Global Connections: Learning about the US and the world

People       Places       Perspectives

A Newspaper In Education project brought to you by:
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Introduction

Global Connections

The newspaper is something from your students' own environment that can link them to the rest of the world. Students can learn that geography helps them manage the earth's resources wisely. Geography can help them choose places to live; based on physical characteristics, cultural factors, and convenience to transportation routes. It provides a way to understand a society's industrial and population patterns and the way these relate to the rest of the world. Geography education is critical for four important reasons.

- As America's economic well-being is increasingly dependent upon the ability to compete successfully in a global marketplace, a geographically literate work force is more critical than ever.
- As our nation and the world face increasing environmental pressures, a perspective in geography offers a critically needed understanding of the relationships between human activity and the condition of the planet.
- As our world becomes ever more interconnected, a practical knowledge of geography becomes more critical. Citizens need to understand people and cultures in order to make informed decisions about our role in world affairs.
- Geography captures the imagination. It stimulates curiosity about the world and the world's diverse inhabitants and places as well as about local, regional, and global issues.

Geography is spatial, meaning it involves knowing where things are located; but more importantly why things are located in a particular place and how these places influence our lives. Geography education can satisfy our need to know about other people and places, the natural environment, and the capacity of the earth to support human life. It is this spatial perspective, or "geographic eye" that geography education seeks to develop in students.

Beginning in 1982 the National Council for Geographic Education and the American Association of Geographers formed the Joint Committee on Geographic Education. From this group the Five Themes of Geography were developed to provide a framework for studying geography. In 1994 Geography for Life: The National Geography Standards were published providing teachers with 18 standards on geography content, skills and perspectives.

In developing Global Connections, the Five Themes of Geography have been followed as a guide for organizing the massive amounts of material available through newspapers, broadcast media, the Internet and other publication sources. In addition, the activities have been referenced to the National Geography Standards and the North Carolina Standard Course of Study.

The Five Themes of Geography

LOCATION  Answers the question: "Where?"

Two kinds of location:

- **Absolute Location** - the exact location of a place, usually given by a grid system such as latitude and longitude or letter-number coordinates.
- **Relative Location** - where a place is located in relation to other places.

Examples:

- **Absolute**: Asheville's location is 35º N latitude, 82º W longitude.
- **Relative**: Asheville is located in western North Carolina. Asheville is about 115 mile northwest of Charlotte.
PLACE
Answers the question: “What is the place like?”

Two characteristics are used to describe a place:

- **Physical Characteristics** - climate, landforms, bodies of water, natural vegetation, animals, soils.
- **Human Characteristics** - ethnic groups, languages, religions, cultural characteristics, holidays and festivals, migrations, landmarks, settlement patterns.
- **Image** - the characteristics a place has in an individual's mind.

**Examples:**
- **Physical Characteristics** - North Carolina has a coastal plain along the Atlantic Ocean; a series of barrier islands known as the Outer Banks separates the mainland from the ocean; the Appalachian Mountains lie in the western part of the state. North Carolina has a mild climate.
- **Human Characteristics** - North Carolina has several large urban areas separated by rural areas. North Carolina has one of the fastest growing Hispanic populations. Cape Hatteras lighthouse is a well recognized landmark.

**HUMAN ENVIRONMENT INTERACTIONS**

How people depend upon, adapt to, and modify their environment.

People depend on the environment to meet basic needs such as water, food, shelter and other resources. People adapt to their environments in the way they dress and the type of buildings they construct. Finally, people modify their environment by changing it - building roads, dams, skyscrapers, and clearing land for a variety of uses. Human Environment Interactions can have positive and/or negative effects.

**MOVEMENT**

How a place is connected with other places.

Movement is the mobility of people, goods, and ideas. Transportation and communication are two important aspects of movement. Cars, trucks, trains, ships, barges, and airplanes are used to move people and goods. Television, radio, telephone, fax, and the computer are common forms of communication. Movement also includes the migrations of people and animals, as well as voyages of discovery and exploration. Trade and global interdependence are important movement concepts.

**REGIONS**

What a place has in common with other places.

Regions are areas of the Earth’s surface that are defined by certain unifying characteristics. Regions allow geographers to group places by one or more common characteristics. Regions can be formed based on physical characteristics such as climate, landforms, or crops. Regions can also be based on political and economic characteristics as well as human characteristics such as language, religion, and ethnicity.

**Examples:**

**Human Environment Interactions** - North Carolina has modified the environment by clearing land for cities, industry, shopping areas, houses, and farming. Dams have been built creating large lakes. The Research Triangle Park is another example of Human Environment Interactions.

**Movement** - Several interstate highways and other roads link North Carolina with other states as well as connecting places within the state. Railways crisscross the state. On the coast seaports allow the movement of goods by sea.

**Regions** - North Carolina has three distinct land regions: the coastal plain, the piedmont, and the mountains. North Carolina is a U.S. state and is a Southeastern state. Part of North Carolina lies in the Tobacco Belt.
Introduction

The sequence of the Five Themes of Geography does not imply any order for instruction or pattern for the activities that follow. To make the best use of this material, preview it prior to introducing it to your class. While the activities are designated to be at a certain learning level, do not let that limit their use. All activities can easily be adapted to meet the needs of your individual class.

Geographic education at this instructional level is best when based upon the existing rich and varied experiences of your students. Their life experiences should be used as much as possible to demonstrate the relevance of geography in their daily lives.

Newspapers in Education offers the most up-to-date textbook with timely and relevant stories about local, national, and international events as they happen. NIE promotes the daily reading of the newspaper to educate the public and create an informed citizenry.

Compiled from Guidelines for Geographic Education, Elementary and Secondary Schools; Joint Committee on Geographic Education of the National Council for Geographic Education and the Association of American Geographers.
Credits

Newspapers in Education and Technology Affiliates (NET Affiliates) is a partnership of six media companies established to design curriculum to be used with both the print and digital products of the respective companies for their Newspapers In Education programs. The companies represented are A.H. Belo Corporation, Central Newspapers, Inc., Cowles Media Company, Freedom Communications, Inc., McClatchy Newspapers, Inc. and Pulitzer Publishing.

Global Connections: People, Places and Perspectives was jointly developed in the late 1990s by representatives from these Newspapers In Education (NIE) departments:

The Dallas Morning News (TX)  The Indianapolis Star (IN)
The Arizona Republic (AZ)  Star Tribune (MN)
Orange County Register (CA)  The News and Observer (NC)
The Sacramento Bee (CA)  St. Louis Post-Dispatch (MO)
The Gazette (Colorado Springs, CO)

2004 Revision

In 2004, Steve Pierce was hired to update, revise, and add to Global Connections, in addition to correlating activities to the NC Standard Course of Study. Steve Pierce taught in the public schools of North Carolina for 31 years before retiring from the classroom in 2004. 30 of those years were spent teaching social studies, reading, and math at Pleasant Gardens Elementary School in McDowell County.

Steve has been an active proponent of geography and social studies education serving on the Board of Directors of the North Carolina Council for the Social Studies, as President of the Board of the North Carolina Geographic Alliance, and serving on the Curriculum and Instruction Committee of the National Council for Geographic Education Board. He has attended several geography institutes and has served as a teacher consultant on the staff of the Instructional Leadership Institute sponsored by the National Geographic Society.

Steve has been recognized for his contributions to education by his peers. He has twice served as Teacher of the Year of the McDowell County Schools, received the Distinguished Teaching Achievement Award and the Cram Award for Exemplary Classroom Presentation twice by the National Council for Geographic Education. In addition he received the Order of the Long Leaf Pine from Governor James B. Hunt for his service on the Governor’s Teacher Advisory Council.

Steve is currently the coordinator of the North Carolina Geographic Alliance. He continues to conduct workshops for teachers and presentations at conferences, and writes curriculum support materials. He enjoys reading, hiking, and spending time with his wife Janice and son Benjamin.

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ACTIVITIES

Organization of the Activities
The activities are organized by the Five Themes of Geography. In cases where the activities cover more than one theme, they are classified by the primary theme.

Levels
Most of the activities can be applied to a variety of levels and can easily be adapted to a variety of levels. Suggested levels are noted using the following system:

- B - Beginning
- I - Intermediate
- A - Advanced

National Geography Standards
Each activity has been referenced to one or more of the 18 National Geography Standards. These standards are listed by number and correspond to the page with the National Geography Standards.

Cross-Reference to the North Carolina Curriculum
The activities were not written with a specific grade level in mind, and many can be applied to the North Carolina Standard Course of Study Social Studies Goals and Objectives. Geography is prevalent through the curriculum, especially in grades 5-7, in which students cover the major regions of the world. Grade 8 covers the history of North Carolina. World History and Civics follow in grades 9 and 10, and U.S. History is taught in grade 11.

The matrices on the following pages identify the goals for each grade level that the activities cover. There is a matrix for grades 5, 6 and 7, and World History. For the eighth grade, North Carolina History, several of the activities fall under Goal 8.

For the complete Social Studies Curriculum, visit the North Carolina Public Schools website, http://www.ncpublicschools.org/curriculum/socialstudies/.
The goal of the *Geography for Life: The National Geography Standards* is to produce a geographically informed person who sees meaning in the arrangement of things in space and applies a spatial perspective to life situations. The 18 standards are organized under Six Essential Elements of Geography.

**The geographically informed person knows and understands:**

**The World in Spatial Terms**
1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective
2. How to use mental maps to organize information about people, places, and environments in a spatial context
3. How to analyze the spatial organization of people, places, and environments on earth’s surface

**Places and Regions**
4. The physical and human characteristics of places
5. That people create regions to interpret earth’s complexity
6. How culture and experience influence people’s perceptions of places and regions

**Physical Systems**
7. The physical processes that shape the patterns of earth’s surface
8. The characteristics and spatial distribution of ecosystems on earth’s surface

**Human Systems**
9. The characteristics, distribution, and migration of human populations on earth’s surface
10. The characteristics, distribution, and complexity of earth’s cultural mosaics
11. The patterns and networks of economic interdependence on earth’s surface
12. The processes, patterns, and functions of human settlement
13. How the forces of cooperation and conflict among people influence the division and control of earth’s surface

**Environment and Society**
14. How human actions modify the physical environment
15. How physical systems affect human systems
16. The changes that occur in the meaning, use, distribution, and importance of resources

**The Uses of Geography**
17. How to apply geography to interpret the past
18. How to apply geography to interpret the present and plan for the future

## Global Connections: People - Places - Perspectives

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**Location Activities**

**LOCATION**

Location answers the most basic of geographic questions: “Where is it?” Geographers follow this with the question: “Why is it there?” We can answer the question of where in two ways; absolute location and relative location.

- **Absolute Location** - the exact location of a place, usually given by a grid system such as latitude and longitude or letter-number coordinates.
- **Relative Location** - where a place is located in relation to other places.

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**Activity 1: Where in the World Are You?**

*Level: B*

*Geography Standard: The World in Spatial Terms 1, 3*

*NC SCS Goals & Objectives: Social Studies Skills 2.01, 2.02, 3.01, 3.02*

Define the terms **hemisphere, continent, country, state, county, and city**. Find stories in the newspapers with datelines from your city, state, country, and continent. Locate your city on a world map. Make a diagram showing your location using concentric circles. At the center put your school name, then move outward identifying your city, county, state, country, continent, and hemisphere. Locate each place on the map.

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**Activity 2: Mental Maps**

*Level: B, I, A*

*Geography Standard: The World in Spatial Terms 2, 3*

*NC SCS Goals & Objectives: Social Studies Skills 2.01, 2.02, 3.01, 3.02*

Everyone carries mental maps with them. We can visualize where familiar places are located without referring to a map in an atlas. As you read the newspaper, notice maps that accompany the articles. Noticing maps can help you become more familiar with the world. If a map does not accompany an article, locate the place on a world or US map. As you do this your knowledge of place location will increase.

One way to measure your knowledge of place location is to draw a sketch map of the world from memory. Without using any maps, draw a map of the world on a blank sheet of paper. Don't worry if you don't have many details; just try to get the continents in place. Identify any countries that you can. Be sure to put the date on it and file it away. After a couple months of reading the newspaper, draw another map from memory. Compare the map with the first one. Is your knowledge of place location improving? Continue to draw new maps from memory every couple months and keep them in a file to compare them at the end of the year. You will be surprised how much you learn about the world by reading the newspaper.
Activity 3: Where Is It? Latitude and Longitude

Level: B
Geography Standard: The World in Spatial Terms 1, 3
NC SCS Goals & Objectives: Social Studies Skills 2.01, 2.02, 3.01, 3.02
Find datelines of cities from around the world in the newspaper. Use the How Far Is It? website to identify the latitude and longitude of each city. Locate each on a world map. Using the distance in miles, which city is the farthest from where you live? What city found by the class was farthest from where you live?


Activity 4: Time Zones

Level: I
Geography Standard: The World in Spatial Terms 1, 3
NC SCS Goals & Objectives: Social Studies Skills 2.01, 2.02, 3.01, 3.02
Locate information about and a map of world time zones. Find the answers to these questions:
- How many time zones are there in the world?
- How many degrees of longitude should each time zone cover?
- Why do you think many time zones are irregular in shape rather than following longitude lines?
- From what city is time calculated for each time zone? (This time is called Greenwich Mean Time or GMT)
- Write a rule for figuring time relative to GMT.
- How many time zones are there in the continental US? In all of the US?

Activities
1. Find several articles in the newspaper from around the world. Locate these countries on a map. Figure the time of day for each country from the current time in the classroom.
2. Using the newspaper TV listing, select your favorite TV show. At what time would the TV show be broadcast in the countries you selected?

Internet Resources: Time zone information
http://geography.about.com/library/weekly/aa030899.htm
Time Zone Map http://www.worldtimezone.com/
Activity 5: Cardinal and Intermediate Directions

Level: B  
**Geography Standard:** The World in Spatial Terms 1, 3  
**NC SCS Goals & Objectives:** Social Studies Skills 2.01, 2.02, 3.01, 3.02

Over the period of a week, collect news articles from around the world. Cut out the headline and dateline of each story. Create a bulletin board using a world map and the cut out headlines. After the week’s stories have been put on the bulletin board do the following activity.

1. Mark your hometown on the map.
2. If the map does not have a compass rose, make one and place it on the map.
3. List all the countries/cities from the datelines on the map.
4. Determine the cardinal or intermediate direction of each place from your hometown.
5. Using the Compass Rose in the Appendix section, list the countries/cities from the datelines around the compass rose relative to your hometown.

Activity 6: Where Is the News Happening?

Level: I, A  
**Geography Standard:** The World in Spatial Terms 1, 3  
**NC SCS Goals & Objectives:** Social Studies Skills 2.01, 2.02, 3.01, 3.02

Use the datelines from Activity Four to determine where world news is happening. Tally the number of news stories from the week by country. Rank the data in descending order from the most to the least number of news stories per country for the week. Where is the news happening in the world? Which country had the most datelines? Which *region* of the world had the most datelines? Are there regions or continents that had little news reported during the week? Why do you think more news is reported from some regions and not other regions?

*Extension:* Students can prepare a map to show the frequency of news by continent or region. Using the list of the number of news stories per country, divide the list into four or five groups, including a color for those countries/regions that had no news articles. Assign a different color to each group. Color a world outline map according to the colors assigned each group. What does the map tell you about where the news is being reported?

Activity 7: “Where?” and “Why There?”

Level: B, I  
**Geography Standard:** The World in Spatial Terms 1, 3  
**NC SCS Goals & Objectives:** Social Studies Skills 2.01, 2.02, 3.01, 3.02

Find several news articles with datelines of major cities in the United States. Locate these cities on a US map. Notice their locations. Are they coastal or inland? Are they located along rivers or lakeshores? Are they in mountains or plains? Think about why cities are located where they are. Identify the 20 most populous cities in the U.S. What physical features you identified above do many of these cities have in common? Write a summary paragraph about where major cities in the U.S. are located.

*Internet Resource:*  
U.S. City Populations - [http://www.infoplease.com/ipa/A0763098.html](http://www.infoplease.com/ipa/A0763098.html)
Activity 8: Ancient to Modern

Level: I, A
Geography Standard: The World in Spatial Terms 1, 3
NC SCS Goals & Objectives: Social Studies Skills 2.01, 2.02, 3.01, 3.02
Identify the Seven Wonders of the Ancient World. Locate each on a world map. To which civilizations were these places important?
Identify the Cradles of Ancient Civilization. What physical features did many of these locations have in common? Are these places still inhabited today? Do cities exist in these same places?
Collect news articles with datelines from cities and countries where ancient civilizations once flourished.

Internet Resources: Seven Wonders of the Ancient World
http://ce.eng.usf.edu/pharos/wonders/list.html
Map of Ancient Civilizations
http://acc6.its.brooklyn.cuny.edu/~phalsall/images/riv-vall.gif

Activity 9: Maps in the News

Level: B, I
Geography Standard: The World in Spatial Terms 1, 3
NC SCS Goals & Objectives: Social Studies Skills 2.01, 2.02, 3.01, 3.02
As you read the newspaper notice the maps that accompany articles. How do the maps add to the understanding of the article? What types of maps are they?
Make a list of the various types of maps found in the newspaper over a week. Cut out the maps and classify them by their type. Display your maps on a poster or make a bulletin board display.

Activity 10: Weather Maps

Level: B, I
Geography Standard: The World in Spatial Terms 1, 3
NC SCS Goals & Objectives: Social Studies Skills 2.01, 2.02, 3.01, 3.02
Locate the map on the weather page of the newspaper. Make a list of all the information displayed on the map. What symbols are used on the weather map? Use a resource to define any weather terms you are not familiar with.
Locate your city on the weather map. Compare three other cities with yours. What differences in weather does the map show for the other areas?
Find a city that is forecast to have almost the same weather as your city. Is the city nearby? Can you find a city that has the same forecast but is in a different region than yours?
Activity 11: Hurricane!

Level: I, A
Geography Standard: The World in Spatial Terms 1, 3
NC SCS Goals & Objectives: Social Studies Skills 2.01, 2.02, 3.01, 3.02
Hurricane season begins on June 1 and ends on October 31. Look for news about hurricanes in the newspaper. Notice the maps that are used to track the movement of hurricanes. Research how, why and where hurricanes form and the typical paths the hurricanes follow. How are hurricanes named? How is the intensity of hurricanes measured? Use a hurricane tracking map to track the path of hurricanes during the season. Use newspaper reports and information from the Internet to get current latitude and longitude coordinates to track the hurricane. Note its location and wind speed daily as you update your map.

Internet Resources:
General hurricane information - http://hurricanes.noaa.gov/
Hurricane tracking Chart http://www.nhc.noaa.gov/HAW2/pdf/AT_Track_chart.pdf

Activity 12: Play Ball
(See activity 20)

Level: B, I
Geography Standard: The World in Spatial Terms 1, 3
NC SCS Goals & Objectives: Social Studies Skills 2.01, 2.02, 3.01, 3.02
Look on the Sports section of the newspaper to find the names of all the teams for one of these professional sports: Major League Baseball, National Football League, National Basketball Association, Women's National Basketball Association, and National Hockey League.
Divide the class into groups so each sport is researched. Use a map of the United States to locate the locations of the teams. What do you notice about the cities in which they are located?
1. How many cities have more than one professional team in a single sport?
2. How many cities have professional teams of two or more different sports?
3. Which cities on the list do not have any professional sports?
4. Which cities have professional sports that are not on the list?
5. Why do you think most professional sports are located in populous cities?
Activity 13: Olympic Games

Level: B, I
Geography Standard: The World in Spatial Terms 1, 3
NC SCS Goals & Objectives: Social Studies Skills 2.01, 2.02, 3.01, 3.02

The most recent Summer Olympic Games were held in Athens, Greece in 2004. The 2008 Summer Games will be held in Beijing, China. The 2006 Winter Games will be held in Torino, Italy. Look for articles about the Olympic Games in the newspaper. Use a reference book or Internet website to identify the locations of the Summer Olympic Games and the Winter Olympic Games. Locate these places on a world map.

1. What do you notice about their locations?
2. Which continent has hosted the most Olympic Games?
3. How many times have the Olympics been held in the Southern Hemisphere?
4. What landforms do the sites of the Winter Games have in common?
5. What role does climate play in the selection of where the Olympic Games are held?
6. What city that has not hosted the Olympics do you think would be a good site? Why?

Internet Resource:
Official Olympic Site - http://www.olympic.org/uk/index_uk.asp
After locating a place, we want to know what it is like. The theme Place helps us tell what a place is like in two basic ways: Physical and Human characteristics.

- **Physical Characteristics** - climate, landforms, bodies of water, natural vegetation, animals, and soils.
- **Human Characteristics** - ethnic groups, languages, religions, cultural characteristics, holidays and festivals, migrations, landmarks, and settlement patterns.

**Activity 14: A World of Cultures**

*Level: B, I  
Geography Standard: 4, 10*

1. Identify five or more news stories that provide information about other cultures. List the countries and the cultural or ethnic groups from the articles. Locate the countries on a map. Use an almanac or other resource to learn more about the countries. Clip any pictures that show different cultures. Display those pictures on a poster or on a bulletin board.
2. Identify ways these cultures are different from your culture. Think about ways that people of different cultures have the same basic needs. Identify how many different cultures are alike. Make a Venn diagram comparing and contrasting two cultures.
3. Choose a country from a news article. Use an almanac or other resource to complete a National Profile (see Appendix) for that country.

*Internet Resource:  

**Activity 15: Ethnic Groups Within Countries**

*Level: I, A  
Geography Standard: 4, 10*

Find a news article in that tells about a minority ethnic group within a country.

1. How long has this group been living in the country?
2. How are they culturally different from other groups in the country (religion, language, customs)?
3. Do the people of this ethnic group face any problems or persecution because of their ethnicity?
4. Use an almanac or other resource to identify this and other minority ethnic groups in the country.
5. Is the country making any attempt to resolve the problems facing the minority group?
Place Activities

**Activity 16: Every Picture Tells a Story**

*Level: B*  
*Geography Standard: 4, 10*

Look through the newspaper for pictures of people. Look for people with different styles of dress.

1. Identify the country the people are from.  
2. What is the correct name for the type of clothing they wear?  
3. How is their clothing an adaptation to their environment?  
4. Where might you find people in the United States with similar styles of dress?

**Activity 17: Food for Thought**

*Level: B, I*  
*Geography Standard: 4, 10*

Look through the food ads or features in the food section of the newspaper.

1. Identify five or more foods that are sold but not produced in the United States. List the food item and the country or countries it is from.  
2. Look in the produce section of grocery ads. What fruits and vegetables are available from local sources and from other countries? List the produce and the country each is from.  
3. What ethnic foods are evident in the food ads?  
4. Look for restaurant ads. How many different ethnic restaurants can you identify?

**Activity 18: What is Your Favorite Food?**

*Level: B*  
*Geography Standard: 4, 10*

Think about your favorite food. By polling your classmates make a list of the five most popular foods. How many of those favorite foods are unique to your region? Are those favorites really American foods, or did they come from other countries? Research the origins of these favorite foods. How and when were they introduced to the United States?

**Internet Resources:**
- **Food History** - [http://inventors.about.com/library/inventors/blpotatochip.htm](http://inventors.about.com/library/inventors/blpotatochip.htm)  
- **Interactive Food Game** - [http://www.open2.net/everwondered_food/culture/culture_food_origins.htm#](http://www.open2.net/everwondered_food/culture/culture_food_origins.htm#)
Activity 19: The World in Your Community

Level: B, I
Geography Standard: 4, 10
Throughout the year look for news about international holidays and festivals in your city or region.
What are the origins of the holiday/festival?
How long have these events been a part of your community?
What groups of people brought the holiday/festival to your region?
What foods are associated with the holiday/festival?
What costumes are worn during the holiday/festival?
What customs are associated with the holiday/festival?

Internet Resources:
Earth Calendar - http://www.earthcalendar.net/index.php
Yahooligans - http://yahooligans.yahoo.com/Around_the_World/Holidays/

Activity 20: Name That Team
(See Activity 12)

Level: I, A
Geography Standard: 4
Use the sports section to identify the teams of a major league sport. For each team identify the team name, city, and mascot.
1. Identify the origin of the team name and/or mascot. Is the team named a physical feature, flora or fauna, economic activity, cultural identity, or historical event? Make a chart to show your results.
2. Some team names do not match the current location. For example, the Los Angeles Lakers are not located near a major lake. Identify team names that do not correspond with a local feature. Where did these teams originally play? What is the feature there that is the origin of the team name?
3. Show these team moves on a map. Why did these teams change locations?

Internet Resources:

Activity 21: Identifying Landmarks

Level: B, I
Geography Standard: 4, 10
Look for datelines from several major cities or countries in the world. Identify any major landmarks or important buildings associated with that city. For example, the Eiffel Tower in Paris or the Opera House in Sydney. Use the one of the websites in the Internet Resources to search for landmarks of the cities you find. Display your results on a poster. Using the same datelines find World Heritage Sites that have been designated in those countries. Note if they are cultural or natural sites. Display your results on a poster.

Internet Resources:
World Heritage Sites - http://whc.unesco.org/pg.cfm?cid=31
Activity 22: Where Do I Find Mona Lisa?

Level: A

**Geography Standard:** 4

News happens all around the world. Many of the cities in the news are home to famous art museums which display paintings and sculptures by past masters and modern artists. Choose a dateline of a major city and identify a famous art museum located there. What famous works of art are displayed in that museum? Select one famous painting or sculpture and research the artist. Write a brief biography of that artist.

**Internet Resource:**
Major Museums of the World - [http://www.willamette.edu/cla/art/wmuseums.html](http://www.willamette.edu/cla/art/wmuseums.html)

Activity 23: Flags of the World

Level: B, I

**Geography Standard:** 4, 10

A flag can tell a great deal about the country it represents. Colors, symbols, and sometimes words all relate to the history and culture of the nation it represents. While reading the newspaper, select some foreign countries. Choose one of those countries to research its flag. Write a description of the flag telling what its colors represent, what the symbols mean, and a brief history of the flag. What does the flag tell you about the people of that country?

**Internet Resource:**

Activity 24: Money, Money, Money

Level: I, A

**Geography Standard:** 4

Believe it or not, everyone does not spend US Dollars in the world! While US currency is used in many lands, countries do have their own currency.

1. Select at least five countries from the newspaper. Research the currency each uses. Make a list naming the country and its currency.
2. In most countries, there is an exchange rate that gives the value of one currency in relation to another country’s currency. Travelers need to be aware of the exchange rate so they have a general idea of the value of the currency as compared to US Dollars. Using the currencies on your list, write the value of that currency in US Dollars. You will need to use a currency converter on the Internet resource below.
3. Find out about the Euro, the European Union’s currency. Currently which EU countries use the Euro? What is its value in US Dollars?

**Internet Resources:**
World Currencies - [http://www.infoplease.com/ipa/A0884794.html](http://www.infoplease.com/ipa/A0884794.html)
The Euro - [http://europa.eu.int/euro/entry.html](http://europa.eu.int/euro/entry.html)
**Activity 25: Major Ports of the United States**

**Level:** B  
**Geography Standard:** 3, 8  
Many cities in the news are port cities located on or near the coast. Use an Almanac or other resource to identify the 20 busiest seaports in the United States. Make a list and locate them on a U.S. map. On which bodies of water are they located? Are more in the east, south or west? What rivers are these seaports located near? Think about what commodities are imported and exported to and from these ports.  
**Internet Resource:**  

**Activity 26: Population Growth**

**Level:** I, A  
**Geography Standard:** 4, 8, 9, 10  
**Note:** This can be a more meaningful activity if the entire class researches as many different countries to get a more comprehensive view of population growth in the world.  
One of the greatest problems many countries face is rapid population growth. A country's population growth, or *natural increase*, is measured by comparing the birth and death rates and expressing the difference as a percent. The higher the natural increase, the faster the population is growing. (Natural increase does not take migration into account.) Choose 15 countries from around the world, making sure to select countries from different continents. Research their rate of natural increase, and rank them in descending order. Compare those countries to the United States. In general where are the countries with high rates of natural increase located? Where are countries with low rates of natural increase located?  
To add a spatial perspective to this activity, create a *choropleth map* of world population growth. (See appendix for general instructions on choropleth maps). After generating a list of countries and their rates of natural increase listed in descending order, divide the data into five groups. Assign a different color to each data group. Shade in the countries on an outline map of the world with the corresponding colors. After completing the map, consider the following questions.  
Which continents or regions of the world have high rates of natural increase?  
Which continents or regions of the world have low rates of natural increase?  
Are countries that have high rates of natural increase highly industrialized or developing countries?  
What problems do countries with rapid population growth face?  
Look in the newspapers for news articles about the countries with high population growth. Do the articles relate to this problem?  
**Internet Resource:**  
**Activity 27: United States Place Names**

**Level:** B, I, A  
**Geography Standard:** 4, 9, 10

News happens all over the United States. As you read the newspaper, notice where the news is taking place. Place names usually don't just happen; they may reflect the physical environment, historical events, or important people. Place names also reflect the settlement patterns of a region.  

Make a list of U.S. place names from the newspaper and locate them on a U.S. map. Research the origins of these place names. What language are the names from? Do the place names reflect the nationality of the people who named the place? Make a chart showing the place names and the language or country that named it. For example, New York is named for York, England. San Diego was named by the Spanish to honor St. James. Continue to add to the chart as you find other place names in the newspaper.

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<th>Place Name</th>
<th>Language or Country of Origin</th>
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As you continue to add names to the chart and locate them on a map look for a pattern or spatial distribution of the place names. Do the place names of Spanish origin tend to be located in certain geographical regions of the U.S.? What about French and English place names? Where are American Indian place names located? Compare the locations of these place names with a map that shows early exploration and settlement of the United States. What conclusions can you draw? Write a paragraph explaining your conclusions about the locations of place names in the United States.

Finally, collect unusual and unique place names. Try to find out how these places came to be named.

**Internet Resources:**
- Information about towns - [http://www.epodunk.com/](http://www.epodunk.com/)
Activity 28: Population Trends

Level: B
Geography Standard: 4, 9, 10
Look through the newspaper and find datelines for five countries around the world. After locating these countries on a map find the population for each. Compare these five countries with the most populous countries in the world. Make a list of the 10 most populous countries in the world. Locate them on a map. On which continents are these countries located? Which continent has more of the most populous countries?

Internet Resource:
Most Populous Countries - http://www.infoplease.com/ipa/A0004391.html

Activity 29: Life Expectancy

Level: I, A
Geography Standard: 9, 10
- Read the obituary section of the newspaper for at least 1 or 2 week. Keep a record of the ages and gender of the people who died. What is the average age for the deaths in your community? What is the average age for males and for females?
- Compare your data with the life expectancy for your state.
- Now compare U.S. life expectancy rates with those of other countries. Where does the U.S. rank in the world? Which countries are in the top 10? Which countries are in the bottom 10? Why are life expectancies high in some parts of the worlds and so low in others? What are some factors that affect life expectancy? Use an almanac to do further research examining infant mortality, and the availability of hospitals and physicians.
- Look for articles in the news about topics that can affect life expectancy.

Internet Resources:
Activity 30: The 100th Meridian

Level: B, I
Geography Standard: 3, 8

On the weather page of the newspaper follow the rainfall amounts for the following cities: Raleigh, Nashville, Little Rock, Oklahoma City, Albuquerque, Las Vegas, and Los Angeles. Over a period of time notice the amounts of rainfall each city gets. What do you notice about rainfall totals?

On a map of the United States locate the 100th meridian of longitude. Choose five cities that lie east of the meridian and five cities that lie to the west. Find the annual average precipitation for each of the cities and compare them. Which part of the United States gets more precipitation and which get less. Write a statement that summarizes what you have learned about the 100th meridian and precipitation.

Internet Resources:
Climate Data - http://www.worldclimate.com/
100th Meridian article - http://geography.about.com/library/weekly/aa011402a.htm

Activity 31: Going to Extremes

Level: B, I, A
Geography Standard: 3, 8
Note: This activity is designed as a month-long class investigation. The month of February is suggested; however it can be done during any winter month.

At the beginning of the month answer these questions:
1. Where do you predict the lowest daily temperature in the continental U.S. for the month of February will be?
2. Where do you predict the highest daily temperature in the continental U.S. for the month of February will be?

Write your answer and keep it until the end of this activity.

- On the weather page of the newspaper find the extreme high and low temperatures for the continental U.S. each day for the month of February. Record these temperatures and their locations on a chart each day. (You may want to create a database or spreadsheet on the computer.)
- On a map of the United States place a red “sticky dot” on the location of each extreme high temperature, and a blue “sticky dot” on the location of each extreme low temperature. Displaying the map on a bulletin board is suggested.

At the end of the month examine the map and data by answering these questions:
1. What were the average high and low extremes for the month?
2. What are the patterns that emerge from the map?
3. What areas of the U.S. were the extreme low temperatures located?
4. What areas of the U.S. were the extreme high temperatures located?
5. Is elevation a factor in where the low extremes are located?
6. How do the results compare with your predictions you made at the beginning of the month.

Write a paragraph summarizing the location of February extreme temperatures.
Activity 32: Climate Graphs

Level: I, A
Geography Standard: 1, 3, 8

Information on the weather page of the newspaper describes the daily weather of many places. The climate of a place is the pattern of weather a place has over a long period of time.

Select at least three cities in different parts of the United States or at least three cities around the world. Research the temperature and precipitation for those cities. You will need to find out the average temperature and average precipitation for each month. Use the Internet resource below. Use a climate map in an atlas to identify the type of climate each city has.

Once you have gathered your data, make a climate graph. Use the climate graph form in the Appendix section. The climate graph will show the average monthly temperatures with a line graph and the average monthly precipitation with a bar graph. By comparing graphs you can better understand the differences in temperature and precipitation trends for places around the world.

Compare the climate graphs you have made. Place the climate graphs on a U.S. map or world map to show their locations. Refer to the Controls of Climate in the Appendix to help you compare and contrast the climate graphs.

What do you notice about the temperature trends?
1. Generally, what happens to temperatures as you move farther north or south of the Equator?
2. Where do you find greater extremes between winter and summer temperature (as shown by the steepness of the temperature line’ curve) – along coastal regions or farther inland?
3. If one of your cities is in the Southern Hemisphere, what does the temperature line look like?
4. What role does elevation play in the average temperatures of a place?

What do you notice about the precipitation trends?
5. Do all the cities receive precipitation throughout the year, or are there dry seasons?
6. Which city receives the least amount of precipitation? How does its location affect the precipitation?
7. Do coastal areas receive more precipitation than inland areas?
8. Would you consider the place a desert?

Compare your climate graphs with those of other students. Which places have similar climates? What do you notice about their locations?

Internet Resource:
Climate Data - http://www.worldclimate.com
Activity 33: Weather Around the World

Level: B

Geography Standard: 8

Choose a foreign capital city you would like to visit. Use the information on the weather page to find out what the weather is like there. What type of clothes will you have to pack for your visit? Check the weather page for several days to see if the weather is consistent or changeable.

Locate the city on a map. Using an atlas, find out what climate zone the city is in. How does the city’s latitude affect its temperature? If the city is in the southern hemisphere, (such as Buenos Aires or Sydney) what do you notice about the temperatures as compared with your city?
HUMAN ENVIRONMENT INTERACTIONS

How people depend upon, adapt to, and modify their environment.

People depend on the environment to meet basic needs such as water, food, shelter and other resources. People adapt to their environments in the way they dress and the type of buildings they construct. Finally, people modify their environment by changing it - building roads, dams, skyscrapers, and clearing land for a variety of uses. Human Environment Interactions can have positive and/or negative effects.

Activity 34: Local Examples of Human Environment Interactions

Level: B, I
Geography Standard: 14, 15, 16
Look in the local or regional news section of your newspaper for articles about how people are modifying the environment. There may be a proposed shopping center, new housing development, or highway construction. Identify the pros and cons of the development.
1. How will the development change the natural environment?
2. How will the development improve the lives of people?
3. Will the development cause some people to have to move from their homes?
4. What traffic problems will the development create?
5. Are there natural hazards, such as flooding, that may happen where the development is taking place?
6. Will the development create new jobs for people in the community?

After completing your research, have a class discussion about the development.

Activity 35: Where Are You Wearing?

Level: B
Geography Standard: 11, 16
Every day newspapers have ads for clothing and shoes. These items are made in an amazing variety of places around the world. Make a chart showing where the clothes your class is wearing are from. Include the item of clothing and the country each was made. On a world map identify these countries.

See if you can identify any patterns from the chart and map. For example, are students’ shoes primarily from one country or region of the world?

Think about how the trends you have identified have affected industries in the United States.
Activity 36: Energy Producers and Consumers

Level: B  
*Geography Standard: 11, 16*

Look for articles in the newspaper that deal with energy resources, especially fossil fuels – coal, oil, and natural gas. Crude oil is refined into fuels used by most means of transportation as well as for heat and other energy uses. Find out which countries are the top 10 producers of oil and which are the top 10 consumers of oil in the world. On a world outline map, color the top producers red and the top consumers brown. Color any countries that are both producers and consumers orange.

Consider these questions:
1. Where, in general, are the producers and consumers located?
2. Which producers are exporters of oil?
3. Which producers are also importers of oil?
4. What role does transportation play in getting this oil from the producing countries to the consuming countries?
5. Can you think of any alternatives to using oil as a fuel for transportation?

*Internet Resource:*
Top Oil Producers and Consumers - [http://www.infoplease.com/ipa/A0922041.html](http://www.infoplease.com/ipa/A0922041.html)

Activity 37: Energy Sources for Countries

Level: I, A  
*Geography Standard: 11, 16*

All countries rely on energy sources. Many use fossil fuels – coal, oil, and natural gas – to meet their energy needs, especially in generating electricity. Some countries use alternative sources such as hydroelectricity, nuclear, or wind power. Find several countries from around the world in the newspaper. Use the Internet Resource below to find out the primary sources of generating electricity for each country. Compare your lists with those of other students.

Consider these questions:
1. Which sources of energy are used most by countries?
2. Identify those countries that use an alternative energy source such as hydroelectricity for most of their energy needs. Use a physical map to identify the landforms these countries have in common.
3. Which countries use nuclear power to generate electricity? Where are these countries located? Are these developed or developing countries? Why do you think these countries rely on nuclear power?

*Internet Resource:*
Energy Statistics  
Activity 38: A World At Work

(See the Appendix for an expanded lesson plan)

Level: I, A
Geography Standard: 9, 10, 11, 14, 16

The articles you read in the newspaper take place in countries around the world. These countries are alike in many ways but also different in many ways. Some countries have developed, industrial economies while others are developing countries with most people engaged in subsistence farming. The kinds of work people do is usually classified in three main areas:
- Agriculture
- Manufacturing
- Service

Labor force statistics are usually given as a percent of the workforce working in each sector of the economy.

Select several countries in the news from around the world. Use an almanac or Internet Resource to find the labor force statistics for each country. Collaborate with other students to get a wide variety of countries throughout the world.

Using the information, generate a pie chart showing the labor force data for each country (see example).

![Labor Force Pie Chart]

Compare the pie charts for all the countries.
1. What trends do the pie charts reveal about the countries?
2. What parts of the world have a higher percentage of people working in agriculture? In industry? In services?
3. Locate the countries with the highest percent of each of the three categories on a world map. Where are countries with high percentages of the labor force working in agriculture located? Where are countries with high percentages of the labor force working in services located?

Research some standard of living data about these countries such as per capita GDP, infant mortality rates, life expectancy, and literacy rate.
What conclusions can you draw about a country’s labor force and overall standard of living?

Internet Resource:
Human Environment Interactions Activities

Activity 39: For Richer or for Poorer

Level: I, A
Geography Standard: 9, 1

There are many ways to measure the wealth of a country – natural resources, scenic beauty, industrial output, standard of living to name a few. In the newspaper you read about many countries around the world. While the basic needs of the people of these countries are the same, the ability to meet those needs varies greatly from place to place. Two ways of measuring the relative wealth of countries is through per capita Gross Domestic Product (GDP) and the Human Development Index (HDI).

Research the per capita GDP of the world’s countries (see Internet resources). By using a list in descending order divide the countries into three categories – developed, developing, and less developed. Use a map of the world to locate the general locations of these groups of countries. What trends emerge from the map? Where are the countries with high per capita GDP located? Those with low per capita GDP? Are there any surprises from the list or the map?

Research the Human Development Index for countries of the world. How does the list correspond with the per capita GDP? Does the map correspond with the per capita GDP map?

Write a paragraph summarizing the information you have learned.

Internet Resources:
GDP per capita - http://www.nationmaster.com/red/graph-T/eco_gdp_cap&int=300
HDI - http://www.nationmaster.com/graph-T/eco_hum_dev_ind&int=-1

Activity 40: Where is Your Car From?

Level: B, I
Geography Standard: 11, 16, 18
NC SCS Goals & Objectives:

Look through the car ads in the paper. Identify as many makes of cars as you can. Where are these cars from? Make a chart that shows the make of the car and the country where the company produced the car is from. For example, Volvo is a Swedish company; BMW is a German company, General Motors is a U.S. company.

You can extend this activity by conducting a car census at your school or with your class. In the school parking lot make a list of car makes and determine where they are from. Make a list of the cars that students’ families drive, noting the car make and country.

Internet Resource:
Automobile manufacturers
http://en.wikipedia.org/wiki/List_of_automobile_manufacturers#Current_automotive_company_groups

Global Connections: People   Places   Perspectives
**Activity 41: Dams and Reservoirs**

*Level: B, I, A  
*Geography Standard: 4, 14*

Few human modifications change the landscape as dramatically as large dams on rivers. Dams alter the flow of a river and flood the land behind it under vast man-made lakes. Dams are built for a variety of reasons; including flood control, generating hydroelectricity, water for irrigation, and recreation.

Look in the newspaper for articles about dams and the lakes they create. How is the dam making news? What issues are related to the dam?

Research the construction of large dams in the United States and the world. Make a list of the largest dams and the lakes they have created. Find out why they were built and what controversies they have caused.

Make a chart of the largest dams in the Unites States or an area of the world you are studying. Include the name of the dam, the river, the lake it created, the length and height of the dam.

Construct a graph comparing several dams by height or area of lake created.

Research the Three Gorges Dam project in China. What are the issues surrounding the construction of this dam?

Class discussion: What issues do you think should be discussed before a dam is built?

*Internet Resources:  
Three Gorges Dam  
http://www.cnn.com/SPECIALS/1999/china.50/asian.superpower/three.gorges/*

**Activity 42: Natural Resources**

*Level: B  
*Geography Standard: 16*

Look for articles in the newspaper about natural resources. What country or U.S. state is mentioned as a source for this natural resource? Research the resource and identify other states and countries that are major producers of the resource. For example, in an article about copper, find the U.S. states and countries that are major copper producers.

As you continue this activity, see if any countries or U.S. states are leaders in several natural resources.
Activity 43: Diamonds and Gold

Level: B, I
Geography Standard: 11, 16

Look in the newspaper in the jewelry ads for gold and diamonds. Precious metals and gems are valuable because of their scarcity. Research the sources of the world’s diamonds and gold. What U.S. states are gold and diamond producers? What countries in the world are producers of gold and diamonds? Make a chart showing the major producers of these commodities.

Think about who buys the jewelry in the ads. Would these be the same people in the countries that produce the gold and diamonds? (Think about the standard of living in the respective countries.) If not, think of the movement of these commodities from the producing countries to the consuming countries.

You can extend this lesson by researching the diamond cartel that controls diamond distribution. What are some factors that may challenge the control this cartel has over the diamond trade?

Internet Resources:

Activity 44: Tourism and Recreation

Level: B, I, A
Geography Standard: 4, 6

What do you like to do on vacation? What type of places do you like to visit – theme parks, national and state parks, major cities?

Look for articles on tourism in the newspaper. Where do people go for vacations? Look for advertisements for tourist destinations. What are some tourist attractions in your area?

Research the top tourist destinations in the U.S. and in the world. Identify some of the attractions that draw tourists to these places.

Choose a city, country, or place you would like to visit. Plan a one week itinerary outlining what you would see and do while there.

Internet Resources:
Top Tourism Destinations - http://www.infoplease.com/ipa/A0198352.html
Other Travel Data - http://www.infoplease.com/ipa/A0855290.html
Human Environment Interactions Activities

Activity 45: Environmental Problems

Level: B, I, A
Geography Standard: 11, 14, 15, 18

Look for articles in the newspaper about environmental problems. Select an environmental problem from the newspaper or one that is affecting your city or community.

Prepare an oral report about the environmental problem.
1. Identify the environmental problem.
2. What are the causes of the problem? Are they caused by the actions of humans?
3. What are some possible solutions suggested to correct the problem?
4. What can individuals do to raise awareness of the problem?
5. What can individuals do to help correct the problem?

Prepare a Public Service Announcement (PSA) about the environmental problem. Record you announcement and broadcast it to the class or to the school.

Activity 46: Jobs in Your Community

Level: I, A
Geography Standard: 11, 15

Look through the employment section of the classified ads in the newspaper. Identify the kinds of jobs that are available in your community. Classify them according to the level of employment.

- **Primary** - Jobs that involve working directly with natural resources such as mining, fishing, lumbering, and agriculture.
- **Secondary** - Jobs that involve processing raw materials and transform them into finished industrial products.
- **Tertiary** - Jobs that engage in services such as banking, transportation, retailing, education, and tourism.

In what ways are the jobs related to the physical environment?
What training is required for the jobs posted? Are there specific education levels needed?

Contact the Chamber of Commerce to identify the major employers in your community. In which of the above category do most of the jobs fall in your community?


Human Environment Interactions Activities

Activity 47: Water Quality

Level: B, I
Geography Standard: 12, 14, 15
We often take clean drinking water for granted. Look in the newspaper for articles about drinking water issues. What countries have a lack of clean drinking water? What are the causes of shortages – drought, pollution, lack of sanitation?

Identify countries that have shortages of clean drinking water. How many of them are developing nations? Are they located in desert regions? Do any industrial countries have problems with access to clean drinking water?

Internet Resources:

Activity 48: Irrigation and Agriculture

Level: I
Geography Standard: 4, 15, 16
In many places there is not enough rainfall for farming. Irrigation allows people to grow crops where it is too dry for farming.

In the United States agriculture in many states relies on irrigation. The sources of the water are either surface water such as rivers or groundwater.

Research the U.S. states that rely on irrigation for farming. Using the Internet Resource below list the states that use the most water for irrigation (WITHDRAWALS in thousand acre-feet per year).

Locate these states on a U.S. map. Generally in what regions are these states located? Find out the average rainfall for the states.

Finally, identify the sources of the water for the irrigation.

Internet Resources:
**GLOSSARY**

**absolute location** - the location of a city citing exact latitude and longitude

**agriculture** - the art and science of cultivating the soil, growing crops, and raising livestock

**air mass** - a large uniform body of air having the properties of its place of origin

**altitude** - height, especially the distance of a formation above the Earth's surface or above sea level

**aquifer** - porous rock layer that stores groundwater

**arable** - farm land; land fit for cultivation

**archipelago** - a group or chain of closely scattered islands in any large body of water

**atlas** - a book of maps

**atmosphere** - the gases (air) surrounding the Earth to a height of about 621 miles

**atoll** - a ring-shaped coral island nearly or completely surrounding a lagoon

**avalanche** — general term for extremely rapid slides of snow, ice, rocks, and trees

**axis** - a real or imaginary straight line on which an object rotates, such as the axis of a planet

**basin** - a depression in the surface of the planet; all the land drained by a river and its branches

**bay** - a wide inlet smaller than a gulf

**bayou** - a marshy inlet or outlet of a lake or river in parts of the Southern United States

**biodiversity** - the number of species present in an ecosystem

**biome** - any of several major life zones of interrelated plants and animals by the climate, such as deciduous forest or desert

**biosphere** - the zone of Earth where life occurs naturally, extending from the deep crust to the lower atmosphere

**birth rate** - number of live births per 1,000 population in a given year

**bog** - wet, spongy ground, characterized by decaying mosses that form peat; a small marsh or swamp

**border** - where one country or state ends and another begins

**boundary** - an imaginary line showing where one state or country begins and another ends on a political map

**butte** - a steep hill standing alone in a plain

**caldera** - a broad, craterlike basin of a volcano, formed by an explosion or collapse of the cone

**canal** - a man-made waterway for transportation or irrigation

**canyon** - a long, narrow valley between high cliffs, often with a stream flowing through it

**cape** - a piece of land projecting into a body of water

**capital** - a city in a state or country where the government resides

**cardinal direction** - one of the four primary points on the compass: North, South, East, West

**cartography** - the science and art of making maps

**cave** - a hollow place inside the earth, like an opening in a hillside, a cavern

**city** - a center of population larger than a town or village, but smaller than a state. A city is usually represented by a dot on a map

**climate** - weather patterns in a specific area over a period of time; average weather conditions. Types of climate include:

- **tropical climate** - characterized as hot and rainy all year or hot with rainy and dry seasons
- **dry climate** - characterized as desert with some rain, or desert
- **temperate climate** - two types; one has mild and rainy winters and either a hot and dry summer, a warm and humid summer, or a mild and rainy summer; the other has a cold and snowy winter with either a long, warm, humid summer, a short, warm, humid summer, or a very short, cool, and humid summer
- **polar climate** - very cold and dry, with tundra or an ice cap

**coast** - an area where land ends and water begins; a seashore continent - any of the seven main large land areas of Earth

**continent** - one of the Earth’s principal divisions of land; the largest of the Earth’s land masses

**Continental Divide** - an elevated boundary that separates rivers flowing toward opposite sides of a continent. The Rocky Mountains in North America separate rivers flowing in an easterly direction from those
**FLOWING IN A WESTERLY DIRECTION**

**COUNTRY** - a political unit that is a recognized territory whose government is the highest legal authority over the land and people living within recognized boundaries.

**CULTURE** - way of life of a group that is transmitted between generations and includes a shared system of meanings, beliefs, and values; culture includes such things as language, religion, clothing, and music.

**DEATH RATE** - number of deaths per 1,000 population in a given year.

**DATE LINE** - a boundary running from Pole to Pole, roughly following the 180th meridian, which is halfway around the globe from the Prime Meridian (0 degrees); it is the beginning of the calendar day.

**DATELINE** - the city where a news story originates (listed at the beginning of the first, or lead, paragraph).

**DESERT** - a region that has little or no vegetation and receives less than 10 inches of precipitation per year.

**DROUGHT** - a prolonged period of greatly reduced precipitation.

**EARTHQUAKE** - shaking or trembling of the earth, caused by underground forces or by the breaking and shifting of rock beneath the surface.

**EL NIÑO** - periodic high water temperature in the Pacific Ocean.

**ECONOMY** - the arrangement developed by a country for producing, distributing, and consuming goods and services.

**EPIDEMIC** - a local or regional, usually widespread, outbreak of a disease.

**EQUINOX** - the two days each year (about March 22 and September 22) on which the sun is directly over the equator. The dates mark the beginning of spring and autumn in the northern hemisphere.

**EROSION** - term for the removal of sediment by the forces of water, wind, or ice, or by the impact of solid particles carried by water.

**ETHNIC GROUP** - a segment of a population united by its own culture.

**FAMINE** - an extreme food shortage of long duration that affects most of the population within a region.

**FOSSIL FUELS** - coal, oil, and natural gas that occur naturally beneath the Earth’s surface; used for energy.

**FRONT** - the boundary between two air masses of different temperature and humidity.

**GEOLOGY** - the science of the Earth's crust - its structure, development, composition, etc.

**GLACIERS** - large masses of ice that accumulate and move slowly by the force of gravity.

**GLOBE** - a spherical model of the Earth showing features such as continents and seas.

**GLOBAL POSITIONING SYSTEM (GPS)** - space-based system of satellites that provide absolute location and other information to individuals with GPS receivers.

**GRASSLAND** - a region where grass is the naturally dominant vegetation; often used for grazing and pasture land.

**GRAVITY** - force that draws all bodies in the Earth's sphere toward the planet's center.

**GREENHOUSE EFFECT** - the warming of the planet and its lower atmosphere caused by trapped solar radiation.

**GROSS DOMESTIC PRODUCT (GDP)** - the total value of all the goods and services produced by a nation's economy within the country in a year.

**HARBOR** - a body of water sheltered by natural or artificial barriers; often providing safe anchorage for ships and the transfer of cargo.

**HEMISPHERE** - one of the planet's equal halves. The Equator divides the Earth into the northern and southern hemispheres; the Prime Meridian divides it into the eastern and western hemispheres.

**HUMAN DEVELOPMENT INDEX** - a numerical rating of the standard of living of countries based on social and economic data.

**HUMIDITY** - the amount or degree of moisture in the air.

**HURRICANE** - a violent tropical cyclone with winds moving at 76 or more miles per hour, often accompanied by torrential rains.

**HYDROELECTRIC POWER** - electricity generated by capturing the energy of moving water.

**IMMIGRATION** - moving into a new country, region, or environment, especially to settle there.

**IRRIGATE** - to supply land with water by means of ditches or artificial channels.

**INTERMEDIATE DIRECTION** - points on a compass between the cardinal directions: Northeast, Southeast, Southwest, Northwest.

**ISLAND** - a land mass surrounded by water; smaller than a continent.

**GLOSSARY**

**Global Connections: People**  
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**GLOSSARY**

**isthmus** - a narrow strip of land connecting two larger bodies of land and separating two bodies of water

**jungle** - land covered with dense trees, tall vegetation, or vines, especially in tropical regions; often called a rainforest and inhabited by predatory animals

**key** - a reef or low island

**labor force** - the people of a country that are available to work; usually divided into three categories: agriculture, industry, and services

**lake** - an inland body of usually fresh water completely surrounded by land

**landform** - any topographic feature on the Earth’s surface, as a plain, plateau, hill, or mountain

**landlocked** - enclosed or nearly enclosed by land

**landscape** - part of the planet's surface that can be seen at one time from one place

**landslide** - the movement of many loosened rocks or earth down a slope

**latitude** - the distance north or south of the Equator, measured in degrees; latitude lines are also called parallels; latitude lines are always 70 miles apart

**lava** - molten rock from the Earth’s interior that erupts from volcano or fissure in the Earth’s surface

**legend** - a key to a map explaining the symbols used

**longitude** - the distance east or west of the Prime Meridian, represented by imaginary lines running north and south, measured by degrees; longitude lines are called meridians

**magma** - molten rock within the Earth

**map** - a drawing of all or part of the Earth's surface, ordinarily showing bodies of water, cities, mountains

**marsh** - low, wet, soft land temporarily or permanently covered with water and grassy vegetation; swamp, bog, morass, or fen

**mesa** - small, high plateau or flat tableland with steep sides

**migration** - movement of people across a specified boundary for the purpose of establishing a new residence; the seasonal movement of animals

**mineral** - inorganic substance occurring naturally in the Earth, with a distinctive set of physical properties and a composition that can be expressed by a formula; substance in the Earth of organic origin, like coal

**monsoon** - seasonal wind of the Indian Ocean and southern Asia bringing moist or dry air, blowing from the southwest from April to October and from the northwest the rest of the year

**mountain range** - a chain or group of mountains, naturally raised parts of the surface, usually rising abruptly; larger than a hill

**movement** - the mobility of people, goods and ideas

**nation** - a stable, historically developed community of people with a territory, economic life, distinctive culture, and language in common

**natural increase** - population growth measured as the excess of births over deaths per 1,000 population in a year

**natural resources** - actual forms of wealth supplied by nature -coal, oil, water, arable land

**navigation** - science of locating the position and plotting the course of ships and planes

**ore** - a deposit of one or more minerals that is mined, such as iron, copper, or gold

**ozone layer** - atmospheric layer within the stratosphere that extends from a height of about nine to 18 miles where there's a concentration of ozone; responsible for absorbing much ultraviolet radiation and preventing some heat loss from the Earth

**peninsula** - a body of land almost entirely surrounded by water, but connected with the mainland

**per capita** - individual or “per person”, such as per capita income

**permafrost** - permanently frozen subsoil

**physical maps** - show only the physical features of the land, including oceans, lakes, rivers, glaciers, mountains

**piedmont** - located at the base of a mountain or mountains, like a piedmont area or stream, formed by soil erosion moved by erosion down the mountain slope

**plain** - a large area of relatively flat land; plains cover about 55 of the earth

**plate tectonics** - the idea that the Earth's surface consists of plates or crustal slabs whose constant motion causes earthquakes and mountain building

**plateau** - a large, relatively flat area that stands above the surrounding land, usually 300 to 3,000 feet in elevation

**political map** - shows the world’s political unit; the
GLOSSARY

human-made divisions of the Earth's surface into countries, states, and cities

pollute - to make unclean or impure; to contaminate

population - all the people in a country or region port - a harbor, where ships can load and unload cargo

population density - the number of people per square unit of area

prairie - large area of level or rolling grasslands

precipitation - rain, snow, sleet

prime meridian - the north-south line from which longitude is measured both east and west; 0 degrees longitude; it passes through Greenwich, England

province - an administrative division of a country, similar to a state

push-pull factors - factors that tend to push people away from their homeland to another place, or attract people to migrate to another place

race - an unscientific term used to identify different varieties or populations of people with distinctive characteristics

rain forest - a dense, always green forest occupying a tropical region with a great deal of rainfall during the year

region - a part of the Earth's surface; a district or division characterized by one or more common factors

relative location - the location of a specific place in relation to another place. For example, Los Angeles is north of San Diego and south of San Francisco

Richter scale - a scale which shows the intensity of earthquakes, with each step about 10 times greater than the preceding step

Rift Valley - depression of southwest Asia and east Africa, extending from the Jordan River across Ethiopia and Somalia to the lakes region of east Africa

Ring of Fire - a belt of volcanoes around the Pacific basin

river - a natural stream of water larger than a creek, emptying into an ocean, lake, or another river

rural - characteristic of the country, country life, or country people, away from cities

savanna - a treeless plain or grassland characterized by scattered trees, especially in tropical or subtropical regions having seasonal rains

sea - a division of the ocean that is enclosed or partly enclosed by land

sea level - the level of the surface of the ocean, especially the mean level between high and low tide; used to measure heights and depths

season - any of the four divisions of the year characterized by differences in temperature, precipitation, amount of daylight, and plant growth; spring, summer, fall, winter

seismology - science dealing with earthquakes and related phenomena

shelter - something that covers or protects; a protection or place providing protection from the elements

sierra - range of hills or mountains having a saw-toothed appearance from a distance

smog - low-lying, visible layer of polluted air

solstice - the two days each year (about June 22 and December 22) on which the sun is furthest from the equator. The dates mark the beginning of summer and winter in the northern hemisphere

state - a regional political unit of a country such as a U.S. state; also a term used as a synonym for "country"

steppe - great plains, having temperate grasslands and few trees; climatic term to identify the region between low-latitude deserts and humid climatic zones

strait - narrow waterway that connects two larger bodies of water

swamp - spongy, wet land permanently or periodically covered with water; a marsh

taiga - boreal coniferous forests that is located south of the Arctic tundra

temperature - degree of coldness or hotness

terrace - raised, formation with a level top and often a steep front that resembles a giant stair step; usually used for agriculture in steep hilly areas

terrain - the landform of a region; generally plains, plateaus, or mountains

terrain maps - maps that reveal the landforms of a region; also topographic maps

tides - the regular daily rise and fall of the ocean waters

timberline - the line above or beyond which trees do not grow, as on a mountain or in polar regions

time zone - the time in any of the 24 zones, each an hour apart, into which the Earth is divided. It is based on distance east or west of the prime meridian, which

Global Connections: People  Places  Perspectives
passes through Greenwich, England
topography - the surface features of a region, including landforms, rivers, lakes, and artificial features like canals and roads
tornado - a violently whirling column of air, with wind speeds of about 100 to 300 miles per hour, extending downward from cumulonimbus clouds, especially in Australia and the central United States
town - urban settlement larger than a village but smaller than a city
trade - to buying and selling of goods and services
trade wind - a wind that blows steadily towards the Equator from the northeast in the tropics north of the Equator and from the southeast in the tropics south of the Equator
transcontinental - extending or going across a continent
tributary - a stream that flows into a larger stream or river
tropics - the region that lies between the Tropic of Cancer, the line of latitude about 23.5 degrees N of the Equator, and the Tropic of Capricorn, the line of latitude about 23.5 degrees S of the Equator. The tropics encompass thirty-six percent of the Earth’s land
tsunami - a huge sea wave caused by a great disturbance under the ocean, like a strong earthquake or volcanic eruption; a tidal wave
tundra - any of the vast, nearly level, treeless plains of the arctic region
typhoon - any violent tropical cyclone originating in the western Pacific

Ocean, especially in the South China Sea
urban - refers to populous areas; in United States census use, a place with at least 50,000 people
watershed - a ridge of high land dividing the areas drained by different river systems
waterspout - a whirling funnel-shaped or tube-like column of air full of spray occurring over water
water table - the level below which the ground is saturated with water
weather - the sky cover, temperature, winds, precipitation, and humidity of a place at any given time
wetland - swamps or marshes
woodland - land covered with trees
Movement Activities

**MOVEMENT**

*How a place is connected with other places.*

Movement is the mobility of people, goods, and ideas. Transportation and communication are two important aspects of movement. Cars, trucks, trains, ships, barges, and airplanes are used to move people and goods. Television, radio, telephone, fax, and the computer are common forms of communication. Movement also includes the migrations of people and animals, as well as voyages of discovery and exploration. Trade and global interdependence are important movement concepts.

**Activity 49: Transportation**

*Level: B*
*Geography Standard: 4, 12, 15*

Over a period of a week collect articles and pictures from the newspaper that deal with different means of transportation. Include means of transporting people (cars, buses, taxis, trains, airplanes, etc.) and means of moving goods (trucks, barges, ships, pipelines, etc.).

Which of the methods of transportation are used most in your community and which are used least? Explain why.

Categorize your methods of transportation on charts by the following criteria:
- Methods used mainly for people; for goods; or both.
- Rank the methods by speed, in order from slowest to fastest.
- Rank the methods by cost, in order from least expensive to most expensive.

**Activity 50: Choosing the Right Method of Transportation**

*Level: B, I*
*Geography Standard: 11*

As the previous activity demonstrates there are many methods of transportation available for moving people and goods. Factors such as the goods to be transported, the time it takes, and cost are all important in deciding which means of transportation to use.

For each situation decide which means of transportation would be the best to use. List any others that also may be used. You may want to consult an atlas to locate the places before deciding which means of transportation is best. For example, bulky goods such as iron ore and coal can be transported most cheaply by water (ship or barge) or railroad.

1. Transporting crude oil from the Persian Gulf to Japan
2. Taking a family vacation to Disney World on Orlando, Florida
3. Traveling between London, UK and Paris, France
4. Transporting coal from West Virginia to a power plant in North Carolina
5. Transporting fresh vegetables from California to Chicago
6. Transporting fresh cut flowers from Australia to Los Angeles, California
7. Visiting several museums in New York City
Activity 51: Subways

Level: B, I, A
Geography Standard: 1, 4, 12

Many large cities have subway systems that move large numbers of people quickly and efficiently. Subways usually are located beneath the streets, going under the surface traffic on the streets. Look for articles about subway systems in the newspaper.

Most people who visit large cities find themselves having to use the subway system, requiring them to read a map and determine which line they need to take and what stops to get on and off the subway. Often the city newspaper or tourist guide will publish a map of the subway system.

Consult the map for the Metro, the subway system in Washington, DC, to see if you can get around the city using the Metro system.

1. Which line would you take to visit Arlington National Cemetery?
2. If you are staying near the Rosslyn Station in Arlington and you want to go to the Smithsonian Museums, which lines could you take? How many stops are there in getting to the Smithsonian station?
3. If you were staying in Silver Spring and you wanted to eat dinner in Chinatown, which line would you take? How many stops are there in getting there?
4. After arriving in Washington by train at Union Station you want to go to the National Zoo near Woodley Park. Which line do you take and how many stops are there in getting there?
5. Your hotel is near Dupont Circle. You want to visit the National Portrait Gallery near Gallery Place, and then go to Reagan National Airport to catch a flight home. Tell which lines you would need to use and the number of stops between the places.

Use a city map of Washington DC to locate the following places:
- National Geographic Society
- The White House
- The Library of Congress
- Ford Theater
- Museum of American History
- U.S. Capitol Building
- National Archives

Plan a day's itinerary to visit these places. Begin at your hotel near Dupont Circle. List the places in the order you would visit them and where and when you would use the Metro to travel between the places. (In some cases you will walk between some of the places.) Don't forget your return trip to the hotel.

Internet Resources:
Tourist Maps - http://sc94.ameslab.gov/TOUR/tour.html
Activity 52: Interstate Highways

Level: B, I
Geography Standard: 4, 11, 12

Most people in the U.S. live in fairly close proximity of an interstate highway. Interstates are often in the news – their construction, traffic problems, or development near them. Find articles about interstates in your area.

How and when did our Interstate Highway System develop? Use the Internet Resources below to investigate interstate highways in the US. Write a report or prepare an oral report about interstate highways. Some topics to include:
Why were interstate highways proposed for the United States?
When did interstate highways begin to be built?
How are interstate highways numbered?
How many miles of interstate highways have been built?
What are some of the longest interstate highways?

Internet Resources:
Background Information - http://www.fhwa.dot.gov/programadmin/interstate.html
http://geography.about.com/library/weekly/aa052499.htm

Activity 53: A Trip Across the United States

Level: B, I
Geography Standard: 4, 8

Choose an interstate highway that crosses the United States, such as I-10, I-40, I-80, or I-90. Imagine that you are going to drive coast to coast on that interstate. Write a description of the trip.

1. Where will you begin and end?
2. How many miles will you travel on the interstate?
3. Estimate how long it will take to drive that distance. (Remember that you will need to eat and sleep on the trip)
4. Name the states in order that you will travel through.
5. Use a physical map of these states to identify the major landforms you will be passing through (plains, plateaus, and mountains).
6. Think about the time of year you are traveling. What weather will you encounter?
7. What major sights will you see along the way?
8. On an outline map of the U.S. draw your route, label the states you drive through and name any sights along the way.

Internet Resources:
Individual state highway maps (use state travel websites)
Movement Activities

Activity 54: Food – From Where?

Level: B, I
Geography Standard: 4, 11, 16

Look at the food ads in the newspaper. Identify several foods popular in the U.S. but cannot be grown here – coffee, bananas, spices, cacao for chocolate, etc. Identify the countries where these foods are grown. Think about how these foods get to the United States. On an outline map of the world identify the countries where one of these foods are from and trace the routes used to get these goods to the United States and ultimately to your neighborhood grocery.

What means of transportation do you think are best suited to shipping these foods to the United States?

Activity 55: Passenger Rail Service

Level: B, I
Geography Standard: 4, 9

Notice articles in the newspaper about passenger rail service. You may not find many articles because passenger rail service is limited. Before the popularity of the automobile, our modern interstate highway system and the rise of airlines many people in the United States traveled by rail across the United States. Today, however, passenger service has dropped considerably.

Find a map of U.S. passenger rail service and compare it with passenger rail service in Europe.

Find the number of high speed rail services in the United States (Amtrak Acela) and compare it with high speed rail service in Europe.

Research the cost of gasoline in the United States and Europe. How does this affect the extent of passenger rail service in the United States and Europe? (Note: Gas prices for Europe are quoted by the liter. (Multiply by 4 to get an approximate cost per gallon.)

Write a paragraph summarizing your findings.

Internet Resources:
Rail Europe - http://downloads.raileurope.com/map_of_europe/europe.html
**Activity 56: Imports and Exports**

*Level: B, I  
Geography Standard: 11, 16*

Many ads in the newspaper are for products that are imported by the United States, especially automobiles, electronics, and clothing items. Make a list of products from the newspaper that you think are imports and find out what counties they are from.

Select one of the countries and use the Import/Export sheet (see Appendix) and list the imports and exports for that country. Also list the trading partners and the value of the imports and exports. Do the same for the United States.

Compare the U.S. with several other countries. Does the U.S. have a trade surplus or trade deficit? What countries have trade surpluses? Who are the major trading partners of the U.S.? What countries appear to compete with the U.S. in trade?

*Internet Resource:  

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**Activity 57: "Bring Me Your Poor ..."**

*Level: I, A  
Geography Standard: 9, 10*

Migration of people is an important part of geographic theme of movement. Migration has played a prominent part in the history of the United States, and it continues to today. Look in the newspaper for articles about people coming to the U.S. to live. Where are people coming from? Where in the past have people come to the U.S.?

Prepare a chart organized by decades showing the countries of origin of immigrants to the U.S. What patterns does the chart show? How has immigration changed over the years? How have the numbers changed?

On a world outline map show the countries or regions that people left to come to America. Using the data from your chart, color the countries by time period to show the changes that occurred in immigration.

*Internet Resources:  
Recent Immigration Data - [http://www.migrationinformation.org/index.cfm](http://www.migrationinformation.org/index.cfm)  

Movement Activities

Activity 58: Push and Pull Factors

Level: I, A
Geography Standard: 9, 10, 12, 13

People migrate for a variety of reasons; however those reasons can be categorized as either push factors or pull factors. Push factors are circumstances (war or famine) that push people away from their homelands to seek other places to live. Pull factors are those (better jobs, land availability) that attract people to a new place.

Find articles in the newspaper about people who have come to live in the U.S.; particularly your state or community. Interview a student or their parents from other countries to find out why they came to America. Make a list of the countries they are from and the reasons they came to America. Categorize the reasons as push or pull factors.

Research a large group of immigrants, such as the Irish in the mid to late 1800’s or the Cubans in the 1960’s and 1970’s, that came to the U.S. at some time in history. What factors led to their leaving in such large numbers? Would you classify them as push or pull factors. What areas of the U.S. did they settle? Why did they settle in those particular places?

Internet Resources:

Activity 59: Refugees

Level: I, A
Geography Standard: 9, 10, 12, 13

A refugee is a person who has been forced to leave his or her homeland by some outside force – war, famine, political upheavals, or threats to their safety. As you read the newspaper, look for articles about refugees worldwide. Cut out the articles and post them on a world map. In general, what regions of the world are most affected by refugees?

Now research the current refugee problem worldwide. The United Nations High Commissioner of Refugees (UNHCR) maintains information about refugees. Notice where refugees are from and where they are fleeing. What events are prompting their leaving their homelands? What impacts are they having on surrounding countries? What changes must occur before they can return home?

Write a report about the world refugee status citing information you have learned from your research.

Internet Resource:
The UN Refugee Agency - http://www.unhcr.org/
**Movement Activities**

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**Activity 60: Animal Migration**

*Level: B, I*

*Geography Standard: 4, 8, 16*

When we think of migration we usually think of animals. Animal migration is an instinctive response to seasonal changes. It is an act of self-preservation for many creatures in the animal kingdom. Look through the newspaper for articles about animals and migration. If the article is not about migration, find out if the animal that is the subject of a news story is one that does migrate.

What animals migrate through your region? When do they pass through? What are some issues that threaten animal migration? Investigate to see if your class can take part in an online forum or sighting project for a migrating animal?

**Internet Resources:**

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**Activity 61: Who Is Connected?**

*Level: B, I, A*

*Geography Standard: 9, 11, 18*

Few things have revolutionized communications than the Internet and cellular phones. Only in the past decade have these technologies spread so rapidly around the world. Look in the newspaper for articles about communication advances. In what areas are communications making the greatest breakthroughs?

Who uses the Internet and cellular phones the most? Conduct a classroom and family poll. Have students conduct a “generational poll” in their families as to who uses the Internet and cellular phones. Chart your class responses. Do the results change with age?

Research Internet and cellular phone use worldwide. Which regions of the world are the largest users of these technologies? What is the correlation between a country’s standard of living [as measured by its Human Development Index (HDI) or per capita GNP] and the use of advanced communications?

**Internet Resources:**
- Internet Users per capita - http://www.nationmaster.com/graph-T/int_use_cap&int=-1
Activity 62: Voyages of Discovery

Level: B, I
Geography Standard: 17, 18

Voyages of exploration and discovery were not only confined to the past. Look in the newspaper for news about modern voyages of discovery. There are scientific studies of outer space and the oceans happening now. Marine archaeologists, astronauts, and scientists are making discoveries much the same as voyagers from long ago.

As you find articles about these modern voyages locate the places on a world map. Think about how these discoveries help us interpret the past and what implications they have for the future.

Compare today’s voyages of discovery with famous voyages in the past. For example, how do discoveries made by Robert Ballard compare with those of Christopher Columbus?

Internet Resources:
Jason Project - http://www.jasonproject.org/
Sustainable Seas Expeditions - http://www.nationalgeographic.com/seas/

Activity 63: Gutenberg’s Revolution

Level: B, I
Geography Standard: 17

What do you think the greatest innovation in communications has been? With today’s instant communications and movement of ideas through the Internet we might be tempted to single out those innovations. One of the greatest inventions that helped fuel the exchange of ideas during the Renaissance was the moveable type printing press. The newspaper you read each day owes its existence in part to this invention.

Find out what you can about Johannes Gutenberg and the moveable type printing press. What ideas did this invention help spread during the Renaissance? How do you think it compares with more modern forms of communication?

Internet Resources:
Activity 64: Flu Season

Level: B, I, A
Geography Standard: 9, 10, 15

Communicable diseases such as the flu and SARS spread rapidly in today’s mobile society. The West Nile Virus is not longer confined to the river it was named for. Look for articles in the newspaper about communicable diseases. Think about how the mobility of people helps spread diseases that were once confined to certain geographic regions.

Research a communicable disease, particularly SARS, flu, and West Nile Virus and see how modern transportation has facilitated the spread to many geographic regions.

What health precautions do governments require for travel to foreign lands? Find out what you would need to do before traveling to another country? Select one country and tell what immunizations and restrictions on foods are suggested.

Internet Resources:
Centers for Disease Control - http://www.cdc.gov/
CDC Travel - http://www.cdc.gov/travel/
Regions Activities

Regions

What a place has in common with other places.
Regions are areas of the Earth’s surface that are defined by certain unifying characteristics. Regions allow geographers to group places by one or more common characteristics. Regions can be formed based on physical characteristics such as climate, landforms, or crops. Regions can also be based on political and economic characteristics as well as human characteristics such as language, religion, and ethnicity.

Activity 65: Where the News Takes Place

Level: B
Geography Standard: 1, 3, 5

As you read the newspaper, notice where world news is taking place. Make a chart showing where international news stories happen. Make a graph showing the number of news stories by world region – Europe, the Middle East, Asia, Africa, North America, South America, etc.
Why do you think more news is reported from some regions and less news from other regions?

Activity 66: Wars and Conflicts

Level: B, I
Geography Standard: 5, 13

Newspapers often contain articles about wars and unrest in countries around the world. As you read the newspaper make a list of where there are wars and unrest. Make a chart indicating where the fighting is taking place, who is fighting (countries or groups of people), and how long the fighting has taken place. Are these places widely scattered around the world, or are they located in certain regions? What effects is the fighting having on the people of these countries?

Internet Resources:

Activity 67: Sister Cities

Level: B, I
Geography Standard: 5, 6, 13

Your newspaper may carry a story about a Sister City your city or community has partnered with. The Sister Cities Program encourages cities in the United States to link with cities around the world to promote peace and understanding among people. Check to see if your city has a sister city. If so, find out about that city and country. See if there is a way your class can get involved with the city or cities. If your city does not have a Sister City, consider approaching the city government to see if there is interest in participating in the Sister City program.

Internet Resource:
Activity 68: The Ring of Fire

Level: B, I, A
Geography Standard: 4, 5, 7, 8

Look in the newspaper for articles about volcanoes and earthquakes. While these natural phenomena happen daily all around the world, there are regions that are more prone to seismic activity. As you find articles about earthquakes and volcanoes list where and when each occurred. For earthquakes note the intensity by recording the value on the Richter scale. On a world map mark the locations using a different symbol or color for an earthquake and a volcano. You may want to track them on a bulletin board display. Clip any news articles about earthquakes and volcanoes and place them on the display.

Use the Internet to check daily seismic activity and record results on the list and map. Notice where earthquakes and volcanoes take place. Is there a pattern? Are they clustered in certain areas: near bodies of water, or along mountain ranges?

Look at a map that shows the Earth’s tectonic plates. What do you notice about where they meet and where seismic activity takes place?

The Ring of Fire is a region of seismic activity around the Pacific Rim. Why is this region so active? What are the implications for people who live in these regions? Identify large cities located around the Pacific Rim that risk earthquake and volcanic activity. Make a list of any of these cities with populations of 500,000 or more. When were the most recent earthquakes or volcanoes that affected these cities? What was the impact?

Can you identify any other regions in the world that are prone to earthquakes and volcanoes?

Internet Resources:
USGS Earthquake Information - http://neic.usgs.gov/
World Tectonic Plates - http://geology.er.usgs.gov/eastern/tectonic.html#plates

Activity 69: Symbols of U.S. Regions

Level: B, I
Geography Standard: 4, 5, 6

Which region of the United States do you live – the Southeast, Midwest, Great Lakes, New England, Southwest? Are there symbols that identify your region? Look in the newspaper for things that people might identify as symbolic of your region. Make a list of any symbols you think are appropriate for the regions of the United States. Make a list of these symbols or illustrate a map of the U.S. with the symbols you selected. Display your map on a poster.
Activity 70: U.S. Regions

Level: I, A
Geography Standard: 1, 3, 5, 6

Look in the newspaper for articles that happen in the United States. As you identify several states think about which region of the U.S. each is in. Regions are defined as places that have certain unifying characteristics. Think about various regions in the U.S. What do the New England States have in common? What sets them apart from other states nearby?

People determine the criteria by which regions are formed; therefore, regions can vary by changing the criteria.

On a blank outline map of the United States, draw boundary lines that divide the 50 states into regions. What criteria did you use to separate states into regions? Compare your map with others in the class. Do you all have the same number of regions? Do you all agree on which states are included in certain regions? Try to develop a “Class Consensus Map” of regions of the United States.

Research some other ways the U.S is divided into regions. Look at a textbook on the United States, an atlas, and other sources. Do they all agree on regions? Often the purpose for using the regions determines their form. The U.S. Census Bureau divides the U.S. into regions, as does the IRS and the Environmental Protection Agency. Each has used criteria that fit the needs of their agencies.

In The Nine Nations of North America, Joel Garreau develops regions that ignore national boundaries. Research his regions and write a reaction agreeing or disagreeing with his regions.

Internet Resources:

The same activities for studying U.S. regions can be applied to other continents in the world. For example, students can do the same activities for Europe, Africa or Asia.

Internet Resource for Europe:
Superregions of Europe - http://facstaff.wwu.edu/rambadtd/EuroGeog/superreg.htm
Activity 71: Euroland

Level: I, A  
Geography Standard: 5, 11, 13

Euroland may sound like a theme park, but it is a monetary region in Europe. Look in the newspaper for articles about the European Union (EU) and the Euro, the currency of 12 European countries. The business section of the newspaper may give the exchange rate for the Euro and other currencies.

The European Union has evolved over the decades since World War II into a region of 25 countries. Member countries are a part of an economic and political union, but fall short of uniting their governments under a central rule. Free trade, open borders, and economic and political cooperation are the main goals of the EU.

Visit the EU website to learn more about the European Union. On an outline map of Europe identify the member countries.

Choose one country that is a member of the EU.  
When did it join the EU?  
What are the imports and exports of the country?  
What percent of their trade is with EU countries?  
Does the country use the Euro? Why or why not?

Notice countries that are not members of the EU. What reasons may they have for not joining?

Internet Resources:
Europe in 12 Lessons - http://europa.eu.int/abc/12lessons/index_en.htm  
Euro - http://europa.eu.int/euro/entry.html  

Activity 72: Urban and Rural Regions

Level: B  
Geography Standard: 5, 12

Do you live in a rural or urban region? How does that compare with people in the world? Almost half the world's 6.3 billion people live in cities. Look at articles in the newspaper. Are they taking place in urban or rural regions? Which areas of the world do you think are more urban? More rural?

Research urban and rural regions at the website below.

- Which continents or regions are mostly urban and which are mostly rural?
- Why might certain countries or regions be more urban or rural?
- Where does the United States rank?

Internet Resource:
**Regions Activities**

**Activity 73: World Cities Then and Now**

*Level: I, A*

*Geography Standard: 1, 2, 4, 10, 12*

Look for articles in the newspaper about city growth or that take place in large cities. World urban populations are changing. Do this activity to see how the world’s largest urban centers are shifting.

1. On a world map locate and label the 25 most populous cities in the world in 1950. Label these in green.
2. On the same map, locate and label the 25 most populous cities in the world in 2000. Label these in red.
3. At first glance what do you notice about the locations of these cities between 1950 and 2000?
5. How has the relative location of these cities changed over the past 50 years?
6. Which regions have dropped from the top 25?
7. Which regions have gained cities in the top 25?
8. How much has the most populous city in 2000 increased over the most populous city in 1950?
9. Find information about population growth (net increase) of the countries where these cities are located. What does this tell you about future population growth in many of these cities?
10. Research the social conditions in these cities by comparing life expectancy and infant mortality statistics. What trends do you notice?
11. What are your predictions for the future? Where do you expect further urban growth will take place?

**Internet Resources:**

Population Data - [http://www.findarticles.com/p/articles/mi_m2548/is_248/ai_109270328](http://www.findarticles.com/p/articles/mi_m2548/is_248/ai_109270328)


**Activity 74: Governments**

*Level: B, I*

*Geography Standard: 13*

As you read the newspaper, notice articles about governments and world leaders. News of elections, changes in a country’s leader, and other political items are frequent. Make a chart of world leaders, their countries, and the type of governments those countries have. Write a brief description of each type of government noting it similarities and differences with the U.S. government. Choose a region of the world and identify the predominant type of government in that region.
Activity 75: Regional Population Density in the United States

Level: B, I
Geography Standard: 1, 3, 9

What is the population density where you live? Do you live in a densely populated urban region, a moderately populated suburban region, or a sparsely populated rural region? Your state has densely and sparsely populated areas just as the U.S. does.

- Research the population densities for the U.S. states (see State Profile Sheets). Divide the states into regions (see activity 70) and compute the average population density for each region.
- Create a map that shows the population densities for states or regions. Use different colors to represent data ranges. (See Appendix for choropleth map directions)
- Look at a population distribution map of the U.S. in an atlas or on the Internet. What information do both maps show? What does the population density map tell you that your population density map does not?
- Why are some parts of the U.S. densely populated? Why are other parts sparsely populated? What role do physical features, climate, and nearness to large bodies of water play in where people live?

Internet Resource:

Activity 76: Religion by Region

Level: I, A
Geography Standard: 5, 9, 10

Look in the newspaper to find articles and features about religious holidays and festivals celebrated in your community and around the world. What religions celebrate special times in your community? What are the names of the holidays and what do they commemorate. Read the articles to find out about these special religious observances.

Research the origins of the religions that are found in your community. Where did they begin and when did people bring these beliefs with them to your area?

Use an almanac, atlas, and encyclopedia to broaden your research to include world regions. Select a region or continent and find out the main religions practiced in those countries. Look for a pattern or spatial distribution of those religions. For example, in Europe which areas are mainly Protestant? Which are mainly Roman Catholic? Which countries are primarily Orthodox Christian? Are Muslims found in many regions of Europe?

Make a map that shows these religious regions.

Internet Resource:
Information on Religions - http://www.adherents.com/
Map of World Religions - http://www.wamware.com/world-religions/map.htm
Regions Activities

Activity 77: Should Some Regions Be Off Limits?

Level: I, A
Geography Standard: 4, 8, 11, 12, 16

As you read the newspaper, look for articles on natural resources and the debate over their use. Should natural resources be extracted from wildlife refuges, national parks, or ecologically sensitive areas? What can be done to safeguard the environment in the pursuit of natural resources?

Select a case study and research the pros and cons of exploring for and extracting resources from that area.
- Arctic National Wildlife Refuge - oil exploration
- National Forests - timber harvesting
- Offshore Oil Drilling

Activity 78: Agricultural Regions

Level: B, I, A
Geography Standard: 1, 3, 4, 5, 8, 15

Food ads and features in the newspaper show the variety of food we enjoy in our country. Much of the food eaten are made from staple crops such as wheat, corn, and dairy products. Make a list of foods from the newspaper that are made from these staples. Find out in which regions of the U.S. these staple crops are grown or raised. Many of these regions are called belts – such as the Corn Belt and the wheat belt.

Identify several crop belts in the U.S. What landform and climate do these belts have in common? What are some other areas in the world that also grow the same crops? Are the landforms and climate the same?

Locate areas that grow other crops such as rice, citrus fruits, or raise certain livestock. What landform and climate types do these areas have?

Prepare a map showing several of these crop belts and areas that grow certain crops. Use the information in the Internet resources to help identify crops and regions. Which agricultural products is your state or community known for?

Internet Resource:
**Internet Resources**

**Information about Countries**

Detailed information on every country’s geography, people, economy, government, transportation, and communication.

**GeographyIQ** - [http://www.geographyiq.com](http://www.geographyiq.com)
*GeographyIQ* is an online world atlas packed with geographic, economic, political, historical and cultural information. In addition, *GeographyIQ* brings together a number of other resources including maps, flags, currency conversion as well as climate and time zone information.

The *Global Datafile* pages are a statistical overview of all known geopolitical entities in the world. Lots of useful information listed by categories and by countries.

This site allows you to select countries individually, regionally, or view all countries and compare information in dozens of categories. Information is displayed by data, graph, and map.

A good source for demographic information. The World Population Data Sheet has data on all countries. Good lesson plans available on the PRB site.

**Global Geografia** - [http://www.globalgeografia.com/index_eng.htm](http://www.globalgeografia.com/index_eng.htm)
Lots of geographic information available on this site.

Data table on the HDI Index for the countries of the world.

Information and data on social, economic, and environmental topics around the world.

**World Climate** – [http://worldclimate.com](http://worldclimate.com)
Climate data for thousands of cities.

**National Geographic Society One-Stop Research** - [http://www.nationalgeographic.com/onestop/](http://www.nationalgeographic.com/onestop/)
Search by country or topic for articles, photos, maps, and other information

Information about each country’s national flag.

**Geography Sites**

**National Geographic Society**

Outline maps, lesson plans, and newsletter.

Information about the highest peaks in the world and United States.

**Maps and Globes**

Lesson plans and printable outline maps.

Reference maps on the United States.
**ADDITIONAL RESOURCES**

Find the distance between two places in the world. Latitude and longitude given for each place.

**University of Texas Library Online - Perry-Castañeda Library Map Collection**
A library of many types of maps - political, physical, and thematic.

Federal source for science about the Earth, its natural and living resources, natural hazards, and the environment.

**Map Quest** - [http://www.mapquest.com](http://www.mapquest.com)
Maps and driving directions.

**Images from Space** (Note: Images may be subject to copyright)

**Earth from Space** - [http://eol.jsc.nasa.gov/sseop/EFS/](http://eol.jsc.nasa.gov/sseop/EFS/)
A photography database of images of the Earth taken from space.

**NASA Earth Observatory** - [http://earthobservatory.nasa.gov/](http://earthobservatory.nasa.gov/)
Images, data, and topical information from NASA.

**Peter Langer World Photos** - [http://www.peterlanger.com/world.htm](http://www.peterlanger.com/world.htm)
High quality images classified by country and topic.

**360Geographics** - Virtual Tours across North America and Custom Immersive Imagery

**Other**

**U.S. in the World**
This lesson plan from Population Reference Bureau connects the U.S. and the world. Each state is comparatively matched with a developing country facing similar demographic, environmental, and socioeconomic challenges. Maps, graphs, and data bring home the differences and similarities and illustrate that no town, state, or country is isolated from these common problems. Descriptions of efforts in both locations show how these challenges are being met.

An online Almanac with useful information.

**United Census Bureau** - [http://www.census.gov/](http://www.census.gov/)
State & County Quick Facts, Statistical Abstract, American Fact Finder, and much more.

The 6,900 entries in this major new reference work form the touchstone of what it means to be not only just a literate American but an active citizen in our multicultural democracy.

Visit the sites in the national Parks System.

American Memory, Global Gateway, and much, much more.
THE COMPASS ROSE

CARDINAL DIRECTIONS
INTERMEDIATE DIRECTIONS
National Profile

Country ____________________________ Capital City ____________________________

People
Percent Urban _______ %
Ethnic Groups ______________________________________
Languages ______________________________________
Religions ______________________________________

Geography
Area ____________________________ square miles
Cities ______________________________________

Government
Type ______________________________________
Head of State ______________________________________
Head of Government ______________________________________

Economy
Industries ______________________________________
Chief Crops ______________________________________
Minerals ______________________________________
Arable Land ______ %
Labor Force ______________________________________

Finance
Monetary Unit ______________________________________
Gross Domestic Product (GDP) $__________ per capita GDP $__________
Import value $__________ Export value $__________
Tourism $________________________

Communication
TV sets ______ per 1,000 population Radios ______ per 1,000 population

Health
Life Expectancy Male ______ years Female ______ years
Birth Rate ________ (per 1,000) Death Rate ________ (per 1,000)
Infant Mortality (per 1,000 live births) ______ Natural Increase ______ %

Source ______________________________________ Name _______________________

Developed by Steve Pierce
North Carolina Geographic Alliance
Latitude
The farther north or south of the Equator, the cooler the temperature.

- Seasonal changes in sun angle and length of daylight are important factors controlling the global distribution of temperature.
- The vertical rays of the sun fluctuate between the Tropic of Cancer and the Tropic of Capricorn (23.5 degrees north and south of the Equator) during the course of a year.
- Temperatures in the tropics are relatively high all year because the most direct rays of the sun strike the tropics.
- As one moves poleward from the tropics, greater seasonal fluctuations and temperature ranges occur due to lower sun angle.

On the climate graph:
- High temperatures in every month indicate nearness to the Equator.
- Average temperature tends to decrease as you go away from the Equator, but the difference in temperature between summer and winter tends to increase, hence a greater temperature range.
- Colder winter temperatures especially indicate higher latitudes.

Hemisphere
The seasons are reversed between the Northern and Southern Hemispheres
- Due to the tilt of the earth's axis (23.5 degrees) more direct rays of the sun strike the Northern Hemisphere for part of the year and less direct rays strike the Southern Hemisphere. Six months later the reverse occurs.
  - June 21 or 22
    - Summer solstice - northern hemisphere
    - Winter solstice - southern hemisphere
  - December 21 or 22
    - Winter solstice - northern hemisphere
    - Summer solstice - southern hemisphere

On the climate graph:
- A "bell shape" or convex curve indicates a northern hemisphere location with warmest temperatures June - August.
- A "U-shape" or concave curve indicates a southern hemisphere location with coolest temperatures June - August.
- Confusion can arise with automatically associating "winter" with "January".
Climate Controls

Elevation / Rain Shadow
Higher elevations mean cooler temperatures
- For every 1,000 feet in elevation, the temperature drops 3.5 degrees.
- Mountains trigger orographic rainfall, forcing air to rise, cool, and to lose moisture on the windward (facing the wind) slope.
- As air descends the leeward slope (away from the wind) it warms and retains moisture. This creates a dry rain shadow on the leeward side of the mountain.
- Mountains can intercept prevailing winds coming off the ocean and inhibit or prevent moist air from reaching the continental interior.

On the climate graph:
- Low precipitation can indicate areas located in a rain shadow.
- Cooler temperatures in warm climate areas can indicate high elevation.

Nearness to Bodies of Water / Ocean Currents
Places near oceans with warm currents tend to have milder climates than places further inland.
- Land heats more rapidly and to higher temperatures than water, and it cools more rapidly and to lower temperatures than water.
- Coastal locations often have marine climate, a climate dominated by the ocean. Because of the moderating effect of water, sites having this climate are considered relatively mild.
- Coastal locations tend to have less difference between summer and winter temperatures than places located farther inland.
- Warm off-shore currents cause warmer temperatures than would be expected, especially in the winter.
- Cold off-shore currents can cause cooler temperatures than would be expected.
- Cooler air moving onshore can mean less precipitation and the development of heavy fog.

On the climate graph:
- Milder winter temperatures than would be expected for the latitude can indicate a coastal location with an off-shore warm current.
- Lower temperature range and fewer temperature extremes can indicate a coastal location.
- Low precipitation all year can be caused by cold currents off the western edges of continents between 10 and 30 degrees latitude.
Climate Controls

Continentality
Inland regions usually have greater temperature extremes than coastal regions.

- The moderating influence of oceans decreases with distance away from the coast - slowly across plains with onshore winds, more rapidly in places with offshore winds or coastal mountains.
- Inland regions often have a continental climate, a climate characterized with more extreme temperatures than maritime areas.
- Inland regions are often drier in the winter. High pressure over a cold continent in winter creates dry conditions. Summer precipitation is greater.

On the climate graph:
- Greater extremes in temperatures and a high range of temperature can indicate an inland location.
- Dry winters with cold temperatures can indicate an inland location.

Seasonality
- The temperature pattern indicates whether a place has a distinct change of seasons.
  - Temperate middle latitude locations have a change of seasons.
  - The tropics have a more constant temperature pattern.
- Precipitation can be seasonal or constant throughout the year.
  - Dry winters may indicate inland locations.
  - Dry summers and wet winters can indicate a Mediterranean type climate located along the west coasts of continents between 30 and 40 degrees latitude.
  - Deserts receive less than ten inches of precipitation a year. Polar, coastal, subtropical, and interior deserts can be indicated by low precipitation.
  - Very high precipitation in summer and dry winters, especially in Asia, can indicate a monsoon climate.
  - Very high precipitation and warm temperatures throughout the year indicate a tropical rainforest.
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Making a Choropleth Map

A choropleth map uses color to illustrate the spatial distribution of data. It is useful for seeing patterns among data, and helping the learner become aware of the visual patterns of data. Choropleth maps can be useful for geographic inquiry and making generalizations. These maps help students answer the questions “Where?” and “Why there?”

Selection of Data
The first step is to select data suitable for mapping. Data should be expressed as an average, a percentage, or per capita. “Raw” data may be skewed toward high population areas. For example, mapping the number of automobiles in a state would result in higher population states having the higher numbers of automobiles. Using the number of cars per 1,000 people, or a per capita value, would be more accurate.

Selecting Data Groups
Once data is selected, it must be divided into a number of groups. Four to six groups seem to work best. The range of data in each group must also be determined. One method is to divide the data into equal groups. Another is to look for natural breaks in the data, such as very high and very low values. The method used to group the data will affect the look of the map and the interpretation of data.

Data from a database can be sorted into ascending or descending order. This makes dividing the data into groups easier. A scatter gram can be used to look for patterns in data. Once the data is grouped, complete the legend of the map with the values for each group.

Mapping the Data
Select a color for each of the data groups. A rule of thumb is lighter colors for lower values, darker colors for higher values. Select the colors to be easily distinguished from one another, and to display what you want the map to emphasize. Color the legend first and then color the corresponding regions on the map.

Completing the Map
Be sure the map is complete by using DOGTAILS and selecting the components that make the map understandable and complete.

Using the Map
Choropleth maps are valuable in making generalizations about a region and in comparing and contrasting regions. Students can compare their maps to see how data grouping can yield different results.

Choropleth maps lend themselves to asking questions and comparing and contrasting information. For example a map showing average life expectancy can lead to asking why certain regions have low life expectancy. Determine factors that affect life expectancy, such as per capita income, physicians per capita, and infant mortality. Students could hypothesize on characteristics of countries with low life expectancy. Research and mapping related data can validate those hypotheses.

1 DOGTAILS – Date, Orientation, Grid, Title, Author, Index, Legend, Scale
Students can also make generalizations about regions based on the maps. Students should also look for exceptions to those generalizations and realize that all generalizations are subject to exceptions.

Examples of data that can be mapped
Making a Choropleth Map

- Population Density
- Percent Urban / rural population
- Age distribution <15 / 65+
- Population “doubling time”
- Percent of labor force in agriculture, industry, or services
- Per capita Gross Domestic Product / Gross National Product
- Per capita income
- Percent of arable land
- Cropland per capita
- Energy consumption and production
- Access to safe drinking water
- Televisions per 1,000 population
- Radios per 1,000 population
- Life expectancy
- Birth rate / Death rate
- Infant mortality per 1,000 births
- Physicians per population
- Hospital beds per population
- Literacy rate (percent)
- Climate data
- Average rainfall
- Average high / low temperatures

Resources

- World Almanac
- Environmental Almanac
- Population Data Sheet, Population Reference Bureau http://www.prb.org/
- Information Please Almanac - http://www.infoplease.com/

Lesson Plan Developed by:
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Lesson Abstract
A World At Work: The Labor Force in Today's World leads students to research and think about the labor force in selected countries and regions of the world. Students use the Five Geographic Skills to ask, acquire, organize, analyze, and answer two central questions, "What kinds of work do people do, and how does the labor force impact the economic status of a country?" The lesson engages students in graphing and mapping data as well as critical thinking and relating information to infer, predict, and hypothesize.

Purpose
The purpose of this lesson is to help students understand differences in the kind of work people do around the world. By researching the labor force of a country, students will note the different sectors of the economy in which people work. Students will graph and map the data. By comparing graphs and data, students will generate reasons for the type of work people do in a country, and see if the labor force is an accurate predictor of other economic data and aspects of the society of a country.

Teaching Level
Grades 6 - 9

Geographic Themes
Location, Place, Human-Environment Interactions

Geography Standards
1 How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.
4 The physical and human characteristics of places
11 The patterns and networks of economic interdependence on Earth's surface
16 The changes that occur in the meaning, use, distribution, and importance of resources

Objectives
The student will:
- Determine which countries to select to gather data on labor force.
- Understand that the selection of countries may skew data or lead to false impressions about a region.
- Select countries to gather labor force data.
- Gather data on labor force.
- Generate a pie chart showing the labor force the selected countries.
- Share data with other students, and create a choropleth map to show the spatial pattern of a region's labor force.
- Analyze the data through discussion of questions.
- Use the data to hypothesize and predict other economic data and aspects of the society of a country.

Materials
- Background content and definitions of terms
- World Almanacs or other resources to research labor force data (see bibliography)
- Spreadsheet or Database program and data collection form
- World and regional outline maps
- Colored pencils

Global Connections: People Places Perspectives
Procedures
Use the background content to share definitions of economic terms with students. Establish the purpose of the lesson with the students.

Geographic Skill One: Asking Geographic Questions
Ask students how they would select countries to sample labor force data. Discuss how selecting certain countries, such as all developed countries, could skew the data. Explore student ideas for selecting countries, including,
- alphabetically, every tenth country
- three random countries from each continent or world region
- a sampling of countries from only one continent or world region

Decide on a sampling method that gives the best representation of countries within a specific world region or regions. One suggested method would be to assign each student six to eight countries. One class would gather data on all the countries of the world.

Before students begin to gather data, identify the areas of the labor force that will make up the report. In some cases categories will need to be combined. See the Background Content for information on categories.

Geographic Skill Two: Acquiring Geographic Information
Students will use almanacs or other resources to gather the data for their countries. Information can be entered directly on a database or spreadsheet program or on a form such as the one provided with the lesson. The students should note the date of the data if it is available. This can vary from country to country. A single database for all the countries can be created and shared by all students.

Geographic Skill Three: Organizing Geographic Information
Students either in groups or individually can share their data with each other. Graphing the data on a computer generated pie chart using a spreadsheet application is one effective way of comparing the labor force of countries of a continent or world region.

Students can also produce a choropleth map to show the spatial distribution of the labor force within a continent or world region. Student groups can generate a choropleth map for a single world region or continent. See the Background Content for information on constructing choropleth maps.

Geographic Skill Four: Analyzing Geographic Information
Once graphs and maps have been prepared, lead students in interpreting the information. Suggested questions to guide student thinking are
- In what areas of the world is one type of work done?
- Where is agriculture the main type of work of the labor force?
- Where is industry and manufacturing the main type of work?
- Where are countries with high percentages of service work?
- What spatial distribution, or pattern, emerges from this data?
- Can this data be used to classify countries as developed or developing or less developed?
- Can this information be correlated to other economic or social data?
  - per capita GNP / GDP?
  - percent of the population urban / rural
  - life expectancy
  - infant mortality
  - literacy rate

Global Connections: People  Places  Perspectives
Geographic Skill Five: Answering Geographic Questions

Students can write hypotheses for the above questions, and then research to verify the predictions. Students can also compare data among regions. A culminating activity is for students to write a summary of their findings to be displayed with the maps and graphs.

An extension of this lesson involves comparing the percentage of the labor force in agriculture over several years. Using data from the World Bank, students can compare the percent of the labor force in agriculture between 1965 and 1980. Comparing this data to the most current data from the almanac, students can see a trend in the labor force. Questions for discussion:

- If the percent in agriculture has been declining, to what sectors of the economy did those workers go?
- Compare this information with the change in percent urban population. As agriculture has declined, has urbanization increased?
- What are some problems this trend can pose for developing countries?

Background Content

Categories of the Labor Force

The labor force of a country can be divided into several basic categories. As noted in the definitions, jobs can be classified in three basic levels, primary, secondary, and tertiary. In a similar way the labor force of a country can be divided into agriculture, industry, and services. Sometimes a more detailed breakdown of the labor force is given, such as transportation, mining, government, or other categories. Data is usually given as the percent of workers engaged in a category of work. For example, France's labor force is 62% services, 31% industry, and 7% agriculture. Sometimes figures do not add up to 100% due to rounding or incomplete information. In some cases, the labor force will be broken down into several categories, such as government, tourism, mining, construction, or transportation. For purposes of comparison, it will be necessary to combine some data into the three main categories of agriculture, industry, and services.

Definitions

- labor force - the total number of people of a country or other area who are available for jobs
- commercial agriculture - farming that produces crops for sale
- subsistence agriculture - farming that produces only about enough for farmers and their families to meet their basic needs
- service industry - jobs that provide a service such as transportation, banking, retail stores, education, and tourism, rather than making a product (see tertiary economic activity)
- manufacturing / industry - processing raw materials into finished industrial products (see secondary economic activities)

Economic activities

- Primary - Jobs that involve working directly with natural resources such as mining, fishing, lumbering, and agriculture.
- Secondary - Jobs that involve processing raw materials and transform them into finished industrial products.
- Tertiary - Jobs that engage in services such as banking, transportation, retailing, education, and tourism.

Directions for Choropleth Maps

- Select one sector of the labor force, such as agriculture.
- Sort the data in descending order.
- Divide the data into four or five groups. You can divide it into equal units or look for natural "breaks" in the data.
Choose a color for each group of data. Darker colors for the high values, lighter colors for the lower values.

Shade the countries that correspond with each color.

Complete the map by placing a title, date, legend, source of information, and your name.

Another map can be made showing another sector of the labor force, such as industry or services.

**Bibliography**


Imports and Exports

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