

Daniel Parks
World Geography

Lesson Plans by Chapters

Below you will find my lesson plans for World Geography organized by chapters. All lessons are subject to change as different classes move at different speeds through the material. If you are absent please follow the lesson as close as possible. If there is a worksheet document that must be completed it can be found in Google Classroom. Please complete all assignments and submit to the appropriate Google Classroom folder.)

Standard WG - 1: The student will demonstrate an understanding of the physical and human characteristics of place, including the creation of regions and the ways that culture and experience influence the perception of place.

Standard WG-2: The student will demonstrate an understanding of the physical processes that shape the patterns of Earth's surface, including the dynamics of the atmosphere, biosphere, hydrosphere, and lithosphere.

Standard WG-3: The student will demonstrate an understanding of the characteristics, distribution, and migration of human populations on Earth's surface.

Standard WG-4: The student will demonstrate an understanding of the characteristics of culture, the patterns of culture, and cultural change.

Standard WG-5: The student will demonstrate an understanding of the role that geography plays in economic development.

Standard WG-6: The student will demonstrate an understanding of the processes, patterns, and functions of human settlement

Standard WG-7: The student will demonstrate an understanding of how cooperation and conflict among people influence the division and control of Earth's surface.

Standard WG-8: The student will demonstrate an understanding of how human actions modify the physical environment; how physical systems affect human systems; and how resources change in meaning, use, distribution, and importance.

Chapter 1

Essential Question: How does geography help us interpret the past, understand the present, and plan for the future?

Agenda: Chapter 1: Lesson 1

Opener: Have students use their mental map to sketch a map of the area Charleston Area. Have students compare their maps with a partner. After determining the accuracy of their maps, have student pairs evaluate how their maps might help or confuse a new student who has just moved to Charleston. As a class, discuss the value of accuracy in cartography and explain that the world's first explorers often set out with maps that were incomplete or inaccurate.

Direct Instruction: Go over Chapter 1: Lesson 1 PTT

Guided Instruction: (give students Login Username and Password) Students will login into ConnectED read chapter 1: Lesson 1

Assessment: Students will answer chapter 1: Lesson 1 Questions (finish for Homework)

Closure: To close the lesson, write globes, maps, and geospatial technologies on the board. In a class discussion, have students review the many ways geographers use these tools, listing students' responses under each item.

Essential Question: How does geography help us interpret the past, understand the present, and plan for the future?

Agenda: Chapter 1: Lesson 2

Opener: Use this political cartoon to build on students' understanding of globes and maps and to help students understand how geographers use perspective to view different regions of the world. Have students work with a partner to read the introductory text, study the political cartoon, and answer the questions. Have pairs discuss different perspectives of the world. Then ask pairs to draw another political cartoon of a person or creature looking at a globe from its perspective.

Direct Instruction: Go over Chapter 1: Lesson 2 PTT

Guided Instruction: Students will login into ConnectED read chapter 1: Lesson 2

Assessment: Students will answer chapter 1: Lesson 2 Review Questions (finish for Homework)

Closure: In closing, tell students that one reason geography is useful in so many different fields is because geographers gather information in a variety of ways. With this in mind, have students write a paragraph explaining how a political candidate might use geography while campaigning.

Chapter 2

Essential Question: How do physical processes shape Earth's surface?

Agenda: Chapter 2: Lesson 1

Opener: This diagram can be used to discuss Earth's various landforms and to help students understand how geographers use diagrams to compare landforms and other data. Have students read the introductory text, use the diagram to calculate the answer to the first question, and then use their prior knowledge to complete the remaining questions. As a whole class activity, ask students to share their sketches of familiar landforms.

Direct Instruction: Go over Chapter 2: Lesson 1 PTT

Guided Instruction: Students will login into ConnectED read chapter 2: Lesson 1

Assessment: Students will answer chapter 2: Lesson 1 Review Questions (finish for Homework)

Closure: Have students summarize the physical makeup of Earth and tell why it is a suitable environment for life. Review how the biosphere is a complex system spanning parts of the lithosphere, atmosphere, and hydrosphere.

Essential Question: How is Earth's structure related to the creation of continents, oceans, and mountain ranges?

Agenda: Chapter 2: Lesson 2

Opener: Have students use this map to discuss Earth's tectonic plates and how the movement of these plates can cause earthquakes and volcanoes. Remind students that underwater earthquakes often cause tsunamis, as well. Have pairs of students read the introductory text, study the map, and answer the questions. Then ask students to discuss and write a paragraph on how volcanoes can be both constructive and destructive.

Direct Instruction: Go over Chapter 2: Lesson 2 PTT

Guided Instruction: Students will login into ConnectED read chapter 2: Lesson 2

Assessment: Students will answer chapter 2: Lesson 2 Review Questions (finish for Homework)

Closure: Have students consider the ways that Earth is a work in progress. Have them analyze the forces of change, such as the formation and changing of continents and oceans, and the building up and tearing down of mountains. Explain that Earth is constantly changing.

Essential Question: How is Earth's structure related to the creation of continents, oceans, and mountain ranges?

Agenda: Chapter 2: Lesson 2

Opener: Have students use map to discuss Earth's tectonic plates and how the movement of these plates can cause earthquakes and volcanoes. Remind students that underwater earthquakes often cause tsunamis, as well. Have pairs of students read the introductory text, study the map, and answer the questions. Then ask students to discuss how volcanoes can be both constructive and destructive.

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Guided Instruction: Students will login into ConnectED read chapter 2: Lesson 2

Assessment: Students will answer chapter 2: Lesson 2 Review Questions (finish for Homework)

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Water Eroding Mountains video

Use this video to introduce one of Earth's most powerful forces—water. Ask students to write three questions they have after watching the video. Collect the questions and have the class answer them after reading the lesson. Discuss with students that Earth's landforms are constantly changing as a result of processes on Earth's surface and that change is fairly constant. Ask students to suggest what might cause some of these external changes. List their suggestions on the board and have students revisit the list at the end of the lesson to see whether they would like to make any changes or additions to the list.

Have students list the two major river systems mentioned in the video and make a table including facts about each. (Amazon: location—South America; deposits over 2 billion tons of the Andes into Atlantic/year. Ganges: location—India; deposits 1 billion tons of Himalaya into Indian Ocean/year)

Essential Question: How do physical processes shape Earth's surface?

Agenda: Chapter 2: Lesson 3

Opener: Have students use this graph to discuss the different amounts of freshwater and salt water in various parts of the world and the need for desalination plants in some countries that are primarily desert. Have pairs of students read the introductory text, study the graph, and answer the first question. Encourage students to use their background knowledge to answer questions 2 and 3, but allow them to use a world map if necessary. Then ask students to name other countries that might benefit from having desalination plants.

Direct Instruction Go over Chapter 2: Lesson 3 PPT

Guided Instruction Students will read Chapter 2: Lesson 3 and answer Review Questions

Assessment: Chapter 2 Test

To help students contextualize the graph, have them find out more about the countries listed. Organize the class into 10 groups and assign each group a country from the graph. Have groups search online to find out their country's population, area, and GDP. Then lead a class discussion about what this information means for comparing the effect of the information on the chart for different countries. For example, Qatar and Iran have similar desalination capacities, but Qatar is a much smaller country. So the relative impact of desalination on its freshwater supply must be much larger.

Chapter 3

Essential Question: How do relationships between the Earth and the sun affect climate?

Agenda: Chapter 3: Lesson 1

Opener: Climate Change Video

Direct Instruction Go over Chapter 3: Lesson 1 PPT

Guided Instruction Students will read Chapter 3: Lesson 1 and answer Review Questions

Assessment: Chapter 3: Lesson 1 E-assignment 10 questions

Closure: Have students explain how Earth's tilt and rotation, Earth's revolution, and the greenhouse effect influence climate and weather patterns. Point out that all of these effects show the importance of the relationship between the Earth and the sun.

Have students choose two locations from the chart and use their sunrise-sunset time to find out the hours of sunlight on the first day of every month in each place for one year. Plot the numbers on a line graph. Ask students to note how the graph curve differs depending on the latitude of each place.

Have small groups of students choose one of the terms from the following list: Northern Hemisphere, latitude, Equator, Southern Hemisphere, rotation, or revolution. Have students work collaboratively to fill out a Concept-Definition Diagram graphic organizer, found on the online Student Learning Center. Tell students that not every field on the graphic organizer will be applicable to every term. Have each group share its completed graphic organizer with another group and explain the term they chose using the information on the graphic organizer.

Essential Question: How are climate patterns related to each zone of latitude?

Agenda: Chapter 3 Lesson 2

Opener: Have students use this map to discuss how elevation affects the average temperature of four places at the same latitude. Then have students read the introductory text for the lesson and use the map to answer the questions on how latitude and elevation affect temperatures on Earth. Allow time for students to write their paragraphs. Then have them exchange their paragraphs with a partner to review and discuss the information.

Direct Instruction Go over Chapter 3: Lesson 1 PPT

Guided Instruction Students will read Chapter 3: Lesson 2 and answer Review Questions

Assessment: Chapter 3: Lesson 2 E-assignment 10 questions

Closure: Have students identify the five factors that affect climate on Earth. (latitude, elevation, winds, ocean currents, landforms) Ask them to write a brief summary on how each affects climate. Discuss students' summaries as a review of the factors and their effects on climate.

All the cities on the map are located on the equator. Ask students to speculate on how a change of latitude would alter the average temperature of each place. Have them look up what other factors control the climate of a place. Ask them to write a paragraph comparing the average temperature of Rome, Italy, and Chicago, Illinois, which are almost exactly at the same latitude. What else accounts for the difference in average temperature?

Have them share with each other their observations, thoughts, and feelings about the weather and surroundings when they traveled from one elevation to another. If they have never experienced that,

have them describe the elevation and environment of the region of the world where their family originated.

Essential Question: How are world climates and biomes organized?

Agenda: Chapter 3: Lesson 3

Opener: The series of steps that cause acid rain are displayed in this flow chart, along with some of the environmental resources that are affected by acid rain. Ask students to read the introductory text and then analyze the flow chart to answer the questions. Have students write their paragraphs for question three and exchange them with a partner to review and discuss their answers.

Direct Instruction Go over Chapter 3: Lesson 3 PPT

Guided Instruction Students will read Chapter 3: Lesson 3 and answer Review Questions

Assessment: Chapter 3 Test

Give pairs of students index cards and ask them to write one step in acid rain formation on each of the cards. Have them take turns mixing up the cards and putting them in the correct order.

Chapter 4

Essential Question: What are the elements of culture?

Agenda:

Opener: This chart can be used to discuss the languages spoken in various countries of the world. Before revealing the chart, ask students to write down the language that they think is spoken the most in the world. Reveal the chart and allow students to analyze it to see if they guessed correctly. Have students use the chart to answer the questions and write their paragraphs. Then have students exchange their paragraphs with a partner to review and discuss.

Direct Instruction: Go over Chapter 4: Lesson 1 PPT (5min video clip of Cultures around the world)

Guided Instruction: Students will read Chapter 4 Lesson 1

Assessment: Chapter 4 Lesson 1 (10 question Assessment)

Closure: Tell students to review what they have learned about the way cultures change and spread. Have individual students pick one aspect of culture and use specific examples from this lesson to describe ways this element might spread and affect people's ways of life.

Governments of the world share certain features because people's needs are similar, regardless of their place of origin. Have students consider this statement while analyzing the information provided in the text about the structure of different governments and the services they provide. Then have students use facts and details to write an argument that agrees or disagrees with this statement. Remind students to state their point of view clearly and address any counter-arguments. Point out additional text or online sources students might use to gather more support for their views. Then pair students who have argued opposing views and have them hold a short debate with each other.

Essential Question: What factors influence population growth?

Agenda:

Opener: Use this population density map of North America to discuss with students how to read a population density map and consider how geography impacts where people live. Have students work with a partner. Pairs should read the introductory text and study the map to answer the questions. If there is time, have pairs locate the largest city that is closest to where they live on the map.

Direct Instruction: Go over Chapter 4: Lesson 2 PPT (10min video clip of Crash Course Population)

Guided Instruction: Students will read Chapter 4 Lesson 2

Assessment: Chapter 4 Lesson 2 (10 question Assessment)

Closure: Tell students to review the main headings and vocabulary terms covered in this lesson and think about the physical and cultural causes of both positive and negative population changes. Have students write a few paragraphs explaining some reasons why the rate of population growth sped up during much of the twentieth century and identify problems caused by population growth. Invite volunteers to share their paragraphs with the class.

Extra: Have small groups work together to create lists of places they can think of that have high and low populations. Have groups speculate what might cause these places to have as many or as few people living there as they do. Then read the *Essential Question* aloud and discuss

reasons why the population of an area might rise or decline. **Ask: How might the physical features of a place affect its population?** (*Student answers may vary, but should include relevant details about the ways the physical features of a place can help people meet their needs or make a place too difficult to settle.*) **How might economic factors affect the population of a place?** (*Possible answer: People might move from one area to another to find better work or because they are transferred from one job to another.*) Tell students they will learn more about populations and how they grow or fall in this lesson.

Essential Question: What influences the level and type of a country's government?

Agenda:

Opener: 7min Video clip of different types of government

Direct Instruction Go over Chapter 4: Lesson 3 PPT

Guided Instruction Students will read Chapter 4 Lesson 3

Assessment: Chapter 4 Lesson 3 (10 question Assessment)

Closure: Have students look through the headings and subheadings used in each section. Tell them to use these as a guide to outline the main ideas and important details. Then have students share their outlines with a partner to discuss what details could be included or left out.

Honors: Have students consider how the United States government compares to other governments around the world. Have them write three facts they already know about this topic and three questions to which they would like to find the answers. Tell students to look for the answers as they work their way through the lesson

Essential Question: What are the three main types of economic systems?

Agenda:

Opener: This graph can be used to discuss the economies of eight different countries. Explain that these are not the top eight countries in the world, but that the top two countries on the graph are the top two in the world. Have students read the introductory text and use the chart to answer the questions. Then have students write their own question and answer based on the graph and exchange questions with a partner to answer and discuss.

Direct Instruction Go over Chapter 4: Lesson 4 PPT (5min video clip on economic system)

Guided Instruction Students will read Chapter 4 Lesson 4

Assessment: Chapter 4 Lesson 4 (10 question Assessment)

Closure: Tell students to review this lesson and write a summary of how and why the countries of today are becoming more interdependent.

Discuss factors that affect world trade in a class discussion. **Ask: What do you think education has to do with the labor costs in a country?** (*Possible answer: People in less developed countries may find it harder to attain a higher level of education and may only be qualified to work manufacturing jobs that do not pay as well, thus saving businesses from high labor costs.*) **Why do you think less developed countries have allowed multinationals to build factories and form partnerships with local companies?** (*Possible answer: They may think that the new job opportunities brought to the country by these multinationals will improve their economies, help them become more developed, and enjoy a higher standard of living*)

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Direct Instruction Go over Chapter 4: Lesson 4 PPT (5min video clip on economic system)

Guided Instruction Students will read Chapter 4 Lesson 4

Assessment: Chapter 4 Lesson 4 (10 question Assessment)

Closure: Jeopardy Review Game for Chapter 1

Honors: Discuss factors that affect world trade in a class discussion. **Ask: What do you think education has to do with the labor costs in a country?** (*Possible answer: People in less developed countries may find it harder to attain a higher level of education and may only be qualified to work manufacturing jobs that do not pay as well, thus saving businesses from high labor costs.*) **Why do you think less developed countries have allowed multinationals to build factories and form partnerships with local companies?** (*Possible answer: They may think that*

the new job opportunities brought to the country by these multinationals will improve their economies, help them become more developed, and enjoy a higher standard of living

Essential Question: How does a city's influence affect its structure?

Agenda:

Opener: This map can be used to discuss the largest cities of the world. Before revealing the map, organize the class into small groups. Have each group write what they think are the top ten cities in population in the world. Display the map and have students compare their list of cities to those on the map. Then have groups read the introductory text, study the map, and answer the questions. As a class, discuss how each group's list of cities compared to the top ten cities listed on the map.

Direct Instruction Go over Chapter 4: Lesson 5 PPT

Guided Instruction Students will read Chapter 4 Lesson 4

Assessment: Chapter 4 Lesson 4 (10 question Assessment)

Closure: Jeopardy Review Game for Chapter 2

Review the key concepts of urban geography by asking students to consider the positive and negative consequences of urbanization. Have them write a topic sentence that expresses the effects of these consequences and then list three relevant details that describe specific examples

Opener: Jeopardy Review Game for Chapter 3 and 4

Assessment: Chapter 4 Test

Chapter 5

Agenda:

Unit 1 test (time 45)

After students finish test Organize the class into two groups—one representing the United States and the other Canada. Explain that only two areas of land are disputed by the United States and Canada—Machias Seal Island and North Rock. Ask students to research the dispute and history of these tracts of land and then write an argument from their assigned perspective on which country should be able to claim the land. Consider having students present their papers to the class in the form of a debate.

Essential Question: How has tectonic activity helped create so many of the landforms in the United States?

Agenda:

Opener: the Southwest in Need of Water video

Use this video to introduce one of the major waterways in the American southwest. Have students explain how this waterway makes life possible for people living in Las Vegas and how the lives of the people there have permanently changed the waterway. **Ask: Should humans radically change their lifestyles to make life in Las Vegas sustainable? What lifestyle changes are needed?** (*Students should explain how residents and visitors can make life sustainable in Las Vegas.*)

Direct Instruction: Go over Chapter 5: Lesson 1 PPT

Guided Instruction: students will read Chapter 5: Lesson 1 out loud in class (popcorn reading)

Assessment: Students will log into Connect Ed and do 10 question assessment

Closure: Have students consider the role the physical landscape of the United States plays in the economy. Have students write a summary of how the landscape and natural resources of the country are important to the U.S. economy. Encourage students to share their summaries with the class.

Use the introductory text and the image to discuss the landforms of southwestern United States. Ask students to study the image and answer the first question independently. Have students form small groups and further discuss landforms that they are familiar with, such as the Grand Canyon and the Rocky Mountains. Then have them discuss their answers for the first question with their group and answer the remaining questions. Ask each group to write agreed-upon answers to all of the questions.

Essential Question: How do physical systems and human systems shape a place?

Agenda:

Opener: This time line shows a sequence of events that occurred in the United States concerning the U.S. foreign and domestic policy. Have students think about how the events relate to the process of immigration and whether people still immigrating into the United States are faced with similar events. As a class, discuss how the War on Terror has affected Americans' attitude and policies toward immigrants

Direct Instruction: Go over Chapter 5: Lesson 2 PPT

Guided Instruction: students will read Chapter 5: Lesson 2 out loud in class (popcorn reading)

Assessment: Students will log into Connect Ed and do 10 question assessment

Closure: Review with students how physical and human geography has created many population centers in the United States. Then have students summarize how immigration has affected the growth, creating a diverse culture, and how this diverse culture is expressed throughout the United States.

Use map to lead a class discussion on other aspects of the free market system. Have students look up the definition of *equity*. Ask them what it means for a house to have negative equity and how this affects the life of the homeowner. Have students form groups and discuss how they think this will affect the free market of the United States.

Essential Question: How can human activity lead to air and water pollution?

Agenda:

Opener: have students explain how humans have damaged water resources in the United States. Students should include examples of damage to water resources that they have personally seen or witnessed, as well as examples that they have read or heard about in the news or online. Encourage students to share

Direct Instruction Go over Chapter 5: Lesson 3 PPT

Guided Instruction students will read Chapter 5: Lesson 3 out loud in class (popcorn reading)

Assessment: Students will log into Connect Ed and do 10 question assessment

Closure: Review with students the effect human populations have had on the environment. Discuss various environmental concerns that the United States faces in the twenty-first century. Lead students to arrive at some actions they can personally take to address these environmental issues.

Have students identify pollution threats to wetland areas, marshes, ponds, and swamps in their state or region. **Ask: Why are wetland areas important to the environment?** (*Possible answers: They are valuable water supplies and fisheries; they buffer coastal areas from storms and floods.*) **How do wetlands disappear?** (*Possible answers: Pollution destroys wetlands; many wetlands are drained for agricultural purposes; urban development takes over wetlands.*)

Agenda:

Chapter 5 test – open notes

Case Study: Water

Students will watch video on water scarcity. Have students write a paragraph describing how water- or drought-related issues could present a conflict in their own communities. Using what they have learned from analyzing this Case Study, students should state potential water issues, possible conflicts, and plausible solutions to potential problems.

Chapter 6

Essential Question: How do landforms link the geography of Canada and the United States?

Agenda:

Opener: write the word shield on the board and have students define it in their own words. Explain that the word shield can be used as a verb, as in “to protect from something,” or as a noun meaning “something that acts as a protective cover or barrier.” Then have students read the second paragraph, noting the definition of Canadian Shield. Ask: How does the Canadian Shield relate to the definition of the word shield?

Direct Instruction: Go over Chapter 6: Lesson 1 notes
Video clip of Canada's physical Features

Guided Instruction: Students will read Chapter 6: Lesson 1 and answer review questions

Assessment: Review Question

Closure: Display a map of North America and have volunteers identify the Pacific Ranges and the Rocky Mountains in the United States and the Canadian Rockies. Discuss similarities and differences between the western part of the United States and the western region of Canada. Have students read the paragraph and work in pairs to complete a Venn diagram showing unique features of each region and features that are shared in both countries. Ask: What do the Pacific Ranges and the Rocky Mountains have in common? (Both mountain ranges were formed by geologic forces that heaved slabs of rock upward.) Visual/Spatial

Tell students they have been hired by the Canadian government to write a travel blog for its tourism Web site. Have students use the text to identify information that would be important for tourists visiting the boreal forest in Canada's northern region to know. Students may wish to conduct online research to embellish their travel blogs with information about safety and travel tips. For example, students may advise tourists about the best camping locations or provide warnings about black bears, such as the need to keep food in tightly sealed containers, and so on. Ask volunteers to share their travel blogs with the class and guide students to discuss the importance of Canada's boreal forest.

Essential Question: How did British and French cultures influence Canada's history?

Agenda:

Opener: Direct students to examine the images above the lesson title. Ask: What is a general statement you could make about Canada's human geography based on these images? (Possible answer: Canada has a diverse population with a rich cultural history.) Lead a class discussion about the similarities and differences between the human geography of Canada and the United States. Ask students to use the images to consider historical, cultural, and economic features of each country

Direct Instruction Go over Chapter 6: Lesson 2 Notes

Video clip of Canada's Indigenous people

Guided Instruction Students will read Chapter 6 : Lesson 2

Organize students into three groups and assign each group one of the three main indigenous groups now in Canada: Inuit, the Métis, and First Nations peoples. Have them research the group and organize the information they find into a short presentation that they can share with the rest of the class

Assessment: Review Questions

Closure: Have students write a journal entry describing a recent fictional visit to Canada. Tell students to use information from this lesson to describe where they visited, reasons for choosing each location, and what they saw. Encourage students to include information about the “sights and sounds” of the country, including languages spoken and foods they ate.

Guide a class discussion about the advantages and disadvantages of NAFTA. Ask: What are the benefits of NAFTA gained by Canada, Mexico, and the United States? (NAFTA eliminated tariffs and other trade barriers, so the agreement provides economic advantages for companies and industries involved in trade.) Do you agree with criticism of NAFTA by some Canadians seeking to maintain its national identity? (Student answers may vary but should include either the economic and cultural advantages or disadvantages.)

Essential Question: How is the Canadian government working to address environmental issues?

Agenda:

Opener: Video Clip Before watching the video, ask the students to discuss what they know about wolves and whether they consider wolves and other wildlife species important to a country’s environment. After viewing the video, ask students whether their views on the endangered wolf species have changed. Have them consider whether they think wolves are a resource worth protecting. Organize the class into teams to research the pros and cons of environmental resource management for saving endangered wolves and then have teams conduct a short debate defending their views on the topic

Direct Instruction: Go over chapter 6: Lesson 3

Guided Instruction Have Students read Chapter 6: Lesson 3

Assessment: Review Questions

Closure: Tell students to write slogans and banners stating their opinions about logging, mining, or oil and gas extraction. Have students brainstorm who might attend a protest to express their vested interest, such as presidents of logging, mining, and oil companies; owners of a paper company; natural gas utilities company representatives; and nature and conservancy groups.

Have small groups conduct online research about the current status of the Keystone XL pipeline. Explain that the pipeline construction is a controversial project that involves extracting and burning oil from Alberta’s tar sands. Assign the activity as homework. Tell students to gather information for a slide show that describes the pipeline, which will transport oil from Canada to the Gulf of Mexico. Have groups use

presentation software to create their slide shows, assigning members different tasks such as researching, fact-checking, writing, creating slides, and presenting. Groups should discuss both sides of the issue and provide a concluding statement about the impact of the pipeline on the environment and the economy. Have groups present their slide shows to the class

Agenda:

Students will take Chapter 6 Test (30Min)

After Test go over SLO and discuss that they will analyze multiple texts, including primary and secondary sources, in order to construct written argument essays backed by evidence which supports claims, explanations, and/or perspectives from events or topics found in World Geography

Agenda: Students Will begin writing argument essays for SLO's

Chapter 7

Essential Question: How does climate affect human activities in Mexico?

Agenda:

Opener: Before students begin the lesson, have pairs work together to brainstorm what they already know about the physical geography of Mexico. Display a physical map or satellite photograph of Mexico and have students write a description of this country's physical features, organizing them by whether they are landforms or water systems. Then have students describe what they know about Mexico's climate. Discuss any relationship students already know about or can deduce between the landforms and climate of Mexico.

Direct Instruction:

- Go over Chapter 7: Lesson 1 Notes

- Show video clip of Mexico's physical features
- Have students study the Plate Tectonics diagram and consider its parts and the information it is conveying. Ask: What do the orange lines indicate? (the boundaries of each tectonic plate) What do the red arrows indicate? (the direction in which each plate is moving) Using information from the diagram, explain the type of seismic activity experienced by Mexico. (The red arrows of the Caribbean plate and the Cocos plate point toward one another. The force of these two plates meeting must cause earthquakes and volcanoes.)

Guided Instruction: Have students read Chapter 7: Lesson 1

Assessment: Review questions page 179

Closure: Tell students to review how the physical environment of Mexico has affected where people have established settlements and how they make a living. Have students pick one area of Mexico to explain why people do or do not live there using specific information from the lesson.

Write these terms on the board: Tierra Helada, Tierra Fria, Tierra Templada, and Tierra Caliente. Explain that these are the names of Mexico's vertical climate zones.. Then have pairs work together to translate the name of each vertical climate zone: "freezing land," "cold land," "temperate land," and "warm or hot land." Invite pairs to share their definitions and then discuss as a class why each vertical climate zone might have this name

Essential Question: What influenced Mexico's political and social structures?

Agenda:

Opener: Have students recall the reasons why conquistadors first journeyed from Spain to the Americas. Ask: How would you evaluate the way Spanish rulers felt about the discoveries Cortés made in Mexico? (Possible answer: Mexico had valuable resources, including precious minerals such as gold and silver, native crops such as corn, tomatoes, and chocolate, and large areas of land that could be farmed to produce even more crops that could be exported for profit. Therefore, the Spanish rulers must have valued his discoveries, which is shown by the fact that they settled Mexico and made it part of the Spanish Empire.

Direct Instruction

Go over Chapter 7: lesson 2 Notes

Use the Primary Geo: Mexico City video: Use this to show how the city has diversified and changed over time. Explain that over the years Mexico City has gone from an Aztec society to a thriving metropolis that blends indigenous, European, and modern architectures and cultures into one city. Working with a partner, have students create a two-column chart. Have them list Traditional influences in one column and Modern influences in the other. Have pairs share their charts in a class discussion.

Guided Instruction

-Have students read chapter 7: lesson 2

-Have students explore the work of Diego Rivera in greater depth. Organize students into pairs. Have each pair conduct online research to locate an example of Rivera's wall paintings and frescos. Pairs should present to the class a their chosen artwork, along with their interpretation of Rivera's perspective on his subject and an explanation of how they feel this piece of art uses images to reflect Mexico's cultural heritage.

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Assessment:

Chapter Review Questions: HW

-Riveria's art work presentation

-Have small groups of students use online resources to collect more in-depth information about life in the megacity of Mexico City. Assign each group a specific area to research, such as cultural institutions, systems of housing, industries and businesses, school systems, and transportation. Once groups have completed their research, have them create multimedia presentations using photographs, video clips, and charts or graphs to organize their data. Invite groups to present their findings to the class. Finish with a class discussion about the advantages and drawbacks of living in this city

Essential Question: How do human activities impact Mexico's environment?

Agenda:

Opener: Display the image and have volunteers read the caption and describe what they see. Have students write a journal entry from the perspective of the father about how he feels as he walks with his child along the open sewage canal. Tell them to include some "wishful thinking" by the father. Ask volunteers to share their journal entries with the class. What is the subject of the photograph? What details do you see? What did you learn from the photo? What message do you think the photographer was trying to present with the image?

Direct Instruction Go over Chapter 7: Lesson 3 PowerPoint Notes

Guided Instruction

- Have Students read Chapter 7: lesson 3

-Primary Geo: U.S.-Mexico Border video Use this video about Tijuana and the Mexican border to show some of the environmental and economic changes occurring in Mexico. Allow students to take turns citing examples from the video of the changes. Have students choose one of the changes that they think is critical to the population or economy of Mexico. Group students by their critical change selection, and then have each group write a list of potential solutions.

Assessment: Chapter review Questions

Closure: Have students think about the reasons Mexican people rely on their natural resources and the negative outcomes that are sometimes produced when they harvest and use them. Ask each student to pick one way that Mexico's resources are in jeopardy, write a description of the impact of human activity on this resource, and then explain how Mexico is responding to try to fix this situation.

Agenda:

Chapter 7 Test (Open Notes)

Direct Instruction Before beginning chapter 8, invite students to list what they already know about the physical geography, history, culture, and economy of Central America and the Caribbean. Then have them look at the photograph. Ask: What does this photograph reveal about the culture of the region? (Possible answer: Music is important to the people and culture in this region.) Discuss ways to analyze images in order to learn information about a topic.

Use The Columbian Exchange slide show. This slide show provides images and text about the goods traded in the Columbian Exchange. Working with a partner, have students choose one item that was traded in the Columbian Exchange. Have partners research the cost of exporting and importing that item during the 1400's and the current cost to export and import that item between the United States and another country. Students may find that some products are no longer imported but are now grown in the United States. Invite pairs to share their findings in a class discussion.

Show video clip of Columbian Exchange

Have students discuss the positive and negative effects of the Columbian Exchange on the people of North America. Ask: What were the positive effects? (Possible answers: new crops that became important to sustaining populations and for economic development; new ideas that helped cultures advance and adopt aspects of other cultures) What were the negative effects? (Possible answer: communicable diseases that made many people ill) Do you think the benefits outweighed the costs? Explain. (Possible answer: Yes, because the exchange of ideas, cultures, and foods was important to advancing civilization in the Americas)

Guided Instruction

Have students work in small groups to identify which crops were part of the Columbian Exchange and became important to the U.S. and European economies. Suggest to students that they research statistics for agricultural output. Challenge students to investigate whether these crops eventually became export crops, dietary staples, or both. Have groups present their findings to the class.

Assessment: Have groups present their findings to the class.

Chapter 8

Essential Question: How are Central American rivers and lakes important to the human systems of the area?

Agenda:

Opener: Lead a class discussion with students on disaster recovery for various countries highlighted on the map. Remind them that generally hurricanes approach the eastern seaboard from the south. Have students form small groups to discuss the different experiences people would have during a hurricane in Central America compared to the United States, considering the physical geography. Then discuss the different experiences people on a Caribbean island would have compared with the United States.

Direct Instruction

Go over Chapter 8: lesson 1 notes

Guided Instruction

Invite a volunteer to point out the location of the Panama Canal on a map. Discuss how building the Panama Canal shortened travel between the Atlantic and Pacific Oceans. Ask students to determine the distance before and after the Panama Canal was completed from New York to San Francisco (before: just over 13,000 miles, or 21,000 km; after: about 5,000 miles, or 8,000 km). Ask: How did the building of the Panama Canal affect commerce in the Western Hemisphere? (It increased commerce and made the transport of goods much faster and easier.) Have students work in pairs to gather data on the impact of the Panama Canal on commerce. Ask them to find statistics prior to 1914 when it was completed, and then after 1930 when the use of the canal flourished.

View Video clip of Panama Canal

Assessment: Chapter 8: Lesson 1 review Questions

Closure: Review with students the physical geography of Central America and the Caribbean. Have students summarize the key landforms, waterways, climate, biomes, and resources of the region. Review the hotspots of biodiversity that may hold important resources and resources that may be threatened by human activities. Discuss the importance of protecting these resources, as well as mineral resources, to the region's economy

Have students write a news report about the earthquake that struck Haiti in 2010 or the volcano that erupted in Montserrat, Lesser Antilles, in 1996 or 2009–2010. Suggest that students use print and electronic sources to gather information about the event. Instruct students to use excerpts of primary source accounts from eyewitnesses to the event, as well as statistics on the effects of the disaster. Invite students to present their news reports orally to the class.

Essential Question: How did colonialism influence the history and government of Central America and the Caribbean?

Agenda:

Opener: As students observe the image of the Panama Canal, ask them to consider the following statement, "The Panama Canal is a continuation of the white colonization of Central America." Considering what they learned about the canal so far, have students explain whether they agree or disagree with this statement

Go over HW

Direct Instruction:

Go over Chapter 8: Lesson 2 Notes

Ask partners to brainstorm a list of advantages and disadvantages of European interaction with the Americas. Point out that students should consider social, cultural, and economic aspects. Then in a class discussion, invite students to share their ideas.

Guided Instruction:

Have Students Read Chapter 8: Lesson 2

Have Students fill in Map of Central America - Glue in notebook

Panama Canal video: video about the construction of the Panama Canal to categorize the environmental connection between physical and human geography of this region. As students view the video, have them fill in a two-column chart, one listing the physical geography aspects of the Canal and the other

listing the human aspects. Then lead a class discussion on the physical and human geography effects to this region before, during, and after the building of the Panama Canal.

Assessment: Review Questions HW?

Closure: Have students write a personal narrative from the point of view of an African or indigenous person who has suffered and been enslaved during the time of the European conquest and joined others to fight against this oppression. Invite students to read their personal narratives to the class.

Essential Question: How do growing human needs affect resources and the environment in Central America and the Caribbean?

Agenda:

Opener:

Go over Review Question HW

Direct students to work in pairs and brainstorm factors that affect the development of the economies of countries in Central America and the Caribbean, as well as the preservation of the region's resources. Then in a class discussion, provide an opportunity for students to share the factors, as well as ideas on how the region can work to balance human needs with practices to sustain the environment.

Direct Instruction

Go over Chapter 8: Lesson 3 Notes

Have students work in pairs to create an ad campaign against dumping garbage and other wastes. They may create a digital ad campaign or a static one. Have students show their ads to the class. Then, allow students to evaluate the campaigns, noting which ones were most effective and why

The Caribbean video: Use this video to discuss how the aquatic environment of the Caribbean is vulnerable to damage from human activities. Ask students to discuss how the ocean enriches the lives of the people who live in the Caribbean. Have student pairs list possible ways that urban growth and the development of tourism in the area might contribute to the environmental issues in the Caribbean. Have volunteers share their lists with the class.

Guided Instruction

Assign students the following prompt with half of the class writing in support of current environmental practices in Central America and the other half writing in support of a change in environmental practices in the subregion: Should the government set restrictions on the clearing of rain forests for agricultural purposes? Remind students to introduce their claim in the form of a thesis statement and to support their claim with reasons and evidence. Point out that they will make their argument stronger and more appealing to their audience if they use formal language and address counterclaims. Have students present their arguments to the class in the form of a debate.

Assessment: Students will do Chapter Review Questions

Closure: Students will show their ad campaign against dumping garbage and other wastes.

Discuss with students the different challenges that the subregion faces with regard to managing its resources. Ask: What obstacles do some countries face when dealing with protection issues? (Possible answers: issues relating to lack of funds; lack of political or corporate support.) Ask students to write a proposal to the government of Costa Rica on how to best address the social, economic, and environmental challenges the country faces. Invite students to share their proposals with the class.

Chapter 9

Essential Question: How has South America's rugged landscape both attracted and isolated people?

Agenda:

Opener: Chapter 8 Quiz (30 min)

Direct Instruction:

Go over Chapter 9: Lesson 1 Notes

Have Students fill in Map of South America - Glue in notebook

Around the World—Chile video Use the video to give students a visual impression of South America's varied geography. Ask them to describe all of the different kinds of terrain that are displayed in the video. Have them write a paragraph about how Chile's wildly varied terrain is representative of the land in South America, and how this has affected the way that population is dispersed through the continent

Guided Instruction

Students will read Chapter 9: Lesson 1

Assessment: Chapter 9: Lesson 1 Review Questions

Essential Question: How has South America's physical geography influenced its population patterns?

Agenda:

Opener:

Machu Picchu video. Use this video about Machu Picchu to discuss the history, society, and culture of the Incas. As they view the video, have students list the different Inca contributions that are still observed or used in modern-day societies in Peru. In small groups, have students consolidate their individual lists into a chart that classifies the Inca contributions as either cultural, religious, or technical. Then have students discuss how Spanish conquistadors may have played a role in this civilization's location in Peru. Discuss these answers as a class.

Direct Instruction

Go over Chapter 9: Lesson 2 Notes

Have students study the time line and give it other titles. Ask: How does the first event on the time line help to explain the second event? (The first event describes how Bolivia ended up as a landlocked country, showing that Bolivia was not always landlocked and explaining why Bolivia would want to regain access to the Atlantic coast.) What can you infer about what happened in Argentina between 1952 and 1973? (There was some type of war that led to the overthrow of the government. During that time, Perón left the country.) Encourage students to do online research to add recent political events to the time line

Guided Instruction

Have students work in groups to research important dates in the region's colonial period and develop a time line beginning with the Spanish conquest of the Inca in 1532 through the independence revolutions of the 1800s. Direct students to assign each group member a specific country to research. Time lines might include the dates when key indigenous groups were conquered, countries and cities that were settled, important wars and rebellions, or other significant events. Have groups present their time lines to the class.

Assessment: Timelines

Closure: Have students start HW Chapter 9: Lesson 2 Review Question if time allows.

Guide students in a discussion on the standard of living in South America. Ask: What are some of the indicators of a high standard of living? (high rates of literacy, employment, health care, and income, long life expectancy) What is the connection between the health of a country's people and its wealth or poverty? (Countries that have high rates of poverty also generally have limited access to doctors, as well as poor nutrition, sanitation, and living conditions.) Which parts of South America's population are most likely to have a low standard of living and poor health care? (people in rural areas and in urban slums) What are some of the causes of poverty in South America? (unemployment or lack of opportunity; illiteracy; no land and overcrowding; limited resources) What are some of the causes of uneven development among nations? (unequal distribution of resources, capital, and infrastructure; lack of economic opportunity; an agricultural-based economy)

Essential Question: How has the management of the forest and agricultural resources impacted the environment in South America?

Agenda:

Opener:

Amazon Crude video Have students briefly summarize the disagreement between Texaco and PetroEcuador. Tell them that one-half of all plant and animal species on Earth live in tropical rain forests and that almost 20 percent of the Amazon rain forest has already been destroyed and that soil has been polluted. However, environmental laws have not reduced the risks of increased pollution, increased multi-national industrial growth, or the need for oil and natural resources. Have small groups identify possible ways that different points of view influence public policies on international levels.

Direct Instruction

Go over Chapter 9: Lesson 3 Notes

As a class, discuss how environmental degradation affects people. Ask: How are people's livelihoods affected by changing weather patterns or poor agriculture practices? (Possible answers: Farmers make less money; people lose jobs; the local economy suffers.) What is one step Paraguay has taken to deal with deforestation? (passed the Zero Deforestation Law in 2004 that protects the forested areas in the eastern region of the country) Do you think this was a good measure? Why? (Student answers may vary but should reflect specific reasoning based on the information provided in the text.)

Guided Instruction

Have students Read Chapter 9: Lesson 3

Assessment: Chapter 9 Quiz

Agenda:

Opener:

Unit 3 Review Jeopardy: 4 teams

Highlight Notes: Vocab

Assessment: Chapter 9 open note Quiz

Agenda:

Opener:

Finish Jeopardy Review

Notebook Check

Assessment: Unit 3 Exam: 50 question multiple Choice, 1 Essay question

Essential Question:

Agenda:

Opener: Geiranger Fjords, Norway video Have students view this video of a small fishing village nestled on the edge of this fjord in Norway. Ask students to describe the village. Discuss how this village differs from the place where students live. Talk about the importance of this glacial lake to the life and economics of the village

Direct Instruction Go over Chapter 9 Notes

Guided Instruction Have students read Chapter 9: Lesson 1
Students will fill out map of Europe, cut and glue in their notebooks

Assessment: Map of Europe

Closure: Chapter 9: Lesson 1 Review Questions : Homework

Have students use their imaginations to write a narrative describing a day in the life of a teenager living in Iceland. Suggest that students write a first-person narrative, as they would in a journal or diary entry. Tell students to use the information in the Student Edition about Iceland's history and geography to serve as a backdrop for their journals. Invite students to share their narratives with the class. Challenge students to use the vocabulary terms listed on this page in their narratives

Essential Question: How do society and culture in Northern Europe reflect the subregion's history?

Agenda:

Opener: A Viking video: Before watching the video, ask students to discuss their knowledge of the Viking Invasions. After viewing the video, have students write about an aspect of the video that was new or surprising to them. Guide a class discussion about how the many years of invasions have helped Norway to become a country of peaceful democracy today

Direct Instruction

Ask students if they have heard the word Nordic and to share what they think it means based on context clues. (Students may say they have heard the word Nordic as it relates to competitive skiing events, such as those held during the Winter Olympics. They may conclude that the word relates to the north, or Northern Europe.) Explain that Nordic is a Germanic term that relates to the people of Northern Europe, Scandinavia in particular. Discuss other words that share the root nord, which means "north." (Possible answers: north, Norse, Norway)

Go over Chapter 9: Lesson 2 Notes

Guided Instruction

Have students Read Chapter 9: Lesson 2

Assessment:

Chapter 9: Lesson 2 Review Questions Due at end of class

Closure:

Discuss the term welfare and ask students what they think the word means as it relates to the United States. Explain that the United States welfare system was implemented during the Great Depression in response to a large number of poverty-stricken families that needed assistance. Then discuss similarities and differences between the United States and Northern Europe's welfare systems. Ask: Based on what you have learned about welfare states in Northern Europe and what you understand about the welfare system in the United States, which system do you think is the most effective? Explain. (Students may include that Northern Europe's welfare states cost taxpayers more money, but serve the population more effectively by offering health care, child care, and assisted senior living; whereas the welfare system in the United States is less inclusive.) Moderate a class debate in which students voice their opinions, supported by information in the text, about the responsibility of a government to provide for its citizens

Read aloud the first sentence in the third paragraph of the section, and discuss with students possible reasons why the country of Norway is not a member of the European Union. Explain that Norway voted on whether to join the European Union in 1972 and again in 1994. Each time, Norway's citizens voted to reject EU membership. Have students conduct online research to identify reasons that Norway has chosen to remain separate from the European Union in a brief essay. Challenge students to choose one side or the other in their essay, arguing for either membership in the EU or continued separation.

Chapter 10

Essential Question: How do society and culture in Northern Europe reflect the sub region's history?

Agenda:

Opener:

Go over Homework

Period 2: Iceland Video

A Viking video: Before watching the video, ask students to discuss their knowledge of the Viking Invasions. After viewing the video, have students write about an aspect of the video that was new or surprising to them. Guide a class discussion about how the many years of invasions have helped Norway to become a country of peaceful democracy today

Direct Instruction

Ask students if they have heard the word Nordic and to share what they think it means based on context clues. (Students may say they have heard the word Nordic as it relates to competitive skiing events, such as those held during the Winter Olympics. They may conclude that the word relates to the north, or Northern Europe.) Explain that Nordic is a Germanic term that relates to the people of Northern Europe,

Scandinavia in particular. Discuss other words that share the root nord, which means "north." (Possible answers: north, Norse, Norway)

Write the term political asylum on the board. Ask volunteers to describe what they think the term means. Then invite students to call out factors that might lead to people seeking political asylum, using examples from the text and their own ideas. Discuss with students how each factor affects population pressure. Ask: How can people seeking political asylum affect the population of a region? (By migrating to a region to seek political asylum, people of different ethnic groups and backgrounds can change the cultural landscape of a region over time.)

Go over Chapter 10: Lesson 2 Notes

Guided Instruction

Have students Read Chapter 10: Lesson 2

Assessment:

Chapter 10: Lesson 2 Review Questions Due at end of class

Closure:

Discuss the term welfare and ask students what they think the word means as it relates to the United States. Explain that the United States welfare system was implemented during the Great Depression in response to a large number of poverty-stricken families that needed assistance. Then discuss similarities and differences between the United States and Northern Europe's welfare systems. Ask: Based on what you have learned about welfare states in Northern Europe and what you understand about the welfare system in the United States, which system do you think is the most effective? Explain. (Students may include that Northern Europe's welfare states cost taxpayers more money, but serve the population more effectively by offering health care, child care, and assisted senior living; whereas the welfare system in the United States is less inclusive.) Moderate a class debate in which students voice their opinions, supported by information in the text, about the responsibility of a government to provide for its citizens

Essential Question: How have human activities affected the natural environment in Northern Europe?

Agenda:

Opener:

Frozen Forests video: Use this video about the importance of trees and forest areas to animals to discuss the effects of temperature changes. Have students consider how much effort it has taken the animals and plants in this region to adapt to their environment and how a warmer climate will affect this ecosystem if, as scientists suspect, Earth's temperature is rising. In small groups, have students discuss possible environmental effects to the region, and then have groups present their responses to the class

Direct Instruction Go over Chapter 10: Lesson 3 Notes

Hydroelectric, Wind, and Geothermal Power animation Use this animation to explain how hydroelectric power, wind power, and geothermal power generate electricity. Have students research online for the major locations of these energy sources in Northern Europe. Provide students with an outline map of the region, available online in the Teachers Resource Center, and have them draw logos on the map to show the location of the sources. Discuss with students how the physical geography of Northern Europe contributes to the availability of these resources.

Guided Instruction

Students will read Chapter 10: Lesson 3

Assessment: Chapter 10 Quiz

Chapter 11

Essential Question: How did the Northern European Plain affect the development of Europe

Agenda:

Opener:

Students will go over Google Slide Project

Direct Instruction

Alps and Northwestern Europe image Use this image of the Alps to discuss the physical features of Northwestern Europe. Have students identify any of the iconic features that they know in the interactive image. Then focus students' attention on the image of the Matterhorn. Explain that the Matterhorn has evoked inspirational emotions of strength and power to some, while others have seen majestic beauty. Ask students to write a poem, verse, song, or rap based on the emotions the image of the Matterhorn evokes in them

Guided Instruction

Have Students read Chapter 11: Lesson 1

Have students work in small groups to create a virtual tour of some of Northwestern Europe's most noteworthy landforms using presentation software. Ask them to include brief descriptions of each type of landform and to caption photos of actual landforms in their visual tours. Have groups present their visual tours to the class

Assessment:

Students will present their virtual tour of Northwestern Europe

Chapter 11: Lesson 1 Review Questions

Essential Question: How have the rivers in Europe's heartland contributed to the region's development

Agenda:

Opener: Have 4 students present their country project.

Direct Instruction Go over Chapter 11: Lesson 1 Notes

Have students analyze the photograph of the underground coal mine. Ask them to infer what the dangers of coal mining and extraction may be based on the photograph. Discuss the concept that because coal is easy to ship and burn, it is less expensive than other sources of energy and how economics and environmental concerns are locked in a battle as far as energy resources are concerned

Rhine-Cleanliness video Use this video about the Rhine River to discuss the physical landscape of Northwestern Europe. Provide a map that illustrates the course of the Rhine River and that lists the countries along its borders. Explain to students that water plays an important role in the lives of many Europeans. Ask student pairs to create a table that compares and contrasts the geography along the Rhine River with their own region

Guided Instruction

Students will label, color and glue map of north eastern Europe to their notebook

Have Students Read Chapter 11: Lesson 1

Assessment: Map

Chapter 11: Lesson 1 (Review Question)

Essential Question: Which economic activities form the core of Northwestern Europe's economy?

Agenda:

Opener: Have 4 students present their country project

Direct Instruction

Go over H.W

Video on European Union

Point out that not all European countries have joined the EU. Have students work in small groups to brainstorm and speculate why these countries have opted not to join. Have half of the groups write an argument against joining the EU from the perspective of a wealthier nation that is not part of the EU, such as Norway. Have the other half write in favor of joining, again from the perspective of a wealthier nation, such as Germany. Students should include specific reasons for joining or not joining the EU

Guided Instruction

Have students read Chapter 11: Lesson 2

Assessment: Chapter 11: Lesson 2 Review Questions

Have students make a generalization about being a member of the European Union based on the information. For example, Membership in the European Union is advantageous. Have students share their generalizations and cite the details that support the generalization.

Essential Question: What actions have been taken to address environmental issues in Northwestern Europe?

Agenda:

Opener: Have 4 students present their country project

Direct Instruction

Go Over H.W

Water Pollution: Use this video about water pollution around the British Isles to discuss the global impact of this issue. As they view the video, have students list the causes and the concerns of water pollution in Northwestern Europe and the rest of the world. Have small groups of students compare their individual lists and then discuss ways that human activities continue to pollute the world's oceans. Have each group come up with a list of solutions to help control global water pollution. As each group presents their solutions to the class, have other groups consider if the solutions are globally possible

Go over Chapter 11: Lesson 3 Notes

Guided Instruction

Have students research an alternative form of energy used in one of the countries in Northwestern Europe. Have them gather facts and statistics about the usage of that form of energy, including information about what percentage of energy comes from the alternative source. Ask students to create a short visual presentation to present their findings to the class.

Assessment: Visual Presentation on Energy Source

Closure: Chapter 11: Lesson 3 Review Questions - Finish for HW

Chapter 12

Essential Question: How do Southern Europe's rivers compare to those of Northwestern Europe?

Agenda:

Opener: Have remaining students present their country project

Chapter 11 Quiz

Direct Instruction

Go over Chapter 12: Lesson 1 Notes

Guided Instruction

Students will label, color, cut and glue maps of southern Europe to Note books

Assessment:

Chapter 12: Lesson 1 Review Questions

Maps of Southern Europe

Have students discuss the rivers in Italy and Greece. Ask: What is the Po River's main effect in Italy? (The basin of the river forms a large and fertile agricultural plain.) How does Greece's mountainous terrain affect rivers in Greece? (The mountainous terrain causes the rivers to be short and not suitable for navigation or irrigation.) Why does Southern Europe lack natural lakes? (The glacial movement of the last ice age did not reach Southern European peninsulas.)

Essential Question: How have religion, the arts, and Southern Europe's rich intellectual traditions shaped society and culture today?

Agenda:

Opener: Islam in Spain & the Alhambra video Use this video to analyze how religious interaction has shaped the development of society and culture in this region. Ask students to identify the regions of the world they think Islam comes from. Lead them to think about how Muslims traveled from the Middle East all the way to Europe. Have them draw rough maps describing the route that Muslims may have traveled over the centuries. Then discuss how historical and religious events influenced population patterns and the culture in this region

Direct Instruction

Go Over HW

Go over Chapter 12: Lesson 2 Notes

Guided Instruction

Have Students Read Chapter 12: Lesson 2 and answer review questions

Assessment:

Review Questions

Essential Question: What are the threats that require closer management of resources in Southern Europe?

Agenda:

Opener: Go over H.W (Review Question)

Direct Instruction

Go over Chapter 12: Lesson 3 Notes

Grand Canal in Venice video Use this video to explain how humans adapt to their physical surroundings and how these places require extensive environmental management. Ask students whether they would like to live in Venice. Discuss Venice's historical significance, especially the artistic blending of Eastern and Western culture and design. Have students explain what they think could be done for Venice if sea levels rose over the course of the next 100 years and whether they believe the possibility of flooding in Venice is a global environmental issue.

Ask students to imagine they are engineers designing a contemporary city built in an area that, like Venice, is primarily covered with water. What methods of transportation from neighborhood to neighborhood or even from building to building might they suggest? How would they accommodate pedestrians? What would they do to ensure that their designs would last over time rather than risk future flooding or collapse? Have students write a paragraph or two describing their ideas, and then discuss students' responses as a class.

Guided Instruction

Protesting Cruise Ships image Ask a volunteer to read aloud the onscreen text. As a class, examine the details in the image. Direct students' attention to the building foundation in the background that is eroding. Then have students imagine how they might feel or react if they were in different positions in this scenario, such as a protester, a Venetian government official, a cruise ship director, or a cruise ship passenger. The solution proposed by the protesters to dock ships farther away and then ferry passengers in sounds simple but may present more complex ramifications. Ask students what they think other effects of docking ships farther might be and how the protesters, government officials, and cruise ships could work together to solve the issue.

Have students Read Chapter 12 : Lesson 3 and answer Review Questions

Assessment: Review Questions
Venice Engineering Questions

Chapter 13

Essential Question: How do mountains and plains define Eastern Europe?

Agenda:

Opener: Go over the HW (Review Questions)

Direct Instruction Go over Chapter 13: Lesson 1 Notes

Guided Instruction

Eastern Europe Map (have students label, color, and glue maps in notebook)

Assessment: Quiz and Map
HW (Review Questions)

Essential Question: How have wars, migrations, and changing political borders influenced the population patterns of Eastern Europe?

Agenda:

Opener: Go over review questions

Direct Instruction

Students will take notes on Chapter 13: Lesson 2

Guided Instruction

Have students examine this map of Nazi death camps in Europe. As a class, discuss how political, economic, and ethnic struggles have shaped the history and culture of Eastern Europe. Invite students to explain the various genocides of modern history that they know about. Have students consider how the attempted genocide of Jews by the Germans before and during World War II is similar to more recent incidents of ethnic cleansing in some of the regions of the world. Ask them if it is different and if they feel that these religious and ethnic events are inevitable. Lead a discussion on this topic

Ask students how the world might be different today if the Nazis had won World War II. Tell students to think about how the political organization in Europe could be different as well as how their daily lives in the United States might be different as well. Divide students into small groups to discuss their ideas, and have a volunteer from each group share a summary of the group's discussion with the class.

Assessment: Have individual students use the Internet to research what daily life was like for people imprisoned in the Nazi camps. Have students write a paragraph or two describing their daily activities and how people might have thought and felt when they were imprisoned.

HW Review Questions Chapter 13: Lesson 2

Essential Question:

What human activities result in acid rain and water pollution in Eastern Europe?

Agenda:

Opener: Have students read their Concentration Camp writing prompts

Direct Instruction

Have Students Write down Chapter 13: Lesson 3 Notes

Karkonosze Forest-Monoculture video Use this video about the Black Triangle to discuss the environmental issues facing Eastern Europe. Have students discuss with a partner how deforestation and acid rain have affected the biodiversity in the Karkonosze Forest. Then have each student write a paragraph on what they think is the best use of a forest like the Karkonosze Forest. Ask them to consider if it should be used for industry, cleared for agriculture, or preserved as a park or wildlife refuge

Jeopardy Review for Unit 4 Exam - start if time

Guided Instruction

Chapter 13 online Quiz (Open Note)

Agenda:**Direct Instruction**

Jeopardy Review for Unit 4 Exam (30min)

Guided Instruction

Students will take their Unit 4 Exam (50 Min)

Chapter 14

Agenda:

Opener: Lake Baikal video ; Use this video about Lake Baikal in southeastern Russia to discuss the importance of protecting ecosystems and freshwater supplies. Encourage students to consider what they know and have learned about freshwater shortages. Tell them that Lake Baikal is the world's oldest and deepest lake, and it contains one-fifth of Earth's unfrozen fresh water, making it a valuable resource for Russia and the world.

Direct Instruction

Go over student HW responses

Go Over Chapter 14 : Lesson 1 Notes

Guided Instruction

Students will label Map of Russian Core: Including the Ural Mountains and the Caucasus Mountains. Volga River, The Dnieper River in Ukraine and Lake Baikal in Siberia

Assessment:

Chapter 14: Lesson 1 Review Questions

Closure:

Have students review the information in the section Natural Resources. Ask: Why is Russia's physical geography both a blessing and a curse? (Blessing because the land is filled with many natural resources but a curse because these natural resources are often in remote, difficult to access, climatically unfavorable areas.)

Essential Question: How have the Russian Core's historical roots and modern ideas influenced the history and government of the region?

Agenda:

Opener: Beginning of Communist Russia video ;Use this video on the rise and fall of Communist Russia to monitor students' understanding about the Soviet political and economic era. In a class discussion, ask students to use information from the video and what they already know to provide information about the fall of the Soviet Union. Discuss what happened when the Soviet Union fell and how it changed the lives of people around the world. Reinforce that this region continues to experience a volatile economy and a decrease in population.

Direct Instruction

Go over Review Questions

Go over Chapter 14: Lesson 2 Notes

Guided Instruction

Have students work in pairs to create time lines to sequence the most important events in Russia's history. Have students record similar types of information for each event, such as who was ruling the territory at the time and why each event is important. Students should augment their time lines by searching the Internet or library resources to add additional facts about each period on their time lines.

Assessment:

Chapter 14 : Lesson 2 review Questions

Essential Question: What impact did Soviet-era ideas and actions have on the environment of the Russian Core?

Agenda:

Opener:

Use the Nuclear Arms Race graph. Have students examine this graph to begin a discussion about the nuclear arms race and the dynamics and ethics of the Cold War. Then have students analyze the graph to identify which country's stockpile of nuclear weapons peaked first. Have students form small groups to discuss the following questions:

- Does it appear that the Soviet accumulation of nuclear arms was a response to the U.S. accumulation?
- What responsibility does the United States bear for current problems with Soviet waste disposal?

Direct Instruction

Go over Chapter 14: Lesson 3 Notes

Chernobyl Disaster Video Clip

Guided Instruction

Students will take chapter 14 Quiz

Assessment:

Quiz

Chapter 15

Essential Question: How has the Nile River been the lifeblood of North Africa?

Agenda:

Opener:

Nile-Gift of the Nile video: Use this video on the Nile River to introduce water systems and to discuss the importance of climate biomes in North Africa. Have students work with a partner to create a map of the Nile flowing from Ethiopia to Egypt.

Direct Instruction

Go over Chapter 15: Lesson 1 Notes

Guided Instruction

Students will label and color maps of Northern Africa onto Notebooks

Chapter 15: Lesson 1 review questions

Assessment:

Map

Review Questions

Essential Question: How have indigenous ethnic groups, migrations, and climate shaped population patterns in North Africa?

Agenda:**Opener:**

Egypt Revolution video Have students watch this video about the Egyptian Revolution in 2011, which became known as the Arab Spring, to introduce a changing population and social media culture in this region. Tell students that Wael Ghonim was just 29 years old at the time of this video. Estimates are that in the Middle East roughly 100 million people are between the ages of 15–29. Have students consider the age group that uses social networks most heavily. Then have them write a paragraph explaining why they think Ghonim’s use of social media was able to bring about political change

Go over review Questions

Direct Instruction

Chapter 15: Lesson 2 Notes

Guided Instruction

Have Students read Chapter 15: Lesson 2 and answer Review Questions

Assessment:

Review Questions

Discuss how the development of anticolonial thought led to the idea of nationalism. Have students write a short argumentative essay that is in favor of ethnic groups ruling their own country or in favor of colonial empires controlling a country while providing financial support for infrastructure and jobs. Students may find facts to support their opinions in online or library resources. Invite students to read their arguments to the class

Essential Question: Why are water resources in such demand in North Africa?

Agenda:

Opener: Go over HW Review Questions

Direct Instruction

Notes Chapter 15 Lesson 3

Video: Aswan High Dam: Have students analyze the benefits and drawbacks shown in the Video of Egypt’s Aswān High Dam. Ask: How would the dam pose a threat to the culture of the region, and what was done to prevent potential damage? (The flooding caused by building the dam could potentially harm the ancient temple of Abu Simbel. As a precaution, the temple was dismantled by hand and moved to higher ground.) discuss the environmental impact of the Aswān High Dam. Students will be

asked to assess statements pertaining to the building of the dam and decide whether these impact statements reflect positive or negative effects. Then guide a class discussion on how human modifications of the physical environment can have significant local and global impacts.

Guided Instruction

Have Students read Chapter 15: Lesson 3 and answer review Questions

Aswan High Dam Writing Assignment

Essential Question: How has twitter and facebook encouraged protest in the North African Countries?

Agenda:

Opener: Go over HW Review Questions

Have student read their Writing prompts from Friday.

Direct Instruction

Notes on the Arab Spring

Video Clip: Arab Spring

Guided Instruction

Global Connections Writing Activity: Arab Spring

Assessment: Chapter 15 Quiz

Chapter 16

Essential Question: What role has water played in the human systems of the Eastern Mediterranean?

Agenda:

Opener: Display the unit physical map of the Eastern Mediterranean and ask students to describe what they think the climate in this region is like, based on the landforms and its location. Discuss with students factors other than water shortages and increasing population that pose challenges to the subregion.

Direct Instruction Go over Chapter 16 lesson 1 Notes

Dead Sea Disappearing video: Use this video about the Dead Sea to introduce students to the water systems and the physical geography of the Eastern Mediterranean. In a class discussion, ask students to identify ways that changes to the water systems in this region are affecting the physical geography and how these changes are influencing the economic activities in nearby countries.

Guided Instruction Students will label map of Eastern Mediterranean, color it, cut it out and glue into notebooks.

Have Students do Chapter 16 Lesson 1 Review Questions

Assessment: Map, Review Questions

Essential Question: How have Judaism, Christianity, and Islam shaped the politics and culture of the Eastern Mediterranean?

Agenda:

Opener: Go over Homework Review Questions

Direct Instruction

Go over Chapter 16 lesson 2 Notes

Islam video: Use this video about the beginning of Islam to introduce the history behind the ways that Judaism, Christianity, and Islam have shaped the politics and culture of the Eastern Mediterranean. After they watch the video, have students evaluate the different perspectives on the deep religious beliefs and ethnic attachments centered in the city of Jerusalem. Lead a class discussion inviting students to share one or two key perspectives from the video that they found interesting or that surprised them

Using what they have learned from the video and notes as well as any prior knowledge, have students create a Venn diagram with three circles labeled Judaism, Christianity, and Islam. Have students fill in the Venn diagram with characteristics of these three religions

Guided Instruction

Have Students do Chapter 16 Lesson 2 Review Questions

Assessment:

Review Question,

Venn Diagram

Essential Question: What human activities have affected the physical environment of the Eastern Mediterranean?

Agenda:

Opener: Discuss the image of the coastal landfill, explaining how landfills work and why they are used. If possible, show a diagram or a cross-section of a closed landfill. Ask: Why do you think people in this area resorted to dumping trash along the coastline as shown in this image? (Possible answer: Landfills are full, and there is nowhere else to put the trash. Programs are not in place to recycle plastic, paper, and metals.) What risks do illegal landfills pose? (Possible answers: contamination of groundwater, land degradation, water pollution) As a class, brainstorm possible solutions to the problem of illegal landfills

Direct Instruction

Go over Homework Questions
Go over Chapter 16 lesson 3 Notes

Guided Instruction

Have Students do Chapter 16 Lesson 3 Review Questions

Agenda:

Opener: Go over Review Questions

Direct Instruction

Pass out Chapter 16 Quiz

Guided Instruction

Students fill out maps for Chapter 17 after Quiz

Assessment:

Quiz, Map

Chapter 17

Essential Question: How is the Tigris-Euphrates river system important to the human geography of the Northeast?

Agenda:

Opener: Iraq Geography video Before watching the video, explain that Iraq's geography is very diverse and that the Tigris-Euphrates river system flows through the country. As they watch the video, have students identify the physical regions (alluvial plains, upland, deserts, highlands) and the importance of the river system to Iraq. After viewing the video, have students share their information with a partner. Then as a class, have students discuss what they know or have learned about Iraq and its relationship within the region

Direct Instruction

Go over chapter 17 lesson 1 notes

Draw students' attention to the image of the river. Tell students that they have been hired by a travel magazine to document a trip along the coastal plains of Turkey for a special issue about the Northeast. Tell students to use the photograph as a launching point for their articles, using information from the text and conducting additional research to complete their writing. In their articles, students should describe the landscape, waterways, flora, fauna, and other natural features they pass on their trip. Encourage students to use their imaginations to provide travel tips to potential tourists, such as what essential items to pack based on the physical geography and climate of the region

Guided Instruction

Have students do Chapter 17 lesson 1 review questions

Sequencing Events of Conflict in Sudan

Have students create a time line of conflict in Sudan using presentation software. Have them locate online photos and videos to add to their time lines. Encourage them to research further to add details more specific than those mentioned in the text

Extra: Have students write an essay about changes in Iraq's Alluvial Plain over many years. Tell them to describe the land as it existed thousands of years ago and to chronicle the changes in the region up to present day. Students should use online or library resources to gather information about the alluvial plain in central and southern Iraq, its history, and physical changes. Encourage students to illustrate their essays and present them to the class.

Essential Question: In what ways does Iran differ from Iraq and Turkey in terms of society and culture? (Iran is an Islamic republic, which means it adheres strictly to Islamic laws. Women have fewer rights than in Turkey and Iraq and must dress and act according to Islamic law.)

Opener: Go over HW review questions

Direct Instruction

Notes Chapter 17
Inside Iran Video Clip
Cornell Note Review

Guided Instruction

Have students review the information in the text about family life and the status of women in the Northeast. Have students conduct research about the impact that government-supported family planning programs have had on population patterns in countries in the Northeast. Then have students write a short argumentative essay based on whether or not they agree with government policies that regulate family size. Allow time for students to conduct additional research to locate supporting evidence for their argument. Ask volunteers to present their essays to the class, which can lead into a class discussion about the issue of women's rights with regard to family size

Assessment:

Review Questions
Essay

Closure:

Review Question Chapter 17 : Lesson 2

Chapter 18

Essential Question: How does Islam affect life on the Arabian Peninsula?

Opener: Go over HW

Direct Instruction

Notes Chapter 18

Guided Instruction

Presenting the Religious Pilgrimage to Makkah Organize students to research the religious pilgrimage taken by Muslims to Makkah (Mecca). Have students make a visual presentation (Google Slide) to the class describing the event. Some students might present as if they were observers of the hajj. Others might present as if they themselves had taken part in it. Encourage students to use photographs, maps, and music in their presentation. Students might choose to read a passage from the Quran relating to the experience

Closure:

Review Questions Chapter 18 : Lesson 2

Chapter 19

Essential Question: How have the countries of Central Asia been governed over the centuries?

Opener: Have students present their Google Slide Assignments

Direct Instruction

Notes Chapter 19

Video Clip: What is the difference between al-Qaeda and the Taliban? (al-Qaeda is a terrorist group once led by Osama bin Laden; the Taliban is a fundamentalist Sunni Muslim group that once controlled the Afghan government.)

Guided Instruction

Chapter 19: Lesson 2 Review Questions

Opener: Go over HW Review Questions

Direct Instruction

Students will take Quiz

Guided Instruction

Students will label, color, cut, and glue Map of Africa into notebooks

Chapter 20

Essential Question: What factors influenced the formation of the countries of the Transition Zone?

Agenda:

Opener: Sudan Refugee Video: Have students analyze and discuss the religious and economic concerns that refugees of Sudan are faced with. Remind students as they review the art that Sudan has been involved in civil war for many years. Discuss the genocide and forced relocation in South Sudan. Have students share their thoughts and feelings with a partner. Be sure to discuss the lasting impact that violence and forced relocation can have on the culture of a civilization

Direct Instruction

Go Over Chapter 20 Notes

Guided Instruction

Chapter 20 : Lesson 2 Review Questions

Essential Question: What is the lasting impact that violence and forced relocation can have on the culture of a civilization?

Direct Instruction Sudan Refugee Video: Have students analyze and discuss the religious and economic concerns that refugees of Sudan are faced with. Remind students as they review the art that Sudan has been involved in civil war for many years. Discuss the genocide and forced relocation in South Sudan. Have students share their thoughts and feelings with a partner. Be sure to discuss the lasting impact that violence and forced relocation can have on the culture of a civilization

Go Over Chapter 20 Cornell Notes

Guided Instruction

Have students fill out maps of Africa in notebooks

Closure:

Review Questions Chapter 20 : Lesson 2 (Finish for HW)

Chapter 21

Essential Question: What environmental challenges does East Africa face today?

Opener: Video: Poaching in Africa

Direct Instruction

Cornell Notes Chapter 21 (Poaching)

In a class discussion have students identify the problems countries in East Africa are trying to resolve. Ask: What has been a result of East Africa's preserving wildlife areas? (The number of tourists traveling to the area has increased.) What effect does the ecotourism business have on the people of East Africa? (The industry creates jobs.) Do you think ecotourism helps the protection of wildlife? (Student answers may vary, but should provide specific reasons to support their answers.)

Guided Instruction

Review Questions Chapter 21 : Lesson 2

Closure:

Final Exam Study Guide

Chapter 22

Essential Question: Why has it been difficult to stop the flow of conflict diamonds?

Opener: Video: Conflict diamonds

Direct Instruction

Cornell Notes Chapter 22

Have students discuss the issues surrounding the potential sale of conflict diamonds. Ask: What is the problem with conflict diamonds? (Profits go to fund violent activity. Sometimes they are smuggled out of the country and mixed with legal diamonds, which makes it harder for buyers to know what they are purchasing.) What is one solution people have devised for this problem? (The UN has set up a process that makes it necessary to certify that a diamond is conflict-free before it is sold.) Ask students to write essays to describe the problem of conflict diamonds and propose concrete solutions that might address the underlying problems and fix the situation.

Constructing Arguments to Stop Conflict Diamond Trafficking Ask students to imagine that they are members of a non-governmental organization, or NGO, trying to stop the trafficking of conflict diamonds in West Africa. Have students hold a community meeting in which they try to persuade the executives of a diamond company to stop dealing in conflict diamonds

Guided Instruction

Review Questions Chapter 22: Lesson 2