health and welfare). (Physical Systems, Human Environment Interactions, Change Over Time, Spatial Distribution, Spatial Interaction, Spatial Variability) <i>Introduced</i></li> </ul> <p><b>Standard 12: Global Change</b> Students will examine the human causes of change to the environment on a global scale along with the impact of these changes on the lives of humans.</p> <p>1. What are the facts about global warming?</p>	<p><b>IN_Academic_Standards Geography and History of the World (2006): 9-12</b></p> <ul style="list-style-type: none"> <li>• Standard GWH.12 Students will examine the human causes of change to the environment on a global scale along with the impact of these changes on the lives of humans. <i>Introduced</i></li> <li>• Indicator GHW.12.1 Analyze global climate change (sometimes called “global warming”) and assess the validity of this idea, the variable climate changes it forecasts for different parts of Earth, and the implications of these changes for humans (political, economic, and health and welfare). (Physical Systems, Human Environment Interactions, Change Over Time, Spatial Distribution, Spatial Interaction, Spatial Variability) <i>Developed</i></li> </ul> <p><b>GWH12.0</b> 1. Students will identify and define causes of global warming. 2. Students will examine the human causes of change to the environment on a global scale along with the impact of these changes on the lives of humans.</p> <p><b>IN_Academic_Standards Geography and History of the World: 9-12</b></p> <ul style="list-style-type: none"> <li>• Standard GWH.12 Students will examine the human causes of change to the environment on a global scale along with the impact of these changes on the lives of humans. <i>Developed</i></li> <li>• Indicator GHW.12.1 Analyze global climate change (sometimes called “global warming”) and</li> </ul>	<p><b>GWH12.0</b> 1. <a href="http://www.glencoe.com/ghw/ind...">http://www.glencoe.com/ghw/ind...</a> 2. Geography and History of the World Schoology Assessment Suite.</p> <p>3. <a href="#">Geography and History of the World Class Website</a></p>
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		<p>assess the validity of this idea, the variable climate changes it forecasts for different parts of Earth, and the implications of these changes for humans (political, economic, and health and welfare). (Physical Systems, Human Environment Interactions, Change Over Time, Spatial Distribution, Spatial Interaction, Spatial Variability) <i>Developed</i></p>	
	<p><b>GWH12.1</b> Is it getting hotter? Many people are concerned that climates around the world are warming. Analyzing the concept of global climate change (sometimes called global warming) will help you to consider the validity of the idea. Study the accuracy of Global Climate Models (GMCs) (1980-present), sea level changes associated with past and present climate changes, and the impact of such changes on humans in the contemporary world (last Ice Age Present) to analyze variable climate changes in forecasts in different areas of the world and the implications of these changes for humans.</p> <p>1. How is global warming affecting climates around the world and how will these climate changes affect humans?</p>	<p><b>GWH12.1</b> 1. Students will analyze global climate change and assess the validity of this idea. 2. Students will participate in a debate about the validity of man made global warming or is it a natural occurring process of the Sun's effect on the solar system.</p> <p><b>IN_Academic_Standards Geography and History of the World: 9-12</b> • Standard GWH.12 Students will examine the human causes of change to the environment on a global scale along with the impact of these changes on the lives of humans. <i>Developed</i> • Indicator GHW.12.2 Explain the concepts of linear and exponential growth. Apply these concepts to geographical themes and analyze the consequences of various human responses to these trends. (Change Over Time, Human Environment Interactions, Cultural Landscapes, Physical</p>	<p><b>GWH12.1</b> 1. <a href="http://www.glencoe.com/ghw/ind...">http://www.glencoe.com/ghw/ind...</a> 2. Geography and History of the World Schoology Assessment Suite. 3. Scientific research indicates that humans are affecting global climates in negative ways. If global warming becomes worse, so will living conditions in regions around the world. Students should use outside sources to determine the validity of the concept of global warming as well as the implication of the effects of global climate change for humans. In pairs, have students write speeches in which they assess the validity of global climate change and its effects on humans. Students can learn about the greenhouse effect by reading student page 1042. 4. Students will write a proposal suggesting a solution to the problem of man made global warming that balances sustainable economic development and environmental responsibility.</p> <p>5. <a href="#">Geography and History of the World Class Website</a></p>

		Systems) <i>Developed</i>	
	<p><b>GWH12.2</b> We all know that populations are constantly changing, but do we really understand the rate at which they grow? Analyze the concepts of linear and exponential growth to help gain an understanding of the ways these concepts relate to geographical themes, like change over time and human environment interactions. Examine the consequences of various human responses to these growth trends by investigating concepts such as the doubling time for global population and the effects of this doubling in various world regions (1750-present). Also examine the concept of economic growth curves for various countries and the implications for resource use and environmental pollution (present).</p> <p>1. What are the concepts of linear and exponential growth? How do these concepts affect human and physical environments?</p>	<p><b>GWH12.2</b> 1. Students will explain the concepts of linear and exponential growth. 2. Students will apply these concepts to geographical themes and analyze the consequences of various human responses to these trends.</p>	<p><b>GWH12.2</b> 1. <a href="http://www.glencoe.com/ghw/ind...">http://www.glencoe.com/ghw/ind...</a> 2. Geography and History of the World Schoology Assessment Suite. 3. Explain to the class that there is an easy way to figure out a country's doubling time. Write the following information on the board: Take the number 70 and divide it by the country's population growth rate: The number of years for the population to double = <math>70 / (\text{growth rate})</math>. Equipped with this equation and the information at the U.S. Census Bureau Web site, prompt students to calculate the doubling times for Germany, France, the United States, Kenya, and Ethiopia (see the linked resources below). Ask students to determine the difference in the estimated doubling times of these countries. Students can read about doubling times on student pages 70-74. 4. Instruct students to read about birth and death rates and how they affect population growth. Ask: What, besides a birth or a death, can contribute to a country's population? Answers will vary, but may include migration, lack of food, and so on. Make clear that there are definite patterns of population associated with more developed countries versus less developed countries. More developed countries are countries in which incomes per person and standards of living are higher than less developed countries. These countries are technically advanced and have experienced long-term economic growth, such as the United States, the United Kingdom, and Germany. Point out that less developed countries have not experienced long-term economic growth. Incomes and standards of living in these places are generally low. Ask students to choose one developed country and one less developed country. Have students analyze the population trends in each of these countries. Then, using additional resources have students write essays comparing and contrasting the ways population growth has affected each of the countries. Students can read about birth and death rates on student pages 70-74.</p> <p><a href="#">5. Geography and History of the World Class Website</a></p>

	<hr/> <p>Additional digital/online resources used throughout the course:</p>	<hr/> <p><a href="http://www.kahoots.com">www.kahoots.com</a></p> <p><a href="http://www.sheppardsoftware.com">www.sheppardsoftware.com</a></p> <p><a href="http://www.glencoe.com">www.glencoe.com</a></p> <p><a href="http://www.youtube.com">www.youtube.com</a></p> <p><a href="https://lizardpoint.com/geography/index.php">https://lizardpoint.com/geography/index.php</a></p>	<hr/> <p><a href="http://www.tiki-toki.com">www.tiki-toki.com</a></p> <p><a href="http://www.quizlet.com">www.quizlet.com</a></p> <p><a href="https://www.worldatlas.com/aatlas/world.htm">https://www.worldatlas.com/aatlas/world.htm</a></p> <p><a href="http://www.ilike2learn.com">http://www.ilike2learn.com</a></p> <p><a href="https://education.maps.com/games/">https://education.maps.com/games/</a></p>
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