

World Geography Curriculum Bundle #12

| Title | Suggested Dates |
|-----------------------------------|-------------------------|
| Europe, Russia, and Transcaucasia | April 23 – May 18, 2012 |

| Big Idea/Enduring Understanding | Guiding Questions |
|---|--|
| <ul style="list-style-type: none"> •History, including colonization, industrialization, communism, and world-wide wars, has shaped the political, economic, and social landscape of Europe and Russia. •Transcaucasia continues to struggle with the after effects of communism and independence. | <ul style="list-style-type: none"> •What are the economic and political relationships between settlements and the environment, including sustainable development and renewable/non-renewable resources? •What are the human and physical factors that influence the power to control territory and resources, create conflict/war, and impact international political relations of sovereign nations? •How do the creation, distribution, and management of key natural resources affect the location and patterns of movement of products, money, and people? •What are the experiences and contributions of diverse groups to multicultural societies? •What is the significance of major technological innovations in the areas of transportation and energy that have been used to modify the physical environment? •What are the human and physical features that influence the size and distribution of settlements? •What are the processes that have caused changes in settlement patterns, including urbanization, transportation, access to and availability of resources, and economic activities? •How are the ways humans depend on, adapt to, and modify the physical environment, including the influences of culture and technology, the same and different? •What are the effects of physical and human geographic patterns and processes on the past? What is their influence on the present, including significant physical features and environmental conditions that influenced migration patterns and shaped the distribution of culture groups today? •How have changes in societies led to diverse uses of physical features? •What are the forces that determine the distribution of goods and services in free enterprise, socialist, and communist economic systems? •How do maps show the division of land into separate political units such as cities, states, or countries, including man-made and natural borders? •Through current events, how do physical and human processes lead to the formation of boundaries and other political divisions? •How do patterns of culture such as language, religion, land use, education, and customs make specific regions of the world distinctive? •How did colonization and industrialization affect Europe? •How and why has the political map of Europe and Russia changed over time? •How is current immigration affecting European countries socially, economically, and politically? •How has the rise and fall of communism affected Russia, Eastern Europe, and their relationships with other countries? •What are the effects of communism and independence on the former Russian republics? |

World Geography Curriculum Bundle #12

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

| Knowledge & Skills with Student Expectations | Specificity & Examples | Suggested Resources (Read the note above) |
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| Ongoing TEKS | | |
| <p>WG.22 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> <p>WG.22C use geographic terminology correctly; and</p> | <p>Assurance Words</p> <p>Fjords North Atlantic Drift Loess Mediterranean Sea Italian Peninsula Northern European Plain Scandinavian Peninsula Pyrenees Rhine River Famine Socialism Alliances Confederation Danube River Cork Microstates Nationalized European Union Uninhabitable Neutral Exclave Complementary Region City-States Strait of Gibraltar Eurasia Cold War Urbanization</p> <p>Polders Dikes Ural Mountains Iberian Peninsula Balkan Peninsula Alps Jutland Peninsula North Sea Sequent Occupance Geysers Seine River Balance of Power Ruhr Valley Autonomy Renaissance Constitutional Monarchy Primate City Cosmopolitan Cantons Multilingual Ghetto Enclaves Balearic Islands choke point Icebreakers “Iron Curtain” former Yugoslavia</p> | |

World Geography Curriculum Bundle #12

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| Eastern Europe | Western Europe |
| Communism | democracy |
| Republic | colonial immigrants |
| Ethnic/territorial conflict (Balkans) | |
| Religious conflict (New immigrants –Islamic) | |
| Command economy | free-enterprise |
| Slow population growth | Chernobyl |
| Acid rain | Taiga |
| Slavs | Czar (Tsar) |
| Serfs | Abdicate |
| Bolsheviks | Soviets |
| Autarky | Gulag |
| Shatterbelt | Crimean Peninsula |
| Volga River | Zinc |
| Light industry | Caucasus Mountains |
| Heavy industry | Industrial Revolution |
| Secondary eco activities | Tertiary eco activities |
| Quaternary eco activities | primary eco Activities |
| Central Siberian Plateau | Caravans |
| Monoculture | Roma |
| Nomads | Transhumance |
| Chechnya | birth place democracy |
| Plate Tectonics | Biomes |
| Tides and currents | Renewable resources |
| Nonrenewable resources | “Green” energy |
| GDP | Climatic change |
| Multicultural/heterogeneous | |
| Europe | Asia |
| Black Sea | settlement patterns |
| Mass transportation | Sovereign Government |
| Vatican City | Commercial Agriculture |
| Dictatorship | Totalitarian |
| More developed | less developed |
| Newly industrialized | Export/Import |
| Euro | Globalization |
| World Trade Organization (WTO) | |
| Berlin Wall | superimposed boundary |

World Geography Curriculum Bundle #12

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| | <p>East and West Germany United Kingdom Ireland Northern Ireland Greenland (Denmark) glacier extent Population density</p> | |
| <p>WG.20 Science, technology, and society. The student understands how current technology affects human interaction. The student is expected to:</p> <p>WG.20A describe the impact of new information technologies such as the Internet, Global Positioning System (GPS), or Geographic Information Systems (GIS); and</p> | <p>TEACHER NOTE: You could teach this TEKS through ongoing current events study. And/or this TEKS could be taught through a research project on something like careers in geography. The City of Austin and the City of Pflugerville websites also have GIS information posted.</p> <p>This TEKS does need to be planned and taught before the STAAR (EOC) test.</p> | |
| <p>WG.23 Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:</p> <p>WG.23B use case studies and GIS to identify contemporary challenges and to answer real-world questions; and</p> | <p>TEACHER NOTE: You could use case studies and maps to identify and solve real world current questions.</p> | <p>Maps 101 including Geography in the News_(Login information on Intranet) http://www.maps101.com/index.php?option=com_user&view=login&return=aHR0cDovL3d3dy5tYXBzMTAxLmNvbS9pbmRleC5waHA/b3B0aW9uPWNvbV9mbGV4aWNVbnRlbnQmdmlldz1jYXRIZ29yeSZjaWQ9MSZldGVtaWQ9Mg==</p> <p>CNN Student News</p> <p>Issues databases from ABC-CLIO have excellent and in-depth material (Login information on Intranet) http://issues.abc-clio.com/Authentication/LogOn?returnUrl=%2FTopiCS</p> |
| <p>TEKS Specific to Bundle #12</p> | | |

World Geography Curriculum Bundle #12

| <p>WG.8 Geography. The student understands how people, places, and environments are connected and interdependent. The student is expected to:</p> <p>WG.8C evaluate the economic and political relationships between settlements and the environment, including sustainable development and renewable/non-renewable resources.; and</p> | <p>What are the economic and political relationships between settlements and the environment, including sustainable development and renewable/non-renewable resources?</p> <p>Cost/benefit analysis of renewable vs non-renewable</p> <ul style="list-style-type: none"> •gov regulation in Europe •Catch up in China •Nuclear catastrophe in Japan (Risk) <p>C/B of sustainable development</p> <ul style="list-style-type: none"> •Public transportaion •Density •Sprawl/suburbs <p>Example: New Braunfels or San Antonio & Green Energy</p> | <p>Population Density Map</p> <p>Textbook Economic Activities Map</p> | | | | | | | | | | | | | | | | | | | | | |
|--|--|---|---------------|------------------|--------------|--|--|----------------------|--|--|--------------|--|--|---------------|--|--|-----------------------|--|--|-----------------------|--|--|---|
| <p>WG.14 Government. The student understands the processes that influence political divisions, relationships, and policies. The student is expected to:</p> <p>WG.14C analyze the human and physical factors that influence the power to control territory and resources, create conflict/war, and impact international political relations of sovereign nations such as China, the United States, Japan, and Russia and organized nation groups such as the United Nations (UN) and the European Union (EU).</p> | <p>What are the human and physical factors that influence the power to control territory and resources, create conflict/war, and impact international political relations of sovereign nations?</p> <table border="1" data-bbox="716 917 1354 1177"> <thead> <tr> <th></th> <th>Human Factors</th> <th>Physical Factors</th> </tr> </thead> <tbody> <tr> <td>China</td> <td></td> <td></td> </tr> <tr> <td>United States</td> <td></td> <td></td> </tr> <tr> <td>Japan</td> <td></td> <td></td> </tr> <tr> <td>Russia</td> <td></td> <td></td> </tr> <tr> <td>United Nations</td> <td></td> <td></td> </tr> <tr> <td>European Union</td> <td></td> <td></td> </tr> </tbody> </table> <p>TEACHER NOTE: This TEKS could be taught well through a WebQuest or DBQ.</p> | | Human Factors | Physical Factors | China | | | United States | | | Japan | | | Russia | | | United Nations | | | European Union | | | <p>United Streaming</p> <p><i>Holocaust, The: In Memory of Millions (54:00)</i> <i>The Holocaust and the State of Israel (02:56)</i> <i>One Human Spirit (23:00)</i> <i>Israel and Palestine: The Fight for Peace (47:08)</i></p> |
| | Human Factors | Physical Factors | | | | | | | | | | | | | | | | | | | | | |
| China | | | | | | | | | | | | | | | | | | | | | | | |
| United States | | | | | | | | | | | | | | | | | | | | | | | |
| Japan | | | | | | | | | | | | | | | | | | | | | | | |
| Russia | | | | | | | | | | | | | | | | | | | | | | | |
| United Nations | | | | | | | | | | | | | | | | | | | | | | | |
| European Union | | | | | | | | | | | | | | | | | | | | | | | |

World Geography Curriculum Bundle #12

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| <p>WG.12 Economics. The student understands the economic importance of, and issues related to, the location and management of resources. The student is expected to:</p> <p>WG.12A analyze how the creation, distribution, and management of key natural resources affects the location and patterns of movement of products, money, and people; and</p> | <p>How do the creation, distribution, and management of key natural resources affect the location and patterns of movement of products, money, and people?</p> <p>TEACHER NOTE: Population patterns: In studying population distribution, students will be able to explain why the majority of Russia’s population is concentrated in the western part of the country, except for some concentration of people around isolated resources.</p> <ul style="list-style-type: none"> •Siberia—Especially under Soviet control, Russia’s government has encouraged migration of workers to go to where the resources are (compare to similar situations in Brazil, China, and moving people off Java) •Now in Russia, former government-owned mines, mining operations, collective farms being sold to international companies. <p>In building the Trans-Siberian railroad, isolation of Siberia, especially during harsh winter conditions, use of frozen rivers as highways</p> | <p>Trans-Siberian Railroad Lesson Plan http://www.freetech4teachers.com/2010/02/virtual-tour-on-trans-siberian-railway.html</p> <p>Information about the Trans-Siberian Railroad http://train.spottingworld.com/Trans-Siberian_Railway</p> <p>Information on Siberia for Teachers http://en.wikipedia.org/wiki/Siberia</p> <p>Trans-Siberian Railroad Map http://home.clara.net/johndarm/transib3/transib3.gif</p> <p>Energy in Europe: Use this link to create lessons related to Green Energy Use in Europe. http://www.energy.eu/</p> |
| <p>WG.17 Culture. The student understands the distribution, patterns, and characteristics of different cultures. The student is expected to:</p> <p>WG.17D evaluate the experiences and contributions of diverse groups to multicultural societies.</p> | <p>What are the experiences and contributions of diverse groups to multicultural societies?</p> <p>Europe needs high-tech workers, but does not want immigrants.</p> <p>US-immigration from around the world- melting pot.</p> | |

World Geography Curriculum Bundle #12

WG.19 Science, technology, and society. The student understands the impact of technology and human modifications on the physical environment. The student is expected to:

WG.19A evaluate the significance of major technological innovations in the areas of transportation and energy that have been used to modify the physical environment; and

What is the significance of major technological innovations in the areas of transportation and energy that have been used to modify the physical environment?

EUROPE during Industrial Revolution

- **Steam power**-- Steam power is a source of energy for the steam engine that was used in machinery to pump water out of mines and different types of transportation like the trains and boat
- **Diesel machinery**— Diesel machinery fall in the category of trucks, heavy machinery, and marine engines for submarines and large transport machinery has led to increase production in agriculture and industrial building.
- **Electricity** – source of electricity. Europe using more nuclear, wind, solar

All of the above used to modify the physical environment through increased power for agricultural production, urban development of infrastructure, industrialization, etc.

Transportation

- Europe's highway and/or railroad system
- Steam engine

Energy

- Fossil fuels → internal combustion engine
- Air conditioning

Teacher information on the **Industrial Revolution**
http://en.wikipedia.org/wiki/Industrial_Revolution

World Geography Curriculum Bundle #12

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| <p>WG.6 Geography. The student understands the types, patterns, and processes of settlement. The student is expected to:</p> <p>WG.6A locate and describe human and physical features that influence the size and distribution of settlements; and</p> | <p>What are the human and physical features that influence the size and distribution of settlements?</p> <p>Identify patterns in factors of settlement such as bodies of water, transportation routes, climates, and biomes.</p> <p>Show change in settlement patterns over time.</p> <p>Students will analyze population density and distribution areas on the Eurasian continent. They will determine how climate, transportation routes, and available water effected settlements.</p> <p>Students will analyze urban area models, such as concentric zone, sector, and multiple nuclear to determine which model is most appropriate for the region in which they are studying.</p> | <p>Map, graphics, and text information about growth of urban areas and city locations (Activity —students interpret map of world population density showing cities)</p> |
| <p>WG.6 Geography. The student understands the types, patterns, and processes of settlement. The student is expected to:</p> <p>WG.6B explain the processes that have caused changes in settlement patterns, including urbanization, transportation, access to and availability of resources, and economic activities.; and</p> | <p>What are the processes that have caused changes in settlement patterns, including urbanization, transportation, access to and availability of resources, and economic activities?</p> <p>Location along transportation routes</p> <p>Continued access to other cities and resources</p> <p>EUROPE – Because of the central locations of these cities in small countries and a small continent, access to other cities are very accessible because of their train system and highway system</p> <ul style="list-style-type: none"> •Trace the history of the development of cities and why they developed •Understand the process of urbanization and how Different factors have influenced the development, growth, and relative decline of cities through time. •Analyze how cities are interconnected based on the exchange of goods and resources | |

World Geography Curriculum Bundle #12

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| | <p>Patterns in factors of settlement</p> <p>1.) Which of the following was a factor in the original location of the cities above?</p> <p>2.) Which of the following has contributed to the growth (or decline) of the cities above?</p> <p>3.) Are any of the cities above connected to each other due to the following factors?</p> <ul style="list-style-type: none"> •Bodies of water (transportation/irrigation) •Transportation routes •Climates •Natural resources •Jobs available •Political | |
| <p>WG.8 Geography. The student understands how people, places, and environments are connected and interdependent. The student is expected to:</p> <p>WG.8A compare ways that humans depend on, adapt to, and modify the physical environment, including the influences of culture and technology; and</p> | <p>How are the ways humans depend on, adapt to, and modify the physical environment, including the influences of culture and technology, the same and different?</p> <p>EUROPE</p> <p><i>Water Pollution by Industries</i> – International Commission for the Protection of the Rhine recommends program to protect river, European Union has passed laws that members must follow, and European Environmental Agency which provides reliable information for citizens and industry</p> <p><i>Rivers:</i> Environmental standards for Danube, Rhine rivers (flow through multiple countries).</p> <p><i>Cities</i> that developed on rivers</p> <p><i>Pyrenees Mountains:</i> merging of France, Spain, Andorra – region as a former smuggling hub, Andorra now exists as an international duty-free trade zone</p> <p><i>Progressive stance of Europe on Green Energy</i> – wind power, solar power, bio-fuels (decreased cost of bio-</p> | <p>Pictures/Maps of Mt. Elbrus http://www.elbrus-team.com/UserFiles/Image/00-700c.jpg</p> <p>Energy in Europe: Use this link to create lessons related to Green Energy Use in Europe. http://www.energy.eu/</p> |

World Geography Curriculum Bundle #12

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| | diesel in Germany) | |
| <p>WG.1 History. The student understands how geography and processes of spatial exchange (diffusion) influenced events in the past and helped to shape the present. The student is expected to:</p> <p>WG.1A analyze the effects of physical and human geographic patterns and processes on the past and describe their impact on the present, including significant physical features and environmental conditions that influenced migration patterns and shaped the distribution of culture groups today; and</p> | <p>What are the effects of physical and human geographic patterns and processes on the past? What is their influence on the present, including significant physical features and environmental conditions that influenced migration patterns and shaped the distribution of culture groups today?</p> <p>Europe (17-19th c.)</p> <ul style="list-style-type: none"> • From northwestern Europe—Great Britain, Ireland, Scandinavian, Germany • From southern and eastern Europe—Italy, Eastern Europe (Poland, Czechoslovakia) • Push/pull factors: Economic opportunities, political freedom <p>Environmental Conditions:</p> <p>Why did people settle where they did?</p> <ul style="list-style-type: none"> • Settling in familiar climate regions (similar to country of origin) • Settled close to other recent immigrants with similar backgrounds • Settled at or near port of entry (ex. Ellis Island, Miami for Cubans, Angel Island, San Francisco, etc.) <p>TEACHER NOTE: Through the specificities, students should learn how people migrating to the United States spread out and moved throughout the U.S. Why are we considered a “melting pot” or ethnic mosaic?</p> | <p>Economic Factors and Illegal Immigration- grades 9-12; Lesson plan located in Maps 101</p> <p>http://www.maps101.com/index.php</p> |

World Geography Curriculum Bundle #12

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| <p>WG.2 History. The student understands how people, places, and environments have changed over time and the effects of these changes. The student is expected to:</p> <p>WG.2B explain how changes in societies have led to diverse uses of physical features; and</p> | <p>How have changes in societies led to diverse uses of physical features?</p> | <p>Develop a polders activity.</p> |
| <p>WG.10 Economics. The student understands the distribution, characteristics, and interactions of the economic systems in the world. The student is expected to:</p> <p>WG.10A describe the forces that determine the distribution of goods and services in free enterprise, socialist, and communist economic systems; and</p> | <p>What are the forces that determine the distribution of goods and services in free enterprise, socialist, and communist economic systems?</p> | <p>United Streaming Video:</p> <p><i>How Economic Activities Define a Culture</i> (20:21)</p> |
| <p>WG.13 Government. The student understands the spatial characteristics of a variety of global political units. The student is expected to:</p> <p>WG.13A interpret maps to explain the division of land, including man-made and natural borders, into separate political units such as cities, states, or countries; and</p> | <p>How do maps show the division of land into separate political units such as cities, states, or countries, including man-made and natural borders?</p> | <p>Maps 101</p> |
| <p>WG.14 Government. The student understands the processes that influence political divisions, relationships, and policies. The student is expected to:</p> <p>WG.14A analyze current events to infer the physical and human processes that lead to the formation of boundaries and other political divisions; and</p> | <p>Through current events, how do physical and human processes lead to the formation of boundaries and other political divisions?</p> <p><i>What are some of the forces that have led to the formation of social groups (i.e., cliques) in your school?</i></p> <p><i>Why do these divisions occur and are they valid?</i></p> <p>EUROPE</p> <p>Political Boundaries of Eastern Europe and the Soviet</p> | <p>Information on Transcaucasia from Wikipedia http://en.wikipedia.org/wiki/Transcaucasia</p> <p>Chechnya Information from Wikipedia http://en.wikipedia.org/wiki/Chechnya</p> <p>“Crisis in Chechnya” from Global Issues.org http://www.globalissues.org/article/100/crisis-in-chechnya</p> <p>Central Asia-Caucus Institute</p> |

World Geography Curriculum Bundle #12

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| | <p>Union following the fall of Communism</p> <ul style="list-style-type: none"> •Ethnic conflict in Balkans (former Yugoslavia), conflict over control of territory, leading to creation of new nation-states <p>Human Processes – Cultural distribution of citizens, cultural traditions of Western and Eastern Europe</p> <p>Physical Processes – River, mountain and other natural boundaries: Caucasus Mountains, Ural Mountains serve as natural barrier between Russia and Central Asia, East Asia</p> | <p>www.cacianalyst.org/index1.htm Johns Hopkins University School of Advanced International Studies. Connect with various articles, op-ed pieces, and interviews from experts on Central Asia.</p> <p>Maps 101 pre and post WWII maps and the impact of communism on Eastern Europe</p> |
| <p>WG.17 Culture. The student understands the distribution, patterns, and characteristics of different cultures. The student is expected to:</p> <p>WG.17A describe and compare patterns of culture such as language, religion, land use, education, and customs that make specific regions of the world distinctive; and</p> | <p>How do patterns of culture such as language, religion, land use, education, and customs make specific regions of the world distinctive?</p> <p>World Maps</p> <ul style="list-style-type: none"> •Languages •Major religions •Literacy rates •Natural resources •Governments | <p>Map of world religions and descriptions of major religions with information about where they originated and where they spread</p> <p>GeoActivity: Students create a database from Internet research about a cultural factor in three countries and make comparisons)</p> <p>CultureGramonline/World/Select a country</p> |
| DIFFERENCES FOR THE PRE-AP CLASSROOM | | |
| <p><i>I. Collection and Acquiring Information – These skills are used at all levels of Pre-AP* and AP* coursework with progressively more detailed readings and note-taking efforts. These techniques promote active reading and increased comprehension skills. As skills develop, students begin to organize information, identify key concepts and relationships, and acquire knowledge for interpretation and analysis of content materials. <i>Examples: SQ3Rs, Cornell Note-taking, working with Matrixes’, etc.</i></i></p> <p><i>II. Processing Information – Practicing the techniques of collecting and acquiring data will allow the student to prepare for higher-level critical thinking, such as assessing, analyzing, and interpreting trends, connections, and relationships. The goal of Pre-AP classes is to introduce these skills and give students the opportunity to practice them with teacher guidance. As students progress, they will rely less on their instructor and can become more independent thinkers. <i>Examples – Organizing – APPARTS, SOAPS, Mapshots, PERSIA, etc.</i></i></p> | | |

World Geography Curriculum Bundle #12

III. **Study Skills** – Students who accept the academic challenge of higher-level classes often are not prepared for the task of studying for tests or cumulative examinations. Perhaps in previous experiences, simply being in class and attending to the presentation at hand was sufficient to retain the level of information necessary to do well in class. However, as students progress with their courses of study, it is necessary to ensure that students have a basic idea of how to study efficiently.

**See the Skills Matrix in the WG- Gearing up for the EOC/STAAR binder for these different types of processes.*