

World Geography Curriculum Bundle #3

	<p>Chinese Japanese Push/pull factors: Economic opportunity</p> <p>Second wave (late 20th c.): Vietnam Cambodia Thailand Laos Push/pull factors: Political asylum, escaping wars</p> <p>Latin America (late 20th, early 21st c.): Mexico Central America Push/pull factors: escaping war, seeking economic opportunities, political asylum (ex. Cubans in 1960s-1970s)</p> <p>Today: The majority of immigrants coming to the U.S.</p> <ol style="list-style-type: none">1.) Latin America2.) Asia3.) Africa <p>Culture groups today:</p> <ul style="list-style-type: none">• California—Asians• Southeast—Africa (then Great Migration)• East—Irish (moved towards Midwest)• Southwest—Hispanic (spreading north)• Native Americans were moved onto reservations <p>TEACHER NOTE: In 4th and 7th gr., students studied where different groups settled in Texas, such as Germans in Central Texas, Latin Americans in South Texas, African Americans in East Texas, etc. So you can refer to this prior knowledge to help their understanding of the larger U.S.</p> <p>Environmental Conditions: Why did people settle where they did?</p> <ul style="list-style-type: none">• Settling in familiar climate regions (similar to country of origin)• Settled close to other recent immigrants with similar backgrounds• Settled at or near port of entry (ex. Ellis Island, Miami for Cubans, Angel Island, San Francisco, etc.)	Lesson plan located in Maps 101
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	<p>TEACHER NOTE: Through the specificities, students should learn how people in the United States spread out and moved throughout the U.S. Why are we considered a “melting pot”?</p>	
<p>WG.4 Geography. The student understands the patterns and characteristics of major landforms, climates, and ecosystems of Earth and the interrelated processes that produce them. The student is expected to:</p> <p>WG.4A explain the distribution of different types of climate in terms of patterns of temperature, wind, and precipitation and the factors that influence climate regions such as elevation, latitude, location near warm and cold ocean currents, position on a continent, and mountain barriers;</p>	<p>TEACHER NOTE: This was introduced in “Intro to Geography.” Now students need to explain this in terms of U.S. and Canadian examples.</p> <p>U.S. and Canada Climate Regions:</p> <ul style="list-style-type: none"> • Tropical—tropical wet/dry, tropical wet • Arid—desert, semi-arid • Subtropical—Mediterranean, humid subtropic, marine west coast • Humid continental (Midwest) • Subarctic • Tundra • Highland <p>TEACHER NOTE: Be sure to cover elevation, latitude, location near warm and cold ocean currents, position on continent, and relation to landforms (ex. Mountain ranges block moisture) as necessary within the specific regions.</p>	<p>Textbook Page 118 and 125- Compare landform map to climate and vegetation patterns</p>

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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:

WG.6A locate settlements and observe patterns in the size and distribution of cities using maps, graphics, and other information; and

Population density maps for U.S. and Canada:

- urban model (interstate highways)
- megalopolises including Boswash
- suburbs
- exurbs (ex. Georgetown, TX)

Cities to be examined:

- New York—Manhattan and boroughs
- Chicago
- Los Angeles
- Washington, D.C.
- Houston
- Toronto
- Montreal
- Ottawa

Students should be able to:

- locate above cities on a map
- understand why they are important cities based on their location
- look at patterns in size and distribution of cities (where cities are located within the U.S. or Canada)
- analyze urban area models, such as concentric zone, sector, and multiple nuclei to determine which model is most appropriate for the region in which they live. (Ch. 4, section 4) (You could teach this one based on Pflugerville and Austin and/or 1-2 of the above cities.)

[City of Pflugerville](#) has planning maps online. (City of Pflugerville planners are usually happy to come and speak with your classes. They also have resources!)

[Urban Sprawl Lesson Plan](#)
Lesson from Maps 101

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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>Cities to be examined:</p> <ul style="list-style-type: none"> • New York—Manhattan and boroughs • Chicago • Los Angeles • Washington, D.C. • Houston • Toronto • Montreal • Ottawa <p>Patterns in factors of settlement</p> <ol style="list-style-type: none"> 1.) Which of the following was a factor in the original location of the cities above? 2.) Which of the following has contributed to the growth (or decline) of the cities above? 3.) Are any of the cities above connected to each other due to the following factors? <ul style="list-style-type: none"> • Bodies of water (transportation/irrigation) • Transportation routes • Climates • Natural resources • Jobs available • Political 	
<p>WG.8 Geography. The student understands how people, places, and environments are connected and interdependent. The student is expected to:</p> <p>WG.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>TEACHER NOTE: It is recommended that you teach WG.8D in conjunction with 6A and 6B</p>	

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WG.7 Geography. The student understands the growth, distribution, movement, and characteristics of world population. The student is expected to:

WG.7B explain the political, economic, social, and environmental factors that contribute to human migration such as how national and international migrations are shaped by push-and-pull factors and how physical geography affects the routes, flows, and destinations of migration;

National and international migrations are shaped by push-and-pull factors

National (Interregional) Migrations

1.) California to Texas (voluntary migration)

- **Pull:** cheaper labor, cheaper land, skilled and educated work forces, business costs are less
- **Push:** living expenses are higher, land and labor are more expensive, business costs are higher

2.) Katrina (forced migration)

- **Pull:** most went to Houston because it was the closest large city
- **Push:** hurricane and flooding destroyed homes and businesses

3.) Rust Belt (States that border Great Lakes) to Sun Belt

- **Pull:** cheaper land and labor, cheap energy (started in 1960s and 1970s when oil was available in Texas)
- **Push:** more expensive land and labor, unions in North and right-to-work states in South and Southwest

International Migrations

1.) Mexico to the United States

- **Pull:** Mexicans are pulled to the U.S. by jobs, education, the close proximity, and the personal freedoms that are available
- **Push:** include a lack of opportunities, such as jobs and education. Because much of this migration is illegal, borders in some southwestern states are closely monitored

2.) Vietnamese to United States (mid-1970s)

- **Pull:** democracy, jobs, education
- **Push:** As the U.S. leaves Vietnam, the South Vietnamese who supported the U.S. want to leave Vietnam to protect themselves

How physical geography affects the routes, flows, and

[5 Thematic Maps](#) showing population distribution of US ethnic groups

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	<p>destinations of migration:</p> <ul style="list-style-type: none"> • Katrina refugees went to Houston not only because it was close, but it had the infrastructure to support them. Followed I-10 across. • Mexicans migrate primarily to southwestern United States which border Mexico (Border wall and fences line the most heavily trafficked parts of the border) • Vietnamese migrated primarily to the West Coast. (In Texas, they migrated primarily to the coastal cities: Houston, Galveston, etc.) 	
<p>WG.8 Geography. The student understands how people, places, and environments are connected and interdependent. The student is expected to:</p> <p>WG.8B compare ways that humans depend on, adapt to, and modify the physical environment using local, state, national, and international human activities in a variety of cultural and technological contexts;</p>	<p>UNITED STATES—compare/contrast with others Government involvement (federalism)</p> <ul style="list-style-type: none"> • Pflugerville/Austin • Texas • U.S. <p>TIE IN ACTIVITIES AT DIFFERENT LEVELS Physical environment determines Columbia River—salmon (August has Natl Geo article) Rio Grande River—Mexico owes us water LCRA TVA</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.8C describe the impact of and analyze the reaction of the environment to abnormal and/or hazardous environmental conditions at different scales such as El Niño, floods, droughts, and hurricanes; and</p>	<p>UNITED STATES</p> <ul style="list-style-type: none"> • hurricanes • El Nino, La Nina • floods • droughts <p>NORTH AMERICA</p> <p>North America specifically the Gulf Coast and the Southern East Coast of the United States is in a cyclical period where there have been a large number of hurricanes during the season. During 2005, Hurricane Katrina and Rita category four and five hurricanes, devastated the coast of Texas, Louisiana, and Mississippi</p>	<p>Hurricane Katrina: Complete Coverage article from National Geographic</p> <p>Making Waves from University of South Florida (Natural disasters, El Nino, Breaking News, Coral Reefs, Red Tide, etc.)</p> <p>United Streaming Videos</p> <ul style="list-style-type: none"> • El Nino: the Driving Force of Weather Patterns <p>National Geographic Article on El Nino</p>

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<p>WG.10 Economics. The student understands the distribution and characteristics of economic systems throughout the world. The student is expected to:</p> <p>WG.10B explain how traditional, command, and market economies operate in specific countries; and</p>	<p>UNITED STATES Teach market economy</p> <p>CANADA-like the United States, Canada practices a market economy. Products and services are available based on consumer demand. Canada has one of the http://www.investorwords.com/951/command_economy.html higher per capita GDP's in the world which would seem to indicate the success of this type of economic system.</p>	<p>Definition of Traditional Economy Definition of Market Economy Definition of Command Economy</p>
<p>WG.11 Economics. The student understands the reasons for the location of economic activities primary, secondary, tertiary, and quaternary in different economic systems. The student is expected to:</p> <p>WG.11A map the locations of different types of economic activities;</p>	<p>UNITED STATES AND CANADA (August's great grandparents' activity)</p> <ul style="list-style-type: none"> • primary—Great Plains • secondary—New England (industrial) • tertiary—Silicon Valley • quaternary <p><input type="checkbox"/> Map countries at all levels of economic activity - primary, secondary, tertiary, quaternary.</p> <p><input type="checkbox"/> Map specific types of economic activities within an area</p> <p>MEXICO-the northern border is becoming more and more industrialized (secondary) with the growth of maquiladoras (foreign owned factories) in the region. Petroleum production (primary) takes place along the Gulf of Mexico. Tourism (tertiary) on the Yucatan Peninsula. Mexico City is home to many universities (quaternary).</p>	<p>Maquiladoras from PBS</p>
<p>WG.11 Economics. The student understands the reasons for the location of economic activities primary, secondary, tertiary, and quaternary in different economic systems. The student is expected to:</p> <p>WG.11B identify factors affecting the location of different types of economic activities; and</p>	<p>UNITED STATES AND CANADA</p> <ul style="list-style-type: none"> • resources • climate • education • access <p>Economic activities (connect to regions) Midwest—bread basket Northeast—trade (access to water) Silicon Valley, California and Austin, Texas—high tech Texas—agricultural Manitoba and Saskatchewan—prairie provinces (wheat and grains) Alaska—oil</p>	<p>CultureGramonline/Select a region or country</p>

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<p>WG.13 Government. The student understands the characteristics of a variety of political units. The student is expected to:</p> <p>WG.13A prepare maps that illustrate a variety of political entities such as city maps showing precincts, country maps showing states, or continental maps showing countries; and</p>	<p>City maps showing precincts</p> <p>NORTH AMERICA – Prepare a map of any large urban city in the United States showing the precincts</p> <p>Country maps showing states</p> <p>NORTH AMERICA</p> <p>USA– Prepare a sketch map of USA to include drawing in and labeling all 50 states.</p> <p>Continental maps showing countries</p>	<p>Textbook page 134- Four Subregions of the United States</p> <p>Textbook page 141- Agricultural and Industry Map</p> <p>Textbook page 120, 125, 118 Showing Resources, Climate and Vegetation and Landforms</p>
<p>WG.14 Government. The student understands the geographic processes that influence political divisions, relationships, and policies. The student is expected to:</p> <p>WG.14B explain how forces of conflict and cooperation influence the allocation of control of Earth's surface such as the formation of congressional voting districts or free trade zones; and</p>	<p>The formation of congressional voting districts</p> <p>NORTH AMERICA</p> <p>Dependent on what political party is in power</p> <p>Free trade zones</p> <p>NORTH AMERICA</p> <p>Examine North American Free Trade Agreement between Canada, the US, and Mexico and discuss the pros and cons of free trade agreements within and between regions.</p>	<p>NAFTA fact sheet from the USDA</p>
<p>WG.16 Culture. The student understands how the components of culture affect the way people live and shape the characteristics of regions. The student is expected to:</p> <p>WG.16A describe distinctive cultural patterns and landscapes associated with different places in Texas, the United States, and other regions of the world, and how these patterns influenced the processes of innovation and diffusion;</p>	<p>NORTH AMERICA</p> <p>Texas – Cattle trails led to the diffusion of perceptions of life in the Southwest US and its landscape of wide open spaces. (Compare to Australia stereotypes)</p> <p>United States – Principals of democracy have led to increase or recognition of human rights in the political systems of many world countries.</p>	<p>Cattle Trails Map- Maps 101</p> <p>March of Democracy Interactive Map</p>

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<p>WG.20 Science, technology, and society. The student understands how technology affects definitions of, access to, and use of resources. The student is expected to:</p> <p>WG.20A describe the impact of new technologies, new markets, and revised perceptions of resources; and</p>		
<p>WG.20 Science, technology, and society. The student understands how technology affects definitions of, access to, and use of resources. The student is expected to:</p> <p>WG.20B analyze the role of technology in agriculture and other primary economic activities and identify the environmental consequences of the changes that have taken place.</p>	<p>UNITED STATES AND CANADA</p> <ul style="list-style-type: none"> • Oil (could start in Texas) • Corn (ethanol) • Internet <p>Teacher note: Think about United States' over consumption</p>	<p>Agriculture Online Textbook from The Habitable Planet</p> <p>“Agricultural Practices and Food Technologies” from International Food Information Council</p>
<p>Social Studies Skills TEKS—The TEKS below are processing TEKS: They are designed to be used to help students process the social studies content TEKS above. In reality, teaching and learning involves using all of the Social Studies Skills TEKS many times throughout the school year, but these TEKS have been written explicitly into the curriculum only a couple of times each to make sure that they are each taught in depth.</p>		
<p>PreAP Skills</p>		
<p>Reading</p>		<p>Walk Across America</p>
		<p>Whites will be minority by 20__ (Kristina)</p>
		<p>Don't Know Much About Geography Pieces on U.S. (Badlands, Continental Divide, etc.)</p>
<p>Writing</p>		
<p>Primary Sources</p>		<p>Immigration laws over time in U.S.</p> <ul style="list-style-type: none"> • Chinese Exclusion Act • Immigration Act of 1921 • Immigration Act of 1924 • Immigration Act of 1965 • Immigration Act of 1986 <p>Writing prompt: How and why have our immigration laws change over time?</p>

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Research		<p>Current issues: U.S.-Mexican border</p> <p>Questions: Why do people come to the U.S. (push/pull factors)?</p> <p>Defining ethnicity – Research “one drop” laws or rules in different southern states</p> <p>Population shifting within the U.S. (to the South) – analyzing demographic maps over time and predicting the future</p>
Graded Discussions		<p>Why do people come to the U.S.? Why are people leaving the U.S.? (brain drain) How have different groups of immigrants been received differently over time? How have immigrants influenced different regions of the U.S.?</p> <p>Debate: Pros and cons of NAFTA Writing after debate: Take a position for or against NAFTA and defend it.</p> <p>Discussion: Trans-Texas Corridor and trade expenses</p>