

Teacher's Guide

Eastern Hemisphere and Ancient Civilizations

by

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To Our Teacher Colleagues:

We would like to welcome you to our newest endeavor, *The Eastern Hemisphere and Ancient Civilizations*. It has taken us many months to research and write this text. It is a highly interactive work-a-text geared to the Pennsylvania's Department of Education academic standards, national standards, the C3 framework (NCSS), and the Archdiocese of Philadelphia's sixth grade *Social Studies Curriculum Guide*. We sincerely hope that your students enjoy learning from the activities in the text.

Organization of the Text:

The Eastern Hemisphere & Ancient Civilizations has five (5) units, 25 chapters, and 77 lessons organized around the standards of Reading, Geography, Economics, Environment and Ecology, and Science and Technology. Aspects of multicultural diversity are integrated throughout the text and in the Blackline Master (**BLM**) materials. Specifically, the chapters are organized as follows:

- Chapter 1 = Review of Geography Skills (Unit 1)
- Chapter 2 = Review of Geography Features and Concepts (Unit 1)
- Chapter 3 = Cultural Aspects (Unit 1)
- Chapter 4 = Introduction to Europe (Unit 2)
- Chapter 5 = British Isles (Unit 2)
- Chapter 6 = Northern Europe (Unit 2)
- Chapter 7 = Central Europe (Unit 2)
- Chapter 8 = Southern Europe (Unit 2)
- Chapter 9 = Eastern Europe (Unit 2)
- Chapter 10 = Introduction to Australia (Unit 3)
- Chapter 11 = Antarctica, Oceania, and New Zealand (Unit 3)
- Chapter 12 = Introduction to Africa (Unit 4)
- Chapter 13 = Geography and Climate of Africa (Unit 4)
- Chapter 14 = Northern Africa (Unit 4)
- Chapter 15 = Eastern Africa (Unit 4)
- Chapter 16 = Western Africa (Unit 4)
- Chapter 17 = Central Africa (Unit 4)
- Chapter 18 = Southern Africa (Unit 4)
- Chapter 19 = Introduction to Asia (Unit 5)
- Chapter 20 = Northern Asia Russia (Unit 5)
- Chapter 21 = Southwest Asia (Middle East) (Unit 5)
- Chapter 22 = Central Asia (Unit 5)
- Chapter 23 = South Asia (Unit 5)
- Chapter 24 = Southeast Asia (Unit 5)
- Chapter 25 = East Asia (Unit 5)

Each chapter and lesson is activity-oriented. Most of the book adopted the following conceptual format for the countries and regions of the Eastern Hemisphere: Political Features, Physical Features, Natural Resources and Economy, and Ancient Civilizations. Because of spatial restrictions, more concepts could not be encompassed in

the book. However, our Blackline Master File (**BLM**) does encompass a larger conceptual focus, which is contained in the Teacher's Resource Binder and on Penns Valley's website at (www.pennsvalleypublishers.com)

This particular Teacher's Guide consists of standards, objectives, suggested strategies, assessment, and enrichment activities. Answers for the textbook activities, titled *The Eastern Hemisphere & Ancient Civilizations: Teacher's Answer Key*, can be found in a separately bound *Teacher's Resource Binder* (TRB). It also contains the teacher's guide, chapter tests, and Blackline Master File (additional maps and activities). The tests are formatted based upon current test construction principles (Kubiszyn and Borich, 2007).

Because children interact frequently with common concepts and skills in Social Studies, we chose to present and/or review them first. Hence, the first unit deals with geographic, economic, and cultural concepts and skills. For example, rather than teaching economic concepts for each continent/country/region, we present or review them first, and then refer to them as needed. In addition, many concepts have been presented in the fifth grade book *The Western Hemisphere*, and hence, have been reviewed in this sixth grade book.

As a navigational guide, we have introduced two special icons throughout the text. They are: (**LLB**) for Lesson Look Back and (**BLM**) for Blackline Master File.

Special features of *The Eastern Hemisphere & Ancient Civilizations* include:

- ✓ Is based upon quality research findings
- ✓ Incorporates traditional and unique visual organizers
- ✓ Is based on an established curriculum guide and PDE academic standards
- ✓ Presents content in a folksy, friendly format
- ✓ Clues students (and you) to use the Blackline Master File (**BLM**)
- ✓ Uses Lesson Look Back (**LLB**) icon for children to review information
- ✓ Integrates a technology component called "Click and Learn"
- ✓ Highlights items of interest in "Something to Think About"

Spatial restraints disallowed us to incorporate material about population, religion, and government in most chapters. However, these concept areas are encompassed in the **BLM** file which can be found on Penns Valley Publishers' website at www.pennsvalleypublishers.com

Curricular Alignment to State and National Standards

The pragmatic and theoretical frameworks for this text were determined from adopted state academic standards, older national academic standards still existent, and NCSS's new C3 framework. Specifically, the latest state standards for Geography, Reading, Economics, Environment and Ecology, and Science and Technology have been incorporated. National standards from the National Geographic Society and the National

Council for Social Studies were additional guiding beacons for this text’s content and skills. However, it should be noted that *The Eastern Hemisphere & Ancient Civilizations* is not meant to accommodate all social studies standards.

Standards strongly suggest assessment. As of this printing, the premier driving force for assessment in the state of Pennsylvania is the *Pennsylvania System of School Assessment* (PSSA) given at various levels ranging from grades 3-11. The PSSA is a standards-based assessment, but not a norm-referenced instrument. It measures individual student growth and progress and helps to determine the degree to which the curriculum enables students to attain the delineated state standards. Scores are reported as being advanced, proficient, basic, or below basic. The most frequently reported scores are for Reading and Mathematics at grade levels 5, 8, and 11. More information on state results can be obtained by logging onto <http://www.pde.state.pa.us/newsroom>. Locate the Academic Standards on the right side of the menu and log on.

A tandem force associated with the PSSA is the *No Child Left Behind Act* of 2001. For a realistic scrutiny of this sweeping legislation and its impact upon Pennsylvania education, log onto the aforementioned website and click on Position Paper under the Hot Topics menu.

The Social Studies in Chapter 4 of the 22 PA code is delineated as Geography along with Civics and Government, Economics, and History. PDE (2003c, p. 2) suggests, “This identification is consistent with citizenship education in Chapter 49 and Chapter 354.” Presented forthwith is a delineation of applicable academic standards encompassed by the text *The Eastern Hemisphere & Ancient Civilizations* and its supplemental materials.

Note: The action verbs used in the respective grade levels of the State Standards are harmonious with “zooming” up Bloom’s ladder. Hence, students do greater higher level thinking, such as analyzing in grade 9 and evaluating in grade 12. However, such behavioral activities can be employed in 6th grade but only to the extent that they are age-appropriate, or as other educators might say, with varying degrees of difficulty.

Academic Standards for Geography

According to the PDE (2003c, p. 2), “Geography is an integrative discipline that enables students to apply geography skills and knowledge to life situations at home, at work and in the community.” The agency expresses that “topics and concepts in geography directly relate to standard statements in Environment and Ecology, Economics, Mathematics, Science and Technology and Civics and Government” (p. 2). Your text authors affirm that many of the Reading standards are encompassed and integrated as well.

In *Academic Standards for Geography*, the PDE (2003c, p. 4) emphatically states:

Basic Geography Literacy [and all other strands of geography] must include local-to-global progression for all students at all grade levels for the standard statements

and their descriptors. Basic concepts introduced in lower grade levels must be developed more fully throughout higher grade levels.

The *Academic Standards for Geography* (Pennsylvania Department of Education, 2003c) describe what students should know and be able to do around four organizing themes. They are:

- Basic Geography Literacy
- The Physical Characteristics of Places and Regions
- The Human Characteristics of Places and Regions
- The Interactions Between People and Places

In addition, the PDE encourages teachers to weave the Five Fundamental Themes of Geography (National Geographic Society, 1994) into instruction while addressing the *Academic Standards for Geography*. The standards depict what students should know and be able to do whereas the themes provide a “clear conceptual basis for teachers and students in organizing their knowledge” (p. 2). Herein, the five themes are reviewed:

Theme	Description
Location	The absolute and relative position of a place on the Earth’s surface
Place	How physical and human characteristics define and distinguish a place
Human Environment Interaction	How humans modify and adapt to natural settings
Movement	How people, ideas and materials move between and among locations
Regions	How an area displays unity in terms of physical and human characteristics

Presented below is a summary of the Geography standards for grade 6. For a more extensive listing, the reader is directed to the Pennsylvania Department of Education’s webpage at <http://www.pde.state.pa.us> Locate the Academic Standards on the right side of the menu and log on.

7.1 – Basic Geographic Literacy

7.1.6 Grade 6

- A. Describe geographic tools and their uses.
 - Basis on which maps, graphs and diagrams are created
 - Geographic representations to display spatial information, such as absolute and relative locations
 - Basic spatial elements for depicting the patterns of physical and human features
 - Major location, distance, scale
 - Map Grids
 - Alpha-numeric system

- Cardinal and intermediate directions
- B. Describe and locate places and regions
 - Coordinate systems such as latitude, longitude and time zones
 - Physical features
 - Human features
 - Provinces
 - Countries
 - Major human regions
 - Major cities
 - Ways in which different people view places and regions
 - Community connections to other places
 - Dependence and interdependence
 - Access and movement

7.2 The Physical Characteristics of Places and Regions

7.2.6 Grade 6

- A. Describe the physical characteristics of places and regions
 - Components of Earth's physical systems
 - Storms
 - Tectonic plates
 - Biomes
 - Comparison of the physical characteristics of different places and regions, such as climate, topography
 - Climate types, such as marine, continental, tropical wet and dry
- B. Describe the physical processes that shape patterns on Earth's surface
 - Earth-sun relationships such as equinoxes and solstices, and reasons they occur and their relationship to latitude
 - Climate influences, such as elevation, latitude, nearby ocean currents
 - Climate change
 - Plate tectonics

7.3 The Human Characteristics of Places and Regions

7.3.6 Grade 6

- A. Describe the human characteristics of places and regions by their population characteristics
 - Spatial distribution, size, density and demographic characteristics
 - Causes of human movement
- B. Describe the human characteristics of places and regions by their cultural characteristics
 - Ethnicity of people, such as language, religions, customs
 - Spatial arrangements of cultures based on customs, religions

- C. Describe the human characteristics of places and regions by their settlement
 - Current and past settlement patterns
 - Factors that affect the growth and decline of settlements, such as immigrations, transportation development, natural resources, site and situation
- D. Describe the human characteristics of places and regions by their economic activities
 - Spatial distribution of economic activities, such as agriculture, forestry, mining, manufacturing, services
 - Factors that influence the location and spatial distribution of economic activities, such as modes of transportation used to move people, goods and materials
 - Spatial distribution of resources and their relationship to population distribution
 - Historical settlement patterns and natural resource use
 - Natural resource-based industries
- E. Describe the human characteristics of places and regions by their political activities
 - Spatial pattern of political units
 - Functions of political units

7.4 The Interaction Between People and Places

7.4.6 Grade 6

- A. Describe the impacts of physical systems on people
 - How people depend on, adjust to, and modify physical systems on a regional scale
 - Ways in which people adjust to life in hazard-prone areas
- B. Describe the impacts of people on physical systems
 - Changing spatial patterns on Earth's surface that result from human activities
 - Ways humans adjust their impact on the habitat

Academic Standards for Economics

According the Pennsylvania Department of Education (2003b), “Economics is concerned with the behavior of individuals and institutions engaged in the production, exchange and consumption of goods and services” (p. 1). The standards are meant to provide focus and direction in learning how economic activity affects the forces of daily living. *The Eastern Hemisphere & Ancient Civilizations* text is not meant to encompass all economic standards. The following standards represent those that are covered within the text.

The *Academic Standards for Economics* (Pennsylvania Department of Education, 2003b) describe what students should know and be able to do around five organizing themes. They are:

- 6.1 Economic Systems
- 6.2 Markets and the Functions of Governments
- 6.3 Scarcity and Choice
- 6.4 Economic Interdependence
- 6.5 Work and Earnings

Presented below is a summary of the Economics standards for grade 6. For a more extensive listing, the reader is directed to the Pennsylvania's Department of Education webpage at <http://www.pde.state.pa.us> Scroll the menu to Academic Standards and log on.

6.1 Economic Systems

6.1.6 Grade 6

- A. Describe and identify characteristics of market systems
- B. Explain the three basic questions that all economic systems attempt to answer. What goods and services should be produced? How will goods and services be produced? Who will consume goods and services?
- C. Define measures of economic activity . . .

6.2 Markets and the Function of Governments

6.2.6 Grade 6

- A. Describe market transactions in terms of goods, services, consumers and producers
- D. Define economic institutions
- I. Identify and describe public goods

6.3 Scarcity and Choice

6.3.6 Grade 6

- B. Explain how scarcity influences choices and behaviors
- D. Explain how limited resources and unlimited wants cause scarcity
- I. Describe the natural, human and capital resources used to produce a specific good or service

6.4 Economic Interdependence

6.4.6 Grade 6

- B. Explain how specialization leads to more trade between people and nations
- C. Identify and define imports, exports, regional and international trade
- D. Explain how the location of resources, transportation and communication networks and technology have affected economic patterns
- G. Describe geographic patterns of economic activities

6.5 Work and Earnings

6.5.6 Grade 6

- A. Recognize that the availability of goods and services is the result of work members of the society

Academic Standards for Science and Technology

Presented below is a summary of the Science and Technology (PDE, 2002b) standards for grade 6. For a more extensive listing, the reader is directed to the Pennsylvania's Department of Education webpage at <http://www.pde.state.pa.us> Locate the Academic Standards on the right side and log on.

3.5 Earth Sciences

3.5.7 Grade 7

- A. Describe earth features and processes
 - Describe the processes involved in the creation of geologic features
 - Distinguish between examples of rapid surface changes
- B. Recognize earth resources and how they affect everyday life
 - Identify and locate significant earth resources
 - Explain the value and uses of different earth resources
 - Compare the locations of human settlements as related to available resources
- C. Describe basic elements of meteorology
 - Explain weather forecasts by interpreting weather data and symbols
 - Explain the oceans' impact on local weather and the climate of a region
 - Identify . . . global wind patterns and how they relate to the weather patterns in different regions

- D. Explain the behavior and impact of the earth's water systems
 - Distinguish fresh from salt water
 - Identify ocean and shoreline features, such as bays, inlets

3.7 Technological Devices

3.7.7 Grade 7

- A. Describe the safe and appropriate use of tools, materials and techniques to answer questions and solve problems
- B. Use appropriate instruments and apparatus to study materials

3.8 Science, Technology and Human Endeavors

3.8.7 Grade 7

- A. Explain how sciences and technologies are limited in their effects and influence on society
- B. Explain how human ingenuity and technological resources satisfy specific human needs and improve the quality of life
 - Identify interrelationships between systems and resources
 - Identify and describe the resources necessary to solve a selected problem in a community and improve the quality of life
 - Identify and explain specific examples of how agricultural science has met human needs and has improved the quality of life
- C. Identify the pros and cons of applying technological and scientific solutions to address problems and the effect upon society
 - Describe the positive and negative expected and unexpected effects of specific technological developments
 - Describe ways technology extends and enhances human abilities

Academic Standards for Environment and Ecology

Reflecting the spirit of Pennsylvania's constitution, PDE (2002a, p. 3) declares, "Environment and ecology examines the world with respect to the economic, cultural, political, and social structure as well as natural processes and systems. . . . The 21st century will demand a more sophisticated citizen capable of making sound decisions that will impact our natural systems forever." In addition, the agency pronounces, "The study of Environment and Ecology will allow students to be active participants and problem solvers in real issues that affect them, their homes, schools and communities" (p. 3).

Presented below is a summary of the Environment and Ecology standards for grade 7 encompassed (in varying degrees) in *The Eastern Hemisphere & Ancient*

Civilizations. For a more extensive listing, the reader is directed to the Pennsylvania's Department of Education webpage at <http://www.pde.state.pa.us> Locate the Academic Standards on the right side and log on.

4.1 Watersheds and Wetlands

4.1.7 Grade 7

- A. Explain and describe characteristics of a wetland

4.2 Renewable and Nonrenewable Resources

4.2.7 Grade 7

- A. Know that raw materials come from natural resources
- B. Examine the renewability of resources
 - Identify renewable resources and describe their uses
 - Identify nonrenewable resources and describe their uses
- C. Explain natural resource distribution
 - Distinguish between readily available and less accessible resources
 - Identify the locations of different concentrations of fossil fuels and mineral resources

4.3 Environmental Health

4.3.7 Grade 7

- A. Identify environmental health issues
- B. Describe how human actions affect the health of the environment

4.4 Agriculture and Society

4.4.7 Grade 7

- A. Explain society's standard of living in relation to agriculture
 - Compare and contrast agricultural changes that have been made to meet society's needs
 - Compare several technological advancements and their effect(s) on the historical growth of agriculture
- C. Explain agricultural systems' use of natural and human resources and how human ingenuity and technological resources satisfy specific human needs and improve the quality of life
 - Identify the plants and animals that can be raised in an area
 - Identify natural resources necessary for agricultural systems

4.8 Humans and the Environment

4.8.7 Grade 7

- B. Explain how people use natural resources
 - Explain how climate and extreme weather events (e.g., drought, flood) influence people's lives
- C. Explain how human activities may affect local, regional and national environments and the effect upon society
- D. Explain the importance of maintaining the natural resources at the local, state, national, and *international* (italics are authors) levels

Academic Standards for Reading, Writing, Speaking and Listening

The Pennsylvania Department of Education (2003d) defines language arts as four processes that are essential to learning and achievement in all academic areas. The PDE asserts:

The language arts – Reading, Writing, Speaking, and Listening – are unique because they are processes that students use to learn and make sense of their world. Students do not read ‘reading’; they read about history, science, and mathematics and other content areas.... Similarly, students do not write ‘writing’; they use written words to express their knowledge and ideas and to inform or entertain others (PDE, 2003e, p. 1).

As a reference for instruction, the PDE developed standards that establish benchmarks for the acquisition of skills in the language arts for grades 3, 5, 8 and 11. These standards were an essential resource in the development of *The Eastern Hemisphere & Ancient Civilizations*. We have summarized below standards for grade 5 that have been emphasized during the development of the text, activities and teaching extensions. Naturally, these standards should be extended and enhanced in the sixth grade. The reading standards have been embraced through the interactive text, the suggested activities in this teacher's guide, and the **BLM** activities.

1.1. Learning to Read Independently

1.1.5 Grade 5

- A. Establish a purpose for reading before reading.
- B. Use the format of the text as a guide.
- C. Identify the basic concepts and supporting facts using strategies to make predictions about the text – prior knowledge, illustrations and headings, and information from other sources.
- D. Expand vocabulary by correctly identifying and using words. Use a dictionary or computer resources as a reference.

- E. Identify, understand the meaning, and use correctly key vocabulary from each lesson.
- F. Demonstrate after reading an understanding of the text.
 - Summarize the major ideas, themes, or procedures of the text.
 - Relate new information or ideas from the text to that learned through additional reading and media.
 - Make responsible assertions about the text by citing evidence from the text.
 - Extend ideas found in the text through independent research.
- H. Demonstrate fluency and comprehension in reading
 - Read familiar materials aloud with accuracy.
 - Self-correct mistakes.
 - Use appropriate rhythm, flow, meter, and pronunciation.
 - Read extension materials and connected text.
 - Demonstrate comprehension through activities, assessments, and independent research

1.2. Reading Critically in All Content Areas

1.2.5. Grade 5

- A. Read and understand essential content of informational texts, documents, and activities.
 - Differentiate fact from opinion across texts.
 - Distinguish between essential and nonessential information across a variety of texts.
 - Make inferences about similar concepts in multiple texts.
 - Evaluate text organization and content to determine the authors' purpose and effectiveness.
- B. Use and understand a variety of media and evaluate the quality of material produced.
 - Use a variety of media for research.
 - Evaluate the role of media as a source of information.

1.4 Types of Writing

1.4.5. Grade 5

- A. Write multi-paragraph informational pieces - essays, descriptions, letters, reports, and instructions.
 - Include cause and effect.
 - Develop a problem and solution when appropriate on a topic.
 - Use relevant graphics – maps, charts, graphs, tables, illustrations, and photographs.
- B. Write persuasive pieces with a clearly stated position or opinion and supporting detail, citing sources when needed.

1.5. Quality of Writing

1.5.5. Grade 5

- A. Write with a sharp, distinct focus identifying topic, task, and audience.
- B. Write using well-developed content appropriate for the topic.
 - Gather, organize, and select the most effective information appropriate for the topic, task, and audience.
 - Write paragraphs that have topic sentence and supporting details.
- C. Write with controlled organization.
 - Sustain a logical order within sentences and between paragraphs.
 - Use meaningful transitions.
 - Include and identifiable introduction, body, and conclusion.
- D. Write with an understanding of the stylistic aspects of composition.
 - Use different types and lengths of sentences.
 - Use precise language including adjectives, adverbs, action verbs, and specific details.
 - Develop and maintain a consistent voice.
- E. Revise writing to improve organization and word choice.
 - Check the logic and order of ideas.
 - Check the accuracy of vocabulary.
- F. Edit writing using the conventions of language.
 - Spell common, frequently used words correctly.
 - Use capital letters correctly.
 - Punctuate correctly – periods, exclamation points, question marks, and commas in a series.
 - Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections correctly.
 - Use complete sentences – simple, compound, declarative, interrogative, exclamatory, and imperative.

G. Present and/or defend written work for publication when appropriate.

1.6. Speaking and Listening

1.6.5. Grade 5

A. Listen to others.

- Ask pertinent questions.
- Distinguish relevant information, ideas, and opinions from those that are irrelevant.
- Take notes when prompted.

B. Listen to selection of literature – fiction or nonfiction.

- Relate to prior experiences.
- Predict the result of the story actions.
- Retell the reading selection in chronological order.
- Identify and define new words and concepts.
- Summarize the selection.

C. Speak using skills appropriate to formal speech situations.

- Use complete sentences.
- Pronounce words correctly.
- Use appropriate volume.
- Pace speech so that it is understandable.
- Adjust content for different audiences.

1.7. Characteristics and Functions of the English Language

1.7.5. Grade 5

A. Identify words from other languages that are commonly used English words.
Use a dictionary and computer resources to find the meaning of these words.

1.8. Research

1.8.5. Grade 5

A. Select and refine a topic for research.

B. Locate information using appropriate sources and strategies.

- Evaluate the usefulness and qualities of the sources.
- Select sources of information.
- Use table of contents, indices, key words, cross-references, and appendices.
- Use traditional and electronic search tools.

C. Organize and present the main ideas from research.

- Take notes from sources using a structured format.
- Present the topic using relevant information.

- Credit sources using structured format

National Justification and Curricular Alignment

The following material presents earlier curriculum reform efforts by professional agencies. The standards promulgated by these organizations are still existent as of the printing of this document. The National Commission on Social Studies in the Schools (1989) and the National Council for the Social Studies (1994) called for similar guidelines with different terminology. They have addressed what social studies should consist of in the primary, intermediate, and middle school ranges. The Commission cited, "Effective instruction in this first year of geography (grade 4) will equip the social studies student to understand more intelligently the history and geography in all subsequent grades" (p. 11).

At the national level, there are two premier agencies pleading for curriculum reform of the Social Studies. They are the National Council for Social Studies (NCSS) and the National Assessment Governing Board (NAGB) and its concomitant, substantive agency known as the National Assessment of Educational Progress (NAEP) (<http://www.ed.gov/programs/naep>) First, we will present the standards and criteria advocated by the NCSS. The Council has opined its framework in a document called *Expectations of Excellence: Curriculum Standards for Social Studies* (NCSS, 1994). The document is organized around ten thematic strands in social studies for K-12. (<http://www.ncss.org>) These strands, as of printing time, are still used to guide instruction. *The Eastern Hemisphere & Ancient Civilizations* strongly embraces standards 1, 3, 7, 8, and 9.

National Council for Social Studies Framework

The following standards are ten thematic strands of Social Studies. The numbered items that are double starred have been encompassed in *The Eastern Hemisphere & Ancient Civilizations* text in varying degrees.

1. ** *Culture* - Social studies should include experiences that provide for the study of culture and cultural diversity. What are the common features of different cultures? How do belief systems, such as religion and political ideals, influence other parts of culture (p. 21)?
2. ** *Time, Continuity, & Change* - Social studies programs should include experiences that provide for the study of ways human beings view themselves in and over time. Knowing how to read and reconstruct the past allows one to develop a historical perspective and to answer questions such as: Who am I? What happened in the past? How am I connected to those in the past (p. 22)?
3. ** *People, Places and Environments* - Social studies programs should include experiences that provide for the study of people, places, and environments. Students need the knowledge, skills, and understanding to answer such questions

as: Where are things located? Why are they located where they are? What do we mean by "region?" How do landforms change (p. 23)?

4. *Individual Development and Identity* - Social studies programs should include experiences that provide for the study of individual development and identity. Personal identity is shaped by one's culture. How do people learn? How do people meet their basic needs in a variety of contexts (p. 24)?
5. *Individuals, Groups, & Institutions* - Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions. Institutions such as schools, churches, families, government agencies, and the courts play an integral role in people's lives (p. 25).
- 6.** *Power, Authority, & Governance* - Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority and governance. Understanding the historical development of these factors is essential for civic competence. In exploring these themes, students confront questions such as: What is power? How is it gained, used, and justified? How are governments created, maintained, and changed? How can individual rights be protected within the context of majority rule (p. 26)?
- 7.** *Production, Distribution, and Consumption* - Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services. What are goods and services? How are goods and services to be distributed? How do natural resources contribute to the production of goods and services? How do transportation systems affect the distribution of goods and services (p. 27)?
- 8.** *Science, Technology, and Society* - Social studies programs should include experiences that provide for the study of relationships among science, technology, and society. Modern life as we know it would be impossible without the technology and the science that supports it. What can we learn from the past about how new technologies result in broader social change? How can we preserve our fundamental values and beliefs in the midst of technological change (p. 28)?
- 9.** *Global Connections* - Social studies programs should include experiences that provide for the study of global connections and interdependence. The realities of global interdependence require understanding the increasingly important and diverse global connections among world societies and the frequent tension between national interests and global priorities (p. 29).
10. *Civic Ideals and Practices* - Social studies programs should include experiences that provide for the study of ideals, principles, and practices of citizenship in a democratic republic. Students confront such questions as: What is civic participation and how can I be involved? How has the meaning of citizenship evolved? What is the balance between rights and responsibilities (p. 30)?

In addition, the new NCSS (2013) *College, Career, and Civic Life (C3) Framework for Social Studies State Standards* was figured into composing the new textbook. C3 is state-led collaborative initiative intended for 2 audiences -- those who construct social studies standards and those who use the standards to strengthen social studies teaching, mainly, schools, teachers, curriculum writers, principals, other administrators, and textbook writers.

C3 has three main objectives:

- enhance the rigor of social studies disciplines
- build critical thinking/problem solving, and participatory skills needed to be an engaged citizen, and
- align academic programs with common core state standards, English, Literature, Listening, and Language in History/SS

National Assessment for Educational Progress Criteria

There is another powerful force fashioning curriculum reform at the national level. This organization is known as the National Assessment Governing Board (NAGB). This agency approves or recommends national achievement levels in all curricular areas for our nation's youth in grades 4, 8, and 12. The national test that is taken is called the *National Assessment of Educational Progress* (NAEP). (<http://nces.ed.gov/>) Usually, three curricular areas are chosen every two years to test. NAGB subcontracts with an agency known as American College Testing (ACT) to establish an achievement levels-setting process. For example, in 1994, History, Geography, and Reading were the curricular areas chosen to test. Geography was reassessed in 2000, and Reading in 2004.

The Nation's Report Card: Geography 2001 and *The Nation's Report Card: Reading 2005* can be found on-line under the domain of the National Center for Education Statistics. Other academic subjects, such as civics and mathematics, can be found at this URL. The website addresses are, respectively, <http://nces.gov/nationsreportcard/geography> and <http://nces.gov/nationsreportcard/reading>

The following standards represent descriptions of what 4th graders should be able to do and perform in Geography at three different levels (2001). These standards are to be ***promoted at more sophisticated levels throughout the grades.***

4th Grade Basic Geography - Students should be able to use words or diagrams to define basic geographic vocabulary; identify personal behaviors and perspectives related to the environment and describe some environmental and cultural issues in their community; use visual and technological tools to access information; identify major geographic features on maps and globes; be able to read and draw simple maps. map keys and legends; demonstrate how people depend upon, use, and adapt to their environment; and give examples of the movement of people, goods, services, and ideas from one place to another. In addition to demonstrating an understanding of how individuals are alike and different, they should demonstrate knowledge of the ways people depend on each other.

4th Grade Proficient Geography - Students should be able to use fundamental geographic knowledge and vocabulary to identify basic geographic patterns and processes; describe an environmental or cultural issue from more than one perspective; and read and interpret information from visual and technological tools such as photographs, maps and globes, aerial photography, and satellite images. They should be able to use the number and letter grids to plot specific locations; understand relative location terms; and sketch simple maps and describe and/or draw landscapes they have observed or studied. Proficient students should be able to illustrate ways people depend upon, adapt to, and modify the environment; describe and/or illustrate geographic aspects of a region using fundamental geographic vocabulary and give reasons for current human migration; discuss the impact a location has upon cultural similarities and differences; and be able to demonstrate how an event in one location can have an impact upon another location.

4th Grade Advanced Geography - Students should be able to use basic geographic knowledge and vocabulary to describe patterns and processes; describe ways individuals can protect and enhance environmental quality; describe how modifications to the environment may have a variety of consequences; explain differing perspectives that apply to local environmental or cultural issues; and demonstrate an understanding of forces that result in migration, changing demographics, and boundary changes. They should be able to solve simple problems by applying information learned through working with visual and technological tools such as aerial and other photographs, maps and globes, atlases, news media, and computers. They should be able to construct models and sketch and label maps of their own state, the United States, and the world; use them to describe and compare differences, similarities, and patterns of change in landscapes; and be able to predict the impact a change in one location can have on another. They should be able to analyze the ways individuals and groups interact.

The following standards represent descriptions of what 4th graders should be able to do and perform in Reading at three different levels (2005). These standards are to be ***promoted at more sophisticated levels throughout the grades.***

4th Grade Basic Reading - Fourth-grade students performing at the *Basic* level should demonstrate an understanding of the overall meaning of what they read. When reading text appropriate for fourth-graders, they should be able to make relatively obvious connections between the text and their own experiences and extend the ideas in the text by making simple inferences.

4th Grade Proficient Reading - Fourth-grade students performing at the *Proficient* level should be able to demonstrate an overall understanding of the text, providing inferential as well as literal information. When reading text appropriate to fourth grade, they should be able to extend the ideas in the text by making inferences, drawing conclusions, and making connections to their own experiences. The connection between the text and what the student infers should be clear.

4th Grade Advanced Reading - Fourth-grade students performing at the *Advanced* level should be able to generalize about topics in the reading selection and demonstrate an awareness of how authors compose and use literary devices. When reading text appropriate to fourth grade, they should be able to judge text critically and, in general, to give thorough answers that indicate careful thought.

Additional sources of criteria were provided by documents prepared by the Geographic Education National Implementation Project (GENIP) and its publication *K-6 Geography: Themes, Key Ideas, and Learning Opportunities* (1987) and by the National Geographic Society and its publications. The reading and skills in *The Eastern Hemisphere & Ancient Civilizations* were designed with some GENIP criteria in mind.

All of these criteria are guidelines for the Social Studies and Reading. They include the conceptual material as well as the skills we should be promoting among the social sciences. These guidelines provide us with the objectives which, in turn, provide us with a focus for planning instructional activities. To complete the teaching-learning cycle, they also suggest ways we should be assessing the performance and achievement of students.

A Medley of Suggested Generic Teaching Strategies

Many of the lessons require similar teaching strategies, although a diversity of teaching methods is recommended whenever possible. We are suggesting these strategies because of their commonality, and because we think you know best what instructional decisions will work with your group of students. At the end of each lesson in this guide, we have suggested assessment activities, and in some cases, enrichment activities. We would encourage you to read these sections before you begin teaching each lesson. In addition, there are many thematic or integrative strands and higher order thinking skills for your students interspersed throughout the text, this teacher's guide, and the **BLM** series. We also encourage the use of technology and the Internet, where appropriate.

Instructional context can vary based upon your preference. Hence, you could consider individual work, paired instruction, small group interaction, or large group instruction. How you assess and/or grade an activity will dictate an instructional context.

Here are some common core teaching strategies for this text.

Geographic Skills

1. Mapping Skills - Use maps and globes frequently for:
locating places, reading legends, using cardinal and intermediate directions,
using scale, grids, latitude and longitude, etc.
2. Graphing Skills
3. Making Maps
4. Make transparencies/overheads of **BLM** maps contained in the *Teacher's Resource Binder* or on Penns Valley Publishers' website
5. Prepare instructional materials for classroom Data Projectors
6. Place and store lessons and materials on Smartboard for future reference

Pre-Reading Activities

1. KWLs (What I Know, What I Want to Know, What I Learned, What I Still Want to Know)
2. Prior (or Reinforcing) Knowledge (Venn Diagrams, Wilrand Sliding Diagrams, Webbing, Concept Mapping, Graphic Organizers or Visual Tools)
3. Skim Subtitles, boldfaced words (use the SQ of the SQ3R portion)
4. Predicting the contents of the lesson
5. Setting the purpose for reading
Write questions (part of KWL), read for answers
6. Look at and analyze pictures, graphs, maps, and charts.
7. Use the DOG (Daily Oral Geography) technique for review of geographic concepts.

Reading and Teaching Strategies During Reading

1. Shared Reading – to, with, or by someone or Reading Buddies
2. Guided Reading
3. Directed Reading Activity (DRA) or Directed Reading Thinking Activity (DRTA)
4. Supply related trade books
5. Visual tools or graphic organizers, such as webbing or concept mapping for each section. For example, the material in Activity 2 on p. 104 in *The Eastern Hemisphere & Ancient Civilizations* text is a visual tool.
6. Predict what will happen next.
7. Jigsaw (Each person reads and studies part of a section. Then, he/she teaches what he/she learned to the group. Student peers can quiz or question.
8. Check for understanding with questions; it is also a good time to think about and incorporate higher level thinking questions (impact questions).
9. Bring in related resources and books on various topics. Create a resource table.
10. Use the visuals in the text and the **BLMs** to create and answer questions.
11. Ask questions on the content in “Something to Think About.”
12. Perform “Click and Learn” features, and Internet/library research.
13. Incorporate visual tools. They are meant to increase reading comprehension.

After Reading the Lesson

1. After reading, answer review questions either individually, in pairs, in small groups cooperatively, orally, or with questions pre-prepared for an overhead projector (students can write answers on the overhead).
2. Summarizing the concepts orally or in writing
3. Retell in one's own words
4. Identify main ideas
5. Think-Pair-Share
6. Discussion of Main Ideas
7. Use of Smartboard to develop and/or retrieve concepts and materials
8. Keep portfolios of indicators of learning (projects, tests, activity sheets, maps).

9. How will you handle the assessment at the end of each lesson? Will you grade any of the exercises or use them as a study guide for chapter tests? Will you assign homework? How will you grade the homework?

Vocabulary Activities

1. Create activities using dictionary skills.
2. Use words in context.
3. Use the "new" words as spelling words for the week.
4. Create learning centers or puzzles with vocabulary words.
5. Create academic games or gameboards using the vocabulary.

Suggested Teaching Strategies for Readers Below Grade Level

We think that many of the methods under the section "A Medley of Suggested Teaching Strategies" will work toward helping readers below grade level gain greater comprehension of the conceptual material. According to research findings, there are three factors that are most critical for greater understanding of content books. They are 1) *reading comprehension strategies*, 2) *development and reinforcement of vocabulary terms*, and 3) *study skills techniques* (e.g. - SQ3R or PQ4R). In addition, your authors heavily incorporated graphic and visual tools to enhance the retention of concepts.

Along with the aforesaid "medley," you can try other ideas that have been successful. They are:

1. Make study guides with not-to-be-missed questions of important material.
2. Place the material on CD audios or CD-ROMs (PowerPoints) and Data Projectors so students can listen to the content. Use of visual tools can be very helpful.
3. PowerPoints can be converted to html format and placed on the teacher's or class' webpage for students who miss school and/or need to revisit the material.
4. Use a storyteller mode for presenting the information.
5. Present the information through puppets or a class mascot.
6. Devise meaningful AV materials - they are the "spice" of teaching and learning.
7. Use the "every pupil response technique" (**EPRT**) to check understanding. The use of small chalkboards works well, or thumbs up and thumbs down if you agree or disagree, or word cards for everyone to use in response to questions.
8. Another technique is called "Questioning the Author." Work with your students to rewrite passages that are not clear to them. It may be to simplify the meaning of passages in relevant terms they understand.
9. For unfamiliar words, use the word attack plan of "continue reading," "frame it," "sound it," "find familiar parts," "use a dictionary," and "ask."
10. Create learning centers and/or academic games to reinforce the material.

Suggested Generic Procedures for Assessment

Teachers have to provide grades and/or benchmark progress reports on their students. Again, how you accomplish these reports becomes your decisions. Student

assessment procedures can be divided into 3 different categories - process, product, and performance. Realistically, and to be consistent with the new guidelines for measuring achievement, grades will emerge more from the product and performance categories. For this purpose, twenty-five (25) chapter tests are available in the *Teacher's Resource Binder*.

Process assessment should deal with what is happening during the teaching of the material and/or how the students are processing information. Are the students learning or are they having difficulty? What should be done differently? This involves you as much as your students. Are you achieving the suggested objectives?

It is suggested that you also perform a diagnostic check on your teaching behaviors. Were you well planned? Did you ask questions to check for understanding? Were the instructional materials appropriate for your students? Do you need to use different instructional strategies? One way we contribute to our professional growth is to constantly monitor it without being judgmental. The ultimate purposes underlying this premise are for the benefit of our students and for reaffirming our commitment to teach with a purpose.

Product assessment should deal with the end outcomes. What have your students learned? How much have they achieved or to what degrees have they achieved the objectives or outcomes for the lesson or chapter? How do you know students have achieved the objectives without it becoming a matter of the "cardiac" principle? – that is, in my heart, I feel I did! Assessment needs to be systematic and periodic. To that end, chapter tests would be a good indicator of product assessment.

Performance assessment should focus on other indicators of what students are able to perform. Special care should be given to providing the necessary rubrics or criteria for assessing a project. Therefore, descriptions of your criteria and a weighting emphasis should be provided to your students. In that way, one can avoid the "cardiac" principle (in my heart, I think your project is worth a C) of grading. Taskstream is an on-line source that has scoring rubrics for about 25 different kinds of projects. (<http://www.taskstream.com>) For a fee, a teacher can subscribe to this service. He/she can access and modify these scoring rubrics to fit his/her instructional program using a rubric wizard. Other educational options are also available through this website, such as development of units, lessons, and electronic portfolios.

Other ideas for assessing your students' progress could be chosen from Chart 1. This list will allow you a variety of evaluative options. Again, you will need to delineate the criteria or rubric for an effective or acceptable performance.

Chart 1 – Alternative Assessments

concept maps	research paper	writing portfolio	diary or journal
oral presentation	oral questioning	activity sheets	sequencing
learning centers	projects	portfolios	dictated stories

chapter tests	learning logs	spelling inventory	writing vocabulary
self-assessment checklist	problem solving groups	vocabulary/spelling records	shared reading/writing experiences
writing samples or writing prompts	assignments (review questions)	illustrations/charts/graphs	summaries of trade books read
grading montages, models, etc.	grading cooperative learning projects	Internet Click and Learn projects	BLM map projects

Objectives/Strategies/Assessment/Enrichment Activities

Unit 1 – Geography Terms and Map Skills

Lesson Plans

Note: **For all lessons**, we suggest:

1. reviewing “A Medley of Suggested Generic Reading and Vocabulary Strategies” on pages 21-22 of this Teacher’s Guide.
2. asking questions that demonstrate understanding as students read the material.
3. conferring with “A Medley of Generic Assessment Strategies” on pages 23-24 during and after you cover the lessons in this Teacher’s Guide.

Chapter 1 – Review of Geography Skills **(includes Lessons 1, 2, 3, and 4)**

Lesson 1 – Where in the World is the Eastern Hemisphere?

Materials

1. p. 4 in the text
2. world map
3. large globe and small globes, if available
4. round objects for labeling

Objectives – Students will be able to:

1. locate the spatial area that constitutes the Eastern Hemisphere.
2. locate and label specific geographic reference points.
3. define key terms, such as sphere and hemisphere.
4. list the five oceans, and the continents in the Western and Eastern Hemispheres.

Suggested Teaching Strategies and Activities

1. Use of a globe, large and small, presents a three-dimensional perspective to the concept of the Eastern Hemisphere. Using small globes with groups is an effective strategy.

2. Use whatever sphere or substance for making a sphere with which you feel comfortable. Students can draw and label the different hemispheres using objects, such as styrofoam balls, tennis balls, beach balls, etc.
3. Using globes and/or world maps, review the names and locations of the seven continents and five oceans. (The fifth ocean is called the Southern Ocean.) See Activity 4 on page 6.
4. **Notes:** The Southern Ocean is officially recognized as the fifth ocean. The continent of Antarctica is divided nearly $\frac{1}{2}$ into the Eastern and Western Hemispheres.
5. If spelling is a concern, you could have a separate lesson on the spelling of key terms.

Assessment

1. Content is covered under the assessment for Chapter 1.

Lesson 2 – Review of Earth’s Latitude and Longitude

Materials

1. pp. 5-6 in the text
2. large world map
3. globe(s)
4. world atlas

Objectives – Students will be able to:

1. differentiate between lines of latitude and longitude.
2. locate, label, and draw the main lines of latitude and longitude (reference points).
3. locate places on a world map using coordinate points.

Suggested Teaching Strategies and Activities

1. If needed, review the four cardinal and intermediate directions by drawing a compass rose on the board. If compasses (the kind that indicate direction) are available, have students cite directions relative to each other’s location or objects in the classroom. For example, Mandy is located in which direction from me? (ans. - northeast) The clock is located in which direction from the center of the room? (ans. - southwest)
2. Introduce (or review) grid coordinates as they relate to latitude and longitude. Have students discuss why it is necessary to have grid coordinate areas on these kinds of maps. In addition, you might want to explain the differences between grid coordinate areas and grid coordinate points. Although less precise, we have used grid coordinate areas because it is easier to locate places.
3. Divide your classroom into the hemispheres -- Eastern, Western, Northern and Southern. Have students locate objects and students by hemisphere.
4. Use a world map, globe, and/or atlas to have students plot grid coordinates on page 6. There is a small twist in this activity. Three of the coordinates are erroneously given. This was done to see whether students truly know how to find places using latitude and longitude.

Assessment

1. Content is covered under the assessment for Chapter 1.
2. The 15 items of activity 3 could be graded, or the activity could be administered as a graded quiz.

Enrichment Activities

1. Have students come to the world map in pairs. Give them latitude and longitude coordinates to see who can find the specific location the quickest.
2. Have students devise an activity sheet where students locate other places by grid coordinates.
3. If you desire to review lines of latitude and longitude, parallel lines have more applications in everyday life than meridian lines. Thus, have students brainstorm for uses of parallel lines, such as railroad tracks. Meridians are more of a curvilinear concept; hence, students probably will have a less experiential basis for coming up with applications. The bow would be one good idea; arcs on a bridge span would be another.

Other Sources

1. There are many good on-line sources for latitude and longitude.
2. *The Western Hemisphere* book contains activities on latitude and longitude in Lessons 3, 4, 5 on pages 3-8.

Lesson 3 – Earth’s Time Zones and the International Date Line**Materials**

1. pp. 7-9
2. globes
3. world map
4. old, used CDs

Objectives – Students will be able to:

1. discuss problems associated with having the same time in all places on earth.
2. explain what time zones are, and how they are formed.
3. sketch a diagram of the earth’s rotation.
4. differentiate between calendar days on earth.

Suggested Teaching Strategies and Activities

1. The intent of the activity is to develop, review, and apply the information on seasons and time zones.
2. Allow time for students to discuss the difficulties we would have if time were the same over the entire planet. Record their answers. This discussion could extend to more global issues, such as traveling by air or reporting international news.
3. Use globes and world maps to demonstrate the concept of time zones. We wrestled many hours with the time zone concepts. The terminology printed on a variety of sources can have different interpretations. For example, we found

- phrases such as “add a day/subtract a day” or “gain a day/lose a day,” although simple, downright confusing for students. We chose to reduce this information to its simplest terms! We do encourage you to differentiate between moving our clocks “ahead” versus “back” as we travel from one time zone to another. This should not be confused with changing days at the International Date Line (IDL).
4. Demonstrate with globes and CD discs the rotation of the earth. Students can work in pairs to sketch their diagrams for Activity 2 on page 7.
 5. Speaking of the IDL, clarify the information on page 9 by showing Sydney located west of the IDL. (Spatial restrictions precluded a more extensive explanation.) Hence, a new day has to begin somewhere on earth, and the IDL is the designated location.
 6. Allow students to create more problems solving questions on time zones after they complete the activity on page 9.

Assessment

1. Content is covered under the assessment for Chapter 1.

Enrichment Activities

1. There are a number of interesting websites on time zones. Log in the phrase “time+zones” to a search engine (or your students can do this) and create a “webquest” activity on time zones from suitable URLs.
2. There are maps available that show the different time zones, but they can be confusing and difficult to interpret. Some globes show time zones as well.

Lesson 4 – Climate Maps

Correction Alert: Lesson 4 was inadvertently moved to Chapter 1 in the Table of Contents. Sequentially, it is better to encompass it in Chapter 2.

Special Note: Clarification

It can be difficult to discern differences between temperate and continental climates. Continental climates have humid summers and snowy winters. All continental climates have humid summers, but the range of summer runs from long, to short, to very short summers. Temperate climates can range from dry to rainy summers, but their winters have a tendency to be rainier than continental climates. Temperate climates do not experience extreme temperatures as a general rule. They are found in the middle latitudes. This is complicated by another term geographers use to describe climate, that of “moderate.” Moderate is similar to temperate.

Materials

1. p. 10 in the text
2. classroom atlas – World Climates

Objectives – Students will be able to:

1. distinguish between climate and weather.
2. identify six different climate types.

3. associate climate conditions with appropriate climate types.

Suggested Teaching Strategies and Activities

1. In addition to reading the material on the page, it is essential that a good classroom atlas be used. Have students turn to the section on World Climates in the atlas in order to complete the activity on page 10. Review with them how color helps people to differentiate among the major climate types.
2. Taking notes could be helpful. We suggest emphasizing the terminology, and coding information, such as low latitudes = tropical climate zone = 0° to 23 ½ °.

Assessment

1. Content is covered under the assessment for Chapter 2.

Chapter 2 - Review of Geography Features and Concepts **(includes Lessons 5, 6, 7, and 8)**

Lesson Plans

Note: **For all lessons**, we suggest:

1. reviewing “A Medley of Suggested Generic Reading and Vocabulary Strategies” on pages 21-22 of this Teacher’s Guide.
2. asking questions that demonstrate understanding as students read the material.
3. conferring with “A Medley of Generic Assessment Strategies” on pages 23-24 during and after you cover the lessons in this Teacher’s Guide.

Lesson 5 – Environments of the World

Materials

1. p. 11 in the text
2. classroom atlas -World Environments

Objectives – Students will be able to:

1. differentiate between natural and human-made environments.
2. associate environment descriptions with their corresponding environment types.
3. define key terms: environment types, habitat, biomes, ecological communities.

Suggested Teaching Strategies and Activities

1. Lesson 4 on Climates and Lesson 5 on Environments go “hand in hand.” Therefore, the same classroom atlas can be used to complete the matching activity on page 11.
2. Differentiate between natural and human-made biomes. Most biomes are natural ones; the human-made ones under Environment Type (right hand column) are cropland and grazing land (while they are natural, they are created by humans), and urban areas. Other biomes could be ascertained from students, such as recreational parks.

Assessment

1. Grading this activity is definitely an option (could also serve as a graded quiz).
2. Content is covered under the assessment for Chapter 2.

Lesson 6 – Review of Landform Features**Materials**

1. pp. 12-13 in the text
2. atlas, glossary, or dictionary

Objectives – Students will be able to:

1. using an atlas, dictionary, or glossary, associate geographic landforms with their respective definitions.
2. define key terms, such as archipelago.

Suggested Teaching Strategies and Activities

1. Many of these terms were developed in *The Western Hemisphere* text on pp. 16-17.
2. These terms will be used elsewhere in the interactive text. That is why the terms are developed or reinforced here. You can use the **LLB** (Lesson Lookback) feature throughout the text.
3. This activity can serve as a glossary of terms as well.

Assessment

1. Content is covered under the assessment for Chapter 2.

Enrichment Activities

1. Have students determine and locate the names of other geographical, physical features from Lessons 6 and 7, such as capes, sounds, peninsula, etc. from a globe or world map.

Lesson 7 – Review of Water Form Features

Correction Alert: In the activity, #2 contains the wrong word clue. “**Uhtom**” is where water empties into another waterway. The clue and answer should be **source**. Although the error was caught, a last minute computer glitch switched the document back to an older version.

Materials

1. pp. 13-14 in the text
2. atlas, glossary, or dictionary

Special Note: Water form is a word we created from water and form as another term for the phrase “body of water.” Our logic was that this term is more consistent with landform which describes the shape of natural or human-made physical features.

Likewise, water form presumes shape. If you do not care for this term, use bodies of water, or simply use water form.

Objectives – Students will be able to:

1. using an atlas, dictionary, or glossary, associate geographic water forms with their respective definitions.
2. define key terms, such as bight.

Suggested Teaching Strategies and Activities

1. Many of these terms were developed in *The Western Hemisphere* text on pp. 18-19.
2. These terms are used elsewhere in the work-a-text. That is why they are developed or reinforced here. You can use the **LLB** (Lesson Lookback) feature throughout the text.
3. This activity can serve as a glossary of terms as well.
4. It is suggested that you review the water forms and landforms by use of an academic game. For example, “I am thinking of a word that means a group of 4 or more islands.” (ans. - archipelago)

Lesson 8 – Reviewing the Big Ideas of an Economy

Materials

1. pp. 15-16 in the text
2. *The Western Hemisphere* – pp. 21-24
3. **BLMs** pennsvalleypublishers.com
 - **What Is Industry?** (located online under *The Western Hemisphere*, log onto Blackline Master Files, scroll to the pdf activities)
 - **Is It a Good or Service?**

Objectives – Students will be able to:

1. distinguish between goods and services (and needs and wants).
2. differentiate among 4 different types of industry jobs.
3. classify jobs as to whether they are a good or service, and as to which industry job they represent.
4. define economic terms.
5. associate economic terms with their respective definitions.

Suggested Teaching Strategies and Activities

1. This lesson is a review of the concepts presented in the 5th grade book, *The Western Hemisphere*. Spend some time on the opening vignette. How would we survive if we were alone in a remote place?
2. Review the difference between goods and services.
3. Make a listing of the different types of industry. Review what types of jobs each one represents. **Primary and secondary industries are associated with goods. Tertiary and quaternary jobs are associated with services.** One should be careful not to imply that quaternary jobs, because they require advanced training

- (i.e. – college), are superior to other jobs. There are people in all four types of industry who have advanced training.
4. You can add the jobs that are classified in Activity 1 on page 15 to the listing suggested above. You can also have students add other jobs they can think of.
 5. Some of the econo-terms in Activity 2 can be confusing. However, they are used frequently. They will need to be reinforced and reviewed as you proceed through the book

Enrichment

1. Have students create a bulletin board or PowerPoint presentations on goods and services and/or the different groupings of jobs/industry. Group presentations could be assessed.

Assessment

1. Content is covered under the assessment for Chapter 3.
2. It is your decision as to whether to grade the activities.
3. Holistic rating scales could be used for the enrichment activities.

Chapter 3 – Cultural Aspects **(includes Lessons 9, 10, and 11)**

Lesson Plans

Note: **For all lessons**, we suggest:

1. reviewing “A Medley of Suggested Generic Reading and Vocabulary Strategies” on pages 21-22 of this Teacher’s Guide.
2. asking questions that demonstrate understanding as students read the material.
3. conferring with “A Medley of Generic Assessment Strategies” on pages 23-24 during and after you cover the lessons in this Teacher’s Guide.

Lesson 9 – Peoples of the World - Ethnic Diversity

Materials

1. pp. 17-18 in the text
2. *Children Just Like Me*, DK Publishing Book
3. *Celebrations*, DK Publishing Book
4. pennsvalleypublishers.com BLM series – Research rubrics
5. BLM series – Activities on Cultural Data on Religions, Populations, Languages

Objectives – Students will be able to:

1. explore the different components of cultural and ethnic diversity.
2. list the common features of being human.
3. compare and contrast cultural similarities and differences.
4. recognize and appreciate cultural and ethnic diversity.

Suggested Teaching Strategies and Activities

1. Upon further reflection, we think the title of this lesson should be ***cultural diversity***, not just ethnic diversity. Ethnicity is one aspect of culture.
2. Spend some time on discussing the commonalities of being human.
3. Culture and ethnicity have a variety of terms connected to them. Use a webbing technique to establish a concept map of these terms. Many of the variables are contained on page 17.
4. There are a plethora of excellent books that demonstrate the similarities of children over the world. The books listed in the materials section above are just two of them.
5. Allow children to discuss and list other cultural differences (Activity 1). As mentioned, food, language, music, and clothing are fertile areas to explore. This could be on-going. The various forms of media are inundated with examples.
6. The second aspect of this lesson deals with some world problems associated with conflict and prejudices. It is controversial. It is also reality! Dealing with these issues will require sensitivity and diplomacy. If your students do not have the emotional maturity to handle these issues, or display a lack of consideration while discussing the issues, then shut down the activity. We suggest establishing strict rules for discussion.
7. Explore what prejudices are. We all have them. Sometimes, there is no basis for a prejudice. Perhaps, you could explore this through food. For example, some students might dislike a food they have never tasted, such as Brussels sprouts. Then again, if they have, that is no basis to prevent other people from liking “Brussels sprouts.” Again, this activity will need to be monitored carefully.
8. Other examples of how and why peoples of different cultures become mixed are:
 - a. They choose to emigrate to a region or country, even if illegally.
 - b. Politicians arbitrarily draw boundaries.
 - c. Civil and/or religious wars erupt, catching groups “in the middle.”
 - d. One group conquers another region and annexes it to its domain.
9. At the PVP website, there are more activities dealing with Cultural Data of the major regions that include information on religion, populations, language, and governments. Log onto the PVP website and scroll through The Eastern Hemisphere & Ancient Civilizations.

Assessment

1. Establish a holistic rating scale for student research on minority groups. Remember, Taskstream.com (see page 24) would be very helpful in this endeavor.
2. Content is covered under the assessment for Chapter 3.

Enrichment Activity

1. In pairs/groups, students could create a media display, such as dioramas, PowerPoints, or montages on their minority group.

Lesson 10 - Ancient Civilizations

We would like to suggest that you teach the 6 lessons on Ancient Civilizations that have been incorporated into *Eastern Hemisphere and Ancient Civilizations* as one unit of instruction. It seems more logical that the lessons are treated as a unit. The six lessons can be found at:

Lesson 10 – Ancient Civilizations – pp. 19-21

Lesson 27 – Ancient Greece – pp. 50-53

Lesson 28 – Ancient Rome – pp. 54-57

Lesson 46 – Ancient Egypt – pp. 90-92

Lesson 63 – Mesopotamia – pp. 121-124

Lesson 75 – Ancient China – pp. 151-154

Generic lesson plan – Suggested Teaching Strategies:

1. The format is a straightforward read and respond to the activities format. The activities reinforce the instructional material in the text.
2. It is absolutely essential that students are able to locate these places, or particular parts or places, on a map such as Lower Egypt (the delta) or the Fertile Crescent.
3. Another generic component is the key terminology that should be taught and reinforced. Most of the activities reinforce the vocabulary words or key men and their achievements.
4. Another common thread in all lessons is that of timelines. Almost all of the dates are BC. **Correction Alert for p. 124 on Mesopotamia: The Bronze Age date was inexplicably omitted from the text; it should be 3,300 BC. And Cyrus the Great did his conquering from 550 BC to 530 BC. Cyrus' birthdate is given as 600 BC or 576 BC which of course is a whopping discrepancy.**

Formative Assessment:

1. Unless you plan to grade the activities, which is a possibility, you can check your students' answers to see how well they comprehended the material.
2. Listening to students' discussions can give you an indicator of how well you have achieved your objectives.

Summative Assessment:

1. Grading the activities is always a summative form of assessment.
2. Grades received on the Unit Test on Ancient Civilizations is summative assessment.

Lesson 11– Governments of the World

Materials

1. p. 22 in the text
2. **BLM** series at PVP's website – activities on cultural data
3. www.infoplease.com/countries and www.factmonster.com/countries

4. *Geography of the World*, (2003), Dorling Kindersley Limited

Objectives – Students will be able to:

1. define government.
2. list services lost without government.
3. define different types of governments in the world.
4. classify countries as to which form of government they have.
5. differentiate between an absolute monarchy and constitutional monarchy.

Suggested Teaching Strategies and Activities

1. Discuss the importance of government and the services provided by government at different levels. Then, discuss the absence of government rule (anarchy). Use some current events situations, such as that in Somalia. There would be benefit in exploring the establishment of a new government in Iraq after the overthrow of the dictator Saddam Hussein.
2. After reading the basic information on governments, students can use the Internet to locate the types of governments for the countries listed. Two popular sites would be www.infoplease.com/countries and www.factmonster.com/countries. The book *Geography of the World* is also helpful in this endeavor. Students can add to the group of countries listed in the text.
3. Relay that titles of countries can be misleading. For example, the People's Democratic Government of North Korea is not a democracy. The country (as of 2016) is run by one person who is a Communist. This would make North Korea a one party state and a dictatorship (and quite possibly a military government).
4. Some governments can be classified under more than one heading. Some people consider Fidel Castro of Cuba to be a dictator as well as a Communist (one party state). Have students justify their answers.
5. Clarify the difference between absolute monarchs (kings and queens in power and ruling the government, such as in Jordan and Saudi Arabia) versus constitutional monarchs (kings and queens with no real ruling power, such as in Great Britain).

Assessment

1. Grading the activity on page 22 is your decision.
2. Content is covered under the assessment for Chapter 3.

Unit Two – Europe

Chapter 4 – Introduction to Europe **(includes Lessons 12, 13 and 14)**

Upon completion of this unit, the student should be able to:

1. locate the continent of Europe on a map.
2. name and locate the major physical features on a map of Europe.
3. identify the different regions of Europe and the countries located in each region.
4. identify landform, water, and climate characteristics of each region of Africa.
5. locate each country on the map.
6. name and locate the capital city of each country.

7. define the terms listed for identification.

Lesson 12 – Introducing the Continent of Europe

Lesson Plans

Note: **For all lessons**, we suggest:

1. reviewing “A Medley of Suggested Generic Reading and Vocabulary Strategies” on pages 21-22 of this Teacher’s Guide.
2. asking questions that demonstrate understanding as students read the material.
3. conferring with “A Medley of Generic Assessment Strategies” on pages 23-24 during and after you cover the lessons in this Teacher’s Guide.

Generic Extension Activities for the Regions of Europe

1. In pairs, have students create “Big Books” on “Something to Think About” for each region of Europe.
2. Have students work in pairs or groups to create bulletin boards, easel displays, or poster board displays as they study the regions of Europe. Newspapers, magazines, and online websites can be used as resources. Displays could include the following: a regional map, current events (news, entertainment, and sports), tourist destinations, a travel log, historic sites and other places of interest, today’s weather, the people of the region.
3. Use the **BLM** File at PVP’s website for regional map activities.
4. Have your students log onto <http://www.travelforkids.com>, www.timeforkids.com, and www.factmonster.com for useful information.
5. **“Big Map Activity”**
 - Divide the class into groups. Provide each group blank copies of each country (pieces of a regional puzzle) for the region being studied. Have groups assemble a regional map and work together to add political features and physical features. This can be accomplished for each region.
 - As regions are studied, groups can fit regional maps together to create an overall map of Europe. Group maps can be displayed in different areas of the room.
 - Groups can use colors and develop symbols and legends.
 - Use the Problem Solution Rubric in the Appendix section of this document to assess the group and the members of the group. This activity can be expanded to include each region of Europe as it is being studied.
6. For unit assessment, you could use the Unit Rubric, Political Map Rubric, and/or Physical Map Rubric in the Appendix section.

Lesson 13 – Some Large Facts About Europe

Special Note

Lesson 12 and 13 introduce the continent of Europe and can be accomplished in one class period.

Materials

1. pp. 23-25 in the text
2. world map and/or globe(s)
3. classroom atlas
4. **BLM – Remembering the Big Facts**

Objectives – Students will be able to:

1. identify the continent of Europe on a world map and globe.
2. locate and label major political and physical features of Europe.

Suggested Teaching Strategies and Activities

1. Refer students to Europe in their classroom atlas. As you are covering Europe, you can also use globes and a classroom map of Europe.
2. Use a globe or world map to place Europe in perspective to other continents of the world.
3. The activities on page 21 are designed for students to label geographical features of Europe on the maps on pages 20 and 22. Make sure that students follow the dotted lines from the blank spaces in which they write the specific names of geographical features.

Assessment

1. You can assess the accuracy of students' maps. Assessment options include grading, a checklist, or a holistic rating scale.
2. Content is covered in the Chapter 4 Test.

Enrichment Activities

1. The **BLM** file includes an additional activity – “Remembering the Big Facts.” This activity reinforces the concept of using visual tools as a means to organize and remember important information.
2. Create a **Learning Center** for the continent of Europe. The center should include a large map of Eurasia and labels of the important facts introduced in Lessons 11 and 12. The learning center can be used by students to manipulate, locate, and reinforce information presented in the lessons. The learning center can be expanded as subsequent lessons on Europe are studied.

Lesson 14– Geographical Regions of Europe

Materials

1. pp. 26 – 27 in the text
2. classroom atlas
3. blank regional maps of Europe from the **BLM** file, if needed

Objectives – Students will be able to:

1. locate the European continent.
2. identify, label, and trace the five geographical regions of Europe.

Suggested Teaching Strategies and Activities

1. Refer students to pages 23, 25, 26, and 27 of the text and the classroom atlas to understand and review the location of Europe and the regions that contain the 45 nations that make up the continent.
2. Use an overhead to review the regions and countries of Europe. Create a separate overhead for each region and its countries.
3. Point out that the regions are not to scale on page 27.

Assessment

1. You can assess students' maps for accuracy. Assessment options include grading, a checklist, or a holistic rating scale.
2. Content is covered in the Chapter 4 Test.

Enrichment Activities

1. Add a regional map and regional labels to the **Learning Center**.
2. Provide students a blank regional map for each region of Europe. Have students create a jigsaw puzzle of Europe. Students can use colors to identify countries and regions. As individual regions are studied, capital cities and physical features can be added to the pieces of the puzzle.

Chapter 5 – British Isles

(includes Lessons 15, 16, and 17)

Lesson 15 – Political Features of the British Isles

Materials

1. pp. 28 – 30 in the text
2. classroom atlas
3. world map or globe(s)
4. blank political maps of the British Isles from the **BLM** file, if needed
5. **BLM – Travel Journal**, **Research Organizer**, postcard format or construction paper to make postcards is an additional option.
6. **BLM – Cultural Data Chart – British Isles** (at PVP website)

Objectives – Students will be able to:

1. locate the British Isles on a map of Europe.
2. identify and locate the political features of the British Isles on a regional map.
3. locate and label the capital cities and important cities of the British Isles.
4. differentiate among the different political entities of the British Isles.

Suggested Teaching Strategies and Activities

1. Refer students to Lesson 14 on pages 26 – 27 to review the location of the British Isles as a region of Europe.
2. Ask students to use their classroom atlas to locate the British Isles.

3. Use an overhead or classroom map to point out the two major islands of the British Isles – Great Britain and Ireland.
4. Emphasize the political entities that make up the United Kingdom. Review the political distinction between Northern Ireland and the Republic of Ireland.
5. Refer students to the directions in Activity 1 on page 28. Have students follow the directions by the letter. Although the letters are on the map, because of spatial constraints, we are having the students list the major political features of the British Isles below the map on page 30. If you feel the map would not be too cluttered, students can label places directly on the map.
6. Have students use their classroom atlas to identify the political features in Activity 1.
7. For supplemental work, a regional map from the **BLM** File can be used.
8. Additional information can be obtained from the **BLM – Cultural Data Chart – British Isles** (at PVP website). As a handout, develop a worksheet of questions from the chart requiring students to interpret the data, or ask students to create a regional map that incorporates the data.
9. The **BLM** file includes a blank **Cultural Data Chart-British Isles** that can be used, or adapted, for independent student research.

Assessment

1. You can assess students' maps. Grading, a checklist, or a holistic rating scale are assessment options.
2. Content is covered under the Chapter 5 Test.
3. Students can be provided with opportunities to earn bonus points for completion of Click & Learn activities.

Enrichment Activities

1. Add the British Isles to the **Learning Center**.
2. Introduce students to the **Travel Journal BLM**. Work with students to develop a Travel Journal portfolio which can be used to maintain travel journal entries as sites are visited during the study of *The Eastern Hemisphere and Ancient Civilizations* & Ancient Civilizations.
3. Develop a standard routine for the creation of postcards that can be used to summarize Internet visits and other student research. Postcards can be filed in the Travel Journal Portfolio.
4. Introduce students to the **Climate and Weather Organizer** in the **BLM** file. Ask students to use the Climate and Weather Organizer to research the major cities of the British Isles.
5. Create a weather map for the region. The weather map can focus on last week's weather, the projected weather (seven day forecast), or a special weather event.
6. Use the Click & Learn, page 31, on the Loch Ness Monster to review the concept of journalism. Discuss key questions answered by effective newspaper articles – who, what, where, when, and why.
7. Who is J. K. Rowling? Ms. Rowling is the author of the Harry Potter novels which have many awards in literature. She lives in Scotland. To learn more about Harry Potter go to www.scholastic.com.

Lesson 16 – Physical Features of the British Isles

Materials

1. p. 31 in the text
2. classroom atlas
3. blank activity maps of the British Isles from the **BLM** file, if needed

Objectives – Students will be able to:

1. locate and label the major water forms and landforms of the British Isles.

Suggested Teaching Strategies and Activities

1. Refer students to the physical map of Europe in their classroom atlas.
2. It is recommended that other maps and globe resources be made available.
3. Enforce that students follow the dotted lines from the blank spaces in which they write the specific names of political features.
4. Because of spatial constraints, we have placed the physical features of the British Isles on the same map on page 30 with the political features. If you think that is too much information on one map, obtain an outline map of the British Isles from PVP's website. Some students can handle it while others may require two maps.

Assessment

1. You can assess the accuracy of students' maps. Grading, a checklist, or holistic rating scales are assessment options.
2. Content is covered under the Chapter 5 test.

Enrichment Activities

1. Add landforms and water forms for the British Isles to the **Learning Center**.

Lesson 17– Natural Resources and Economy of the British Isles

Materials

1. pp. 32 – 33 in the text
2. classroom atlas
3. blank map of the British Isles from the **BLM** file, if needed
4. **BLM – Economic Picture Symbols of Products**** (see PVP's website)
5. **Industry Bullseye** from the **BLM** file
6. **Click & Learn Research Organizer** from the **BLM** file
7. Venn diagram or **Wilrand Sliding Diagram**

****Explanation Note of Economic Picture Symbols of Products**

This is the first time we promote the use of pictorial symbols of products, also called Econ Icons. Their use will make the lessons and activities on natural resources and economy much more interactive and interesting. They are contained on PDF **BLM** pages

and one Microsoft Word document. They can be found in The Teacher's Resource Binder, or online at PVP's website. (www.pennsvalleypublishers.com)

The four documents are:

1. **for students** – A Microsoft Word document has the econ icon words alphabetically arranged with no pictures (so students can cut out and match the words with the randomly arranged picture icons).
2. **for students** – A PDF page where econ icons are randomly arranged. Students can cut out the picture icons and match with the words described in #1 above.
3. **for students** – A PDF page where econ icon pictures are alphabetically arranged with no words so that students can cut and paste them onto a regional or country products map.
4. **for teachers** – A PDF page in which the econ icon pictures are alphabetically arranged with words. This provides you with an answer key.

As an **option**, you can make a large class chart of the pictorial symbols contained in the **BLM** File from which students can use to model their drawings.

Objectives – Students will be able to:

1. define the Industrial Revolution.
2. explain the impact of the Industrial Revolution on the world.
3. compare the Industrial Revolution to today's technological revolution.
4. identify the major industries of the British Isles.
5. interpret and transpose economic information on the British Isles using an **Industry Frame Organizer**.
6. classify the economic activities of the United Kingdom using the **Industry Bullseye**.

Suggested Teaching Strategies and Activities

1. Review the different types of industries with your students.
Primary – raising, growing, mining, harvesting
Secondary – making, constructing
Tertiary – providing services (advanced training not required)
Quaternary – providing services (advanced training required)
2. Discuss quaternary industries such as banking, financial services, accounting, and modern technology. **Note:** There are tertiary jobs in these industries, as well.
3. Use an overhead or other classroom strategy to model comparing and contrasting the Industrial Revolution with today's technology-based industries and services. Students can use a Venn diagram or **Wilrand Sliding Diagram** from the **BLM** series.
4. Under the **BLM** series there is a chart titled **Types of Industry Frame Organizer**. Ask students to interpret information they have studied using this organizer.
5. Have students identify and organize the major industries of the United Kingdom using the **Industry Bullseye** from the **BLM** series.

6. Use the **BLM - Economic Picture Symbols of Products**. Ask students to cut and paste symbols onto a blank map of the British Isles.

Assessment

1. Each of the activities can be graded or the accuracy of the activities assessed using a checklist or holistic rating scale.
2. Content is covered under the Chapter 5 Test.

Enrichment Activities

1. The Click & Learn on page 32 is included as an enrichment project.
2. Have students work in pairs to research the economic activities in the major cities of the British Isles (page 29). Students can create a collage of cities and products or illustrate the economic activities of the major cities on a regional map.
3. Ask students to create a web of jobs for each of the major industries of the British Isles.

Chapter 6 – Northern Europe **(includes Lessons 18, 19, and 20)**

Lesson 18– Political Features of Northern Europe

Materials

1. pp. 34 – 35 in the text
2. classroom atlas
3. world map or globe
4. **BLM – Outline Map of Northern Europe**
5. optional materials for Click & Learn on page 34
 - **BLM Travel Journal**
 - **BLM – Research Organizer**
 - postcard format, or construction paper to make postcards
6. **BLM – Climate and Weather Organizer** for enrichment activity
7. **BLM – Cultural Data Chart – Northern Europe** (at PVP website)

Objectives – Students will be able to:

1. locate Northern Europe on a map of Europe.
2. identify and locate the countries and other political features of Northern Europe on a regional map.
3. locate and label the respective capital cities of Northern Europe.

Suggested Teaching Strategies and Activities

1. Refer students to Lesson 14 on pages 26 – 27 to review the location of Northern Europe as a region of Europe.
2. Ask students to use their classroom atlas or use a classroom map to locate Northern Europe.
3. Use an overhead, classroom map, or other classroom strategy to introduce the 5

- countries that make up Northern Europe. Review the term Scandinavia - Norway, Sweden, and Denmark. Point out the Scandinavian Peninsula-Norway and Sweden. Point out the mainland of Denmark which is part of the Jutland Peninsula. Review the location of Iceland as it relates to the other countries of Northern Europe.
4. Ask students to use their classroom atlas to identify surrounding political and physical features. Emphasize Northern Europe's location as it relates to the British Isles, other regions of Europe, and major physical features.
 5. Refer students to the directions in Activity 1. Have students follow the directions.
 6. Refer students to the directions in Activity 2. Have students answer the questions in the text using information found in the Information Organizer on page 34.
 7. For supplemental work, a regional map from the **BLM File** can be used.

Assessment

1. You can assess the accuracy of students' maps. Activities could be graded or the accuracy of the activities assessed using a checklist or holistic rating scale.
2. Content is covered in the Chapter 6 Test.
3. Students can be provided opportunities to earn bonus points for completion of Click & Learn activity on page 34.

Enrichment Activities

1. Add Northern Europe to the **Learning Center**.
2. Review the **Travel Journal BLM** and the postcard format. Ask students to complete the Click & Learn on page 34 by creating postcards on sites visited in the capital cities of Northern Europe. Postcards could be displayed in the classroom and later added to student travel journals. The **Research Organizer** could also be used for this activity.
3. Ask students to use the **Climate and Weather Organizer** in the **BLM** file to research the climate and weather for capital cities of Northern Europe.
4. Create a weather map for the region. The weather map can focus on last week's weather, the projected weather (seven day forecast), or a special weather event.
5. Additional information can be obtained from the **BLM – Cultural Data Chart – Northern Europe** (at PVP website). As a handout, develop a worksheet of questions from the chart requiring students to interpret the data, or ask students to create a regional map that incorporates the data.
6. The **BLM** file includes a blank **Cultural Data Chart-Northern Europe** that can be used, or adapted, for independent student research.

Lesson 19 - Physical Features of Northern Europe

Materials

1. pp. 35 – 36 in the text
2. classroom atlas
3. **BLM – Outline Map of Northern Europe**

Objectives – Students will be able to:

1. locate and label the major water forms and landforms of Northern Europe.

Suggested Teaching Strategies and Activities

1. Refer students to the physical map of Europe in their classroom atlas. It is recommended that other maps and globe resources be made available.
2. Use the regional map from the **BLM** file to review a) the location of Northern Europe relative to the European continent and Eurasia, and b) the major water forms that surround the region.
3. Refer students to the directions in Activity 1 to label water forms. Have students follow the directions by the letter. Remind students that as they label each water form on the activity map on page 35, that its name is to be written in the correct blank space at the side of the activity map. Encourage students to follow the dotted line, if needed.
4. Refer students to the directions in Activity 2. Have students follow each number to label the landform or physical feature.
5. Northern Europe provides a good opportunity to review the Arctic Circle as a line of latitude (66 ½ degrees N latitude). A cold frozen land area of northern Norway, Sweden, and Finland lies above the Arctic Circle. This area is referred to as the “Land of the Midnight Sun.” In the middle of winter, there is a period of time when the sun never rises and there is 24 hours of darkness. It is here also that in the middle of summer the sun never goes down. Use a large classroom globe, or work with students to develop an illustration or model to show how the earth travels around the sun, the tilt of the earth on its axis, and the sun’s rays.

Assessment

1. You can assess the accuracy of students’ maps. Activities could be graded or the accuracy of the activities assessed using a checklist or holistic rating scale.
2. Content is covered under the Chapter 6 Test.

Enrichment Activities

1. Add landforms and water forms for Northern Europe to the **Learning Center**.
2. The following **Click & Learns** were not included in the text because of space limitations:
 - Using the Internet learn more about the **Ice Age**. Ask students to use the **BLM – Research Organizer** to document research on the Ice Age.
 - Iceland has five active volcanoes and a history of volcanic eruptions. Using the Internet and your classroom atlas, learn more about the volcanic island of Iceland. Research the following topics using the BLM-Research Organizer:
 1. Iceland’s active volcanoes
 2. Tectonic plates – North American Plate and Eurasian Plate
 3. Earth tremors
 4. volcanic vents
 5. hot springs
 6. the new island of Surtsey

3. The climate and weather activities could be used with the study of physical features.

Lesson 20 – Natural Resources and Economy of Northern Europe

Materials

1. pp. 37 -38 in the text
2. classroom atlas
3. **BLM – Outline Map of Northern Europe**
4. **BLM – Industry Frame Graphic Organizer**
5. **BLM – Economic Picture Symbols of Products** (see PVP's website)
6. **BLM – Industry Bullseye**
7. **BLM – Research Graphic Organizer**
8. **BLM – Wilrand Sliding Diagram** or Venn Diagram

Objectives – Students will be able to:

1. identify Northern Europe's major natural resources.
2. identify the major industries of Northern Europe.
3. differentiate among the major primary, secondary, and tertiary industries of Northern Europe.
4. interpret and transpose economic information on Northern Europe.

Suggested Teaching Strategies and Activities

1. Review the different types of industries with your students-primary, secondary, tertiary, and quaternary.
2. As a supplement to Activity 1, have students classify the major products and industries of the countries of Northern Europe using an **Industry Frame Organizer** from the **BLM** file.
3. For Activity 2, obtain the **Economic Picture Symbols of Products** for students from the **BLM** file. Have students attach the names of products and natural resources on their outline maps. Students can draw their own symbols for products and natural resources in lieu of econ icons (they can create a legend).
4. Divide students into five groups. Assign each group a country from Northern Europe. Using an **Industry Bullseye** from the **BLM** file, have each group organize the economic activities of the country it has been assigned. Remind students to use the information in their text and other sources, such as the Internet and library resources.
5. Students can use a **Wilrand Sliding Diagram** or Venn Diagram to compare and contrast hydroelectric and geothermal energy. This diagram is easily expanded, by adding blocks to the left and right of the center block. This allows students to compare and contrast additional energy resources with hydroelectric and geothermal.

Assessment

1. Each of the activities could be graded or the accuracy of the activities assessed using a checklist or holistic rating scale.
2. Content is covered under the Chapter 6 Test.

Enrichment Activities

1. Ask students to create a web of jobs for the major industries in each country of Northern Europe.
2. The suggested use of the **Industry Frame Organizer** and the **Industry Bullseye** above can also be considered enrichment activities.
3. Additional research topics to consider:
 - a. Ask students to research biotechnology and provide examples of how biotechnology is used.
 - b. Whale watching attracts tourists to Iceland each year. Ask students to use the Internet to visit the cold waters of Iceland and do some whale watching.
 - c. The **BLM – Research Organizer**, KWLs (What I know, What I want to know, What I learned, What I still want to know), student written news articles or news clips for presentation, travel journal entries, and postcards are examples of tools that could be used by students to document research.

Chapter 7 – Central Europe **(includes Lessons 21, 22, and 23)**

Lesson 21 – Political Features of Central Europe

Materials

1. pp. 38- 40 in the text
2. classroom atlas
3. world map or globe
4. **BLM – Outline Map of Central Europe**
5. **BLM – Research Organizer** for Click & Learn on page 38
6. optional materials for enrichment activities:
 - **BLM – Travel Journal**
 - **BLM – Research Organizer**
 - postcard format, or construction paper to make postcards is an additional option
 - **BLM – Climate and Weather Organizer**
 - **BLM – Wilrand Sliding Diagram**
 - **BLM – Cultural Data Chart – Central Europe** (at PVP website)

Objectives – Students will be able to:

1. locate Central Europe on a map of Europe.
2. identify and locate the countries of Central Europe on a regional map.
3. locate and label the respective capital cities Central Europe.

Suggested Teaching Strategies and Activities

1. Refer students to Lesson 14 on pages 26 -27 to review the location of Central Europe as a region of Europe.
2. Ask students to use their classroom atlas or use a classroom map to locate Central Europe.
3. Use an overhead, classroom map, or other classroom strategy to introduce the 11 countries that make up Central Europe.
4. Ask students to use their classroom atlas to identify surrounding political and physical features. Emphasize Central Europe's location as it relates to Northern Europe, the British Isles, the other regions of Europe, and major physical features that are known.
5. Refer students to the directions in Activity 1. Have students read the text and follow the boldfaced numbers and countries to label the activity map on page 38. Enforce that students follow the dotted lines from the blank spaces to locate and label the countries of Central Europe.
6. **Correction Alert:** Step 1 of Activity 2 is covered by Activity 1.
7. Refer students to the directions in Activity 2. Point out to students that only steps 2 and 3 are needed because countries have already been labeled in Activity 1.
8. Make sure students answer the questions in the text using information found in the Information Organizer on page 39.
9. For supplemental work, a regional map from the **BLM File** can be used.

Assessment

1. You can assess the accuracy of students' maps. Grading, checklists, or holistic rating scales are assessment options.
2. Content is covered in the Chapter 7 Test.
3. Students can be provided opportunities to earn bonus points for completion of the Click & Learn activity on page 38.

Enrichment Activities

1. Add Central Europe to the **Learning Center**.
2. Review the **Research Organizer** in the **BLM** file for the Click & Learn on page 38. The European Union can be a complex concept for students. To simplify research and to help students understand the concept of the European Union, the following steps could be taken:
 - Prepare an overhead of Europe highlighting the countries that are present members in the European Union. Point out the countries that are outside of Central Europe.
 - Provide websites and other resources that are adapted to students on the European Union.
3. The following **Click & Learn** was not included in the text because of space limitations:
 - Compare and contrast **Communism** and **Democracy** as forms of government. Use the Internet, classroom references, or the library as resources. Ask your teacher for a **Wilrand Sliding Diagram** from the **BLM** file to organize and summarize your research.

4. Ask students to use the **Climate and Weather Organizer** in the **BLM** file to research the climate and weather for capital cities of Central Europe.
5. Create a weather map for the region. The weather map can focus on last week's weather, the projected weather (seven day forecast), or a special weather event.
6. Additional information can be obtained from the **BLM – Cultural Data Chart – Central Europe** (at PVP website). As a handout, develop a worksheet of questions from the chart requiring students to interpret the data, or ask students to create a regional map that incorporates the data.
7. The **BLM** file includes a blank **Cultural Data Chart-Central Europe** that can be used, or adapted, for independent student research.

Lesson 22 – Physical Features of Central Europe

Materials

1. pp. 40 - 41 in the text
2. classroom atlas
3. **BLM – Outline Map of Central Europe**

Objectives – Students will be able to:

1. locate and label the major water forms and landforms of Central Europe.

Suggested Teaching Strategies and Activities

1. Refer students to the physical map of Europe in their classroom atlas. It is recommended that other maps and globe resources be made available.
2. Refer students to the directions in Activity 1 to label landforms. Have students follow the instructions in each bullet to label the landforms that are **boldfaced**. Remind students that they are labeling the name and using the mountain symbol to locate the Alps, Jura Mountains, and Carpathian Mountains.
3. Refer students to the directions in Activity 2. Have students follow the directions by the letter to label the water forms of Central Europe. Remind students that as they label each water form on the activity map on page 40, that its name is to be written in the correct blank space at the bottom of the activity map. Encourage students to follow the dotted line, if needed.

Assessment

1. You can assess the accuracy of students' maps. Activities could be graded or the accuracy of the activities assessed using a checklist or holistic rating scale.
2. Content is covered under the Chapter 7 Test.

Enrichment Activities

1. Add landforms and water forms for Central Europe to the **Learning Center**.
2. The climate and weather activities could be used with the study of physical features.

Lesson 23 – Natural Resources and Economy of Central Europe

Materials

1. pp. 42 – 43 in the text
2. classroom atlas
3. **BLM – Outline Map of Central Europe**
4. **BLM – Industry Frame Graphic Organizer**
5. **BLM – Economic Picture Symbols of Products** (see PVP's website)
6. **BLM – Industry Bullseye**
7. **BLM – Research Graphic Organizer and Travel Journal** (may be used in lieu of writing a report for the Click & Learn on page 43)

Objectives – Students will be able to:

1. identify Central Europe's major natural resources.
2. identify the major industries of Central Europe.
3. interpret and transpose economic information on Central Europe.
4. differentiate among the major primary, secondary, and tertiary industries of Central Europe.

Suggested Teaching Strategies and Activities

1. Review the different types of industries with your students-primary, secondary, tertiary, and quaternary.
2. Refer students to the instructions in Activity 1. Remind students that one of the choices from the answers in Box 2 will not be used.
3. As a supplement to Activity 1, have students classify the major products and industries of the countries of Central Europe using an **Industry Frame Organizer** from the **BLM** file.
4. Have students create a map of Central Europe's economic activities (refer to page 42 - Central Europe's Products and Industries) using a **BLM – Outline Map of Central Europe** and the **BLM – Economic Picture Symbols of Products**.
5. Divide students into pairs. Assign each pair a country from Central Europe. Using an **Industry Bullseye** from the **BLM** file, have each pair organize the economic activities of the country it has been assigned. Remind students to use the information in their text and other sources, such as the Internet and library resources.

Assessment

1. Each of the activities could be graded or the accuracy of the activities assessed using a checklist or holistic rating scale.
2. Content is covered under the Chapter 7 Test.
3. Students can be provided opportunities to earn bonus points for completion of the Click & Learn activity on page 43.

Enrichment Activities

1. The Click & Learn on page 43 is included as an enrichment project.
 - The **BLM – Research Organizer** can be used by students in lieu of writing a brief report.

- Students can document trips on the Danube and Rhine Rivers using the **BLM – Travel Journal** or a postcard format.
2. Ask students to create a web of jobs for the major industries in each country of Central Europe.
 3. The suggested use of the **Industry Frame Organizer** and the **Industry Bullseye** above can also be considered enrichment activities.

Chapter 8 – Southern Europe (includes Lessons 24, 25, 26, 27, and 28)

Lesson 24 – Political Features of Southern Europe

Materials

1. pp. 44 – 45 in the text
2. classroom atlas
3. world map or globe
4. **BLM – Outline Map of Southern Europe**
5. **BLM – Climate and Weather Organizer**
6. **BLM – Travel Journal**
7. **BLM – Cultural Data Chart – Southern Europe** (at PVP website)

Objectives – Students will be able to:

1. locate Southern Europe on a map of Europe.
2. identify and locate the countries of Southern Europe on a regional map.
3. locate and label the respective capital cities of Southern Europe.
4. use the Internet and classroom resources to research the weather and climate of Southern Europe's capital cities.

Suggested Teaching Strategies and Activities

1. Refer students to (**LLB**) Lesson 14 on pages 26 – 27 to review the location of Southern Europe as a region of Europe.
2. Ask students to use their classroom atlas or use a classroom map to locate Southern Europe.
3. Use an overhead, classroom map, or other classroom strategy to introduce the 18 countries that make up Southern Europe.
4. Ask students to use their classroom atlas to identify surrounding political and known physical features. Emphasize Southern Europe's location as it relates to Central Europe, Eastern Europe, and the continent of Africa. Review the major water forms that dominate Southern Europe-the Atlantic Ocean, the Mediterranean Sea, the Black Sea, and the other smaller seas.
5. Refer students to the directions in Activity 1 at the bottom of the activity map on page 45. We recommend that students create a graphic organizer of their choice listing each country, its capital city, and the types of climate for that city.
6. For supplemental work, a regional map from the **BLM File** can be used.

Assessment

1. You can assess the accuracy of students' maps. Activities could be graded or the accuracy of the activities assessed using a checklist or holistic rating scale.
2. Content is covered in the Chapter 8 Test.

Enrichment Activities

1. Add Southern Europe to the **Learning Center**.
2. Assign a country, city, or famous site in Southern Europe to each student. Using the Internet or other classroom resources, have students visit their country or city and document their visits using the **BLM - Travel Journal** or a postcard format. Place travel journal entries and postcards in the Learning Center or on a bulletin board in the classroom.
3. The **BLM – Cultural Data Chart – Southern Europe** (at PVP website) provides an activity with questions in which students read and interpret data on the population, religions, government, and official languages of each country in the region.
4. The **BLM** file includes a blank **Cultural Data Chart-Southern Europe** that can be used, or adapted, for independent student research.

Lesson 25 – Physical Features of Southern Europe

Materials

1. pp. 46 – 47 in the text
2. classroom atlas
3. **BLM – Outline Map of Southern Europe**

Objectives – Students will be able to:

1. locate and label the major water forms and landforms of Southern Europe.

Suggested Teaching Strategies and Activities

1. Refer students to the physical map of Europe in their classroom atlas. It is recommended that other maps and globe resources be made available.
2. Refer students to the directions in Activity 1 to label water forms. Have students follow the directions by the number. Remind students that if the water form represents a river, to trace the river in blue and label it in the correct blank space below the activity map on page 47.
3. Refer students to the directions in Activity 2. Have students follow the instructions to label the landform or physical feature.

Assessment

1. You can assess the accuracy of students' maps. Activities could be graded or the accuracy of the activities assessed using a checklist or holistic rating scale.
2. Content is covered under the Chapter 8 Test.

Enrichment Activities

1. Add landforms and water forms for Southern Europe to the **Learning Center**.

Lesson 26 – Natural Resources and Economy of Southern Europe

Materials

1. pp. 48 – 49 in the text
2. classroom atlas
3. **BLM – Industry Frame Graphic Organizer**
4. **BLM – Outline Map of Southern Europe**
5. **BLM – Economic Picture Symbols of Products** (see PVP's website)
6. **BLM – Research Graphic Organizer** (Click & Learn on p. 49)
7. **BLM – Travel Journal** (option for Click & Learn on p. 49)

Objectives – Students will be able to:

1. identify Southern Europe's major natural resources.
2. identify the major industries of Southern Europe.
3. interpret and transpose economic information on Southern Europe.
4. differentiate among the major primary, secondary, and tertiary industries of Southern Europe.

Suggested Teaching Strategies and Activities

1. Refer students to the instructions in the Activity, which deals with answering questions on page 49. Remind students to look for **boldfaced** words as clues of a country's major cash crops, exports, and industries.
2. As a supplement to the Activity, have students classify the major products and industries of the countries of Southern Europe using an **Industry Frame Organizer** from the **BLM** file.
3. Have students create a map of Southern Europe's economic activities (refer to page 48 - Southern Europe's Products and Industries) using a **BLM – Outline Map of Southern Europe** and the **BLM – Economic Picture Symbols of Products**.

Assessment

1. Each of the activities could be graded or the accuracy of the activities assessed using a checklist or holistic rating scale.
2. Content is covered under the Chapter 8 Test.
3. Students can be provided opportunities to earn bonus points for completion of the Click & Learn activity on page 49.

Enrichment Activities

1. The Click & Learn on page 48 is included as an enrichment project. Students can use the **BLM – Research Organizer**, **Travel Journal**, or a postcard format for this activity. Place student work in the Learning Center or on a bulletin board in the classroom.
2. Divide students into pairs or small groups. Assign each group a country from Southern Europe. Ask each group to create a web of jobs for the economic activities in its country.

Lesson 27 Ancient Greece (pages 50, 51, 52, and 53) and Lesson 28 Ancient Rome (pages 54, 55, 56, and 57)

We would like to suggest that you teach the 6 lessons on Ancient Civilizations that have been incorporated into *Eastern Hemisphere and Ancient Civilizations* as one unit of instruction. It seems more logical that the lessons are treated as a unit. The six lessons can be found at:

Lesson 10 – Ancient Civilizations – pp. 19-21

Lesson 27 – Ancient Greece – pp. 50-53

Lesson 28 – Ancient Rome – pp. 54-57

Lesson 46 – Ancient Egypt – pp. 90-92

Lesson 63 – Mesopotamia – pp. 121-124

Lesson 75 – Ancient China – pp. 151-154

Generic lesson plan – Suggested Teaching Strategies:

1. The format is a straightforward read and respond to the activities format. The activities reinforce the instructional material in the text.
2. It is absolutely essential that students are able to locate these places, or particular parts or places, on a map such as Lower Egypt (the delta) or the Fertile Crescent.
3. Another generic component is the key terminology that should be taught and reinforced. Most of the activities reinforce the vocabulary words or key men and their achievements.
4. Another common thread in all lessons is that of timelines. Almost all of the dates are BC. **Correction Alert for p. 124 on Mesopotamia: The Bronze Age date was inexplicably omitted from the text; it should be 3,300 BC. And Cyrus the Great did his conquering from 550 BC to 530 BC. Cyrus' birthdate is given as 600 BC or 576 BC which of course is a whopping discrepancy.**

Formative Assessment:

1. Unless you plan to grade the activities, which is a possibility, you can check your students' answers to see how well they comprehended the material.
2. Listening to students' discussions can give you an indicator of how well you have achieved your objectives.

Summative Assessment:

1. Grading the activities is always a summative form of assessment.
2. Grades received on the Unit Test on Ancient Civilizations is summative assessment.

**Chapter 9 – Eastern Europe
(includes Lessons 29, 30, and 31)**

Lesson 29– Political Features of Eastern Europe

Materials

1. pp. 58-59 in the text
2. classroom atlas
3. world map or globe
4. **BLM – Outline Map of Eastern Europe**
5. **BLM – Climate and Weather Organizer**
6. **BLM – Travel Journal**
7. **BLM – Cultural Data Chart – Eastern Europe** (at PVP website)

Objectives – Students will be able to:

1. locate Eastern Europe on a map of Europe.
2. identify and locate Eastern Europe on a regional map.
3. locate and label the 9 countries and capital cities of Eastern Europe.
4. interpret an information organizer on Eastern Europe.
5. use the Internet and classroom resources to research the weather and climate of Eastern Europe’s capital cities.

Suggested Teaching Strategies and Activities

1. Refer students to Lesson 14 on pages 26 – 27 to review the location of Eastern Europe as a region of Europe. Review Eurasia and point out the boundaries of the Russian Federation that cover the continents of Europe and Asia.
2. Ask students to use their classroom atlas or use a classroom map to locate Eastern Europe.
3. Use an overhead, classroom map, or other classroom strategy to introduce the 9 countries that make up Eastern Europe.
4. Ask students to use their classroom atlas to identify surrounding political and known physical features. Emphasize Eastern Europe’s location as it relates to Northern Europe, Central Europe, Southern Europe, and the continent of Asia. Point out the White Sea, Gulf of Finland, Black Sea, Caspian Sea, and the countries of the Middle East (Southwest Asia).
5. Refer students to the directions in Activity 1. Have students read the text and follow step 1 in the activity to label the **boldfaced** countries on the activity map on page 59. Enforce that students follow the dotted lines from the blank spaces to locate and label the countries of Eastern Europe.
6. Have students follow steps 2 and 3 in Activity 1 to label the capital cities and trace the boundaries of the countries of Eastern Europe.
7. Refer students to the directions in Activity 2. Students will use the Information Organizer on page 58 to answer the questions.
8. For supplemental work, a regional map from the **BLM File** can be used.

Assessment

1. You can assess the accuracy of students’ maps. Activities could be graded or the accuracy of the activities assessed using a checklist or holistic rating scale.
2. Content is covered in the Chapter 9 Test.

Enrichment Activities

1. Add Eastern Europe to the **Learning Center**.
2. Ask students to research the climate and weather of the capital cities of Eastern Europe. A **Climate and Weather** column is included in the **Information Organizer** to record research.
3. Create a weather map for the region. The weather map can focus on last week's weather, the projected weather (seven-day forecast), or a special weather event.
4. Divide the class into small groups. Assign a country, city, or famous site in Eastern Europe to each group. Using the Internet or other classroom resources, have students visit the country or city and document their visits using the **BLM – Travel Journal** or a postcard format. Students can include historic sites, cultural events, popular foods, people, and way of life as possible topics. Place travel journal entries and postcards in the Learning Center or on a bulletin board in the classroom.
5. The **BLM – Cultural Data Chart – Eastern Europe** (at PVP website) provides an activity with questions in which students read and interpret data on the population, religions, government, and official languages of each country in the region. .
6. The **BLM** file includes a blank **Cultural Data Chart-Eastern Europe** that can be used, or adapted, for independent student research.

Lesson 30 – Physical Features of Eastern Europe

Materials

1. pp. 60- 61 in the text
2. classroom atlas
3. **BLM – Outline Map of Eastern Europe**

Objectives – Students will be able to:

1. locate and label the major water forms and landforms of Eastern Europe.

Suggested Teaching Strategies and Activities

1. Refer students to the physical map of Europe in their classroom atlas. It is recommended that other maps and globe resources be made available.
2. Refer students to the directions in Activity 1 to label water forms. Have students follow the directions by the number. Remind students that if the water form represents a river, to trace the river in blue and label it in the correct blank space below the activity map on page 60. Major bodies of water can be labeled on the map and in the correct blank space below the map.
3. Refer students to the directions in Activity 2. Have students follow the statements to label the **boldfaced** landform or water form on the activity map on page 61.

Assessment

1. You can assess the accuracy of students' maps. Activities could be graded or the accuracy of the activities assessed using a checklist or holistic rating scale.

2. Content is covered under the Chapter 9 Test.

Enrichment Activities

1. Add landforms and water forms for Eastern Europe to the **Learning Center**.
2. Ask students to continue their study of the Danube River. The Danube River connects the Rhine River in south-central Europe to the Black Sea in Eastern Europe. Using a map of Europe from the **Blackline Master** file, have students trace the entire route of the Danube River. Ask students to label each country and the major water forms that the Danube River connects.

Lesson 31 – Natural Resources and Economy of Eastern Europe

Materials

1. pp. 62 - 63 in the text
2. classroom atlas
3. **BLM – Industry Frame Graphic Organizer**
4. **BLM – Outline Map of Eastern Europe**
5. **BLM – Economic Picture Symbols of Products** (see PVP's website)
6. **BLM – Research Graphic Organizer**

Objectives – Students will be able to:

1. identify Eastern Europe's major natural resources.
2. identify the major industries of Eastern Europe.
3. interpret and transpose economic information on Eastern Europe.
4. differentiate among the major primary, secondary, and tertiary industries of Eastern Europe.

Suggested Teaching Strategies and Activities

1. Refer students to the instructions in Activity 1, which deals with answering questions on page 63. Remind students to look for **boldfaced** words as clues of a country's major cash crops, exports, and industries.
2. As a supplement to Activity 1, ask students to classify the major products and industries of the countries of Eastern Europe using an **Industry Frame Organizer** from the **BLM** file.
3. Have students create a map of Eastern Europe's economic activities (refer to page 62 - Industry Organizer for Eastern Europe) using a **BLM – Outline Map of Eastern Europe** and the **BLM – Economic Picture Symbols of Products**.

Assessment

1. Each of the activities could be graded or the accuracy of the activities assessed using a checklist or holistic rating scale.
2. Content is covered under the Chapter 9 Test.

Enrichment Activities

1. Divide students into pairs or small groups. Assign each group of students a capital city from Eastern Europe. Using the Internet or other classroom resources,

ask each group to research the major industries and jobs in its capital city. Students can document research in a **BLM – Research Organizer** or create a web of industries and jobs.

Unit Three – Australia, Antarctica and Oceania

Objectives: Upon completion of this unit, the student should be able to:

1. locate the continents of Australia and Antarctica and the major islands of Oceania on a world map.
2. differentiate among the island groups of Oceania - Micronesia, Melanesia, and Polynesia.
3. locate each country (and capitals of Australia and New Zealand) on a map.
4. name and locate the major political and physical features on a map of the southern Pacific region.
5. identify major landforms, water forms, and climate characteristics of each region.
6. name and locate the major cities of each country.
7. describe and appreciate the cultural patterns of each country.
8. identify the major natural resources and products associated with each region.
9. define major vocabulary terms.

Generic Activities for the Unit

1. Continue working with the **Climate and Weather Organizer BLM**.
2. Create a weather map for the region. The weather map can focus on last week's weather, the projected weather (seven-day forecast), or a special weather event.
3. Divide the class into small groups. Assign a country, city, or famous site to each group. Using the Internet or other classroom resources, have students visit the country or city and document their visits using the **BLM – Travel Journal** or a postcard format. Students can include historic sites, cultural events, popular foods, people, and way of life as possible topics. Place travel journal entries and postcards in the Learning Center or on a bulletin board in the classroom.

Chapter 10 – Introduction to Australia **(includes Lessons 32, 33, 34, and 35)**

Note: For all lessons, we suggest:

1. reviewing “A Medley of Suggested Generic Reading and Vocabulary Strategies” on pages 21-22 of this Teacher’s Guide.
2. asking questions that demonstrate understanding as students read the material.
3. conferring with “A Medley of Generic Assessment Strategies” on pages 23-24 in this Teacher’s Guide during and after you cover the lessons.

Lesson 32 – Political Features of Australia

Materials

1. pp. 64 - 65 in the text
2. world map and/or globe(s)

3. classroom atlas

Objectives - Students will be able to:

1. locate and label Australian states, territories, and their respective capital cities.
2. locate and label well known cities of Australia.
3. locate and label Australia's national capital.

Suggested Teaching Strategies and Activities

1. Locate Australia on a world map. Discuss the country's nicknames, such as, "Land Down Under" or "Land of Oz."
2. Use a globe(s) to place Australia in perspective to other continents of the world.
3. Compare the geographic size of Australia as comparable to mainland United States. Note the differences in the number of states (6), territories (2), and 1 district versus the mainland 48 states (Hawaii and Alaska are not included on the mainland) and 1 district.
4. Refer students to the directions in Activity 1 and have them label by the number. Because of spatial constraints for Activity 1, we are having the students list the major political features of Australia below the map on page 65. This should make the map less cluttered.
5. Have them label other well-known, smaller cities. Make sure your students follow the dotted lines from the blank spaces in which they are to write the names of the states' capitals.

Assessment

1. Grading and/or checking the accuracy of students' maps are options. You could use the Political Map Rubric in the Appendix on page 113.
2. Content is covered under the Chapter 10 Test.

Enrichment Activities

1. For review, create a learning center in which students can manipulate the names and locations of states and territories, respective capital cities, and other important cities. You can add the physical features (landforms and water forms) of Australia to this center after the next lesson.
2. Have students read Bill Bryson's humorous books on Australia.
3. Regarding "Something to Think About" on page 64, students could do additional research on the peculiar animals of Australia. Some animals would include: emu, echidna, platypus, wombat, kangaroo, funnel web spider, koala, box jellyfish, and so on. National Geographic is a good source. For example, the July 2005 issue has an article titled "Deadly Jellyfish of Australia."

Lesson 33 - Physical Features of Australia

Materials

1. pp. 65 – 66 in the text
2. classroom atlas
3. world map and /or globe(s)

Objectives - Students will be able to:

1. locate and label major water forms and landforms of Australia.

Suggested Teaching Strategies and Activities

1. Refer students to the physical map of Australia in their classroom atlas. It is recommended that other maps and globe resources be made available. Enforce that students follow the dotted lines from the blank spaces in which they write the specific names of landforms and water forms.
2. In Activity 1, the Great Barrier Reef is not a water form, but it is formed in the ocean. It is not a landform unless it emerges from the water as coral reef. Coral reef is a common island landform feature in the Pacific.
3. If needed, use the **LLB** technique (pp.12-14) for certain terms, such as bight and artesian.
4. You may need to explain the concept of artesian (wells) to your students. Simply put, fresh water can be trapped under an impervious rock layer. A well is drilled into an underground water source allowing fresh water to flow to the surface.
5. Compare the highest point in Australia, Mt. Kosciuszko at 7,316 feet, with Mt. McKinley in Alaska at 20,230 feet. Similarly, compare the lowest point in Australia, Lake Eyre Basin at -52 feet below sea level, with Death Valley in California at -282 feet below sea level. Have students compute the differences.
6. Note: Uluru is the Aboriginal name for Ayer's Rock. Note: Aborigine is a noun and Aboriginal is an adjective (although used as a noun).
7. It would be advisable to work with student's traditional thinking of weather and climate patterns in the Northern Hemisphere. When dealing with Cape York Peninsula, remind students that in the Southern Hemisphere, the weather gets warmer as one heads north (instead of south, as is taught for the Northern Hemisphere) toward the Equator.

Assessment

1. Grading and/or checking the accuracy of students' maps are options. You could use the Physical Map Rubric in the Appendix on page 114.
2. Content is covered under the Chapter 10 test.

Enrichment Activities

1. Add landforms and water forms to the learning center.

Lesson 34 - Natural Resources and Economy of Australia

Materials

1. pp. 67 in the text
2. world maps and atlases
3. **BLM – Economic Picture Symbols of Products** (see PVP's website)
4. **BLM – Chart of Major Primary Industries on Australia**
5. **BLM – Research Graphic Organizer**
6. **BLM – Outline Map of Australia**

Objectives - Students will be able to:

1. describe Australia's ethnic composition.
2. identify Australia's major natural resources.
3. differentiate among the major primary and secondary industries of Australia.
4. interpret and transpose economic information on Australia.
5. interpret and analyze factual information on Australia's primary industries.

Suggested Teaching Strategies and Activities

1. Remind students that humans are a natural resource. Convert the percentages in the paragraph into segments of 100 units.
2. Remind students that the Europeans were not the original inhabitants of Australia. There are many websites on the Aborigine people.
3. Review the different components of primary, secondary, and tertiary industries. Once again, we have chosen to focus our attention on the primary and secondary industries because they are more specific to Australia's economic picture. Many tertiary (service sector) and quaternary jobs are very similar over the world. The largest tertiary industry in Australia is tourism.
4. You can create a Chart of Main Primary Resources of Australia. Set up categories. Have students categorize the products on page 67 using the following headings:

Farming Forests Fishing Mining

5. Under the **BLM** series, there is a chart titled **Chart of Major Primary Industries**. Students can read and interpret data in a chart format. Students may use this chart to reorganize the information in the text and the chart of major industries at the bottom of page 67.
6. Use the **BLM - Economic Picture Symbols of Products**. Have students cut and paste symbols onto an outline map of Australia. Point out that these are the major industries; they are by no means all of the industries.

Assessment

1. Activities could be graded or the accuracy of the activities could be assessed.
2. You can use the Unit Rubric in the Appendix section on page 111. Cumulatively, it delineates point designation for the Political Map, Physical Map, Economic Symbols Map, Journal Writing, and Chapter Test.
3. Content is covered under the Chapter 10 Test.

Lesson 35 - Climate of Australia

Materials

1. pp. 68 in text
2. classroom atlas of climate of Australia
3. **BLM – Climate of Australia** at PVP's website

Objectives - Students will be able to:

1. explain how climatic seasons are in reverse of those in the Northern Hemisphere.

2. identify the major climate zones of Australia.
3. interpret and analyze information on a climate map of Australia.
4. interpret and analyze factual information on Australia's weather chart.

Suggested Teaching Strategies and Activities

1. If not conveyed in the Physical Features of Australia lesson (if it was, remind students), it would be advisable to work with student's traditional thinking of weather and climate seasonal patterns in the Northern Hemisphere. When dealing with weather patterns, remind students that in the Southern Hemisphere, the weather gets warmer as one heads north toward the Equator. Seasons are the reverse of those in the Northern Hemisphere. Thus, unless in the tropical zone, Australia's summers occur during our (northern hemisphere) colder months of December, January, and February and its winters occur during our warmer months of June, July, and August.
2. Activity 1 is associated with locating information in the reading.
3. Activity 2 could be an independent activity or completed in pairs. Students must first identify the major cities in Australia. Using the internet, students can research the seasonal climate of each city and summarize the results on a graphic organizer of their choice. Bar graphs or line graphs in Activity 2 can be created to supplement their findings.
4. To complement this lesson, use the **BLM** titled **Climate of Australia** to answer 14 questions on aspects of Australia's climate. You will need a classroom atlas.

Assessment

1. It is your decision as to whether to grade any of the activities.
2. Content is covered under the Chapter 10 Test.

Enrichment Activities

1. Students could conduct additional research on the natural hazards of Australia, such as drought, bush fires, and so on.

Chapter 11 – Antarctica, Oceania, and New Zealand **(includes Lessons 36, 37, 38, and 39)**

Lesson 36 – The Land of Fire and Ice – Antarctica

Materials

1. pp. 69 – 70 in the text
2. globe(s)
3. **BLM – Research Organizer** at PVP's website, if needed

Objectives - Students will be able to:

1. locate and label geographic and physical features of Antarctica.
2. explain why Antarctica contains 9/10ths of the world's ice.
3. explain why Antarctica is the land of fire and ice.
4. differentiate between geographic and magnetic poles.

5. discuss various aspects of Antarctica, such as animal life and economic activity.
6. given a problem, construct a plausible hypothesis.

Suggested Teaching Strategies and Activities

1. Use other map and globe resources to establish perspective of Antarctica's location. For example, discuss the locations and differences between the North and South Geographic and Magnetic Poles. Highlight that the North Geographic Pole is located over an ocean whereas the South Geographic Pole is located over a continent. Locate the U.S. and Mexico to show the comparable size of Antarctica.
2. Many people do not think that Antarctica has seasons. It does. We describe the seasons as cold, colder, and coldest.
3. There is a difference between geographic and magnetic poles. Relate the magnetic poles to compass directions on earth. The earth is surrounded by a magnetic field. Thus, we have the North Magnetic Pole which is located in northern Canada about 1000 miles from the North Geographic Pole. We have the South Magnetic Pole which is located just off the coast of Antarctica about 1100 miles from the South Geographic Pole. The magnetic poles are moving between one to three inches per year.
4. Although not presented in the text, you can explore the theory that Antarctica was once located in a warmer climate (theory of continental drift). Evidence suggests, via plant and tree fossils, that the continent was in a different location.
5. There are several interesting websites on Antarctica. Allow students to explore them. Use a **BLM Research Organizer**, if desired.
6. You can get some good geographic problem solving (higher level thinking skills) when you ask students to hypothesize why 9/10ths of the world's ice is located in a desert. This allows you to assess the level of connectivity to information in the reading. Another problem could be to say "Use the laws of magnetism to indicate how the South Magnetic Pole is not really the South Magnetic Pole. It is the North Magnetic Pole." Here is the explanation: According to the laws of magnetism, like magnetic poles repel, and unlike magnetic poles attract. If this is so, then how can the south end of a magnetic compass needle point toward (an attraction) the South Magnetic Pole, and vice versa for the North Magnetic Pole. Either we have to change the polarity of the magnetic poles, or change the labels we have placed on the poles!
7. Here are some additional **thinking and exploring** questions about Antarctica.
 - a. Why is there no mining in Antarctica?
 - b. Why is Antarctica called the land of fire and ice?
 - c. Name the best month(s) for visiting Antarctica as a tourist.
 - d. Why is the Antarctica region considered to be a desert?
 - e. If all the ice were to melt in Antarctica, what do you think would happen to the cities in the world?
 - f. What are the magnetic poles?
 - g. If you were given one million dollars to visit Antarctica, what would you do to improve your living conditions while there?

Assessment

1. Assess the accuracy of the maps. You could use the Political and/or Physical Map Rubric in the Appendix on pages 113-114.
2. Assess the **BLM - Research Organizer** rubric for the Click and Learn activity, or use the Problem Solution Rubric in the Appendix at page 112. Taskstream.com can help you do this, as well.
3. Content is covered under the Chapter 11 Test.

Lesson 37 - Oceania

Materials

1. pp. 71 – 73 in text
2. world map and/or globe(s)
3. classroom atlas
4. **BLM – Matching Activity on Oceania**

Objectives – Students will be able to:

1. locate the countries and territories of Oceania.
2. differentiate among the three island groups of Oceania (Micronesia, Melanesia, and Polynesia).
3. differentiate between independent countries and territories of Oceania.
4. identify at least 4 common characteristics among the islands of Oceania.
5. explain two ways that islands of Oceania were/are formed.
6. describe the main economic activities of Oceania.
7. locate, interpret, and analyze factual information on Oceania.

Suggested Teaching Strategies and Activities

1. Remind students that Oceania consists of Australia, New Zealand, Papua New Guinea and 20,000+ islands in the Pacific Ocean.
2. It can be complex but the islands are classified into three main groups. There could be some overlap or unclear demarcations. For example, some sources do not classify Tonga because it could be considered as part of Polynesia instead of Melanesia. As suggested in Activity 1, drawing color borders should help.
3. Work with developing terminology, such as atoll and lagoon. Note that islands are still being formed in the Pacific by these means. Explain the two main ways that islands are being developed in Oceania.
4. Stress the common features among the islands of Oceania. One way to help students remember these would be to develop a list of features not associated with Oceania, such as cold weather, heavy manufacturing, or many airports. Students could classify features that are versus those that are not part of Oceania.
5. The charts contain information about the independent countries. Similar information could be obtained about dependent territories.
6. We have found that students get confused about the different religions of the world, particular among the different denominations of the Protestant churches. We have chosen not to delineate the denominations in these charts on p. 73.

7. There is an 11 item supplemental **Matching Activity on Oceania** in the **BLM** series on PVP's website at www.pensvalleypublishers.com

Assessment

1. Assessing or grading any activity is your choice. Grading the **BLM** matching also is a possibility.
2. Content is covered under the Chapter 11 Test.

Lesson 38 - New Zealand

Materials

1. pp. 74 – 75 in text
2. world map and/or globe(s)
3. **BLM – Economic Picture Symbols of Products**

Objectives - Students will be able to:

1. locate and label major water forms and landforms of New Zealand.
2. describe New Zealand's ethnic composition.
3. describe New Zealand's climate.
4. identify New Zealand's major natural resources.
5. differentiate among the major primary, secondary, and tertiary industries of New Zealand.

Suggested Teaching Strategies and Activities

1. Establish perspective as to New Zealand's location. Also, compare the size of New Zealand to the state of Colorado.
2. Review the Pacific Rim of Fire concept. New Zealand is an active part of that earthquake/volcano zone.
3. If the map in the book is not large enough, you could sketch an outline of the map and enlarge it via an overhead or opaque projector.
4. Accentuate the differences in the seasons between the Northern and Southern Hemispheres.
5. Import some higher level thinking skills, such as why would southern New Zealand rivers and streams be quite cold in the summer? (ans. because the country is narrow and water comes from the mountains)
6. One of your authors has visited Milford Sound. It is one of the rainiest places on our planet. To get there, you have to travel through a scary, dark, narrow tunnel! A fjord cuts inland from the sea to a small bit of land. The region is very remote.
7. Allow students to cut **Economic Picture Symbols of Products** from the **BLM** file and paste them onto an enlarged map of New Zealand.
8. Bring in some kiwi fruit to taste.
9. Classify products and services as to whether they are primary, secondary, or tertiary industries.
10. Students can conduct additional research. For example, the Maori people used contorted facial and tongue expressions to "scare" their enemies. As part of their

heritage, they still demonstrate this in their cultural shows. It is a humorous activity to have your students do.

Assessment

1. You can use the Unit Rubric in the Appendix section on page 111. Cumulatively, it delineates point designation for the Political Map, Physical Map, Economic Symbols Map, Journal Writing, and Chapter Test.
2. Assessing the accuracy of students' maps is an option. Use the Political and/or Physical Map Rubric in the Appendix on pages 113-114.
3. Content is covered under the Chapter 11 Test.

Enrichment Activities

1. Students could conduct additional research on the natural hazards of New Zealand. In particular, this region is part of the "Rim of Fire" circumnavigating the Pacific Ocean. There are active volcanoes in New Zealand. However, earthquakes are a more common occurrence.
2. The **Click and Learn** features on pages 74 and 76 are designed to be enrichment activities.

Lesson 39 – Peoples of Australia and Oceania

Materials

1. pp. 76 – 77; population chart is on p. 73 in the text
2. population density map of Australia in a classroom atlas
3. world map

Objectives – Students will be able to:

1. delineate where the settlers of Australia and Oceania came from.
2. identify the original inhabitants of Australia, New Zealand, and Oceania.
3. retrieve and locate information on Australia and Oceania.
4. interpret a population density map.

Teaching Strategies and Activities

1. Locate places on a world map from which the Asian and European settlers came.
2. Review the concept of population density with students. Refer students to the population chart on page 73. Students can calculate the population densities for each country in Oceania. With 12,000 people packed on an 8 square mile island, Nauru is the most densely populated country in Oceania. Area-wise, it is the smallest country. For comparison, map out an 8 square mile area in your locale.
3. Australia is part of Oceania. It is the least populated continent. We should clarify that we are referring to continents where there are permanent populations. Hence, Antarctica would not count in the equation.
4. To answer the questions in Activity 2, you will need a population density map of Australia and New Zealand.

Assessment

1. It is your decision whether to assess and/or grade the activities.
2. Content will be covered under the Chapter 11 Test.

Unit 4 – Africa

Upon completion of this unit, the student should be able to:

1. locate the continent of Africa on a map.
2. name and locate the major physical features on a map of Africa.
3. identify the different regions of Africa and the countries located in each region.
4. identify landform, water, and climate characteristics of each region of Africa.
5. locate each country on the map.
6. name and locate the capital city of each country.
7. define the terms listed for identification.

Lesson Plans

Note: **For all lessons**, we suggest:

1. reviewing “A Medley of Suggested Generic Reading and Vocabulary Strategies” on pages 21-22 of this Teacher’s Guide.
2. asking questions that demonstrate understanding as students read the material.
3. conferring with “A Medley of Generic Assessment Strategies” during and after you cover the lessons on pages 23-24 of this Teacher’s Guide.

Generic Extension Activities for the Regions of Africa

1. In pairs, have students create “Big Books” on the “Something to Think About” segments, the “Click & Learn” segments, and new information they are able to find as they study each region of Africa.
2. Have students work in pairs or groups to create bulletin boards, easel displays, or poster board displays as they study Africa. Newspapers, magazines, and online sites can be used as resources. Displays could include the following: a regional map, current events (news, entertainment, and sports), tourist destinations, a travel log, historic sites and other places of interest, today’s weather, the people of the region.
3. Use the **BLM** File for regional map activities.
4. Use **Economic Pictorial Symbols of Products** (Econ Icons) from the **BLM** File. Students can paste them on a regional map (or countries), or they can draw on their own symbols. **Option:** Make a large class chart of the pictorial symbols contained in the **BLM** File. Students can use them to model their drawings.
5. **“Big Map Activity”**
Divide the class into groups. Provide each group blank copies of each region (pieces of a regional puzzle) for the region being studied. Have groups assemble a regional map and work together to add political features and physical features. This can be accomplished for each region. Groups can use colors and develop symbols and legends.
6. As regions are studied, groups can fit regional maps together to create an overall map of Europe. Group maps can be displayed in different areas of the room.

- A rubric can be developed to assess the group and the members of the group. (See the Appendix section of this document). This activity can be expanded to include each region of Africa as it is being studied.

Chapter 12 – Introduction to Africa
(includes Lessons 40, 41, and 42)

Lesson 40 - Introducing the Continent of Africa

Materials

1. pp. 78 – 80 in the text
2. world map and/or globe(s)
3. classroom atlas

Objectives – Students will be able to:

1. identify the continent of Africa on a world map and globe.
2. summarize main ideas from information in introductory paragraphs.
3. relate Africa to other continents of the world.
4. associate the present number of countries in Africa with its ethnic and cultural diversity.
5. locate and label major political and physical features that introduce the continent of Africa.

Suggested Teaching Strategies and Activities

1. Refer students to Africa in their classroom atlas. As you are covering Africa, you can also use globes and a classroom map of Africa.
2. Use a globe or world map to place Africa in perspective to the location of other continents of the world.
3. Lesson 40 begins with three paragraphs that introduce the continent of Africa. After students have read the introduction, ask them to divide a single sheet of paper into three separate columns. Students will summarize the main idea for each paragraph at the top of a column. Each main idea should be a complete sentence.
4. Under each main idea, ask students to write additional facts from each paragraph that support and expand upon the main idea. Graphic organizers such as webs, fishbone organizers, and main idea belts are visual tools that can be used in lieu of columns.
5. Refer students to Activity 1. Ask students to use their main idea organizer to answer the questions that are included with the activity.
6. Refer students to the directions in Activity 2. Have students read the text in steps 1 through 9 to label the **boldfaced** features on the activity map on page 73. Remind students to look for blank lines on the activity map to locate and label the main features of Africa that are **boldfaced**.
7. Assign each student the Click & Learn at the bottom of page 79. This activity will provide students the opportunity to learn about Africa's natural

- environments, famous wildlife and protected areas, human encroachment and endangered species, and world-wide conservation efforts.
8. We also recommend that students complete the Click & Learn at the bottom of page 80. Northern Africa is dominated by the Sahara, the world's largest desert. Africa includes two other major deserts, the Namib and Kalahari. This activity will provide students the opportunity to learn about the special environments of deserts and the dangers that are posed to the world by expanding deserts.
 9. For supplemental work, a map of Africa from the **BLM File** can be used.

Assessment

1. You can assess the accuracy of students' maps. Activities could be graded or the accuracy of the activities assessed using a checklist or holistic rating scale.
2. Content is covered in the Chapter 12 Test.

Enrichment Activities

1. Create a **Learning Center** for the continent of Africa. The center should include a large map Africa. The learning center can be used by students to manipulate, locate, and reinforce information presented by the lessons that cover Africa.
2. The Click & Learn segments discussed above can be used as optional enrichment activities.

Lesson 41 – Some Large Facts about Africa

Materials

1. pp. 80 – 81 in the text
2. world map and/or globe(s)
3. classroom atlas

Objectives – Students will be able to:

1. identify major physical features of the continent of Africa.
2. locate and label major physical features of Africa.

Suggested Teaching Strategies and Activities

1. Refer students to Africa in their classroom atlas.
2. Use a globe or world map to compare physical features in "Some Large Facts About Africa" to physical features in other parts of the world.
3. Refer students to the directions in Activity 1. Have students read the paragraphs above Activity 1 to label the **boldfaced** physical features on the activity map on page 73. Remind students to look for blank lines and letters A through I on the activity map. We realize the blank spaces on the map are too small. Assure students that they can write beyond the blank spaces.
4. Refer students to the directions in Activity 2. Remind students that one of the choices from the answers in Box 2 will not be used.

Assessment

1. You can assess the accuracy of students' maps. Activities could be graded or the accuracy of the activities assessed using a checklist or holistic rating scale.
2. Content is covered in the Chapter 12 Test.
3. Students can be provided opportunities to earn bonus points for completion of the Click & Learn segment on Gibraltar on page 81.

Enrichment Activities

1. Add the "Large Facts" to the **Learning Center** for the continent of Africa.
2. For supplemental work, a map of Africa from the **BLM File** can be used.
3. The Click & Learn on page 81 is included as an enrichment project.

Lesson 42 – Geographical Regions of Africa

Materials

1. pp. 82-83 in the text
2. classroom atlas
3. blank regional maps of Africa from the **BLM** file

Objectives – Students will be able to:

1. identify, label, and trace the five geographical regions of Africa.
2. identify and label the 54 independent nations that make up Africa.

Suggested Teaching Strategies and Activities

1. Refer students to page 83 of the text and the classroom atlas to understand and review the location of Africa and the 54 nations that make up the continent. Point out that the continent of Africa has been pulled apart to clearly show the five geographical regions.
2. Use an overhead to review the regions and countries of Africa. Create a separate overhead for each region and its countries.
3. Refer students to the directions in Activity 1. Have students use the letters that identify the **boldfaced** regions to label the five regions of Africa on the activity map on page 76. Remind students to trace each region with a different colored pencil as it is labeled.
4. Refer students to the directions in Activity 2. Have students follow the directions by the number to locate and label the countries in each region. Remind students to cross off countries as they are labeled. In addition, remind students to draw arrows from their labels on countries that are too small to label on the map.

Assessment

1. You can assess student maps for accuracy. Assessment options include grading, a checklist, or a holistic rating scale.
2. Content is covered in the Chapter 13 Test.

Enrichment Activities

1. Add a regional map of Africa, regional labels, and the names of countries to the **Learning Center**.
2. Provide students a blank regional map for each region of Africa. Have students create a jig-saw puzzle of Africa. Students can use colors to identify countries and regions. As individual regions are studied, capital cities and physical features can be added to the pieces of the puzzle.
3. For supplemental work, a regional map of Africa from the **BLM File** can be used

Chapter 13 – Geography and Climate of Africa **(includes Lessons 43 and 44)**

Lesson 43 - Physical Features of Africa

Materials

1. pp. 84 – 86 in the text
2. classroom atlas
3. world map and/or globe(s)

Objectives – Students will be able to:

1. locate and label major landforms and water forms of Africa.

Suggested Teaching Strategies and Activities

1. Refer students to the physical map of Africa in their classroom atlas. It is recommended that other maps and globe resources be made available.
2. Refer students to the directions in Activity 1 to label landforms. Have students follow the numbered statements to label the **boldfaced** landforms or physical features on the activity map on page 86. Remind students to use the **boldfaced** letters to help them locate the physical features on the activity map.
3. Ask students to read aloud number 4 on the Great Rift Valley and the “Something to Think About” on page 89. Use an overhead of the continent of Africa to draw the branches of the Great Rift Valley, or use overlays to show the extent to which the Great Rift Valley stretches through eastern Africa. Point out the Great Rift Valley extends through the Red Sea and into Syria in the Middle East (Southwest Asia).
4. Use Activity 1 in this lesson as an opportunity to review the physical features and regions of Africa that were introduced in Lessons 40 through 42. As a supplemental activity, students could use a map of Africa from the **BLM** file to locate and label the regions and physical features covered in the introductory lessons.
5. Refer students to the directions in Activity 2 to label water forms. Have students follow the directions by the number. Remind students that if the water form represents a river to trace the river in blue and label it in the correct blank space below the activity map on page 86. Remind students to label the major bodies of water and other water forms that surround the continent of Africa (**LLB=Lesson 40**).

6. To avoid cluttering the map, we have students writing in the answers at the bottom of the map. However, students should practice associating the name of the physical feature with its place location (lower case letters) on the map.

Assessment

1. You can assess the accuracy of students' maps. Assessment options include grading, a checklist, or a holistic rating scale.
2. Content is covered in the Chapter 13 Test.

Enrichment Activities

1. Add landforms and water forms to the **Learning Center**.
2. Number 4 under **Suggested Teaching Strategies** can also be used as an enrichment activity.
3. Using a blank map of Africa from the **BLM** file, students could create a total physical map of the African continent using colors, symbols, and a legend.

Lesson 44 – Climate of Africa

Materials

1. pp. 87 in the text
2. classroom atlas
3. world map and/or globe(s)
4. **BLM - Outline Map of Africa**

Objectives – Students will be able to:

1. identify major climate types and weather conditions of Africa.
2. interpret a climate map of Africa.
3. associate climate conditions with natural environments found throughout Africa.

Suggested Teaching Strategies and Activities

1. Use an overhead, Power Point, or other classroom strategy to review Lesson 4 - Climate Maps and Lesson 5 - Environments of the World. Reproduce the activity in each lesson or develop new activities to assess student knowledge on the concepts of climate and environment.
2. Emphasize that physical features and climate conditions combine to create natural environments. Review Africa's famous natural environments - deserts, the Sahel, tropical rainforests, and grasslands.
3. Review the following terms: climate, climate type, climate maps, natural environments, biomes, ecosystems, ecological communities, human-made environments, and environment maps. These terms can be included with the **Learning Center** material or added to a word wall.
4. Reviewing a classroom size world map will help students understand how physical features and climate conditions affect natural environments.
5. Refer students to the Activity 1. Remind students to read the text carefully before answering the activity questions.

Assessment

1. You can assess students' maps for accuracy. Assessment options include grading, a checklist, or a holistic rating scale.
2. Content is covered in the Chapter 13 Test.

Enrichment Activities

1. Add a blank map of Africa and climate types to the **Learning Center**.

Chapter 14 – Northern Africa **(includes Lessons 45, 46, and 47)**

Lesson 45 – Political Features of Northern Africa

Materials

1. pp. 88 – 89 in the text
2. classroom atlas
3. world map and/or globe(s)
4. **BLM – Outline Map of Northern Africa**
5. **BLM – Climate and Weather Organizer**
6. **BLM – Cultural Data Chart – Northern Africa** (at PVP website)

Objectives – Students will be able to:

1. locate Northern Africa on a map of Africa.
2. locate and label the 10 countries and capital cities of Northern Africa.
3. use the Internet and classroom resources to research the weather and climate of Northern Africa's capital cities.

Suggested Teaching Strategies and Activities

1. Refer students to Lesson 42 on pages 82-83 to review the location of Northern Africa as a region of Africa.
2. Ask students to use their classroom atlas or use a classroom map to locate Northern Africa.
3. Use an overhead, classroom map, or other classroom strategy to introduce the 10 countries that make up Northern Africa.
4. Ask students to use their classroom atlas to identify surrounding political and known physical features. Emphasize Northern Africa's location as it relates to the Atlantic Ocean, Mediterranean Sea, Red Sea, Southern Europe, and the Middle East (Southwest Asia). Point out the Strait of Gibraltar and the Suez Canal.
5. Refer students to the physical features of Africa (**LLB=Lesson 43**). Have students review by identifying the physical features of Northern Africa.
6. Refer students to the directions in the Activity on page 88. Have students follow the numbered steps to locate the countries and capital cities of Northern Africa. Enforce that students follow the numbers, letters, dotted lines, and blank spaces on the activity map.
7. For supplemental work, a regional map from the **BLM File** can be used.

Assessment

1. You can assess the accuracy of students' maps. Activities could be graded or the accuracy of the activities assessed using a checklist or holistic rating scale.
2. Content is covered in the Chapter 14 Test.

Enrichment Activities

1. Add Northern Africa to the **Learning Center**.
2. Ask students to research the desert climate and weather of the capital cities of Northern Africa.
3. Create a weather map for the region. The weather map can focus on last week's weather, the projected weather (seven-day forecast), or a special weather event.
4. Divide the class into small groups. Assign a country, city, or famous site in Northern Africa to each group. Using the Internet or other classroom resources, have students visit the country or city and document their visits using the **BLM-Travel Journal** or a postcard format. Students can include historic sites, cultural events, popular foods, people, and way of life as possible topics. Place travel journal entries and postcards in the **Learning Center** or on a bulletin board in the classroom.
5. Ask students to research and report on the Pyramids of Giza and/or the Aswan Dam.
6. Additional information can be obtained from the **BLM – Cultural Data Chart – Northern Africa** (at PVP website). As a handout, develop a worksheet of questions from the chart requiring students to interpret the data, or ask students to create a regional map that incorporates the data.
7. The **BLM** file includes a blank **Cultural Data Chart-Northern Africa** that can be used, or adapted, for independent student research.

Lesson 46 – Ancient Egypt (3100 BC - 30 BC) (pp. 90 - 92)

We would like to suggest that you teach the 6 lessons on Ancient Civilizations that have been incorporated into *Eastern Hemisphere and Ancient Civilizations* as one unit of instruction. It seems more logical that the lessons are treated as a unit. The six lessons can be found at:

Lesson 10 – Ancient Civilizations – pp. 19-21

Lesson 27 – Ancient Greece – pp. 50-53

Lesson 28 – Ancient Rome – pp. 54-57

Lesson 46 – Ancient Egypt – pp. 90-92

Lesson 63 – Mesopotamia – pp. 121-124

Lesson 75 – Ancient China – pp. 151-154

Generic lesson plan – Suggested Teaching Strategies:

1. The format is a straightforward read and respond to the activities format. The activities reinforce the instructional material in the text.
2. It is absolutely essential that students are able to locate these places, or particular parts or places, on a map such as Lower Egypt (the delta) or the Fertile Crescent.

3. Another generic component is the key terminology that should be taught and reinforced. Most of the activities reinforce the vocabulary words or key men and their achievements.
4. Another common thread in all lessons is that of timelines. Almost all of the dates are BC. **Correction Alert for p. 124 on Mesopotamia: The Bronze Age date was inexplicably omitted from the text; it should be 3,300 BC. And Cyrus the Great did his conquering from 550 BC to 530 BC. Cyrus' birthdate is given as 600 BC or 576 BC which of course is a whopping discrepancy.**

Formative Assessment:

1. Unless you plan to grade the activities, which is a possibility, you can check your students' answers to see how well they comprehended the material.
2. Listening to students' discussions can give you an indicator of how well you have achieved your objectives.

Summative Assessment:

1. Grading the activities is always a summative form of assessment.
2. Grades received on the Unit Test on Ancient Civilizations is summative assessment.

Lesson 47 – Natural Resources and Economy of Northern Africa

Materials

1. pp. 93 – 94 in the text
2. classroom atlas
3. **BLM – Industry Frame Graphic Organizer**
4. **BLM – Economic Picture Symbols of Products** (see PVP's website)
5. **BLM – Outline Map of Northern Africa**
6. **BLM – Research Graphic Organizer**

Objectives – Students will be able to:

1. identify Northern Africa's major natural resources.
2. identify the major industries of Northern Africa.
3. interpret and transpose economic information on Northern Africa.
4. differentiate among the major primary, secondary, and tertiary industries of Northern Africa.

Suggested Teaching Strategies and Activities

1. Refer students to the instructions in the Activity 1. Remind students to look for **boldfaced** words as clues of a country's major cash crops, exports, and industries.
2. Use this lesson to review the impact of hot, dry desert climates on the natural environment and agriculture. Ask students to read the "Something to Think About" segment on an **oasis**.
3. Review the different components of primary, secondary, and tertiary industries.

4. For Activity 2, use the **BLM – Economic Picture Symbols of Products** and **BLM – Outline Map of Northern Africa**. Refer students to the directions in Activity 2. Have students follow the directions by the number.

Assessment

1. You can assess the accuracy of students' maps. Activities could be graded or the accuracy of the activities assessed using a checklist or holistic rating scale.
2. Content is covered in the Chapter 14 Test.

Enrichment Activities

1. As a supplement to Activity 2, have students classify the major products and industries of the countries of Northern Africa using an **Industry Frame Organizer** from the **BLM** file.
2. Divide students into pairs or small groups. Assign each group a country from Northern Africa. Ask each group to create a web of jobs for the economic activities in its country.
3. Using the Internet or other classroom resources, have students, individually or as small groups, research the economic activities of the major cities of Northern Africa that are located along the coastline. Students can use the **BLM – Research Organizer** or Travel Journal to document their findings.
4. The following “Something to Think About” segment was deleted from the final manuscript because of space limitations:
 - Cork is produced from the bark of a cork tree and is often used to make bottle stops and bulletin boards for homes and classrooms. Dates are an egg-shaped fruit produced from a date palm tree. Dates are a popular food throughout Africa. Dates can be eaten fresh, dried, and are even ground into flour.
5. The following Click & Learn segments were not included in the final manuscript because of space limitations.
 - Using the Internet, find out more about **dates** and **cork**, two important agricultural products in many parts of Africa. Ask your teacher for a **BLM – Research Organizer** to summarize your findings. Where can you find samples to show your classmates?
 - Using the Internet, learn more about the Suez Canal. 1) Draw a map showing the location of the Suez Canal. Show the route of ship traffic and the major land areas connected by the canal. 2) Write a one page report summarizing the history of the Suez Canal. 3) Why is the Suez Canal an important transportation link today?

Chapter 15 – Eastern Africa (includes Lessons 48 and 49)

Lesson 48– Political Features of Eastern Africa

Materials

1. pp. 95-97 in the text

2. classroom atlas
3. world map and/or globe(s)
4. **BLM – Outline Map of Eastern Africa**
5. **BLM - Climate and Weather Organizer**
6. **BLM – Cultural Data Chart – Eastern Africa** (at PVP website)

Objectives – Students will be able to:

1. locate Eastern Africa on a map of Africa.
2. locate and label the 8 countries and capital cities of Eastern Africa.
3. use the Internet and classroom resources to research the weather and climate of Eastern Africa’s capital cities.

Suggested Teaching Strategies and Activities

1. Refer students to Lesson 42 on pages 82 -83 to review the location of Eastern Africa as a region of Africa.
2. Ask students to use their classroom atlas or use a classroom map to locate Eastern Africa.
3. Use an overhead, classroom map, or other classroom strategy to introduce the 8 countries that make up Eastern Africa. Point out the six countries of Eastern Africa that are part of mainland Africa. Have students locate Seychelles, an archipelago of more than 100 islands, and many cays and islets
4. Review the terms **archipelago**, **cays**, and **islets**.
5. Ask students to use their classroom atlas to identify surrounding political and known physical features. Emphasize Eastern Africa’s location as it relates to the Indian Ocean, Red Sea, Gulf of Aden, and the Middle East (Southwest Asia).
6. Refer students to the physical features of Eastern Africa (**LLB=Lesson 43**). Have students review by identifying the physical features of Eastern Africa.
7. Refer students to the directions in Activity 1 on page 95. Have students follow the steps by the letter to locate the countries and capital cities of Eastern Africa. Enforce that students follow the numbers, letters, blank spaces, and dotted lines on the activity map.
8. Refer students to the instructions in Activity 2. Have students refer to the Climate Map in their classroom atlas to identify the climate type for each capital city of Eastern Africa. Remind students that the political map of Africa in their classroom atlas can be used, along with the regional activity map of Eastern Africa in the text, to locate capital cities.
9. Activity 2 provides an option (or supplemental activity) for students to use the Internet to research “today’s weather” for each capital city. Major daily newspapers are another excellent resource, on the Internet, for daily weather around the world. The **BLM - Climate and Weather Organizer** can also be used to document climate and weather research.

Assessment

1. You can assess the accuracy of students’ maps. Activities could be graded or the accuracy of the activities assessed using a checklist or holistic rating scale.
2. Content is covered in the Chapter 15 Test.

Enrichment Activities

1. Add Eastern Africa to the **Learning Center**.
2. Create a weather map for the region. The weather map can focus on last week's weather, the projected weather (seven day forecast), or a special weather event.
3. Divide the class into small groups. Assign a country, city, or famous site in Eastern Africa to each group. Using the Internet or other classroom resources, have students visit the country or city and document their visits using the **BLM-Travel Journal** or a postcard format. Students can include historic sites, cultural events, popular foods, people, and way of life as possible topics. Place travel journal entries and postcards in the **Learning Center** or on a bulletin board in the classroom.
4. The **BLM – Cultural Data Chart – Eastern Africa** (at PVP website) provides an activity with questions in which students read and interpret data on the population, religions, government, and official languages of each country in the region.
5. The **BLM** file includes a blank **Cultural Data Chart-Eastern Africa** that can be used, or adapted, for independent student research.

Lesson 49 – Natural Resources and Economy of Eastern Africa

Materials

1. pp. 97 in the text
2. classroom atlas
3. **BLM – Economic Picture Symbols of Products** (see PVP's website)
4. **BLM – Outline Map of Eastern Africa**
5. **BLM – Research Graphic Organizer**
6. **BLM – Industry Bullseye**

Objectives – Students will be able to:

1. identify Eastern Africa's major natural resources.
2. identify the major industries of Eastern Africa.
3. interpret and transpose economic information on Eastern Africa.
4. differentiate among the major primary, secondary, and tertiary industries of Eastern Africa.

Suggested Teaching Strategies and Activities

1. Refer students to the instructions in the Activity 1. Remind students to look for **boldfaced** words as clues of a country's major cash crops, exports, and industries.

Assessment

1. You can assess the accuracy of students' maps. Activities could be graded or the accuracy of the activities assessed using a checklist or holistic rating scale.
2. Content is covered in the Chapter 15 Test.

Enrichment Activities

1. Divide students into pairs or small groups. Assign each group of students a capital city from Eastern Africa. Using the Internet or other classroom resources, ask each group to research the major industries and jobs in its capital city. Students can document research in a **BLM – Research Organizer** or create a web of industries and jobs.
3. Divide students into pairs or small groups. Have each group create an **Industry Bullseye** for its country. Place each group's **Industry Bullseye** in the **Learning Center** or on a Bulletin Board in the classroom.
4. Divide students into small groups. Assign each group a country from Eastern Africa. Using the Internet, newspapers, magazines, and other classroom resources, have students work as journalists to research and report on political events and the impact those events are having on the economy and people of the country. Ask each group to create a news page to report its findings.
5. Have students visit the African Wildlife Foundation at www.awf.org and learn about one of the world's natural wonders. Two times each year more than a million wildebeests and zebras migrate around the Serengeti Plain in Eastern Africa. The Serengeti Plain is the setting for the movie *Lion King* which deals with the "circle of life."

Chapter 16 – Western Africa **(includes Lessons 50 and 51)**

Lesson 50 – Political Features of Western Africa

Materials

1. pp. 98 - 99 in the text
2. classroom atlas
3. world map and/or globe(s)
4. **BLM – Outline Map of Western Africa**
5. **BLM – Climate and Weather Organizer**
6. **BLM – Research Organizer**
7. **BLM – Travel Journal**
8. **BLM – Cultural Data Chart – Western Africa** (at PVP website)

Objectives – Students will be able to:

1. locate Western Africa on a map of Africa.
2. locate and label the 13 countries and capital cities of Western Africa.
3. use the Internet and classroom resources to research the weather and climate of Western Africa's capital cities.

Suggested Teaching Strategies and Activities

1. Refer students to Lesson 42 on pages 82 – 83 to review the location of Western Africa as a region of Africa.

2. Ask students to use their classroom atlas or use a classroom map to locate Western Africa.
3. Use an overhead, classroom map, or other classroom strategy to introduce the 13 countries that make up Western Africa. Point out the twelve countries of Western Africa that are part of mainland Africa. Have students locate the country of Cape Verde, a group of islands off the western tip of Senegal.
4. Ask students to use their classroom atlas to identify surrounding political and known physical features. Emphasize Western Africa's location as it relates to the Atlantic Ocean, Sahara Desert, Sahel, and the Congo Basin. Point out the countries that make up the regions of Northern Africa, Central Africa, and the region just studied - Eastern Africa.
5. Ask students to review the physical features of Western Africa (**LLB=Lesson 43**). Using a **BLM – Outline Map of Western Africa**, have students identify the physical features of Western Africa.
6. Read Aloud with students (shared reading) the introduction to Western Africa at the top of page 98. Discuss the terms **literacy, adult literacy rates, health care, and life expectancy**. Compare adult literacy rates and life expectancy rates of African countries to the United States. World Almanacs are excellent sources of information on literacy rates and life expectancy data. A number of publishers offer student almanacs which are updated annually. Develop a short quiz on the text material.
7. Refer students to the directions in the Activity on page 98. Have students follow the numbered steps to locate the countries and capital cities of Western Africa. Enforce that students follow the numbers, dotted lines, and blank spaces on the activity map.
8. For supplemental work, a regional map from the **BLM File** can be used.

Assessment

1. You can assess the accuracy of students' maps. Activities could be graded or the accuracy of the activities assessed using a checklist or holistic rating scale.
2. Content is covered in the Chapter 16 Test.

Enrichment Activities

1. Add Western Africa to the **Learning Center**.
2. Ask students to read the 1977 Caldecott Medal Winner *Ashanti to Zulu: African Traditions* – text by Margaret Musgrove, illustrated by Leo and Diane Dillon. Using this book as a resource, have students create a map of the African continent showing location of major African empires and ethnic groups that continue to influence today's people. If desired, have students select the best map to be posted at the **Learning Center**.
3. Ask students to research the climate and weather of the capital cities of Western Africa.
4. Create a weather map for the region. The weather map can focus on last week's weather, the projected weather (seven-day forecast), or a special weather event.
5. Divide the class into pairs or small groups. Assign a country or capital city in Western Africa to each group. Using the Internet or other classroom resources,

- have students visit the country or city and document their visits using the **BLM - Travel Journal** or a postcard format. Students can include historic sites, cultural events, popular foods, people, and way of life as possible topics. Place travel journal entries and postcards in the **Learning Center** or on a bulletin board in the classroom.
6. Liberia is the oldest independent country in Africa. The name Liberia means “freed land.” Ask students to research and write a report on Liberia’s beginnings and its connection to the United States.
 7. The **BLM – Cultural Data Chart – Western Africa** (at PVP website) provides an activity with questions in which students read and interpret data on the population, religions, government, and official languages of each country in the region.
 8. The **BLM** file includes a blank **Cultural Data Chart-Western Africa** that can be used, or adapted, for independent student research.

Special Note: There have been a number of Caldecott Medal and Honor books on African tales and traditions. Visit the American Library Association’s website and link to Caldecott Medal and Honor Books 1938 to present.

Lesson 51 – Natural Resources and Economy of Western Africa

Materials

1. pp. 100 -101 in the text
2. classroom atlas
3. **BLM – Economic Picture Symbols of Products** (see PVP's website)
4. **BLM – Outline Map of Western Africa**
5. **BLM – Research Graphic Organizer**
6. **BLM – Industry Frame Organizer**
7. **BLM – Industry Bullseye**

Objectives – Students will be able to:

1. identify Western Africa’s major natural resources.
2. identify the major industries of Western Africa.
3. interpret and transpose economic information on Western Africa.
4. differentiate among the major primary, secondary, and tertiary industries of Western Africa.

Suggested Teaching Strategies and Activities

1. For Activity 1, use the **BLM – Economic Picture Symbols of Products** and **BLM – Outline Map of Western Africa**. Refer students to the directions in Activity 1. Have students follow the directions by the number.
2. Refer students to the instructions in the Activity 2. Remind students to look for **boldfaced** words as clues of a country’s major cash crops, exports, and industries.
3. As a supplement to Activity 2, ask students to classify the major products and industries of the countries of Western Africa using an **Industry Frame Organizer** from the **BLM** file.

Assessment

1. You can assess the accuracy of students' maps. Activities could be graded or the accuracy of the activities assessed using a checklist or holistic rating scale.
2. Content is covered in the Chapter 16 Test.

Enrichment Activities

1. Divide students into pairs or small groups. Assign each group of students a capital city from Western Africa. Using the Internet or other classroom resources, ask each group to research the major industries and jobs in its capital city. Students can document research in a **BLM – Research Organizer** or create a web of industries and jobs.
2. Divide students into pairs or small groups. Have each group create an **Industry Bullseye** for its country. Place each group's **Industry Bullseye** in the **Learning Center** or on a Bulletin Board in the classroom.
3. Using the Internet, have students research types of diamonds and their value, location of major diamond producing countries, how they are mined and used, and the problems they have caused. Students can document research on the **BLM – Research Organizer** and draw a picture of an operating diamond mine.

Chapter 17 – Central Africa **(includes Lessons 52 and 53)**

Lesson 52 – Political Features of Central Africa

Materials:

1. pp. 102 -103 in the text.
2. classroom atlas
3. world map and/or globe(s)
4. **BLM – Outline Map of Central Africa**
5. **BLM – Climate and Weather Organizer**
6. **BLM – Research Organizer**
7. **BLM – Travel Journal**
8. The **BLM – Cultural Data Chart – Central Africa** (at PVP website)

Objectives – Students will be able to:

1. locate Central Africa on a map of Africa.
2. locate and label the 10 countries and capital cities of central Africa.
3. use the Internet and classroom resources to research the weather and climate of Central Africa's capital cities.
4. locate and review major physical features of Central Africa.

Suggested Teaching Strategies and Activities

1. Refer students to Lesson 42 on pages 82 – 83 to review the location of Central Africa as a region of Africa.

2. Ask students to use their classroom atlas or use a classroom map to locate Central Africa.
3. Use an overhead, classroom map, or other classroom strategy to introduce the 10 countries that make up Central Africa. Point out the 9 countries of Central Africa that are part of mainland Africa. Have students locate the country of Sao Tome and Principe, a group of volcanic islands near the Equator.
4. Ask students to use their classroom atlas to identify surrounding political and physical features. Emphasize Central Africa's location as it relates to the Atlantic Ocean and the Equator. Identify the Congo Basin which is dominated by the Congo River. Locate the western branch of the Great Rift Valley, Lake Tanganyika, and Lake Victoria. If needed, review the countries that make up the regions of Western Africa, Eastern Africa, and Northern Africa.
5. Refer students to the directions in the Activity 1 on page 102. Have students follow the steps by the letter to locate the countries and capital cities of Central Africa. Enforce that students follow the numbers, letters, blank spaces, and dotted lines on the activity map.
6. Refer students to Activity 2. The directions guide students to use the Internet to research "today's weather" for each capital city. Major daily newspapers are another excellent resource for daily weather around the world (and are on the Internet). The **BLM – Climate and Weather Organizer** can also be used to document climate and weather research.
7. Refer students to the directions in Activity 3. Ask students to locate and label the regional map on page 103 with the physical features of Central Africa that are noted in column 4 of the Regional Fact Chart. Students can use **Lesson 43** as a resource (**LLB=Lesson 43**).

Correction Alert:

Ask students to delete the reference to **Lesson 42** in the **Lesson Look Back (LLB)**. The corrected text should indicate **LLB=Lesson 43**.

8. For supplemental work, a regional map from the **BLM File** can be used.

Assessment

1. You can assess the accuracy of students' maps. Activities could be graded or the accuracy of the activities assessed using a checklist or holistic rating scale.
2. Content is covered in the Chapter 17 Test.

Enrichment Activities

1. Add Central Africa to the **Learning Center**.
2. Using the classroom atlas as a resource and a **BLM - Outline Map of Central Africa**, have students create a Climate Map of Central Africa.
3. Divide the class into pairs or small groups. Assign a country, capital city, famous site, or physical feature in Central Africa to each group. Using the Internet or other classroom resources, have students visit the location and document their findings using the **BLM - Travel Journal** or a postcard format. Possible topics to consider:
 - the tropical rainforest of the Congo Basin (numerous topics can be generated from the Congo Basin as an ecological community or biome)

- the western branch of the Great Rift Valley
 - Rwanda's endangered mountain gorillas (Diane Fossey Gorilla Fund International)
 - the lowland gorillas of the rainforests in the Central African Republic
 - the mountain glaciers of the Rwenzori Mountains of equatorial Africa (bordering Uganda and the Democratic Republic of Congo)
 - Lake Victoria and Lake Tanganyika
 - the volcanic islands of Sao Tome and Principe
 - ethnic groups and lifestyles
4. Place travel journal entries and postcards in the **Learning Center** or on a bulletin board.
 5. The **BLM – Cultural Data Chart – Central Africa** (at PVP website) provides an activity with questions in which students read and interpret data on the population, religions, government, and official languages of each country in the region.
 6. The **BLM** file includes a blank **Cultural Data Chart-Central Africa** that can be used, or adapted, for independent student research.

Lesson 53 – Natural Resources and Economy of Central Africa

Materials

1. pp. 104 – 105 in the text
2. classroom atlas
3. **BLM – Economic Picture Symbols of Products** (see PVP's website)
4. **BLM – Outline Map of Central Africa**
5. **BLM – Research Graphic Organizer**
6. **BLM – Industry Frame Organizer**
7. **BLM – Industry Bullseye**

Objectives – Students will be able to:

1. identify Central Africa's major natural resources.
2. identify the major industries of Central Africa.
3. interpret and transpose economic information on Central Africa.
4. differentiate among the major primary, secondary, and tertiary industries of Western Africa.
5. compare subsistence farming and large plantations.

Suggested Teaching Strategies and Activities

1. Read Aloud with students (shared reading) the introduction to Lesson 53. Review the major factors that have enabled Cameroon's economy to develop. On butcher paper, chalk board, or easel board, work with students to list reasons why a stable government and good leadership help promote a sound economy.
2. Compare subsistence farming to plantations. Create a classroom size Wiland Diagram or Venn Diagram. Have students use background knowledge and information in the text to compare and contrast the two agricultural systems.

3. Refer students to the instructions in the Activity 1. Remind students to look for **boldfaced** words as clues of a country's major cash crops, exports, and industries.
4. For Activity 2, use the **BLM – Economic Picture Symbols of Products** and **BLM – Outline Map of Central Africa**. Refer students to the directions in Activity 2. Have students follow the directions by the number.
5. Refer students to the instructions in Activity 3. Have students use the **BLM-Industry Frame Organizer** to classify the economic activities of Central Africa by industry type.

Assessment

1. You can assess the accuracy of students' maps. Activities could be graded or the accuracy of the activities assessed using a checklist or holistic rating scale.
2. Content is covered in the Chapter 17 Test.

Enrichment Activities

1. Divide students into pairs or small groups. Have each group create an **Industry Bullseye** for its country. Place each group's **Industry Bullseye** in the **Learning Center** or on a Bulletin Board in the classroom.
2. Have students create an "economy map" for Central Africa. Students can label the center bubble "Economy of Central Africa." Ask students to surround the center bubble with a web of countries that belong to the region. Students will complete the map by surrounding each country with a web of its economic activity by industry type.

Chapter 18 – Southern Africa **(includes Lessons 54 and 55)**

Lesson 54– Political Features of Southern Africa

Materials

1. pp. 106 -107 in the text
2. classroom atlas
3. world map and/or globe(s)
4. **BLM – Outline Map of Southern Africa**
5. **BLM – Climate and Weather Organizer**
6. **BLM – Research Organizer**
7. **BLM – Travel Journal**
8. The **BLM – Cultural Data Chart – Southern Africa** (at PVP website)

Objectives – Students will be able to:

1. locate Southern Africa on a map of Africa.
2. use grid coordinates to locate and label the 13 countries of Southern Africa.
3. locate and label the capital cities of Southern Africa.
4. use the Internet and classroom resources to research the weather and climate of Southern Africa's capital cities.

Suggested Teaching Strategies and Activities

1. Refer students to Lesson 42 on pages 82-83 to review the location of Southern Africa as a region of Africa.
2. Ask students to use their classroom atlas or use a classroom map to locate Southern Africa.
3. Use an overhead, classroom map, or other classroom strategy to introduce the 13 countries that make up Southern Africa. Point out the 10 countries of Southern Africa that are part of mainland Africa. Have students locate three island nations that are part of Southern Africa – Madagascar, Mauritius, and Comoros.
4. Ask students to use their classroom atlas to identify surrounding political and known physical features. Emphasize Southern Africa's location as it relates to the Atlantic Ocean, Indian Ocean, Mozambique Channel, and Southern Ocean. Review the location of the Equator and the Tropic of Capricorn. Locate two other major deserts in Africa – the Namib Desert and the Kalahari Desert. Identify the Drakensberg Mountains and the Cape of Good Hope. If needed, review the countries that make up the region of Central Africa.
5. Use the location of the Tropic of Capricorn to review mid-latitudes and temperate regions (**LLB=Lessons 2 and 4**).
6. Refer students to the directions in the Activity 1 on page 106. Have students follow the numbered steps to locate the countries and capital cities of Southern Africa. Enforce that students follow the grid coordinates to locate countries, starred locations to locate capital cities, and the blank spaces and dotted lines for labeling on the activity map.
7. Refer students to Activity 2. The directions guide students to use the Internet to research “today's weather” for each capital city. Major daily newspapers (on the Internet) are another excellent resource for daily weather around the world. The **BLM – Climate and Weather Organizer** can also be used to document climate and weather research.
8. For supplemental work, a regional map from the **BLM File** can be used.

Assessment

1. You can assess the accuracy of students' maps. Activities could be graded or the accuracy of the activities assessed using a checklist or holistic rating scale.
2. Content is covered in the Chapter 18 Test.

Enrichment Activities

1. Add Southern Africa to the **Learning Center**.
2. Using the classroom atlas as a resource and a **BLM – Outline Map of Southern Africa**, have students create a Climate Map of Southern Africa.
3. Divide the class into pairs or small groups. Assign a country, capital city, famous site, or physical feature in Southern Africa to each group. Using the Internet or other classroom resources, have students visit the location and document their findings using the **BLM – Travel Journal** or a postcard format. Place travel journal entries and postcards in the **Learning Center** or on a bulletin board.
4. The region of Southern Africa is made up of many ethnic groups, and people communicate in many languages. For example, the official languages of South

- Africa are English and Afrikaans, but at least 9 other ethnic languages are spoken. Divide the class into pairs or small groups. Assign a country in Southern Africa to each group. Using the Internet or other classroom resources, have each group research the languages and ethnic groups of Southern Africa. Ask students to document finding on the **BLM – Research Organizer**. Student groups can also label languages and ethnic groups on a classroom size regional map.
5. South Africa's history of political, social, and economic injustices can be researched by individual students or groups. Students could develop a time line reflecting South Africa's history, important people, and progress.
 6. Using the Internet, ask students to visit the Oprah Winfrey Leadership Academy in South Africa (www.OprahWinfreyLeadershipAcademy.org). Students can complete a **BLM – Research Organizer**, write a report, develop a news article, or create a poster/collage of the academy and its mission.
 7. **The BLM – Cultural Data Chart – Southern Africa** (at PVP website) provides an activity with questions in which students read and interpret data on the population, religions, government, and official languages of each country in the region.
 8. The **BLM** file includes a blank **Cultural Data Chart-Southern Africa** that can be used, or adapted, for independent student research.

Lesson 55 – Natural Resources and Economy of Southern Africa

Materials

1. pp. 108 -109 in the text
2. classroom atlas
3. **BLM – Economic Picture Symbols of Products** (see PVP's website)
4. **BLM – Outline Map of Southern Africa**
5. **BLM – Research Graphic Organizer**
6. **BLM – Industry Frame Organizer**
7. **BLM – Industry Bullseye**

Objectives – Students will be able to:

1. identify Southern Africa's major natural resources.
2. identify the major industries of Southern Africa.
3. interpret and transpose economic information on Southern Africa.
4. differentiate among the major primary, secondary, and tertiary industries of Southern Africa.

Suggested Teaching Strategies and Activities

1. Refer students to the instructions in the Activity 1. Remind students to look for **boldfaced** words as clues of a country's major cash crops, exports, and industries.

Correction Alert:

- Add **mohair wool** to the agricultural column for Zambia.

2. As a supplement to Activity 1, ask students to classify the major products and industries of the countries of Southern Africa using an **Industry Frame Organizer** from the **BLM** file.
3. Provide each student a copy of the **BLM – Outline Map of Southern Africa** and the **BLM – Economic Picture Symbols of Products**. Using the Industry Organizer for Southern Africa on page 108 as a resource, have students paste symbols to the countries in Southern Africa. Remind students that picture symbols can be used more than once and that symbols may be drawn. Ask students to identify industry types by placing in parenthesis, behind each symbol on the map, a 1 for primary industries, 2 for secondary industries, and 3 for tertiary industries.

Assessment

1. You can assess the accuracy students' maps. Activities could be graded or the accuracy of the activities assessed using a checklist or holistic rating scale.
2. Content is covered in the Chapter 18 Test.

Enrichment Activities

1. Divide students into pairs or small groups. Have each group create an **Industry Bullseye** for its country. Place each group's **Industry Bullseye** in the **Learning Center** or on a Bulletin Board in the classroom. Encourage each group to use the Internet or other classroom resources to learn more about the economic activities of its country.

Unit 5 - Asia

Upon completion of this unit, the student should be able to:

1. locate the continent of Asia on a map.
2. name and locate the major physical features on a map of Asia.
3. identify the different regions of Asia and the countries located in each region.
4. identify landform, water, and climate characteristics of each region of Asia.
5. locate each country on the map.
6. name and locate the capital and major cities of each country.
7. describe and appreciate the cultural patterns of each country.
8. define the terms listed for identification.

Lesson Plans

Note: **For all lessons**, we suggest:

1. reviewing "A Medley of Suggested Generic Reading and Vocabulary Strategies" on pages 21-22 of this Teacher's Guide.
2. asking questions that demonstrate understanding as students read the material.
3. conferring with "A Medley of Generic Assessment Strategies" during and after you cover the lessons on pages 23-24 of this Teacher's Guide.

Chapter 19 – Introduction to Asia **(includes Lessons 56 57, 58, and 59)**

Lesson 56 – Introducing the Continent of Asia

Materials

1. pp. 110 – 111 in text
2. world map and/or globe(s)
3. classroom atlas

Objectives – Students will be able to:

1. locate and explain Eurasia.
2. draw and delineate the western border of Asia.
3. locate major landforms and water forms of western Asia.

Suggested Teaching Strategies and Activities

1. The concept of Eurasia has been covered during the unit on Europe. Have students “refresh your memory” of what the term represents.
2. Follow up the “est” idea from the Antarctica lesson. That is, Asia has the “lowest, highest, largest, smallest, longest, wealthiest, poorest, etc.” ...”
3. Because the western border of Asia is very complex, we are having students follow the geographic border on page 110 by the numbers. It would be a good idea to do this exercise with a pencil (and have an eraser handy). After the accuracy has been assessed, students could use a colored pencil or fine marker.
4. You might need to “walk” students through the activity using a large world map. To reinforce the border of western Asia, students could hand trace the western border of Asia on a world map or classroom atlas. Globes would show the true landmass perspective of Asia.
5. After the western border of Asia has been determined, demonstrate the northern, southern, and eastern extremities of the continent.
6. The map on page 111 serves two lessons - one is having students locate the western border of Asia. This map also serves Lesson 57 where students locate and label the “big facts” of Asia.

Assessment

1. Content is covered under the Chapter 19 Test.
2. The accuracy of students’ maps could also be assessed.

Lesson 57 – The Big Facts About Asia

Materials

1. pp. 111 – 112 in the text
2. world map

Objectives – Students will be able to:

1. locate and label major political and physical features of Asia.
2. recall important geographical information.

Suggested Teaching Strategies and Activities

1. Because of spatial constraints for Activity 1, we are having the students list the major political and physical features of Asia below the map on page 111. If you feel the map would not be too cluttered, students can label places directly on the map. The same is true for the birthplace of the major religions of the world. All of this information can be reinforced by use of a world map.
2. Activity 2 involves the use of a visual organizer to help reinforce the information in Lessons 56 and 57.
3. **Correction Alert:** Students may need help with the question, “Of world’s total, fraction of people who live in Asia?” As of 2016, 4.43 billion people populate Asia. The fact that more than 7.4 billion people populate the earth was inadvertently left out of the text. Have students create the fraction by dividing 4.43 billion people over 7.4 billion people. They could also calculate the percentage which would be about 60%.
4. We also suggest highlighting that 36% of the world’s population lives in two countries – China and India.

Assessment

1. It is your decision whether to assess and/or grade the activity.
2. Content is covered under the Chapter 19 Test.

Lesson 54 – Geographical Regions of Asia

Materials

1. pp. 113 – 114 in the text
2. world map/classroom atlas
3. **BLM series – Chart for Grouping Countries into Geographic Regions**

Objectives – Students will be able to:

1. cite or list the six geographical regions of Asia with 100% accuracy.
2. associate Asian countries with their respective regions.
3. classify each Asian country into its respective geographical region.

Suggested Teaching Strategies and Activities

1. Recall that region is a teaching theme of geography. With 49 countries in Asia, it is much easier to learn about them via regions. Cardinal and intermediate directions help to classify countries into regions of Asia.
2. Remind students that the outlined regions on p. 114 are not to scale.
3. Activity 2 is designed to help students associate countries with regions. With 18 countries, Southwest Asia, or the Middle East, is the most complex politically. World maps and classroom atlases can help in this endeavor.
4. Proceed to PVP’s website to download the **BLM activity Chart for Grouping Countries into Geographic Regions**. This activity will allow students to classify and write the names of countries into their respective regions.

Assessment

1. It is your decision whether to assess and/or grade the activities.

2. Content is covered under the Chapter 19 Test.

Lesson 59 – Interpreting the Climates of Asia

Materials

1. p. 115 in the text
2. climate map of Asia from a classroom atlas
3. world map/globe(s)

Objectives – Students will be able to:

1. identify major climate types and weather conditions of Asia.
2. interpret a climate map of Asia.

Suggested Teaching Strategies and Activities

1. Asia has all of the major climate types. Students will need a climate map of Asia in order to answer the questions.
2. You could review the monsoons, typhoons, tsunamis, and earthquakes (Rim of Fire) at this juncture, but these concepts will be encompassed as we study about the regions of Asia.
3. Observing a world map and/or globe will place the climate of Asia into a more global perspective.

Assessment

1. It is your decision as to whether to grade the 18 items on this page.
2. Content is covered under the Chapter 19 Test.

Chapter 20 - North Asia Russia **(includes Lessons 60 and 61)**

Lesson 60 – Political and Physical Features of North Asia Russia

Materials

1. p. 116 in the text
2. world map/globe(s)

Objectives – Students will be able to:

1. identify Eurasia.
2. locate and label the major political and physical features of Asia Russia.

Suggested Teaching Strategies and Activities

1. Review the concept of Eurasia, if needed. Emphasize and show the enormity of this landmass on a world map/globe – larger than the U.S. and western Europe combined.
2. If you need a larger map onto which to write the physical and political features, enlarge the map on p. 116 and place it on the board or bulletin board via opaque

- or overhead projector. Or, enlarge the map via a copy machine and hand out to students.
3. Explore with students how Lake Baikal got so deep (i.e. – glaciers).

Assessment

1. It is your decision as to whether to assess the accuracy of students' maps.
2. Content is covered under the Chapter 20 test.

Lesson 61 – Natural Resources and Economy of North Asia Russia

Materials

1. p. 117 in the text
2. world map/globe
3. **BLM – Economic Picture Symbols of Products**
4. **BLM – Outline Map of North Asia Russia**

Objectives – Students will be able to:

1. identify the major natural resources of Asia Russia.
2. identify major primary and secondary industries of Asia Russia.
3. identify problems associated with obtaining natural resources of Asia Russia.
4. describe the effects of climate upon the economy of the region.

Suggested Teaching Strategies and Activities

1. Equate the term Siberia with Asia Russia. Show the region on a world map highlighting how far north and how harsh the climate is.
2. You might wish to have students read the information first, then answer the questions in Activity 2. Here are several other questions to add to the list.
 - a. What two mineral resources have opened up Asia Russia to development?
 - b. Siberia has huge reserves of what three fossil fuels?
 - c. Name three of Siberia's major metal resources.
 - d. What are three of Siberia's major manufactured products?
 - e. What is the main problem in developing Siberia's natural resources?
 - f. Why does Asia Russia not grow enough food to feed its people?
 - g. Predict a major problem with transporting goods in Siberia.
3. Obtain the **Economic (econ icons) Picture Symbols of Products** for students from the **BLM** file. Have them attach the picture symbols of products and natural resources on their outline maps.
4. Have students establish two groups of industries into which to classify the boldfaced words (products). Remind students of the difference between primary and secondary industries. If needed, use the **LLB** (lesson look back) technique with them. Direct students to page 15 in the text – Lesson 8 on Reviewing the Big Ideas on the Economy.
5. Establish the following classification scheme on chart paper. Herein, the answers are provided under the headings.

Primary Industries

reindeer
 fur
 forests
 oil
 natural gas
 coal
 metal mining
 gold
 diamonds
 fishing

Secondary Industries

timber
 wood products
 paper products
 hydroelectric power
 machinery
 chemicals
 steel

Note: Moving goods by
 railroad is a tertiary
 industry.

After writing on this paper, save it so that you can compare the natural resources and products with other regions of Asia (or the world).

Assessment

1. It is your decision whether to assess and/or grade the activities.
2. Content is covered under the Chapter 20 Test.

Chapter 21 - Southwest Asia (Middle East)
(includes Lessons 62, 63, 64, and 65)

Lesson 62– Political Features of Southwest Asia**Materials**

1. pp. 118 – 120 in the text
2. world map and/or globe(s)
3. classroom atlas
4. **BLM – Cultural Data of Southwest Asia Region** (at PVP website)

Objectives – Students will be able to:

1. given graph coordinates, locate and label the countries of Southwest Asia and their respective capitals.
2. identify main reasons for conflict in Southwest Asia (the Middle East).
3. identify two major minority groups without a homeland in the region.
4. locate countries of Southwest Asia using cardinal and intermediate directions.

Suggested Teaching Strategies and Activities

1. The more popular name for Southwest Asia is the Middle East. This region is a crossroads or connector between Europe and Africa. Establish this frame of reference with your students.
2. To obtain a global perspective, show on a world map the size and location of Southwest Asia.
3. Next, we recommend that you cover the names and location of the 18 countries and capitals in this region. We realize this is a lot of information to place on a

- map. However, it is doable. Make sure your students follow the dotted lines from the blank spaces in which they are to write the countries and capitals.
4. If it is helpful, divide this region into 3 areas – north, central, and south.
 5. It is quite possible to enlarge the map of this region by placing it on a bulletin board (chart paper). Use an opaque or overhead projector to accomplish this.
 6. Locate and label Istanbul and stress the distinction of this city as the only one located on two continents.
 7. After a geographic frame of reference has been established, have a discussion on why this is a region of tremendous conflict and unrest. You will need to assess your students' levels of emotional maturity and deal with the issues at their developmental levels. It is not our intention to oversimplify the problems of the region, nor do we wish to overwhelm children with the complexities and enormity of the issues, particularly regarding the Palestinians and Kurds. You may need to revisit **LLB – 9** on Ethnic (and Cultural) Diversity on pp. 17-18.
 8. Students can work in pairs with a classroom atlas to complete Activity 3. It is designed to reinforce cardinal and intermediate directions concurrently with finding the locations of the region's countries.

Assessment

1. It is your decision as to whether to grade or assess the accuracy of the maps.
2. You could use the Political Map Rubric in the Appendix on page 113.
3. Content is covered under the Chapter 21 Test.

Enrichment

1. Much additional information can be obtained from <http://www.factmonster.com> and <http://www.worldfactbook.com> regarding these countries.
2. **BLM – Cultural Data of Southwest Asia Region** (at PVP's website) provides an activity with 15 questions in which students read and interpret data on the population, religions, government, and official language(s) of each country in the region.
3. For review, create a learning center in which students can manipulate the names and locations of states, respective capital cities, and other important cities. You can add the physical features (landforms and water forms) to this center after the next lesson.

Lesson 63 Ancient Civilizations – Mesopotamia (pp. 121-124)

We would like to suggest that you teach the 6 lessons on Ancient Civilizations that have been incorporated into *Eastern Hemisphere and Ancient Civilizations* as one unit of instruction. It seems more logical that the lessons are treated as a unit. The six lessons can be found at:

Lesson 10 – Ancient Civilizations – pp. 19-21

Lesson 27 – Ancient Greece – pp. 50-53

Lesson 28 – Ancient Rome – pp. 54-57

Lesson 46 – Ancient Egypt – pp. 90-92

Lesson 63 – Mesopotamia – pp. 121-124

Lesson 75 – Ancient China – pp. 151-154

Generic lesson plan – Suggested Teaching Strategies:

1. The format is a straightforward read and respond to the activities format. The activities reinforce the instructional material in the text.
2. It is absolutely essential that students are able to locate these places, or particular parts or places, on a map such as Lower Egypt (the delta) or the Fertile Crescent.
3. Another generic component is the key terminology that should be taught and reinforced. Most of the activities reinforce the vocabulary words or key men and their achievements.
4. Another common thread in all lessons is that of timelines. Almost all of the dates are BC. **Correction Alert for p. 124 on Mesopotamia: The Bronze Age date was inexplicably omitted from the text; it should be 3,300 BC. And Cyrus the Great did his conquering from 550 BC to 530 BC. Cyrus' birthdate is given as 600 BC or 576 BC which of course is a whopping discrepancy.**

Formative Assessment:

1. Unless you plan to grade the activities, which is a possibility, you can check your students' answers to see how well they comprehended the material.
2. Listening to students' discussions can give you an indicator of how well you have achieved your objectives.

Summative Assessment:

1. Grading the activities is always a summative form of assessment.
2. Grades received on the Unit Test on Ancient Civilizations is summative assessment

Lesson 64– Physical Features of Southwest Asia (Middle East)

Materials

1. pp. 124 – 126 in the text
2. world map and/or globe(s)
3. classroom atlas

Objectives – Students will be able to:

1. given graph coordinates, locate and label the major physical features (landforms and water forms) of Southwest Asia.

Suggested Teaching Strategies and Activities

1. Using a physical world map, show your students the mountainous regions of the area, and the huge deserts. Pinpoint the places where earthquakes are likely to occur, as cited in the text.
2. Review with students how deserts form. Most likely, the deserts of this region form as a result of constant high pressure. Without low pressure air flow, little rainfall can reach the region.

3. If needed, allow students to use their classroom atlases to locate the major physical features. Enforce that students follow the dotted lines from the blank spaces in which they write the specific names of landforms and water forms.
4. If you have made an enlarged map of this region from the previous lesson, place the major landforms and water forms on this map.

Assessment

1. It is your decision as to whether to grade or assess the accuracy of the map.
2. You could use the Physical Map Rubric in the Appendix on page 114.
3. Content is covered under the Chapter 21 Test.

Lesson 65– Natural Resources and Economy of Southwest Asia

Materials

1. pp. 127 – 128 in the text
2. classroom atlas, world map, and/or globe(s)
3. **BLM – Wilrand Sliding Diagram**
4. **BLN – Economic Picture Symbols of Products** (at PVP website)
5. **BLM – Outline Map of Southwest Asia**

Objectives – Students will be able to:

1. identify major natural resources of Southwest Asia.
2. differentiate among major primary, secondary, and tertiary industries.
3. identify 3 types of subsistence farming.
4. compare and contrast natural resources and industries of Southwest Asia with Asia Russia.
5. retrieve important information.

Suggested Teaching Strategies and Activities

1. Students can read the information on p. 127 individually or in pairs. The questions on p. 128 are designed to reinforce this information.
2. Use a world map to show industries, products, and places, whenever possible. For example, point out Turkey's location relative to shipping, and the Caspian Sea in relation to caviar. (Note: Most of us have not eaten caviar. Have students find out the expense of the product.)
3. Use a world map to show students the Fertile Crescent. Relate the term crescent with the shape.
4. Draw from students the three types of subsistence farming: 1) growing crops on small amounts of land; 2) raising small herds of sheep, goats, or camels at a permanent location; 3) nomadic herders moving their small herds and homes to grazing sites.
5. Have students establish three groups of industries into which to classify the boldfaced words (products). Elicit from students the differences among primary, secondary, and tertiary industries. If needed, use the **LLB** (lesson look back) technique with them. Direct students to page 15 in the text – Lesson 8 - Reviewing the Big Ideas on the Economy.

6. Establish the following classification scheme on chart paper.
Primary Industries Secondary Industries Tertiary Industries
 After writing on this paper, save it so that you can compare the natural resources and products with other regions of Asia (or the world).
7. When you cover tourism, you might need to have **LLB** = Lesson 9 on Ethnic Diversity on pp. 17 -18.
8. After your students have economic knowledge of the region, use the **Wilrand Sliding Diagram** to examine the economic structures of Southwest Asia and Asia Russia. This graphic organizer allows students to compare and contrast natural resources and industries between the two regions.
Explanation Note: The **Wilrand Sliding Diagram** will allow comparisons between two regions whereas the Venn Diagram will allow comparisons among three regions.
Clarification: The **Wilrand Sliding Diagram** has the potential of “moving” three rectangular compartments. Teachers or students can draw the diagram based upon whether the similarities or differences are greater. Here is how it works.

If the similarities are larger than the differences

differences peculiar to North Asia Russia	similarities of both regions	differences peculiar to Southwest Asia
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If the differences are larger than the similarities

differences peculiar to North Asia Russia	similarities of both regions	differences peculiar to Southwest Asia
---	------------------------------	--

If the differences and the similarities are equal or close to it

differences peculiar to North Asia Russia	similarities of both regions	differences peculiar to Southwest Asia
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Note: The Venn Diagram can be used to compare and contrast data between two entities. The Edwards’ Venn Diagram can compare and contrast data among six different entities, but we think that is too difficult for sixth graders.

9. Obtain the **Economic Picture Symbols of Products** for students from the **BLM** file. Have them attach the picture symbols of products and natural resources on outline maps.

Assessment

1. It is your decision as to whether to grade or assess the accuracy of students’ maps and their activity(ies).
2. You can use the Unit Rubric in the Appendix section on page 111. Cumulatively, it delineates point designation for the Political Map, Physical Map, Economic Symbols Map, Journal Writing, and Chapter Test.
3. Content is covered under the Chapter 21 Test.

Chapter 22 - Central Asia
(includes Lessons 66 and 67)

Lesson 66– Political and Physical Features of Central Asia

Materials

1. pp. 129 – 130 in the text
2. world map and/or globe(s)
3. classroom atlas
4. **BLM – Cultural Data of Central Asia Region** (at PVP website)

Objectives – Students will be able to:

1. locate and label each country of Central Asia and its respective capital city.
2. describe the meaning of stan.
3. locate and label major physical features of western Asia.

Suggested Teaching Strategies and Activities

1. Note that the political and physical features of Central Asia have been combined into one lesson. Develop the meaning of “stan” because it helps to spell the names of these countries, especially ones like Kyrgyzstan.
2. To obtain a global perspective, show on a world map the size and location of Central Asia.
3. There are three major physical features in Central Asia which can be developed here, and reinforced in the next lesson – mountains, steppes, and deserts.
4. Most of us think of a sea as being connected to an ocean, bay, or gulf. However, seas can be landlocked, too, as is the case for the Caspian Sea and the Aral Sea. We also think of seas as being saltwater. However, the Aral Sea is freshwater and the Caspian Sea is saltwater. Develop this with students.
5. On a world map, or classroom atlases, point out the extent of the steppes, deserts, and mountains of the region.

Assessment

1. You could use the Political/Physical Map Rubrics in the Appendix on pages 113-114.
2. Content is covered under the Chapter 22 Test.

Enrichment

1. **BLM – Cultural Data of Central Asia Region** provides an activity with 11 questions in which students read and interpret data on the population, religions, government, and official language(s) of each country in the region.

Lesson 67 – Natural Resources and Economy of Central Asia

Materials

1. pp. 131 – 134 in the text
2. world map and/or globe(s)

3. classroom atlas
4. **BLM – Economic Picture Symbols of Products**
5. **BLM – Wilrand Sliding Diagram** or Venn Diagram

Objectives – Students will be able to:

1. describe the impact of physical features upon the economy of Central Asia.
2. identify major natural resources of Central Asia.
3. differentiate among major primary and secondary industries.
4. explain the cause and effect problem of irrigation.
5. compare and contrast natural resources and industries of Central Asia with Asia Russia and Southwest Asia.
6. retrieve important information.
7. analyze information contained on charts.

Suggested Teaching Strategies and Activities

1. Students can read the information on pp. 131-132 individually or in pairs. The questions are designed to reinforce this information.
2. Use a world map to show industries, products, and places whenever possible. For example, point out how cotton can be grown in arid regions due to irrigation. The Karakum Canal in Turkmenistan makes this possible. So does the fresh water from the Aral Sea.
3. This is a good time to highlight the cause and effect problem of irrigation in the region. Point out the problem associated with the Aral Sea and irrigation.
4. Have students establish two groups of industries into which to classify the boldfaced words (products). Elicit from students the differences between primary and secondary industries. Use the **LLB** (lesson look back) technique with them. Direct students to page 15 in the text – Lesson 8 - Reviewing the Big Ideas on the Economy.
5. Establish the following classification scheme on chart paper.

Primary Industries	Secondary Industries
After writing on this paper, save it so that you can compare the natural resources and products with other regions of Asia (or the world).	
6. After your students have economic knowledge of the region, use the **Wilrand Sliding Diagram** or Venn Diagram to examine the economic structures of Asia Russia, Southwest Asia, and Central Asia. These graphic organizers allow students to compare and contrast natural resources and industries among the three regions.
7. Obtain the **Economic Picture Symbols of Products** for students from the **BLM** file. Have them attach the picture symbols of products and natural resources on their outline maps.

Assessment

1. It is your decision as to whether to grade or assess any of the activities.
2. You could assess the accuracy of the outline map on **Economic Picture Symbols**.
3. Content is covered under the Chapter 22 Test.

Enrichment

1. Conduct Internet research on silkworms and related topics.

Chapter 23 - South Asia

(includes Lessons 68, 69, and 70)

Lesson 68– Political Features of South Asia

Materials

1. pp. 135 – 136 in the text
2. world map and/or globe(s)
3. classroom atlas
4. **BLM - Cultural Data of South Asia Region** (at PVP website)

Objectives – Students will be able to:

1. given graph coordinates, locate and label the countries of South Asia and their respective capitals.
2. locate and label other major cities of South Asia.
3. locate and label bordering countries.

Suggested Teaching Strategies and Activities

1. To obtain a global perspective on a world map or globe, show the size and location of South Asia.
2. Discuss with students how India is the dominant landmass in South Asia, and how it, because of its size, sometimes is referred to as a subcontinent. It is also a very large peninsula.
3. As a historical perspective to convey, because of major religious differences between the Hindus and Moslems, the British colonial power established the borders of India and Pakistan (and Bangladesh) upon religious grounds. (At one time ((1947)), Pakistan was divided into East and West Pakistan.)
4. Next, we recommend that you cover the names and location of the 7 countries in this region. Make sure your students follow the dotted lines from the blank spaces in which they are to write the countries, capitals, and bordering countries.
5. It is quite possible to enlarge the map of this region by placing it on a bulletin board (chart paper). Use an opaque or overhead projector to accomplish this.
6. Point out the other major cities of the region: Karachi, Pakistan, and the new names of Bombay, Calcutta, and Madras which are Mumbai, Kolkata, and Chennai, respectively.

Assessment

1. It is your decision as to whether to grade or assess the accuracy of the map. You could use the Political Map Rubric in the Appendix section on page 113
2. Content is covered under the Chapter 23 Test.

Enrichment

1. Obtain from Penns Valley Publisher's website the **BLM – Cultural Data of South Asia Region**. It provides an activity with 9 questions in which students read and interpret data on the population, religions, government, and official language(s) of each country in the region. In terms of people, India is the world's largest democracy. Its population is over 1 billion people, the 2nd most populous country in the world.
2. Much additional information can be obtained from <http://www.factmonster.com> and <http://www.worldfactbook.com> regarding these countries.

Lesson 69– Physical Features of South Asia

Materials

1. pp. 136 – 137 in the text
2. world map and/or globe(s)
3. classroom atlas
4. **BLM** – possibly, an **Outline Map of South Asia**

Objectives – Students will be able to:

1. given graph coordinates, locate and label the major physical features (landforms and water forms) of Southwest Asia.

Suggested Teaching Strategies and Activities

1. Because of spatial constraints, we have placed the physical features of South Asia on the same map with the political features. If you think that is too much information on one map, obtain an outline map of South Asia from PVP's website. Some students can handle it while others may require two maps.
2. Review with students how deserts form. Most likely, the Thar Desert, also called the Great Indian Desert, formed as a result of the prevailing winds being dry winds.
3. This is a good time to reinforce the summer monsoon winds as being moisture-laden winds (and clouds) blowing from the sea over land. Conversely, the winter monsoons are dry winds blowing from land to the sea.
4. If needed, allow students to use their classroom atlases to locate the major physical features. Enforce that students follow the dotted lines from the blank spaces in which they write the specific names of landforms and water forms.
5. If you have made an enlarged map of this region from the previous lesson, place the major landforms and water forms on this map, as well.
6. Rivers serve many functions in the daily lives of people. Draw from students the varied uses of rivers. Relay the special, spiritual importance of the Ganges for people of the Hindu faith.

Assessment

1. It is your decision as to whether to grade or assess the accuracy of the map. You could use the Physical Map Rubric in the Appendix section on page 114.

3. Content is covered under the Chapter 23 Test.

Lesson 65 – Natural Resources and Economy of South Asia

Materials

1. pp. 138 – 141 in the text
2. world map and/or globe(s)
3. classroom atlas
4. **BLM – Outline Map of South Asia**
5. **BLM – Economic Picture Symbols of Products**
6. **BLM – Wilrand Sliding Diagram**; or Venn Diagram

Objectives – Students will be able to:

1. identify major natural resources of South Asia.
2. identify the major primary, secondary, and tertiary industries.
3. differentiate among major primary, secondary, and tertiary industries.
4. identify the different forms of farming in South Asia.
5. compare and contrast natural resources and industries of other regions of Asia
6. retrieve important information.
7. analyze information contained on charts.

Suggested Teaching Strategies and Activities

1. Students can read the information on pp. 138-141 individually or in pairs. The questions are designed to reinforce this information.
2. The major forms of subsistence farming would be crop farming in the plain regions (rice and wheat), terrace farming in mountain regions, nomadic farming in desert regions, and herd farming, such as the yak in mountain regions. India and Sri Lanka also have commercial plantations for rubber trees and tea.
3. Review with students how the monsoons affect agriculture and crops.
4. It is ironic that while the cow is sacred in the Hindu religion, its products are used by Hindu people (although Hindus do not eat beef) and by non-Hindu people. Thus, India has the largest livestock population in the world as well as ranks second in the world in the production of milk.
5. Use a world map to show industries, products, and places, whenever possible.
6. Have students establish three groups of industries into which to classify the boldfaced words (products). Elicit from students the differences among primary, secondary, and tertiary industries. If needed, use the **LLB** (lesson look back) technique with them. Direct students to page 15 in the text – Lesson 8 - Reviewing the Big Ideas on the Economy.
7. Establish the classification scheme on chart paper.

Primary Industries	Secondary Industries	Tertiary Industries
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After writing on this paper, save it so that you can compare the natural resources and products with other regions of Asia (or the world).
8. After your students have economic knowledge of the region, use the **Wilrand Sliding Diagram** or Venn Diagram to examine the economic structures of other

- regions of Asia. These graphic organizers allow students to compare and contrast natural resources and industries among the other regions.
9. Obtain the **Economic Picture Symbols of Products** for students from the **BLM** file. Have them attach the picture symbols of products and natural resources on their outline maps.

Assessment

1. It is your decision as to whether to grade or assess the accuracy of the maps.
2. You could assess the accuracy of the outline map on **Economic Picture Symbols**.
3. Content is covered under the Chapter 23 Test.

Enrichment

1. It would be interesting to explore Bollywood, the Indian equivalent of Hollywood. Their movie industry is larger than that in the United States.

Chapter 24 - Southeast Asia **(includes Lessons 71, 72, and 73)**

Lesson 71– Political Features of Southeast Asia

Materials

1. pp. 142 - 144 in the text
2. world map and/or globe(s)
3. classroom atlas
4. **BLM** – possibly, an **Outline Map of Southeast Asia**
5. **BLM – Cultural Data on Southeast Asia Region** (at PVP’s website)

Objectives – Students will be able to:

1. given graph coordinates, locate and label countries of Southeast Asia and their respective capitals.
2. differentiate between the terms insular/maritime and mainland/Indochina.
3. locate and label bordering countries and major islands.

Suggested Teaching Strategies and Activities

1. You can share this information with students. Indochina is a region east of India and south of China. Hence, the region has acquired the name of Indochina and mainland Southeast Asia, as well. The other part of Southeast Asia consists of islands and archipelagoes. Hence, the region is known as insular, or maritime, Southeast Asia.
2. Next, we recommend that you cover the names and location of the 11 countries in this region. Make sure your students follow the dotted lines from the blank spaces in which they are to write the countries, capitals, and bordering countries. Allow students to use their classroom atlases to locate the major political features.
3. If needed, enlarge the map of this region by placing it on a bulletin board (chart paper). Use an opaque or overhead projector to accomplish this.

4. The other political features would include the large islands of the region. New Guinea is the second largest island on earth. Remind students that the country of Papua New Guinea falls into the Oceania region, whereas the western part of New Guinea is part of Indonesia. Reinforce how confusing the borders can be as explained on page 143. Use a world map or classroom atlases to pinpoint these countries.
5. Locate Borneo, the 3rd largest island on earth, as well as Sumatra and Java.
6. If maps are up-to-date, the name Ho Chi Minh City will appear in southern Vietnam. If they are not, the city will be called Saigon.

Assessment

1. It is your decision as to whether to grade or assess the accuracy of the map. You could use the Political Map Rubric in the Appendix on page 113.
2. Content is covered under the Chapter 24 Test.

Enrichment

1. Obtain from Penns Valley Publisher's website the **BLM – Cultural Data of Southeast Asia Region**. It provides an activity with 9 questions in which students read and interpret data on the population, religions, government, and official language(s) of each country in the region.

Lesson 72– Physical Features of Southeast Asia

Materials

1. pp. 145 – 146 in the text
2. world map and/or globe(s)
3. classroom atlas
4. **BLM – Research Graphic Organizer**

Objectives – Students will be able to:

1. given graph coordinates, locate and label the major physical features (landforms and water forms) of Southeast Asia.

Suggested Teaching Strategies and Activities

1. Compare the “look of the land” between maritime and mainland Southeast Asia. The longest rivers of the region have their sources in the Himalaya Mountains. Deltas are more common to mainland Southeast Asia. Almost the entire region lies within the tropical zone, so the weather is tropical unless you are on a mountain. This region is also affected by the summer monsoon winds and occasional storms known as typhoons.
2. If needed, allow students to use their classroom atlases to locate the major physical features. Enforce that students follow the dotted lines from the blank spaces in which they write the specific names of landforms and water forms.
3. If you have made an enlarged map of this region from the previous lesson, place the major landforms and water forms on this map, as well.

4. The “Click and Learn” and “Something to Think About” on page 143 deal with the physical features of Southeast Asia. The maritime countries of the region are physiologically unstable and highly susceptible to earthquakes and volcanoes. These two events are considered some of the most powerful forces on earth. Some people would argue that a tsunami is the most powerful natural force on earth.

Assessment

1. It is your decision as to whether to grade or assess the accuracy of the map. You could use the Physical Map Rubric in the Appendix section on page 117.
2. Content is covered under the Chapter 24 Test.

Enrichment

1. Use the **BLM – Research Graphic Organizer** to conduct research on tsunamis.

Lesson 73– Natural Resources and Economy of Southeast Asia

Materials

1. pp. 147 – 148 in the text
2. world map and/or globe(s)
3. classroom atlases
4. **BLMs**
 - **Agriculture for Mainland Southeast Asia**
 - **Agriculture for Maritime Southeast Asia**
 - **Mining for Mainland Southeast Asia**
 - **Mining for Maritime Southeast Asia**
 - **Major Secondary Manufacturing Industries for Southeast Asia**
 - **Economic Picture Symbols of Products** (see PVP’s website)
 - **Wilrand Sliding Diagram or Venn Diagram**
 - **Outline Map of Southeast Asia**

Objectives – Students will be able to:

1. identify major natural resources of Southeast Asia.
2. identify the major primary and secondary, industries.
3. differentiate among the major primary, secondary, and tertiary industries.
4. identify the different forms of farming.
5. compare and contrast natural resources and industries of other regions of Asia.
6. retrieve important information.
7. analyze information contained on charts.

Suggested Teaching Strategies and Activities

1. Students can read the information on pp. 147-148 individually or in pairs. The questions are designed to reinforce this information.
2. The vast majority of people earn a living through subsistence farming. Hence, this region is similar to South Asia in farming, except for nomadic farming and herd farming. The region is extremely reliant upon the primary industries.

3. Highlight the contrast among the economically richer nations, the economically in-between nations, versus the economically poorer countries. Notice that the stronger economies are with nations that have greater secondary (manufacturing) and tertiary bases. Has war helped the struggling economies of Vietnam, Laos, East Timor, and Cambodia?
4. Use a world map to show industries, products, and places, whenever possible.
NOTE: It is not our intention to “glamorize” heroin as a desirable economy. It is an economic reality. We think that students should know these facts. Highlight the fact that it is illegal, as well.
5. Because of spatial constraints, we have placed important charted information and activities about the primary industries of Southeast Asia in the **BLM** section. Notice that because of the geographical complexity, we have grouped the countries into maritime (or insular) and mainland.
6. Have students establish three groups of industries into which to classify the boldfaced words (products). Elicit from students the differences among primary, secondary, and tertiary industries. If needed, use the **LLB** (lesson look back) technique with them. Direct students to page 15 in the text – Lesson 8 - Reviewing the Big Ideas on the Economy.
7. Establish the following classification scheme on chart paper.
Primary Industries Secondary Industries Tertiary Industries
After writing on this paper, save it so that you can compare the natural resources and products with other regions of Asia (or the world).
8. After your students have economic knowledge of the region, use the **Wilrand Sliding Diagram** or Venn Diagram to examine the economic structures of other regions of Asia. These graphic organizers allow students to compare and contrast natural resources and industries among the other regions.
9. Obtain the **Economic Picture Symbols of Products** for students from the **BLM** file. Have them attach the picture symbols of products and natural resources on their outline maps.

Assessment

1. It is your decision as to whether to grade or assess the accuracy of the maps.
2. You could assess the accuracy of the outline map on **Economic Picture Symbols**.
3. Content is covered under the Chapter 24 Test.

Chapter 25 - East Asia **(includes Lesson 74, 75, 76, and 77)**

Lesson 74– Political Features of East Asia

Materials

1. pp. 149 – 150 in the text
2. world map and/or globe(s)
3. classroom atlas
4. **BLM** – possibly, an **Outline Map of East Asia**
5. **BLM – Cultural Data of East Asia Region** at (PVP’s website)

Objectives – Students will be able to:

1. given graph coordinates, locate and label the countries of East Asia, their respective capitals, and their bordering countries.
2. locate and label other major cities and regions of East Asia.

Suggested Teaching Strategies and Activities

1. To obtain a global perspective on a world map or globe, show the size and location of East Asia.
2. Discuss with students how China is the dominant landmass in East Asia.
3. Next, we recommend that you cover the names and location of the 6 countries in this region. Make sure your students follow the dotted lines from the blank spaces in which they are to write the countries, capitals, and bordering countries.
4. It is quite possible to enlarge the map of this region by placing it on a bulletin board (chart paper). Use an opaque or overhead projector to accomplish this.
5. Point out the other major cities of the region: Hong Kong, Shanghai, Osaka, and Macao. Hong Kong was a British protectorate and Macao was a Portuguese protectorate until recently. Hong Kong was turned over to the Chinese government in 1997 and Macao in 1999.

Assessment

1. It is your decision as to whether to grade or assess the accuracy of the map. You could use the Political Map Rubric in the Appendix section on page 113.
2. Content is covered under the Chapter 25 Test.

Enrichment

1. Obtain from Penns Valley Publisher's website the **BLM – Cultural Data of East Asia Region**. It provides an activity with 7 questions in which students read and interpret data on the population, religions, government, and official language(s) of each country in the region.

Lesson 75 – Ancient Civilizations – Ancient China (pp. 151 – 154)

We would like to suggest that you teach the 6 lessons on Ancient Civilizations that have been incorporated into Eastern Hemisphere and Ancient Civilizations as one unit of instruction. It seems more logical that the lessons are treated as a unit. The six lessons can be found at:

Lesson 10 – Ancient Civilizations – pp. 19-21

Lesson 27 – Ancient Greece – pp. 50-53

Lesson 28 – Ancient Rome – pp. 54-57

Lesson 46 – Ancient Egypt – pp. 90-92

Lesson 63 – Mesopotamia – pp. 121-124

Lesson 75 – Ancient China – pp. 151-154

Generic lesson plan – Suggested Teaching Strategies:

1. The format is a straightforward read and respond to the activities format. The activities reinforce the instructional material in the text.
2. It is absolutely essential that students are able to locate these places, or particular parts or places, on a map such as Lower Egypt (the delta) or the Fertile Crescent.
3. Another generic component is the key terminology that should be taught and reinforced. Most of the activities reinforce the vocabulary words or key men and their achievements.
4. Another common thread in all lessons is that of timelines. Almost all of the dates are BC. **Correction Alert for p. 124 on Mesopotamia: The Bronze Age date was inexplicably omitted from the text; it should be 3,300 BC. And Cyrus the Great did his conquering from 550 BC to 530 BC. Cyrus' birthdate is given as 600 BC or 576 BC which of course is a whopping discrepancy.**

Formative Assessment:

1. Unless you plan to grade the activities, which is a possibility, you can check your students' answers to see how well they comprehended the material.
2. Listening to students' discussions can give you an indicator of how well you have achieved your objectives.

Summative Assessment:

1. Grading the activities is always a summative form of assessment.
2. Grades received on the Unit Test on Ancient Civilizations is summative assessment.

Lesson 76 – Physical Features of East Asia**Materials**

1. pp. 155 – 156 in the text
2. world map and/or globe(s)
3. classroom atlas
4. **BLM** – possibly, an **Outline Map of East Asia**

Objectives – Students will be able to:

1. given graph coordinates, locate and label the major physical features (landforms and water forms) of East Asia.

Suggested Teaching Strategies and Activities

1. If needed, allow students to use their classroom atlases to locate the major physical features. Enforce that students follow the dotted lines from the blank spaces in which they write the specific names of landforms and water forms.
2. If you have made an enlarged map of this region from the previous lesson, place the major landforms and water forms on this map, as well.

3. Use a political/physical world map to point out the location of the Tibet Plateau and emphasize its elevation. It is a huge region; this country was taken over forcefully by the Chinese Communist government in 1950.
4. Review with students how deserts form. The Takla Makan and Gobi are continental deserts. Very little rain can reach so far inland.
5. Reinforce the Pacific Ring of Fire concept. Japan has many volcanoes. China and Japan are extremely vulnerable to deadly earthquakes, as well. Coastal cities are also vulnerable to tsunamis. The coastal and insular (maritime) parts of this region are also affected by occasional storms known as typhoons.
6. Another physical feature of China is human-made. Let's see how sharp your students are. This involves some higher level thinking. If China extends 2,500 miles in length and in width (as reported on page 149), how can the Great Wall of China snake its way across northern China for 4,000 miles (as reported on p. 155). Draw answers from students. Answer: A curvy line covers more distance than a straight line.

Assessment

1. It is your decision as to whether to grade or assess the accuracy of the map. You could use the Physical Map Rubric in the Appendix section on page 114.
2. Content is covered under the Chapter 25 Test.

Lesson 77– Natural Resources and Economy of East Asia

Materials

1. pp. 157 – 160 in the text
2. world map and/or globe(s)
3. classroom atlas
4. **BLMs**
 - **Outline Map of East Asia**
 - **Economic Picture Symbols of Products**
 - **Major Industry Chart – Agriculture in East Asia**
 - **Major Industry Chart – Mineral Resources in East Asia**
 - **Wilrand Sliding Diagram or Venn Diagram**

Objectives – Students will be able to:

1. identify major natural resources of East Asia.
2. identify the major primary, secondary, and tertiary industries.
3. differentiate among major primary, secondary, and tertiary industries.
4. identify the different forms of farming in East Asia.
5. compare and contrast natural resources and industries of other regions of Asia.
6. retrieve important information.
7. analyze information contained on charts.

Suggested Teaching Strategies and Activities

1. Students can read the information on pp. 157-160 individually or in pairs. The questions are designed to reinforce this information.
2. When it comes to studying about natural resources and economy, Japan represents a very unusual situation. Japan has very few natural resources, except for its people. Most countries with few resources have a weak economy. Overall, Japan has one of the strongest economies in the world.
3. Highlight the areas of contrast within East Asia. This would include types of government, natural resources, population density (rural versus urban), farming methods (mechanization versus water buffalo), and types of economies.
4. The major forms of subsistence farming would be crop farming in the plain regions, terrace farming in mountain regions, nomadic herd farming in desert and mountainous regions, such as the “5 muzzle economy” in Mongolia.
5. Highlight the fact that only 10% of the land in the region is suitable for raising crops. That is not a lot of land for the number of people who need to be fed.
6. Use a world map to show industries, products, and places, whenever possible.
7. Have students establish three groups of industries into which to classify the products. Elicit from students the differences among primary, secondary, and tertiary industries. If needed, use the **LLB** (lesson look back) technique with them. Direct students to page 15 in the text – Lesson 8 - Reviewing the Big Ideas on the Economy.
8. Establish the following classification scheme on chart paper.

Primary Industries	Secondary Industries	Tertiary Industries
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After writing the names and products, save it so that you can compare the natural resources and products with other regions of Asia (or the world).
9. After your students have economic knowledge of the region, use the **Wilrand Sliding Diagram** or Venn Diagram to examine the economic structures of other regions of Asia. These graphic organizers allow students to compare and contrast natural resources and industries among the other regions.
10. Obtain the **Economic Picture Symbols of Products** for students from the **BLM** file. Have them attach the picture symbols of products and natural resources on their outline maps.
11. Promote that research and development is a kind of tertiary industry that has not been presented in our studies. Also, Macao is well known for its gambling casinos but this may not be a tertiary industry you wish to promote. Again, it is an economic reality. You can explore with students that gambling is a profitable business. Casinos stay in business by relieving their customers of their money.

Assessment

1. It is your decision as to whether to grade or assess the accuracy of the maps.
2. You could assess the accuracy of the outline map on **Economic Picture Symbols**.
3. Content is covered under the Chapter 25 Test.

Enrichment

1. An exploration of the environmental and pollution problems of the developing nations, such as China, would be enlightening (or more likely, alarming).

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Student's Name _____ **Date** _____ **Score**_____

Unit Rubric

Assessment	Percentage	Point Value	Points Earned
Map One	20	20	
Map Two	10	10	
Map Three	20	20	
Test	40	40	
Journal	10	10	
Total Value	100	100	

Grade _____

Teacher Comments:

Problem Solution Rubric

Group Rubric

Group Members

1. _____
2. _____
3. _____
4. _____

Individual Rubric:

Individual Member

Rating and Point Values

5 – excellent 4 – very good 3 – good 2 – limited 1 – deficient 0 – not done

(Write NA in places where scores do not pertain)

Criteria

- Worksheets
- Posters
- Validity of Information
- Neatness – Organization – Clarity
- Presentation to class
- Ability to work with others

Group

Individual

Group Score ____

Individual Score ____

Total Points by Student ____/____

Grade _____

Teacher Comments

Student's Name _____ Date _____ Score _____

Political Map Rubric

Political Features

Scoring Criteria

5 – excellent 4 – very good 3 – good 2 – limited 1 – deficient 0 – not done

Specific Criteria

	Point Value	Points
Earned		
• Countries added to map	_____	_____
• Capital cities identified	_____	_____
• Major cities identified	_____	_____
• Bordering countries labeled	_____	_____

General Criteria

• Neatness of overall map	_____	_____
• Accuracy of labeling locations	_____	_____
• Use of time	_____	_____

Total Points _____

Grade _____

Teacher Comments:

Student's Name _____ Date _____ Score _____

Physical Map Rubric

Physical Features

Scoring Criteria

5 – excellent 4 – very good 3 – good 2 – limited 1 – deficient 0 – not done

Specific Criteria

	Point Value	Points
Earned		
• Major landforms accurately added to map	_____	_____
• Major rivers accurately identified	_____	_____
• Other water forms accurately identified	_____	_____

General Criteria

- Neatness of overall map _____
- Accuracy of labeling locations _____
- Use of time _____

Total Points _____

Grade _____

Teacher Comments: