

World Geography Curriculum Bundle #10

Title	Suggested Dates
East Asia and Transcaucasia	March 22 – April 16, 2010 (19 days)

Big Idea/Enduring Understanding	Guiding Questions
<ul style="list-style-type: none"> • China’s transition from communism, vast population, and natural resources has given it many possibilities for the future. • Japan’s physical geography has contributed to its unique history and development. • Transcaucasia continues to struggle with the effects of communism and independence. 	<ul style="list-style-type: none"> • How has China tried to support and control its enormous population? • How do the Japanese adapt to and modify their physical environment? • What is China’s economic, political, and social influence on the rest of East Asia? • What are the physical and human characteristics of the largest cities in East Asia? • How has China’s adoption of more free enterprise principles and policies affected itself as well as the rest of the world? • What are the effects of communism and independence on the former Russian republics?

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

Knowledge & Skills with Student Expectations	Specificity & Examples	Suggested Resources (Read the note above)
<p>WG.6 Geography. The student understands the types and patterns of settlement, the factors that affect where people settle, and processes of settlement development over time. The student is expected to:</p> <p>WG.6A locate settlements and observe patterns in the size and distribution of cities using maps, graphics, and other information; and</p>	<p>EAST ASIA</p> <p>China—metropolitan areas along rivers and coastline</p> <p>Identify patterns in factors of settlement such as bodies of water, transportation routes, climates, and biomes.</p> <p>Show change in settlement patterns over time.</p> <p>Students will analyze population density and distribution areas on the</p> <p>ASIA</p> <p>China—cities of east China compared to cities of west China</p>	<p>“China’s Journey” on National Geographic—China’s transformation in the world</p> <p>Program for Teaching East Asia—Resources for East Asian History and Geography from the University of Colorado</p> <p>ASIA for EDUCATORS from Columbia University website for Asia</p> <p>Windows on Asia from University of Missouri</p>

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<p>WG.6 Geography. The student understands the types and patterns of settlement, the factors that affect where people settle, and processes of settlement development over time. The student is expected to:</p> <p>WG.6B explain the processes that have caused cities to grow such as location along transportation routes, availability of resources that have attracted settlers and economic activities, and continued access to other cities and resources.</p>	<p>Megalopolis</p> <p>Tokyo to Osaka on the island of Hokkaido.</p> <p>Tokyo, a city inside a city</p> <p>Taiwan growth on the island of Formosa</p> <p>Nationalist flee to the island of Formosa</p> <p style="text-align: center;">Creation of the nation of Taiwan</p> <p>China's Free Trade Zones</p> <p>Hong Kong</p> <p>Special Administration Zone</p>	<p>Tokyo article in Wikipedia</p> <p>Video Clips from www.Learner.org (You will need to sign up for a free account) Search for “The Power of Place: Geography for the 21st Century”</p> <ul style="list-style-type: none"> • Video 9. Changes on the Chang Jiang <u>Shanghai</u>: Head of the Dragon — Shanghai enters the 21st century on a wave of development, ready to reclaim its legacy as China’s commercial center. <u>Sijia</u>: Small Town, Big Change — The steady growth of a township enterprise illustrates three great contrasts in modern China: rural vs. urban, agricultural vs. industrial, coastal vs. interior. • Video 10. The Booming Maritime Edge <u>Guangdong</u>: Globalization in the Pearl River Delta — This program explores globalization and the effects of modernization on Chinese society. <u>Taiwan</u>: High-Tech Tiger — What factors contributed to Taiwan’s emergence as a high-tech powerhouse? • Video 11. A Challenge for Two Old Cities <u>Lanzhou</u>: Confluence of Cultures — We travel to the frontiers of Han and Muslim China in the city of Lanzhou. <u>Shenyang</u>: Hope for China’s Rust Belt? — A previously dynamic industrial city continues to struggle with modernizing its manufacturing infrastructure. • Video 12. Small Farms, Big Cities <u>Northern Japan</u>: Protecting the Harvest — Japanese rice farmers battle destructive weather in order to save their crops. <u>Tokyo</u>: Anatomy of a Mega-City — The continuing expansion of the Tokyo megalopolis leads to ever-longer commutes and demand for suburban housing. <p>Video Clip on China’s Free Trade Zones from PBS</p> <p>Republic of China (Taiwan) from Wikipedia</p> <p>Modern Taiwan article from Business Week “Taiwan’s Climb Up the Tech Ladder”</p> <p>Hong Kong Special Administration Zone from</p>
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		Wikipedia
<p>WG.8 Geography. The student understands how people, places, and environments are connected and interdependent. The student is expected to:</p> <p>WG.8D analyze statistical and other data to infer the effects of physical and human processes on patterns of settlement, population distribution, economic and political conditions, and resource distribution.</p>	<p>EAST ASIA</p> <p>China - When completed the Three Gorges Dam will have changed the settlement pattern along the Chang River. One to Two million people living in hundreds of villages and towns will be displaced to allow for a reservoir 370 miles long. Positive outcomes of building the dam is the generation of electricity equivalent to 15 coal burning plants.</p>	<p>Three Gorges Dam Information</p> <p>China from the Inside—Video Clips from PBS with lesson plans on China</p> <p>CNN News Article on The Three Gorges Dam</p>
<p>WG.7 Geography. The student understands the growth, distribution, movement, and characteristics of world population. The student is expected to:</p> <p>WG.7A construct and analyze population pyramids and use other data, graphics, and maps to describe the population characteristics of different societies and to predict future growth trends;</p>	<p>China’s population policies</p> <p>Analyze population pyramids and other data, graphs, and maps from selected countries to understand and predict the needs of a population and its future growth trends. Compare pyramids showing rapid growth, slow growth, and declining populations.</p> <p>Describe the population characteristics of different countries and to predict future growth trends</p> <p>Compare the future growth of Japan and China over the next forty years.</p>	<p>Population Pyramids for the whole world www.census.gov</p> <p>China’s Population Pyramids</p> <p>Japan’s Population Pyramids</p> <p>China’s One Child Policy from Wikipedia</p> <p>CNN Article on One Child Policy</p>
<p>WG.7 Geography. The student understands the growth, distribution, movement, and characteristics of world population. The student is expected to:</p> <p>WG.7C describe trends in past world population growth and distribution; and</p>	<p>EAST ASIA</p> <p>China The Chinese Revolution 1949 Great Leap Forward The Cultural Revolution</p> <p>Japan</p> <p>R.O.C. (Creation of Taiwan)</p>	<p>The Great Leap Forward in China 1958- 1961 from Wikipedia</p> <p>The Cultural Revolution in China 1966- 1976 from Wikipedia</p> <p>Allied Occupation of Japan after WW II from Wikipedia</p> <p>History of Taiwan from Wikipedia</p>

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	<p>Nationalist Chinese</p> <p>Analyze the effects of natural disasters, disease, famine, political instability, industrialization, and diffusion of ideas on world population patterns.</p> <p>EAST ASIA-During the mid-twentieth century rapid population growth caused a decline in the quality of life-inadequate food production, lowering of the water tables, and absence of basic sanitation.</p>	
<p>WG.7 Geography. The student understands the growth, distribution, movement, and characteristics of world population. The student is expected to:</p> <p>WG.7D develop and defend hypotheses on likely population patterns for the future.</p>	<p>ASIA-Analyze the governmental policies which have been put in place by China and determine whether or not they are actually changing population growth in that country.</p> <p>China and Japan’s lower fertility rate</p> <p>China = Government Imposed</p> <p>Japan = Cultural Influence</p> <p>The Koreas = Population Growth North vs. South. South population has grown do to access to resources</p>	<p>China’s Population Growth from Wikipedia</p> <p>Japan’s Population Growth from Wikipedia</p> <p>Korea’s Population: North Korea and South Korea</p>
<p>WG.8 Geography. The student understands how people, places, and environments are connected and interdependent. The student is expected to:</p> <p>WG.8A explain the interrelationships among physical and human processes that shape the geographic characteristics of places such as connections among economic development, urbanization, population growth, and environmental change;</p>	<p>EAST ASIA</p> <p>China</p> <ul style="list-style-type: none"> • huge population growth • sacrificed environment for industry, ex. Three Gorges Dam <p>Japan</p> <p>Reclaim land from the sea.</p> <p>City of Tokyo</p> <p>Tokyo Harbor</p> <p>For each region, identify how humans have modified, adapted to, depended on, and interacted with their environment.</p> <p>Understand that the ways people interact with the environment depend upon three factors: the nature of the environment; the culture and values of the human group; and their level of technology.</p>	<p>Special Wards of Tokyo from Wikipedia—The City of Tokyo is built on reclaimed land from the sea called Special Wards</p> <p>Three Gorges Dam Information</p>

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<p>WG.18 Culture. The student understands the ways in which cultures change and maintain continuity. The student is expected to:</p> <p>WG.18C analyze examples of cultures that maintain traditional ways; and</p>	<p>Japan—cultural isolation</p> <p>Mongolia, traditional lifestyles, nomadic, yurts</p> <p>Tibet- Free Tibet</p>	<p>Japanese Culture from Wikipedia</p> <p>Mongolia information from Wikipedia</p> <p>‘The Pain of Tibet’—TIME Magazine Article on Tibet</p>
<p>WG.18 Culture. The student understands the ways in which cultures change and maintain continuity. The student is expected to:</p> <p>WG.18D evaluate case studies of the spread of cultural traits to find examples of cultural convergence and divergence such as the spread of democratic ideas, U.S.-based fast-food franchises in Russia and Eastern Europe, or the English language as a major medium of international communication for scientists and business people.</p>	<p>EAST ASIA</p> <p>China—KFC, etc.—increasing obesity (1 child law led to spoiled children and women with more money to spend)</p> <p>Spread of democratic ideas</p> <p>The Koreans</p> <p>North vs. South Korea</p>	<p>‘China Takes on the World’—TIME Magazine Article on China</p> <p>Video Clip from www.Learner.org on the new China economy http://www.learner.org/vod/vod_window.html?pid=478</p> <p>North Korea Overview and videos from National Geographic</p> <p>“North Korea: Open for Business—A Bit” article from Business Week</p>
<p>WG.19 Science, technology, and society. The student understands the impact of technology and human modifications on the physical environment. The student is expected to:</p> <p>WG.19B analyze ways technological innovations have allowed humans to adapt to places shaped by physical processes such as floods, earthquakes, and hurricanes.</p>	<p>ASIA</p> <p>Japan has made changes in building products and methods which has made life in this earthquake prone country safer than they were in the past. Earthquake drills are a part of the life of everyone in the country.</p> <p>Earthquakes cause tsunamis, and their impact on Japan.</p> <p>Typhoons in the Pacific Ocean: World’s deadliest storms.</p> <p>China: Three Gorges Dam</p>	<p>“Easing Jitters When Buildings Rumble” article on building earthquake-proof buildings from Scientific American</p> <p>“Killer Tsunamis in the Pacific” on www.whyfiles.org</p> <p>“Horrific Hurricanes”—typhoons and hurricanes on www.whyfiles.org</p>
<p>WG.15 Citizenship. The student understands how different points of view influence the development of public policies and decision-making processes on local, state, national, and international levels. The student is expected to:</p> <p>WG.15A identify and give examples of different points of view that influence the development of public policies and decision-making processes on local, state, national, and international levels;</p>	<p>TRANSCAUCASIA</p> <p>Former Russia Republics</p> <p>Georgia</p> <p>Azerbaijan</p> <p>Armenia</p> <p>Chechnya/Russia Conflict</p> <p>Dagestan</p> <p>Chechnya Independence Movement</p> <p>Caucasus Mountains (physical divide Europe/Asia)</p>	<p>“Central Asia Unveiled” from National Geographic Article, Feb/March 2009</p> <p>Video Clip on Dagestan from www.Learner.org http://www.learner.org/vod/vod_window.html?pid=1933</p> <p>Pictures/Maps of Mt. Elbrus</p> <p>Information on Transcaucasia from Wikipedia</p> <p>Chechnya Information from Wikipedia</p> <p>“Crisis in Chechnya” from Global Issues.org</p>

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	<p>Mt. Elbrus/ Highest point in Europe</p> <p>CENTRAL ASIA</p> <ul style="list-style-type: none">• Aral Sea (points of view) Water usage for irrigation• Caspian Sea basin Who controls the oil resources• Kazakhstan Oil and Gas• Stan (The people of)	<p>Central Asia-Caucus Institute www.cacianalyst.org/index1.htm Johns Hopkins University School of Advanced International Studies. Connect with various articles, op-ed pieces, and interviews from experts on Central Asia.</p> <p>Interactive Central Asia Resource Project www.icarp.org/ Discover all that the five former Soviet Central Asian states have to offer by way of culture, scenery, and wildlife.</p> <p>Information about Countries of Central Asia www.asiatour.org/country_f.htm A catalog of Central Asian materials on the Web, including history, culture, geography, politics, economics, travel, and religion.</p> <p>Daniel Sheehan Photography danielsheehan.com/news/ Click through a portfolio of photographs taken when Daniel Sheehan was in Afghanistan after the withdrawal of Soviet troops. See additional photographs from other fascinating parts of the world including the Silk Road, Haiti, and T'bilisi, Republic of Georgia.</p> <p>Central Asia information from Wikipedia</p> <p>Great Game (the rivalry between the British Empire and Tsarist Russia in the 19th century for control of Central Asia)</p> <p>Aral Sea information from Wikipedia</p> <p>Pictures of the Aral Sea—change over 40 years</p> <p>Aral Sea satellite image from NASA</p> <p>Caspian Sea information from Wikipedia</p>
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