

Louisiana Believes.

## World Geography

Comprehensive Curriculum

REVISED 2012

**BLACKLINE MASTERS**

LOUISIANA DEPARTMENT OF EDUCATION

*Unit 1, Activity 1, Vocabulary Self-Awareness Chart*

Vocabulary Term	+	√	-	Explanation	Example/ Sketch
Map key/legend					
Map symbols					
Distance scale					
Compass rose					
Cardinal directions					
Intermediate directions					
Map projections					
Time zone					
Latitude					
Longitude					
Hemisphere					
Poles					
Physical map					
Political map					
Special purpose map					
General purpose map					

***Unit 1, Activity 3, Types of Maps Word Grid***

Type of Map	Displays Physical Characteristics	Displays Cultural Characteristics	General Purpose Map	Specific Purpose Map
Elevation				
Precipitation				
Population				
Weather				
Land use				
Physical				
Transportation				
Time zone				
Land use/Economic				
Ocean current				
Wind current				
Political				
Climate				
Historical				
Y= Yes N= No				

***Unit 1, Activity 3, Types of Maps Word Grid with Answers***

Type of Map	Displays Physical Characteristics	Displays Cultural Characteristics	General Purpose Map	Specific Purpose Map
Elevation	<i>Y</i>	<i>N</i>	<i>N</i>	<i>Y</i>
Precipitation	<i>Y</i>	<i>N</i>	<i>N</i>	<i>Y</i>
Population	<i>N</i>	<i>Y</i>	<i>N</i>	<i>Y</i>
Weather	<i>Y</i>	<i>N</i>	<i>N</i>	<i>Y</i>
Land use/ Economic	<i>N</i>	<i>Y</i>	<i>N</i>	<i>Y</i>
Physical	<i>Y</i>	<i>N</i>	<i>Y</i>	<i>N</i>
Transportation	<i>N</i>	<i>Y</i>	<i>N</i>	<i>Y</i>
Time zone	<i>N</i>	<i>Y</i>	<i>N</i>	<i>Y</i>
Ocean current	<i>Y</i>	<i>N</i>	<i>N</i>	<i>Y</i>
Wind current	<i>Y</i>	<i>N</i>	<i>N</i>	<i>Y</i>
Political	<i>N</i>	<i>Y</i>	<i>Y</i>	<i>N</i>
Climate	<i>Y</i>	<i>N</i>	<i>N</i>	<i>Y</i>
Historical	<i>N</i>	<i>Y</i>	<i>N</i>	<i>Y</i>
Y= Yes N= No				

*Unit 1, Activity 4, Map Projections*

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

*Unit 1, Activity 5, Hurricane Tracking Exercises*

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

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

**Hurricane Tracking: Latitude and Longitude Exercise 2**

<b>Hurricane <i>Ivan</i></b>	<b>Latitude</b>	<b>Longitude</b>
Position 1	12.7° N	66.2° W
Position 2	15.5° N	73.3° W
Position 3	20.6° N	84.4° W
Position 4	25.1° N	87.2° W
Position 5	30.9° N	87.7° W
<b>Landfall Location:</b>		

**Hurricane Tracking: Latitude and Longitude Exercise 3**

<b>Hurricane <i>Camille</i></b>	<b>Latitude</b>	<b>Longitude</b>
Position 1	19.4° N	82.0° W
Position 2	23.7° N	85.9° W
Position 3	26.0° N	87.7° W
Position 4	29.4° N	89.1° W
Position 5	32.2° N	90.0° W
<b>Landfall Location:</b>		

*Unit 1, Activity 5, Hurricane Tracking Exercises with Answers*

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

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

**Hurricane Tracking: Latitude and Longitude Exercise 2**

<b>Hurricane <i>Ivan</i></b>	<b>Latitude</b>	<b>Longitude</b>
Position 1	12.7° N	66.2° W
Position 2	15.5° N	73.3° W
Position 3	20.6° N	84.4° W
Position 4	25.1° N	87.2° W
Position 5	30.9° N	87.7° W
<b>Landfall Location:</b> <i>Mobile Bay, Alabama</i>		

**Hurricane Tracking: Latitude and Longitude Exercise 3**

<b>Hurricane <i>Camille</i></b>	<b>Latitude</b>	<b>Longitude</b>
Position 1	19.4° N	82.0° W
Position 2	23.7° N	85.9° W
Position 3	26.0° N	87.7° W
Position 4	29.4° N	89.1° W
Position 5	32.2° N	90.0° W
<b>Landfall Location:</b> <i>Pass Christian, Mississippi</i>		

*Unit 1, Activity 6, Natural and Human Processes*

<b>Processes</b>	<b>Natural or Human</b>	<b>Impact on Earth</b>	<b>Areas where it occurs</b>
Tornado			
Erosion			
Desertification			
Deforestation			
Earthquake			
Global climate change			



***Unit 2, Activity 1, United States and Canada Map List***

<b>United States</b>	<b>Canada</b>	<b>Major Landforms</b>	<b>Natural Resources</b>
All 50 states	Yukon	Great Lakes	coal
	Northwest Territories	Mississippi River	petroleum
	Nanavut	Canadian Shield	natural gas
	British Columbia	Great Plains	iron ore
	Alberta	St. Lawrence River	gold
	Saskatchewan,	Rocky Mountains	silver
	Manitoba	Piedmont	minerals
	Ontario	Appalachian Mountains	
	Quebec	Rio Grande River	
	Newfoundland	Hudson Bay	
	Labrador	Yukon River	
	New Brunswick	Gulf of Mexico	
	Nova Scotia	Cascade Range	
	Prince Edward Island	Arctic Ocean	
		Atlantic Ocean,	
		Pacific Ocean	
		Coast Range	
		Sierra Nevada Range	
		Mount McKinley	

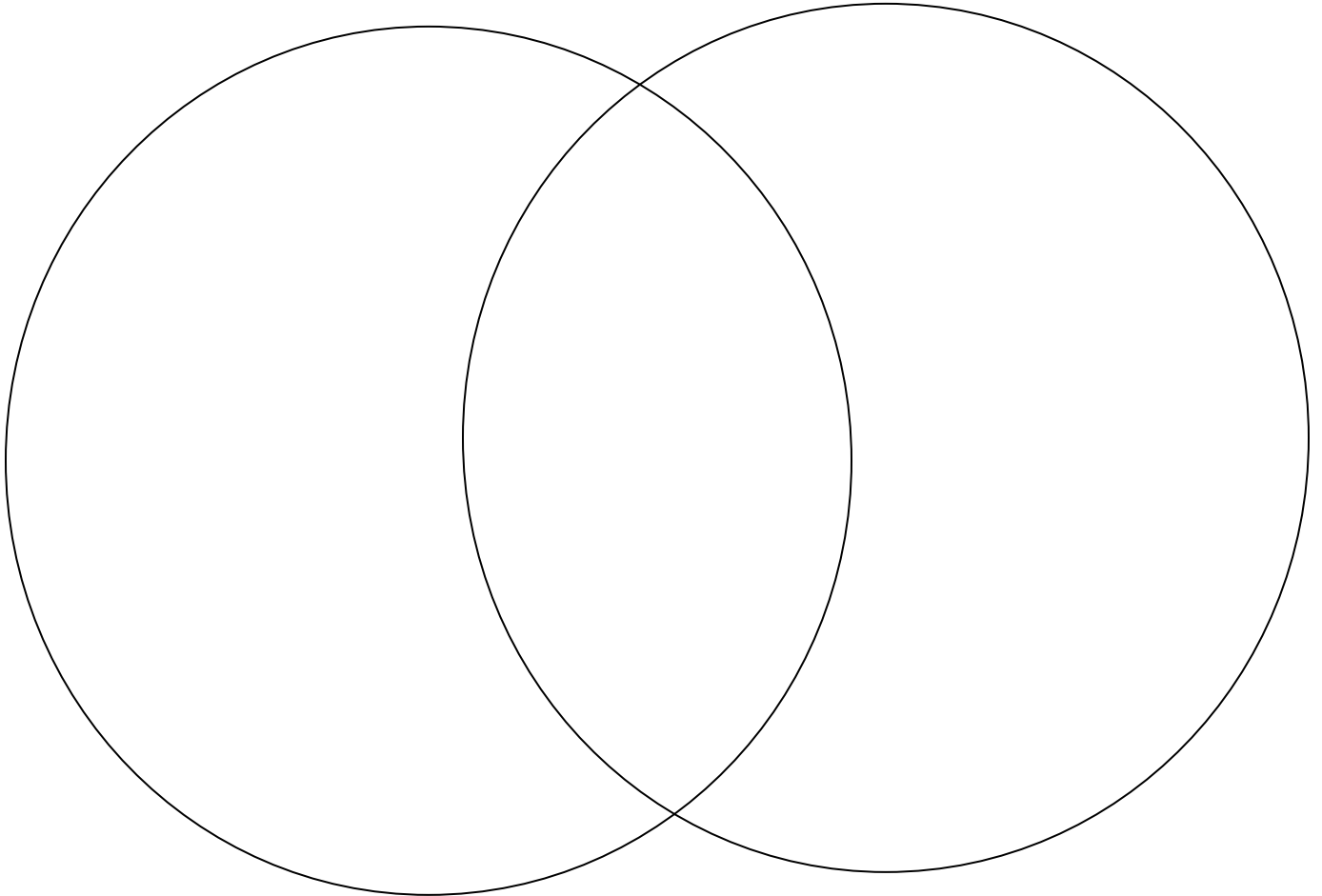
*Unit 2, Activity 1, Impact of Landscapes and Resources*

Landscape and Resources	Impact
Coal	
Iron Ore	
Minerals	
Gold	
Silver	
Petroleum	
Natural Gas	
Rivers	
Mountains	
Plains	

*Unit 2, Activity 3, Features of Canada and the United States*

Canada

United States



## ***Unit 2, Activity 4, Push and Pull Factors***

Migration is a result of events and situations. It is caused by push and pull factors. Push factors are things that happen in an area which would cause people to want to leave that area.

Pull factors are things that happen in an area which would encourage people to go there.

<b>Stimulus</b>	<b>Circle One</b>	<b>Possible Impact</b>
Drought (Dust Bowl)	Push Pull	
Trail of Tears	Push Pull	
Civil War	Push Pull	
Unemployment	Push Pull	
Suburban commuters	Push Pull	
Racial or ethnic discrimination	Push Pull	
Religious missions	Push Pull	
Land Open for settlement	Push Pull	
Work Opportunity	Push Pull	

***Unit 2, Activity 5, Sample Questioning the Content***

<b>Typical Goals and Queries for QtC</b>	
<b>Goal</b>	<b>Query</b>
Initiate discussion	What is the content about? What is the overall message? What is being talked about?
Focus on content's message	It says this, but what does it mean? Why was this word used?
Link information	How does that connect with what was said earlier? What information has been added here that connects or fits in with _____?
Identify problems with understanding	Does that make sense? Is this explained clearly? Why or why not? What do we need to figure out or find out?
Encourage students to refer to the text to find support for interpretations and answers to question	Did the content tell me that? Did the source provide the answer to that?

*Unit 2, Activity 6, Quebec Separatism Anticipation Guide*

**Quebec Separatism Anticipation Guide**

**“Quebec, by Razor-Thin Margin, Votes 'NO' On Leaving Canada” © 1995**

Complete this exercise individually. Before reading the article, read each statement below and indicate whether the statements are **True** or **False** by circling your choice. After reading the article, indicate whether your opinion of the statement has changed and cite evidence for your final answer.

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

Before: True or False

After: True or False

Evidence: \_\_\_\_\_

2. Quebec’s citizens wanted to leave Canada because of cultural differences.

Before: True or False

After: True or False

Evidence: \_\_\_\_\_

3. A sense of national pride (nationalism) resulted in the vote to keep Quebec a part of Canada.

Before: True or False

After: True or False

Evidence: \_\_\_\_\_

4. All Canadians should remain focused on unity.

Before: True or False

After: True or False

Evidence: \_\_\_\_\_

***Unit 3, Activity 1, Latin American Map***

<b>Countries</b>	<b>Island Regions</b>	<b>Landforms</b>	<b>Bodies of Water</b>
Mexico	Greater Antilles	Andes Mountains	Caribbean Sea
Belize	Lesser Antilles	Llanos	Atlantic Ocean
Guatemala	Falkland Islands	Patagonia,	Pacific Ocean
Honduras	Galapagos Islands	Pampas	Gulf of Mexico
El Salvador		Orinoco River	Strait of Magellan
Nicaragua		Amazon River	
Costa Rica		Sierra Madre Oriental	
Panama		Sierra Madre Occidental	
Cuba		Mato Grasso Plateau	
Haiti		Guiana Highlands	
Dominican Republic		Brazilian Highlands	
Jamaica		Amazon Basin	
Puerto Rico			
Bahamas			
Colombia			
Venezuela			
Guyana			
Suriname			
French Guiana			
Ecuador			
Brazil			
Peru			
Bolivia			
Chile			
Paraguay			
Uruguay			
Argentina			

*Unit 3, Activity 1, Landforms Vocabulary Self-Awareness Chart*

<b>Vocabulary Term</b>	<b>+</b>	<b>?</b>	<b>-</b>	<b>Explanation</b>	<b>Example/ Sketch</b>
Mountains					
Plains					
Pampas					
Island					
Strait					
Gulf					
Plateau					
River					
Highland					



*Unit 3, Activity 1, Latin American Economies Research*

**Assigned Country** \_\_\_\_\_

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

**Other important information:**

*Unit 3, Activity 1, Latin American Economies*

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

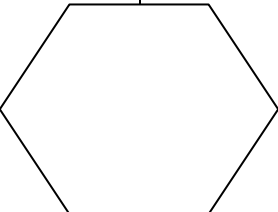
***Unit 3, Activity 2, Latin American Split-page Notes***

**South America, Central America, and the Caribbean Split-page Notes**

Topic: History	Area: _____
What pre-Columbian civilizations existed in this area (simple or complex)?	
What country first colonized the area?	
How did colonization impact the area?	
Why was this region colonized?	
How was independence gained?	
What ethnic groups are found in the region?	
What were migrations in the past like?	
What are the current migration patterns (include urbanization)?	

*Unit 3, Activity 3, Natural and Human Processes Vocabulary Cards*

Definition	Characteristics
Effects	Sketch



### ***Unit 3, Activity 4, Rule of 72 Worksheet***

Have students predict country and world populations by applying the Rule of 72. The rule of 72 is used to determine the amount of time it takes for something to double, in this case population.

Compute as follows:

Population growth rate equals the birth rate minus death rate (expressed as a percentage).

Dividing 72 by the growth rate produces the number of years needed for population to double.

Sample for North America:  $72/0.6 = 120$

Using the Rule of 72, ask students to complete the following table:

<b>Region</b>	<b>Population 2000</b>	<b>Growth Rate</b>	<b>Years to Double</b>
North America	481,000,000	0.6	120
Sub-Saharan Africa	611,000,000	2.6	_____
China	1,250,000,000	1.0	_____
India	1,000,000,000	1.8	_____
World	6,000,000,000	1.4	_____

***Unit 3, Activity 4, Rule of 72 Worksheet with Answers***

<b>Region</b>	<b>Population 2000</b>	<b>Growth Rate</b>	<b>Years to Double</b>
North America	481,000,000	0.6	<b><i>120</i></b>
Sub-Saharan Africa	611,000,000	2.6	<b><i>27.7</i></b>
China	1,250,000,000	1.0	<b><i>72</i></b>
India	1,000,000,000	1.8	<b><i>40</i></b>
World	6,000,000,000	1.4	<b><i>51.4</i></b>

**Unit 3, Activity 4, Population Anticipation Guide**

Before the lesson on population, read each statement and circle if you agree or disagree with the statement. After the lesson, go back to each statement and decide whether “before” responses need to be changed. For all statements provide evidence from the lesson for “after” responses.

	<b>Before</b>		<b>After</b>	
1. The world is nearly overpopulated. Evidence _____ _____ _____	Agree	Disagree	Agree	Disagree
2. There are adequate resources for the population, but they are unevenly distributed. Evidence _____ _____ _____	Agree	Disagree	Agree	Disagree
3. The world has disasters affecting both population and natural resources. Evidence _____ _____ _____	Agree	Disagree	Agree	Disagree

### *Unit 3, Activity 4, Sample Rubric*

<b>Score Level</b>	<b>Description of Score Level</b>
4	<ul style="list-style-type: none"><li>• The response demonstrates in-depth understanding of the relevant content and/or procedure.</li><li>• The student completes all-important components of the task accurately and communicates ideas effectively.</li><li>• Where appropriate, the student offers insightful interpretations and/or extensions.</li><li>• Where appropriate, the student chooses more sophisticated reasoning and/or efficient procedures.</li></ul>
3	<ul style="list-style-type: none"><li>• The response demonstrates understanding of major concepts and/or processes, although less important ideas or details may be overlooked or misunderstood.</li><li>• The student completes the most important aspects of the task accurately and communicates clearly.</li><li>• The student's logic and reasoning may contain minor flaws.</li></ul>
2	<ul style="list-style-type: none"><li>• The student completes some parts of the task successfully.</li><li>• The response demonstrates gaps in conceptual understanding.</li></ul>
1	<ul style="list-style-type: none"><li>• The student completes only a small portion of the task and/or shows minimal understanding of the concepts or processes.</li></ul>
0	<ul style="list-style-type: none"><li>• The student's response is totally incorrect, irrelevant, too brief to evaluate, or blank.</li></ul>



*Unit 3, Activity 6, Trade Agreements Graphic Organizer*

<b>Trade Agreement</b>	<b>NAFTA</b>	<b>CAFTA</b>	<b>WTO</b>
Members			
Purpose			
Pros/benefits			
Cons/disadvantages			
Other Information			

*Unit 4, Activity 1, Vocabulary Self-Awareness Chart*

<b>Vocabulary Term</b>	<b>+</b>	<b>?</b>	<b>-</b>	<b>Explanation</b>	<b>Example/Sketch</b>
Fjords					
Polder					
Refugee					
Immigrant					
Developed Country					
Developing Country					
Standard of Living					
Gross Domestic Product					
Per Capita Income					
Market Economy					
Command Economy					
Traditional Economy					
Mixed Economy					
Independent					
Interdependent					

***Unit 4, Activity 2, Mapping Europe***

<b>Countries</b>	<b>Countries</b>	<b>Major Landforms</b>	<b>Major Waterways</b>
Albania	Liechtenstein	Scandinavian Peninsula	Thames River
Andorra	Lithuania	Iberian Peninsula	English Channel
Austria	Luxembourg	Jutland Peninsula	North Sea
Belgium	Macedonia	Balkan Peninsula	Baltic Sea
Bosnia and Herzegovina	Malta	Pyrenees Mountains	Rhine River
Bulgaria	Monaco	Alps	Danube River
Croatia	Netherlands	Apennines Mountains	Po River
Czech Republic	Norway	Balkan Mountains	Seine River
Denmark	Poland	Carpathian Mountains	Mediterranean Sea
Estonia	Portugal	Ural Mountains	Adriatic Sea
Finland	Romania	Kjolen Mountains	Aegean Sea
France	San Marino	Dinaric Alps	Black Sea
Germany	Slovakia	Great Hungarian Plain	Strait of Gibraltar
Greece	Slovenia	Northern European Plain	Arctic Ocean
Hungary	Spain	British Isles	Atlantic Ocean
Iceland	Sweden	Corsica	
Ireland	Switzerland	Sardinia	
Italy	United Kingdom	Sicily	
Latvia	Vatican City	Crete	
	Yugoslavia	Cyprus	

### *Unit 4, Activity 3, European Time Zones*

1. How many time zones are there in Europe?
2. For every 15° of longitude there is a difference of how much time?
3. What is the line of longitude at 0° called?
4. Through what city and country does the prime meridian pass?
5. What is the significance of the International Date Line?
6. If it is 7a.m. in Rome, Italy, what time is it in Reykjavik, Iceland?
7. If it is noon in London, what time is it in Moscow?
8. If it is noon in Madrid, what time is it in Paris?

### ***Unit 4, Activity 3, European Time Zones Questions***

1. How many time zones are there in Europe? *(5)*
2. For every 15° of longitude there is a difference of how much time? *(1 hour)*
3. What is the line of longitude at 0° called? *(prime meridian)*
4. Through what city and country does the prime meridian pass? *(Greenwich, England)*
5. What is the significance of the International Date Line? *(a new day begins)*
6. If it is 7a.m. in Rome, Italy, what time is it in Reykjavik, Iceland? *(9 a.m.)*
7. If it is noon in London, what time is it in Moscow? *(3 p.m.)*
8. If it is noon in Madrid, what time is it in Paris? *(1 p.m.)*

*Unit 4, Activity 4, Physical and Human Characteristics of Europe*

European Climate Regions	
Impact of physical characteristics on economic activities	
Impact of human characteristics on economic activities	

***Unit 4, Activity 7, Cold War Anticipation Guide***

<b>Cold War Anticipation Guide</b>	
Complete this exercise individually. Before analyzing the maps, read each statement below and indicate whether the statements are <b>True</b> or <b>False</b> by circling your choice. After analyzing the maps, indicate whether your opinion of the statement has changed and cite evidence for your final answer.	
1. Borders are generally set by natural features such as mountains or rivers.	
Before:       True   or   False	
After:        True   or   False	
Evidence: _____	
2. The creation of new countries after WWII was based on self-determination.	
Before:       True   or   False	
After:        True   or   False	
Evidence: _____	
3. The creation of post-WWII countries created conflict.	
Before:       True   or   False	
After:        True   or   False	
Evidence: _____	
4. The uneven distribution of resources causes tension and conflict among countries.	
Before:       True   or   False	
After:        True   or   False	
Evidence: _____	





***Unit 5, Activity 1, Mapping Russia and Northern Eurasia***

<b>Countries</b>	<b>Islands</b>	<b>Region</b>	<b>Mountains</b>	<b>Rivers</b>	<b>Bodies of Water</b>	<b>Landforms</b>	<b>Peninsulas</b>
Armenia	Novaya Zemlya	Siberia	Urals	Volga	Caspian Sea	Northern European Plain	Crimea Peninsula
Azerbaijan	North Land		Caucasus	Dnieper	Black Sea	Tian Shan	Kamchatka Peninsula
Belarus	New Siberian Islands		Sayan	Don	Lake Baikal	Central Siberian Plateau	
Georgia	Kuril Islands		Yablonovy Range	Ob	Sea of Okhotsk	West Siberian Plain	
Kazakhstan	Sakhalin Island		Stanovoy	Yenisey	Pacific Ocean	Hindu Kush	
Kyrgyzstan			Kolyma	Lena	Barents Sea		
Moldova			Carpathian		Arctic Ocean		
Russia			Mount Elbus		Bering Sea		
Tajikistan					Gulf of Finland		
Turkmenistan					Sea of Azov		
Ukraine					Aral Sea		
Uzbekistan					Bering Strait		

Countries, islands and regions should be labeled using a political map of Russia and northern Eurasia. Students will use physical maps to label landforms.

*Unit 5, Activity 1, Climate and Vegetation*

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

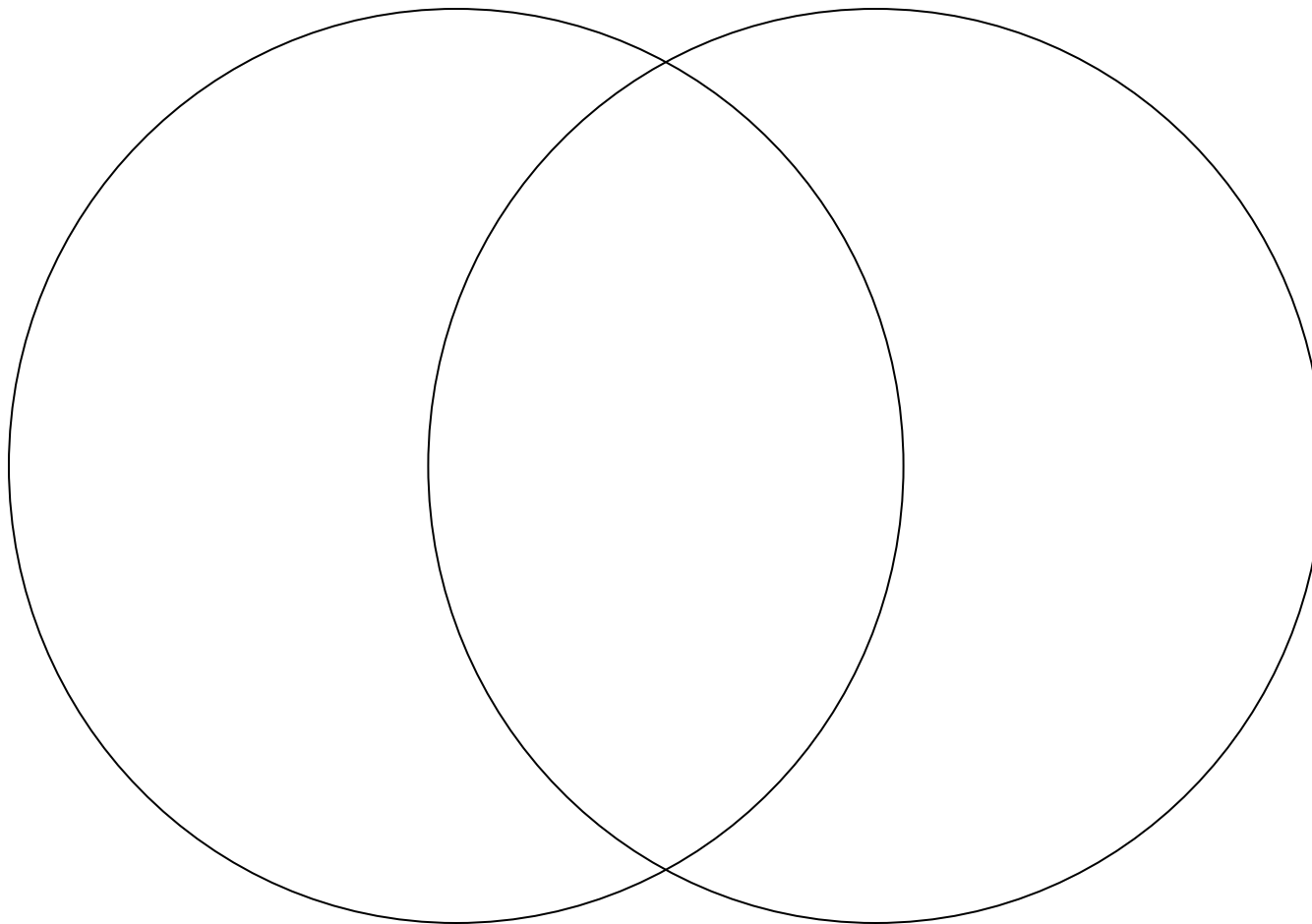
*Unit 5, Activity 1, Climate and Vegetation with Answers*

<b>Climate Region</b>	<b>Location of Climate Region</b>	<b>Type of Natural Vegetation</b>	<b>Major Economic Activities</b>
<b>Arid</b>	<i>Kazakhstan, Uzbekistan, and Northwestern Turkmenistan</i>	<i>Sparse drought resistant plants, barren rocks, sandy areas</i>	<i>Nomadic herding</i>
<b>Semiarid</b>	<i>Western Azerbaijan, Russia between Black and Caspian Seas, Northern and Western Kazakhstan, Southwestern Turkmenistan, Eastern Tajikistan and Eastern Kyrgyzstan</i>	<i>Grassland, few trees</i>	<i>Nomadic herding, commercial farming, subsistence farming</i>
<b>Mediterranean</b>	<i>Armenia</i>	<i>Scrub woodland and grassland</i>	<i>Commercial farming</i>
<b>Humid Subtropical</b>	<i>Southern Georgia</i>	<i>Mixed forest</i>	<i>Commercial farming, forestry</i>
<b>Humid Continental</b>	<i>Southern and Western Russia, Belarus, Ukraine</i>	<i>Mixed forest</i>	<i>Commercial farming, forestry, livestock raising, manufacturing</i>
<b>Subarctic</b>	<i>Northern and Eastern Russia</i>	<i>Northern evergreen forest</i>	<i>Nomadic herding, fishing</i>
<b>Highland</b>	<i>Caucasus Mountains, Tajikistan, Kyrgyzstan</i>	<i>Forest to tundra vegetation depending on elevation</i>	<i>Forestry, livestock raising</i>
<b>Tundra</b>	<i>Northern Russia</i>	<i>Mosses, lichen, sedges, dwarf trees</i>	<i>Fishing, forestry, livestock raising</i>

*Unit 5, Activity 2, Ethnic Groups Chart*

<b>Ethnic Group</b>	<b>Country(s)</b>	<b>Religion</b>	<b>Language(s)</b>

*Unit 5, Activity 2, Cultural Characteristics Venn Diagram*

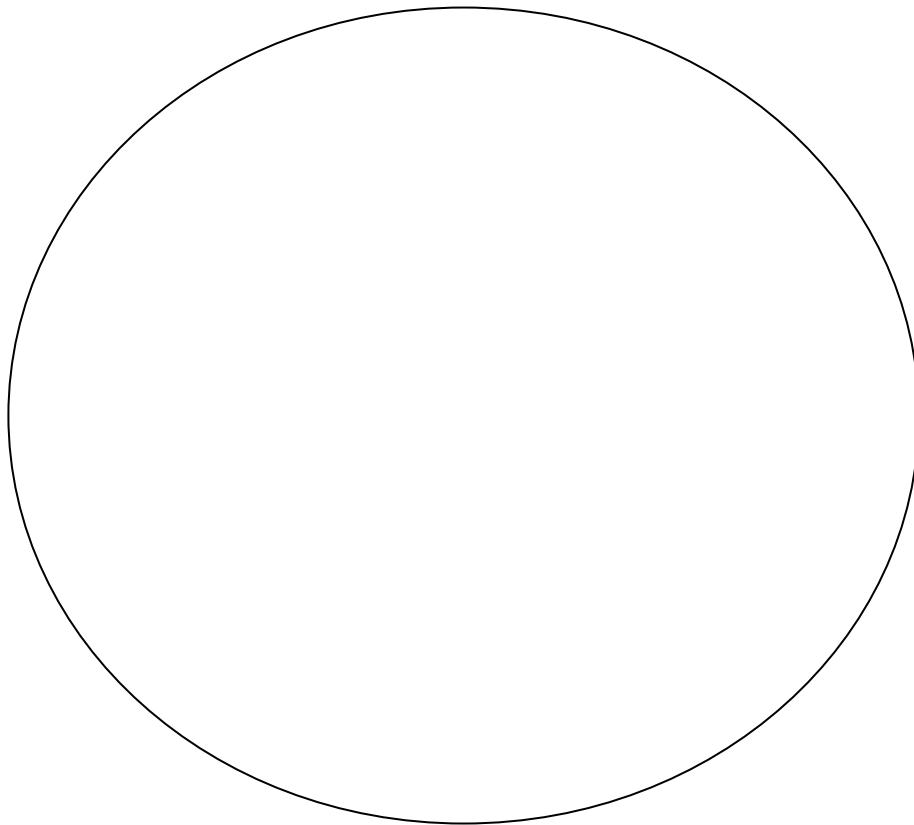


*Unit 5, Activity 2, Religion Pie Graph*

**Former Soviet Union Religious Membership**

RELIGION NAME	TOTAL MEMBERS	PERCENTAGE
Russian Orthodox	137,076,706	
Eastern Orthodox	15,399,255	
Armenian Orthodox	3,324,839	
Georgian Orthodox	3,266,508	
Armenian Apostolic	399,564	
Protestant	498,726	
Muslim	69,559,137	
Jewish	2,916,525	
Other	59,211,306	
TOTAL POPULATION	291,652,566	

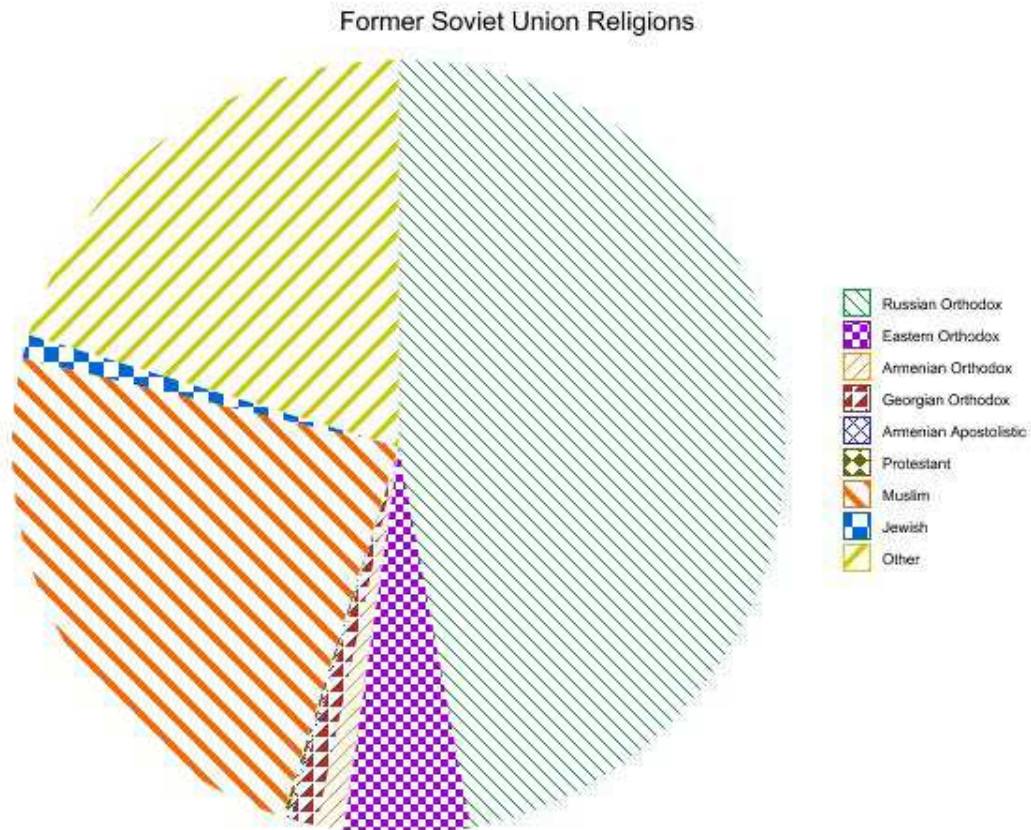
**Former Soviet Union**



*Unit 5, Activity 2, Religion Pie Graph with Answers*

***Former Soviet Union Religious Membership with Answers***

RELIGION NAME	TOTAL MEMBERS	PERCENTAGE
Russian Orthodox	137,076,706	47%
Eastern Orthodox	15,399,255	5.28%
Armenian Orthodox	3,324,839	1.14%
Georgian Orthodox	3,266,508	1.12%
Armenian Apostolic	399,564	.137%
Protestant	498,726	.171%
Muslim	69,559,137	23.85%
Jewish	2,916,525	1%
Other	59,211,306	20.3%
TOTAL POPULATION	291,652,566	-



*Unit 5, Activity 3, Former Soviet Union Economies Chart*

<b>Country</b>	<b>Former Type of Government</b>	<b>Former Economic System</b>	<b>Current Type of Government</b>	<b>Current Economic System</b>
Armenia				
Azerbaijan				
Belarus				
Georgia				
Kazakhstan				
Kyrgyzstan				
Moldova				
Russia				
Tajikistan				
Turkmenistan				
Ukraine				
Uzbekistan				



***Unit 5, Activity 3, Former Soviet Union Research***

**Name of country in the former Soviet Union:** \_\_\_\_\_

What is the standard of living of the country?

What is the per capita income of the country?

What is the quality of life (life expectancy and health) of the country?

What natural resources does the country have?

What products does the country export?

***Unit 5, Activity 4, Soviet Union Split-Page Notes***

<b>Topic: Rise and Fall of the Soviet Union</b>	<b>Time period:</b> _____
When was the Soviet Union created and by whom?	
Why was the Soviet Union created?	
What type of government did it have? Describe this type of government.	
What type of economic policy did the government have?	
What was life like for the average citizen?	
What was the Soviet Union's role in the Cold War? Give specific examples	
Describe the culture under Soviet rule.	
Who were the major leaders of the Soviet Union and what were their influential policies?	
Why did the Soviet Union fall?	
When did the Soviet Union dissolve?	

*Unit 5, Activity 6, Russian Environmental Problems Chart*

<b>Russian Pollution</b>	<b>Main Ideas</b>
Major Crises	
Air Quality	
Water Quality	
Soil and Forests	
Radioactive Contamination	
Response	

***Unit 6, Activity 1, Middle East and North Africa Map***

<b>Countries</b>	<b>Island Regions</b>	<b>Landforms</b>	<b>Bodies of Water</b>
Western Sahara	Canary Islands	Syrian Desert	Tigris River
Morocco	Madeira Islands	Hindu Kush	Nile River
Algeria		Sahara Desert	Euphrates River
Tunisia		Arabian Desert	Jordan River
Libya		Libyan Desert	Mediterranean Sea
Egypt		Great Salt Desert (Dasht-E-Kavir)	Black Sea
Afghanistan		Arabian Peninsula	Caspian Sea
Iran		Atlas Mountains	Persian Gulf
Iraq		Ahaggar Mountains	Gulf of Oman
Kuwait		Taurus Mountains	Arabian Sea
Syria		Pontic Mountains	Gulf of Aden
Lebanon		Zagros Mountains	Red Sea
Bahrain		Plateau of Iran	Dead Sea
Cyprus		Anatolian Plateau	Suez Canal
Israel			Straits of Gibraltar
Jordan			
Oman			
Qatar			
Saudi Arabia			
Turkey			
Yemen			
United Arab Emirates			

Locate the West Bank which serves as the Palestinian homeland, although it is not a completely independent country, yet.

*Unit 6, Activity 1, Landforms*

<b>Feature</b>	<b>Location</b>	<b>Significance</b>
Peninsula		
Gulf		
Sea		
River		
Mountain range		
Desert		

*Unit 6, Activity 2, Ancient Civilizations Split-Page Notes*

Topic: Ancient Civilizations	Civilization: _____
What areas were settled and conquered by the civilization?	
How did the civilization adapt to the physical environment?	
What is the lasting impact or historical significance of the civilization?	
The civilization was involved in what conflicts?	
What type of government system did the civilization have?	
The civilization participated in what types of economic systems?	

*Unit 6, Activity 2, Ethnic Groups*

Ethnic Group: \_\_\_\_\_

Culture:

Historical Conflicts:

Cause of Conflict:

*Unit 6, Activity 3, Three Religions K-W-L Chart*

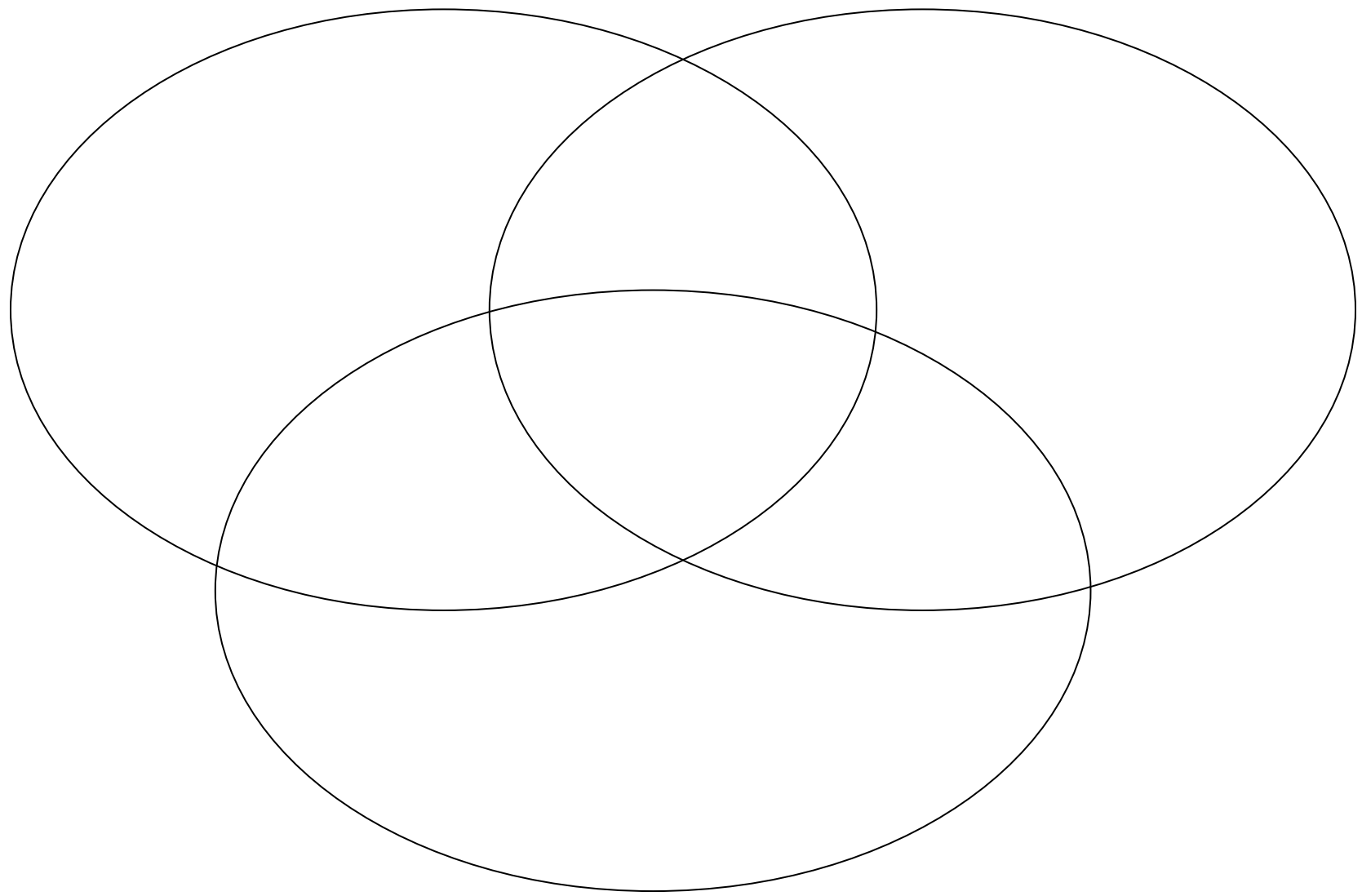
**K**

**W**

**L**



*Unit 6, Activity 3, Three Religions Venn Diagram*



**Unit 6, Activity 4, Middle East Resources Anticipation Guide**

**Middle East Resources Anticipation Guide**

Complete this exercise individually. Before reading the article, read the statements below and indicate whether the statements are **True** or **False** by circling your choice. After reading the article, indicate whether your opinion of the statements has changed and cite evidence for your final answer.

1. Water has always been an important resource in the Middle East.

Before: True or False

After: True or False

Evidence: \_\_\_\_\_

2. Historically the British and French controlled oil reserves in the Middle East.

Before: True or False

After: True or False

Evidence: \_\_\_\_\_

3. The United States is dependent on Middle Eastern oil.

Before: True or False

After: True or False

Evidence: \_\_\_\_\_

4. Major conflicts in the Middle East are caused by distribution of water.

Before: True or False

After: True or False

Evidence: \_\_\_\_\_

*Unit 6, Activity 4, Regional Associations/Regional Conflicts*

<b>Regional Association/Regional Conflict</b>	<b>Purpose or Cause</b>	<b>How does it facilitate or hinder interaction?</b>
Organization of Petroleum Exporting Countries (OPEC)		
League of Arab States		
Arab-Israeli Conflicts		
Organization of African Unity		
Iraq Invasion of Kuwait/ Desert Storm		
Iran-Iraq War		
The Palestinian West Bank Conflict		
Islamic Terrorism and Terrorist Organizations		

*Unit 6, Activity 6, Population Trends*

<b>Country</b>	<b>Total Population</b>	<b>Population Density</b>	<b>Population Growth Rate</b>	<b>Years for Population to Double</b>	<b>Standard of Living</b>
Afghanistan					
Algeria					
Bahrain					
Cyprus					
Egypt					
Iran					
Iraq					
Israel					
Jordan					
Kuwait					
Lebanon					
Libya					
Morocco					
Oman					
Qatar					
Saudi Arabia					
Syria					
Tunisia					
Turkey					
United Arab Emirates					
Yemen					

***Unit 6, Activity 6, Population Trends with Answers***

<b>Country</b>	<b>Total Population</b>	<b>Population Density</b>	<b>Population Growth Rate</b>	<b>Years for Population to Double</b>	<b>Standard of Living</b>
Afghanistan	<i>23.9 million</i>	<i>96/sq. mile</i>	<i>3.85%</i>	<i>18.7</i>	<i>Answers will vary</i>
Algeria	<i>31.8 million</i>	<i>35/sq. mile</i>	<i>1.51%</i>	<i>47.7</i>	<i>Answers will vary</i>
Bahrain	<i>.7 million</i>	<i>3029/sq. mile</i>	<i>1.79%</i>	<i>40.2</i>	<i>Answers will vary</i>
Cyprus	<i>.8 million</i>	<i>225/sq. mile</i>	<i>0.53%</i>	<i>135.8</i>	<i>Answers will vary</i>
Egypt	<i>71.9 million</i>	<i>187/sq. mile</i>	<i>1.76%</i>	<i>40.9</i>	<i>Answers will vary</i>
Iran	<i>68.9 million</i>	<i>109/sq. mile</i>	<i>1.35%</i>	<i>53.3</i>	<i>Answers will vary</i>
Iraq	<i>25.2 million</i>	<i>150/sq. mile</i>	<i>1.84%</i>	<i>39.1</i>	<i>Answers will vary</i>
Israel	<i>6.4 million</i>	<i>820/sq. mile</i>	<i>1.66%</i>	<i>43.4</i>	<i>Answers will vary</i>
Jordan	<i>5.5 million</i>	<i>155/sq. mile</i>	<i>2.41%</i>	<i>29.9</i>	<i>Answers will vary</i>
Kuwait	<i>2.5 million</i>	<i>366/sq. mile</i>	<i>2.44%</i>	<i>29.5</i>	<i>Answers will vary</i>
Lebanon	<i>3.7 million</i>	<i>925/sq. mile</i>	<i>1.05%</i>	<i>68.6</i>	<i>Answers will vary</i>
Libya	<i>5.6 million</i>	<i>8/sq. mile</i>	<i>1.97%</i>	<i>36.5</i>	<i>Answers will vary</i>
Morocco	<i>30.6 million</i>	<i>177/sq. mile</i>	<i>1.20%</i>	<i>60</i>	<i>Answers will vary</i>
Oman	<i>2.9 million</i>	<i>35/sq. mile</i>	<i>1.97%</i>	<i>36.5</i>	<i>Answers will vary</i>
Qatar	<i>.6 million</i>	<i>144/sq. mile</i>	<i>2.11%</i>	<i>34.1</i>	<i>Answers will vary</i>
Saudi Arabia	<i>24.2 million</i>	<i>29/sq. mile</i>	<i>2.24%</i>	<i>32.1</i>	<i>Answers will vary</i>
Syria	<i>17.8 million</i>	<i>250/sq. mile</i>	<i>2.52%</i>	<i>28.6</i>	<i>Answers will vary</i>
Tunisia	<i>9.8 million</i>	<i>164/sq. mile</i>	<i>0.99%</i>	<i>72.7</i>	<i>Answers will vary</i>
Turkey	<i>71.3 million</i>	<i>240/sq. mile</i>	<i>1.26%</i>	<i>57.1</i>	<i>Answers will vary</i>
United Arab Emirates	<i>3.0 million</i>	<i>93/sq. mile</i>	<i>2.85%</i>	<i>25.3</i>	<i>Answers will vary</i>
Yemen	<i>20.0 million</i>	<i>98/ sq. mile</i>	<i>2.97%</i>	<i>24.2</i>	<i>Answers will vary</i>

***Unit 6, Activity 7, Social Media, Protest, and Human Rights***

Article	Main Idea	Social Media Involved (if any)	Human Rights Violation (if any)
Women's Rights in the Middle East			
Changing Role of Women			
Changing Politics			
Not Just a Facebook Revolution			
Social Media Tips in the Balance			
UN Declaration of Human Rights			

*Unit 7, Activity 1, Geography of Sub-Saharan Africa Vocabulary Chart*

**Geography of Sub-Saharan African Vocabulary Self-Awareness Chart**

<b>Vocabulary Term</b>	<b>+</b>	<b>?</b>	<b>-</b>	<b>Explanation</b>	<b>Example/ Sketch</b>
Rift Valley					
Fault					
Savannah					
Famine					
Apartheid					
Pandemic					
Genocide					
Subsistence Farming					
Deforestation					
Poaching					
Extinction					
Ecotourism					

***Unit 7, Activity 2, Map of Africa***

<b>Countries</b>	<b>Countries and Island Regions</b>	<b>Landforms</b>	<b>Bodies of Water</b>
Angola	Namibia	Kalahari Desert	Nile River
Benin	Niger	Namib Desert	Blue Nile River
Botswana	Nigeria	Sahel	White Nile River
Burkina Faso	Rwanda	Sahara Desert	Niger River
Burundi	Senegal	Nubian Desert	Congo River
Cameroon	Sierra Leone	Serengeti Plains	Senegal River
Central African Republic	Somalia	Katanga Plateau	Lake Chad
Chad	South Africa	Drakensberg Mountains	Lake Victoria
Congo	Sudan	Mount Kilimanjaro	Gulf of Guinea
Democratic Republic of the Congo	Swaziland	Kenya Highlands	Gulf of Aden
Cote d'Ivoire	Tanzania	Ethiopian Highlands	Gulf of Suez
Djibouti	Togo	Great Rift Valley	Red Sea
Equatorial Guinea	Uganda	Victoria Falls	Atlantic Ocean
Eritrea	Zambia		Indian Ocean
Ethiopia	Zimbabwe		
Gabon	Seychelles Islands		
Gambia	Cape Verde Islands		
Ghana	Comoros		
Guinea	Sao Tome and Principe		
Guinea-Bissau			
Kenya			
Lesotho			
Liberia			
Madagascar			
Malawi			
Mali			
Mauritania			
Mauritius			
Mozambique			



*Unit 7, Activity 2, Climate and Vegetation*

**Climate and Vegetation of Africa, South of the Sahara**

<b>Climate Region</b>	<b>Location of Climate Region</b>	<b>Type of Natural Vegetation</b>	<b>Major Economic Activities</b>
Rainforest			
Savannah			
Steppe			
Desert			
Mediterranean			

*Unit 7, Activity 2, Climate and Vegetation with Answers*

*Climate and Vegetation of Africa, South of the Sahara with Answers*

<b>Climate Region</b>	<b>Location of Climate Region</b>	<b>Type of Natural Vegetation</b>	<b>Major Economic Activities</b>
Rainforest	<i>West and Central Africa near the equator and Northeast Madagascar</i>	<i>Tropical rainforest</i>	<i>Subsistence farming</i>
Savannah	<i>Most of Africa south to the Tropic of Capricorn and the area surrounding the rainforest</i>	<i>Tropical grassland with scattered trees</i>	<i>Subsistence farming, commercial farming, livestock raising</i>
Steppe	<i>Area south of the Sahara and Sahel in northern and southeastern Africa</i>	<i>Grassland with few trees</i>	<i>Nomadic herding, livestock raising</i>
Desert	<i>Northern Africa and the Southwest African coast</i>	<i>Sparse drought-resistant plants; many barren, rocky, or sandy areas</i>	<i>Limited economic activity, nomadic herding, and livestock raising</i>
Mediterranean	<i>Tip of South Africa</i>	<i>Scrub, woodland, and grassland</i>	<i>Commercial farming</i>

***Unit 7, Activity 3, African Safari***

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

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2. Draw an X at 0 degrees north/south and 0 degrees east/west. What ocean surrounds you at this place? What is the name of the nearest non-ocean body of water?

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3. From the spot marked X, go due east for 475 miles, mark a dot, and connect the dot with the X. What country is nearest to that spot?

---

4. Mark a dot at 10 degrees north, 20 degrees east and connect to the dot you marked in Step 3. How many people per square mile live in this area? What direction did you travel from the dot in step 3 to get there?

---

---

5. Go southeast until you reach Lake Victoria and draw an X in the center of the lake. What is the elevation of the coastline around the lake?

---

6. Label the Tropic of Cancer and Tropic of Capricorn on your map. Where is the majority of Africa's population found? Are these areas mainly in the tropics?

---

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### *Unit 7, Activity 3, African Safari with Answers*

1. Draw lines to mark the equator and the Prime Meridian. Is more of Africa in the southern hemisphere or northern hemisphere? Is more of Africa in the eastern or western hemisphere?  
northern hemisphere  
eastern hemisphere
2. Draw an X at 0 degrees north/south and 0 degrees east/west. What ocean surrounds you at this place? What is the name of the nearest non-ocean body of water?  
Atlantic Ocean  
Gulf of Guinea
3. From the spot marked X, go due east for 475 miles, mark a dot, and connect the dot with the X. What country is nearest to that spot?  
Sao Tome and Principe
4. Mark a dot at 10 degrees north, 20 degrees east and connect to the dot you marked in Step 3. How many people per square mile live in this area? What direction did you travel from the dot in step 3 to get there?  
Approximately 25 people per square mile  
East
5. Go southeast until you reach Lake Victoria and draw an X in the center of the lake. What is the elevation of the coastline around the lake?  
about 500 meters
6. Label the Tropic of Cancer and Tropic of Capricorn on your map. Where is the majority of Africa's population found? Are these areas mainly in the tropics?  
along the Nile River, Niger River, Lake Victoria, and Lake Tanganyika other than the Nile River delta, yes they are

*Unit 7, Activity 3, Endangered Animals*

<b>Animal</b>	<b>Location</b>	<b>Vegetation</b>	<b>Reason Endangered</b>
Rhino			
African elephants			
Lions			
Giraffes			
Mandrills			
Oryx			
Gorillas			
African wild dogs			
Cheetahs			
Chimpanzees			
Bongos			
Zebras			
Geometric Tortoises			
Leopards			
Cape mole rats			

***Unit 7, Activity 4, Split-page Notetaking***

Topic:	Time period: _____
What are the basic human characteristics of the region?	
What injustice was/is occurring?	
Why was/is this injustice happening?	
How did/does the injustice impact population? (impact on relationships between groups)	
What impact did/does this injustice have on migration? (Push/pull)	
How did/does this impact the culture in the area?	

***Unit 7, Activity 4, Sample Rubric***

<b>Score Level</b>	<b>Description of Score Level</b>
4	<ul style="list-style-type: none"><li>• The response demonstrates in-depth understanding of the relevant content and/or procedure.</li><li>• The student completes all-important components of the task accurately and communicates ideas effectively.</li><li>• Where appropriate, the student offers insightful interpretations and/or extensions.</li><li>• Where appropriate, the student chooses more sophisticated reasoning and/or efficient procedures.</li></ul>
3	<ul style="list-style-type: none"><li>• The response demonstrates understanding of major concepts and/or processes, although less important ideas or details may be overlooked or misunderstood.</li><li>• The student completes the most important aspects of the task accurately and communicates clearly.</li><li>• The student's logic and reasoning may contain minor flaws.</li></ul>
2	<ul style="list-style-type: none"><li>• The student completes some parts of the task successfully.</li><li>• The response demonstrates gaps in conceptual understanding.</li></ul>
1	<ul style="list-style-type: none"><li>• The student completes only a small portion of the task and/or shows minimal understanding of the concepts or processes.</li></ul>
0	<ul style="list-style-type: none"><li>• The student's response is totally incorrect, irrelevant, too brief to evaluate, or blank.</li></ul>

**Unit 7, Activity 6, Lake Chad Anticipation Guide**

**“Slow Death of Africa’s Lake Chad” Anticipation Guide**

Complete this exercise individually. Before reading the article, read each statement below and indicate whether the statements are **True** or **False** by circling your choice. After reading the article, indicate whether your opinion of the statement has changed and cite evidence for your final answer.

1. Global warming is the only cause of the shrinking of Lake Chad.

Before: True or False

After: True or False

Evidence: \_\_\_\_\_

2. Until global warming is stopped, the lake cannot be saved.

Before: True or False

After: True or False

Evidence: \_\_\_\_\_

3. African countries are too poor to build dams to channel water into Lake Chad.

Before: True or False

After: True or False

Evidence: \_\_\_\_\_

Summary:



**Unit 7, Activity 6, AIDS Anticipation Guide**

<b>“Overview: Breaking the Silence” Anticipation Guide</b>
<p>Complete this exercise individually. Before reading the article, read each statement below and indicate whether the statements are <b>True</b> or <b>False</b> by circling your choice. After reading the article, indicate whether your opinion of the statement has changed and cite evidence for your final answer.</p>
<p>1. Over 23 million Africans have HIV/AIDS.</p> <p>Before:        True   or   False</p> <p>After:         True   or   False</p> <p>Evidence: _____</p>
<p>2. This illness has caused large numbers of children to become orphans.</p> <p>Before:        True   or   False</p> <p>After:         True   or   False</p> <p>Evidence: _____</p>
<p>3. No African country has been able to reduce this problem due to their economic problems.</p> <p>Before:        True   or   False</p> <p>After:         True   or   False</p> <p>Evidence: _____</p>
<p>Summary:</p>

*Unit 7, Activity 6, Poverty Anticipation Guide*

<b>“Reducing Poverty in Africa, Population Growth May Be Bigger Hurdle than AIDS” Anticipation Guide</b>
Complete this exercise individually. Before reading the article, read each statement below and indicate whether the statements are <b>True</b> or <b>False</b> by circling your choice. After reading the article, indicate whether your opinion of the statement has changed and cite evidence for your final answer.
1. AIDS is the major hurdle to economic prosperity in Africa.  Before:        True   or   False  After:         True   or   False  Evidence: _____
2. Africans have a culture of large families, and thus want many children.  Before:        True   or   False  After:         True   or   False  Evidence: _____
3. Population size is likely to shrink in Africa by 2050.  Before:        True   or   False  After:         True   or   False  Evidence: _____
Summary:

**Unit 7, Activity 6, Deforestation Anticipation Guide**

<b>“Deforestation Is Undercutting Africa's Climate Resilience” Anticipation Guide</b>
Complete this exercise individually. Before reading the article, read each statement below and indicate whether the statements are <b>True</b> or <b>False</b> by circling your choice. After reading the article, indicate whether your opinion of the statement has changed and cite evidence for your final answer.
1. Forests help slow global climate change.  Before:        True   or   False  After:         True   or   False  Evidence: _____
2. Logging is illegal in some African countries.  Before:        True   or   False  After:         True   or   False  Evidence: _____
3. Hunger is a major cause of deforestation.  Before:        True   or   False  After:         True   or   False  Evidence: _____
Summary:

***Unit 8, Activity 1, Mapping South Asia***

<b>Countries</b>	<b>Island Regions</b>	<b>Landforms</b>	<b>Bodies of Water</b>
Pakistan	Andaman Islands	Himalayas	Bay of Bengal
Nepal	Nicobar Islands	Thar Desert	Indian Ocean
Bangladesh		Hindu Kush	Arabian Sea
Bhutan		Mount Everest	Gulf of Oman
India		Kara Koran Range	Ganges River
Maldives		Gangetic Plain	Indus River
Sri Lanka		Deccan Plateau	Brahmaputra River
		Western Ghats	
		Eastern Ghats	

***Unit 8, Activity 2, Cultural Characteristics Chart***

Country	Major Language(s)	Major Religion(s)	Major Ethnic Groups	Major Economic Activities	Type of Economic System	Type of Government	Standard of Living
Pakistan							
Nepal							
Bangladesh							
India							
Sri Lanka							
Maldives							
Bhutan							

**Unit 8, Activity 2, Cultural Characteristics with Answers**

Country	Major Language(s)	Major Religion(s)	Major Ethnic Groups	Major Economic Activities	Type of Economic System	Type of Government	Standard of Living
Pakistan	<i>Punjabi</i>	<i>Islam</i>	<i>Punjabi, Sindhi, Pashtun (Pathan), Baloch, Muhajir</i>	<i>Nomadic Herding</i>	<i>Capitalism</i>	<i>Republic</i>	<i>Impoverished and underdeveloped</i>
Nepal	<i>Nepali</i>	<i>Hindu</i>	<i>Chhettri, Brahman-Hill, Magar, Tharu, Tamang</i>	<i>Subsistence farming, forestry</i>	<i>Traditional</i>	<i>Republic</i>	<i>Very low, among poorest and least developed countries in the world</i>
Bangladesh	<i>Bangla</i>	<i>Islam</i>	<i>Bengali</i>	<i>Commercial farming</i>	<i>Capitalism</i>	<i>Parliamentary democracy</i>	<i>Poor, over-populated, but improving</i>
India	<i>English, Hindi</i>	<i>Hindu</i>	<i>Indo-Aryan</i>	<i>Manufacturing, commercial farming</i>	<i>Developing Capitalism</i>	<i>Republic</i>	<i>Widespread poverty and insufficient infrastructure</i>
Sri Lanka	<i>Sinhala, Tamil</i>	<i>Buddhist</i>	<i>Sinhalese, Sri Lankan Moors, Indian Tamil, Sri Lankan Tamil</i>	<i>Forestry, Commercial farming</i>	<i>Capitalism</i>	<i>Republic</i>	<i>Currently establishing programs to improve this</i>

*Unit 8, Activity 2, Cultural Characteristics with Answers*

Maldives	<i>Maldivian Dhivehi</i>	<i>Islam</i>	<i>South Indians, Sinhalese, Arabs</i>	<i>Service industry</i>	<i>Capitalism</i>	<i>Republic</i>	<i>High life expectancy, high literacy rate</i>
Bhutan	<i>Dzongkha (official), Bhotes speak various Tibetan dialects</i>	<i>Buddhist</i>	<i>Nepalese, Bhote</i>	<i>Forestry</i>	<i>Traditional</i>	<i>Constitutional Monarchy</i>	<i>Trying to create model education programs to improve lives of citizens</i>

*Unit 8, Activity 3, Religions of South Asia*

<b>Religion</b>	<b>Founder, when, where</b>	<b>Holy Book</b>	<b>Basic Beliefs</b>	<b>Impact on History</b>	<b>Relationship with other groups in South Asia</b>
<b>Hinduism</b>					
<b>Buddhism</b>					
<b>Jainism</b>					
<b>Sikhism</b>					



***Unit 8, Activity 3, Religion Children’s Book Rubric***

CATEGORY	4	3	2	1
<b>Knowledge</b>	Can accurately tell author, illustrator, title and favorite part of story when asked several days after the retelling.	Can accurately tell author, title and favorite part of story when asked several days after the retelling.	Can accurately tell title and favorite part of story when asked several days after the retelling.	Has trouble remembering title without prompting.
<b>Connections Transitions</b>	Connections between events, ideas, and feelings in the story are creative, clearly expressed and appropriate.	Connections between events, ideas, and feelings in the story are clearly expressed and appropriate.	Connections between events, ideas, and feelings in the story are sometimes hard to figure out. More detail or better transitions are needed.	The story seems very disconnected and it is very difficult to figure out the story.
<b>Written Copy</b>	The student turns in an attractive and complete copy of the story in the correct format.	The student turns in a complete copy of the story in the correct format.	The student turns in an complete copy of the story, but the format was not correct.	The student turns in an incomplete copy of the story.
<b>Sequence</b>	Retells story in correct sequence leaving out no important parts of story.	Retells story in sequence with 2-3 omissions.	Retells story with several omissions, but maintains sequence of those told.	Retells story out of sequence.
<b>Voice</b>	Always speaks loudly, slowly and clearly. Is easily understood by all audience members all the time	Usually speaks loudly, slowly and clearly. Is easily understood by all audience members almost all the time.	Usually speaks loudly and clearly. Speaks so fast sometimes that audience has trouble understanding.	Speaks too softly or mumbles. The audience often has trouble understanding.

***Unit 8, Activity 5, Conflicts in South Asia Split-page Notes***

<b>Topic:</b>	<b>Time period:</b> _____
Why did this occur?	
What groups were involved in the conflict?	
What were the results of the conflict?	
How did/does the conflict impact migration?	
Was migration a result of push or pull factors? Explain	
How did the event impact the relationship between the groups involved?	

*Unit 8, Activity 6, Natural Processes Vocabulary Card*

Definition	Characteristics
Effects	Sketch

Key Term

The diagram is a large rectangle divided into four quadrants by a vertical line and a horizontal line. In the center, where the lines intersect, is a hexagon containing the text 'Key Term'. The top-left quadrant is labeled 'Definition', the top-right is 'Characteristics', the bottom-left is 'Effects', and the bottom-right is 'Sketch'.

***Unit 8, Activity 6, Ad Campaign Rubric***

CATEGORY	4	3	2	1
<b>Brainstorming - Solutions</b>	Students identify more than 4 reasonable, insightful possible solutions/strategies to encourage change.	Students identify at least 4 reasonable, insightful possible solutions/strategies to encourage change.	Students identify at least 3 reasonable, insightful possible solutions/strategies to encourage change.	Students identify fewer than 3 reasonable, insightful possible solutions/strategies to encourage change.
<b>Research/Statistical Data</b>	Students include 4 or more high-quality examples or pieces of data to support their campaign.	Students include at least 3 high-quality examples or pieces of data to support their campaign.	Students include at least 2 high-quality examples or pieces of data to support their campaign.	Students include fewer than 2 high-quality examples or pieces of data to support their campaign.
<b>Campaign/Product</b>	Students create an original, accurate and interesting product that adequately addresses the issue.	Students create an accurate product that adequately addresses the issue.	Students create an accurate product but it does not adequately address the issue.	The product is not accurate.

***Unit 8, Activity 7, Industrializing India***

<b>Article</b>	<b>Main Idea</b>	<b>Government's role in Industrialization</b>	<b>Impact on the Environment</b>
"Industrialization stalls"			
"India's sense of urgency on Africa welcome"			
"A tale of new cities: India's push to industrialize"			
"American chains travel to India to recruit franchisees"			
"Industrialization and Environmental Pollution"			

*Unit 9, Activity 1, East and Southeast Asia Vocabulary Chart*

**East and Southeast Asia Vocabulary Self-Awareness Chart**

<b>Vocabulary Term</b>	+	?	-	<b>Explanation</b>	<b>Example/Sketch</b>
Rice paddy					
Aquaculture					
Taoism					
Confucianism					
Martial law					
Shogun					
Samurai					
Export economy					
ASEAN					
Communism					

***Unit 9, Activity 2, Mapping East and Southeast Asia***

<b>Countries</b>	<b>Island Regions</b>	<b>Landforms</b>	<b>Bodies of Water</b>
Brunei	Okinawa	Mongolian Plateau	Yellow or Huang-He River
Cambodia	Ryukyu Islands	Gobi Desert	Yangtze or Chang-Jiang River
China	Hainan Island	Taklimakan Desert	Xi He River
East Timor or Timor-Leste	Borneo	Plateau of Tibet	Red River
Indonesia	Celebes Islands	Kunlun Shan	MeKong River
Japan	Java	Himalayas	Sea of Japan
Laos		Mt. Fuji	Yellow Sea
Malaysia		North China Plain	East China Sea
Mongolia		Kunlun Mountains	Philippine Sea
Myanmar or Burma		Manchurian Plain	South China Sea
North Korea		Tien Shan	Gulf of Tonkin
Philippines			Bay of Bengal
Singapore			Gulf of Thailand
South Korea			Strait of Malacca
Taiwan			Indian Ocean
Thailand			Pacific Ocean
Vietnam			

*Unit 9, Activity 2, Climate Regions*

<b>Climate Region</b>	<b>Location (be as specific as possible)</b>	<b>Vegetation located there</b>	<b>Land use there</b>	<b>Natural Resources</b>
Tropical Humid				
Tropical wet and dry				
Arid				
Semi-arid				
Humid subtropical				
Humid Continental				
Subarctic				
Highland				



*Unit 9, Activity 3, Major Countries of East and Southeast Asia*

<b>Name of Country</b>	<b>Population</b>	<b>Economic Power</b>	<b>Military Power</b>	<b>Major Cities</b>	<b>Major Landforms</b>	<b>Ethnic Groups</b>

***Unit 9, Activity 4, Historical Role Play Rubric***

CATEGORY	4	3	2	1
<b>Historical Accuracy</b>	All historical information appeared to be accurate and in chronological order.	Almost all historical information appeared to be accurate and in chronological order.	Most of the historical information was accurate and in chronological order.	Very little of the historical information was accurate and/or in chronological order.
<b>Role</b>	Point-of-view, arguments, and solutions proposed were consistently in character.	Point-of-view, arguments, and solutions proposed were often in character.	Point-of-view, arguments, and solutions proposed were sometimes in character.	Point-of-view, arguments, and solutions proposed were rarely in character.
<b>Knowledge Gained</b>	Can clearly explain several ways in which his character \"saw\" things differently than other characters and can clearly explain why.	Can clearly explain several ways in which his character \"saw\" things differently than other characters.	Can clearly explain one way in which his character \"saw\" things differently than other characters.	Cannot explain one way in which his character \"saw\" things differently than other characters.
<b>Required Elements</b>	Student included more information than was required.	Student included all information that was required.	Student included most information that was required.	Student included less information than was required.
<b>Props/Costume</b>	Student uses several props (could include costume) that accurately fit the period, show considerable work/creativity and make the presentation better.	Student uses 1-2 props that accurately fit the period, and make the presentation better.	Student uses 1-2 props which make the presentation better.	The student uses no props OR the props chosen detract from the presentation

## *Unit 9, Activity 5, Scarcity Questions*

1. What problems did your group encounter when it discovered that it did not have all the resources it needed?
2. Cite examples of where groups encountered conflicts? What was the source of these conflicts?
3. Cite examples of where groups cooperated. Did some groups create agreements for the sharing of resources?
4. Would it have been possible for your group to complete all tasks without trading? Were there any advantages to trading? Cite examples of interdependence.
5. What countries in our world face similar kinds of distribution of resources?
6. What groups were most like Japan in its distribution of resources?
7. In what ways do nations obtain resources they do not have?
8. Do nations ever give away resources? Do nations that give away resources expect anything back from nations that receive the resources?
9. How do issues of protecting the environment and conservation affect the unequal distribution of resources from nation to nation?
10. What issues might emerge in the future related to the resources available to Japan?

*Unit 9, Activity 7, Import and Export Chart*

<b>Country</b>	<b>Import</b>	<b>Export</b>	<b>Trading Partners</b>

*Unit 9, Activity 8, Sample Questioning the Content*

<b>Typical Goals and Queries for QtC</b>	
<b>Goal</b>	<b>Query</b>
<b>Initiate discussion</b>	What is the content about? What is the overall message? What is being talked about?
<b>Focus on content's message</b>	It says this, but what does it mean? Why was this word used?
<b>Link information</b>	How does that connect with what was said earlier? What information has been added here that connects or fits in with _____?
<b>Identify problems with understanding</b>	Does that make sense? Is this explained clearly? Why or why not? What do we need to figure out or find out?
<b>Encourage students to refer to the text to find support for interpretations and answers to question</b>	Did the content tell me that? Did the source provide the answer to that?

***Unit 10, Activity 1, Mapping Australia and Oceania***

<b>Countries</b>	<b>Island regions</b>	<b>Landforms</b>	<b>Bodies of Water</b>
Australia	Tasmania	Great Barrier Reef	Pacific Ocean
Fiji		Great Australian Bight	Indian Ocean
Kiribati		Great Dividing Range	Coral Sea
Marshall Islands		MacDonnell Range	Tasman Sea
Micronesia		Great Sandy Desert	Timor Sea
Nauru		Great Victorian Desert	Arafura Sea
New Zealand		Simpson Desert	Cook Strait
Palau		Great Artesian basin	Bass Strait
Papua New Guinea		Southern Alps	Murray River
Samoa		Western Plateau	Darling River
Solomon Islands		Nullarbor Plain	
Tonga			
Tuvalu			
Vanuatu			

*Unit 10, Activity 2, Economic Activities*

Country	Per Capita Income	GDP	Standard of Living	Type of Economy	Major Economic Activities	Major Exports	Natural Resources	Type of Government	Culture
<a href="#">Australia</a>									
<a href="#">Fiji</a>									
Kiribati									
Marshall Islands									
Micronesia									
Nauru									
<a href="#">New Zealand</a>									

*Unit 10, Activity 2, Economic Activities*

Country	Per Capita Income	GDP	Standard of Living	Type of Economy	Major Economic Activities	Major Exports	Natural Resources	Type of Government	Culture
<a href="#">Palau</a>									
<a href="#">Papua New Guinea</a>									
<a href="#">Samoa</a>									
<a href="#">Solomon Islands</a>									
<a href="#">Tonga</a>									
<a href="#">Tuvalu</a>									
<a href="#">Vanuatu</a>									



*Unit 10, Activity 3, Split-page Notetaking Guide*

<b>Topic:</b> Aborigine Migration	
What impact did climate have on migration?	
What impact did environment have on migration?	
What impact did economy have on migration?	
What impact did traditions have on migration?	
What impact did new opportunities have on migration?	

*Unit 10, Activity 5, Plate Tectonics*

**Plate Tectonics Process Guide**

Define plate tectonics.

Which plate is the largest? Smallest?

What is the relationship among the distribution of volcanoes, plate boundaries, and earthquake zones?

What is the likely result of the Nazca Plate moving toward the South American Plate?

How did the “Rim of Fire” likely form?

What can happen when plates slide past each other?

What can happen when plates collide?

***Unit 10, Activity 6, Split-page Notetaking Guide***

<b>Topic:</b> History	<b>Country:</b>
When was it founded?	
Was it ever ruled by another country? If so, by whom? How was it ruled?	
Who were the original inhabitants?	
How did geography impact the history?	
What type of migration has taken place to or from the area?	
What are some of the major events in the country's history?	
In what conflicts or wars has the country been involved? What were their results?	