


## World Geography Curriculum Bundle #5 and 6

Title	Suggested Dates
Europe and Russia	 November 16 – December 4, 2009 (12 days) December 7 – 18, 2009 (10 days)

Big Idea/Enduring Understanding	Guiding Questions
<ul style="list-style-type: none"> <li>• History, including colonization, industrialization, communism, and world-wide wars, has shaped the political, economic, and social landscape of Europe and Russia.</li> </ul>	<ul style="list-style-type: none"> <li>• How did colonization and industrialization affect Europe?</li> <li>• How and why has the political map of Europe and Russia changed over time?</li> <li>• How is current immigration affecting European countries socially, economically, and politically?</li> <li>• How has the rise and fall of communism affected Russia, Eastern Europe, and their relationships with other countries?</li> </ul>

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><b>WG.2 History. The student understands how people, places, and environments have changed over time and the effects of these changes on history. The student is expected to:</b></p> <p>WG.2A describe the human and physical characteristics of the same place at different periods of history; and</p>	<p style="color: red;">Europe before and after World War II</p> <ul style="list-style-type: none"> <li>• Changing of the map</li> <li>• Warsaw Pact vs NATO</li> <li>• Cold War/Iron Curtain</li> </ul> <p style="color: red;">Students will be able to compare the cultural characteristics of the ancient worlds of Greek and Roman city-states to their modern counterparts, identifying what influence the ancient world has had on shaping policy (democratic ideals) and religion (spread of Christianity through the Roman Empire).</p>	<p>Blank map of <a href="#">Europe</a>            Blank map of <a href="#">Europe 2</a></p> <p><a href="#">Teacher Information about the Cold War</a></p> <p><a href="#">Warsaw Pact Information for Teachers</a></p>

## World Geography Curriculum Bundle #5 and 6

<p><b>WG.5 Geography. The student understands how political, economic, and social processes shape cultural patterns and characteristics in various places and regions. The student is expected to:</b></p> <p>WG.5A analyze how the character of a place is related to its political, economic, social, and cultural characteristics; and</p>	<p><b>Character of Europe-- Analyze how the identity of a place is influenced by language, religion, political and economic systems, population distribution, and standard of living of the people who live there.</b></p> <p>1.) During colonization (competition for power, territories and resources)          Political—competing as nations (imperialism), empires with kings          Economic--mercantilism          Social—White Man’s Burden          Cultural—Missionaries and spread of religion</p> <p>2.)After WWII (East and West Europe)          Students will be able to identify the influence the Soviet Union had on each of the above in explaining the differences between Western and Eastern Europe          Political—democracy v. communism, Cold War          Economic—free market v. command          Social—individual rights v. censorship (Soviet realism)          Cultural—Westernization v. isolation</p> <p>3.) Today (Unification under the EU)          Political and economic: European Union and formerly Eastern European (Eastern European countries joining the EU and NATO)          Economic—Changing levels of development in former Soviet bloc countries, the Euro, CE (certified for European community—higher environmental standards than U.S.), want to be new world economic leader          Social—unique (not followers of U.S.)          Cultural—immigration adding tensions</p>	<p>World War II and the Cold War</p> <p><a href="#">WWII in Europe/ The Cold War</a>: Timelines and Lesson plans</p> <p>EUROPEAN UNION</p> <p><a href="#">Teaching the European Union through The Five Themes of Geography Lesson Plan</a> from UNC</p> <p><a href="#">European Union Role Play Lesson/ Hands on Lesson</a></p> <p><a href="#">The Euro</a>: Lesson Plans related to the European Euro</p>
---	--	--

## World Geography Curriculum Bundle #5 and 6

<p><b>WG.7 Geography. The student understands the growth, distribution, movement, and characteristics of world population. The student is expected to:</b></p> <p>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;</p>	<p><b>EUROPE</b></p> <p>In studying migration patterns and population distribution,</p> <ul style="list-style-type: none"><li>• students will be able to identify the increase in migration from less developed countries within Europe (peripheral countries – Portugal, Southern Italy, Eastern Europe) to more developed countries within Europe (core countries – France, UK, Germany)</li><li>• students will be able to identify immigration patterns from less developed regions outside Europe (Turkey, Arab world) to more developed regions within Europe.</li><li>• students will be able to identify possible consequences of increased migration, such as in France and Germany—conflicts with immigrants (even immigrants with generations in France/Germany)</li></ul> <p>National and international migrations are shaped by push-and-pull factors</p> <p>TEACHER NOTE: Mention the possible admission of Turkey to the European Union, and possible consequences of membership, including the economic consequences of Turks able to freely travel/work within European community.</p>	
--	---	--

## World Geography Curriculum Bundle #5 and 6

<p><b>WG.8 Geography. The student understands how people, places, and environments are connected and interdependent. The student is expected to:</b></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><b>EUROPE</b></p> <p>Rivers: Environmental standards for Danube, Rhine rivers (flow through multiple countries).</p> <ul style="list-style-type: none"> <li>• Cities that developed on rivers</li> </ul> <p>Pyrenees Mountains: merging of France, Spain, Andorra – region as a former smuggling hub, Andorra now exists as an international duty-free trade zone</p> <p>Progressive stance of Europe on Green Energy – wind power, solar power, bio-fuels (decreased cost of bio-diesel in Germany)</p>	<p><a href="#">Energy in Europe</a>: Use this link to create lessons related to Green Energy Use in Europe.</p>
<p><b>WG.18 Culture. The student understands the ways in which cultures change and maintain continuity. The student is expected to:</b></p> <p>WG.18A describe the impact of general processes such as migration, war, trade, independent inventions, and diffusion of ideas and motivations on cultural change;</p>	<p><b>EUROPE</b></p> <p>Colonization – the spread of European culture to areas in the New World</p> <ul style="list-style-type: none"> <li>• Spanish language, Roman Catholicism to Latin America</li> <li>• United Kingdom-As the British Empire spread throughout the world; with the migration of people to the new colonies the English language was spread.</li> </ul> <p>Immigration to Europe – immigrants coming from other parts of the world (African, Arab) to Europe and cultural conflicts that emerge.</p>	

## World Geography Curriculum Bundle #5 and 6

<p><b>WG.18 Culture. The student understands the ways in which cultures change and maintain continuity. The student is expected to:</b></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>English is lingua-franca of the world</p> <ul style="list-style-type: none"><li>• Changed other world cultures by making them more aware of primarily English-speaking countries than the primarily English-speaking countries are of non-primarily English speaking countries</li><li>• The official language of over 30 countries in the world is English and many more teach it in their schools. Along with the fact the United States is the leader in the science and business world, the use of the internet, and the world has become more global, it is easier to have a common language to better communicate among the scientist and business leaders of the world.</li></ul> <p>Spread of democratic ideas</p> <p>U.S.-based fast-food franchises in Russia and Eastern Europe</p> <p><b>RUSSIA AND EASTERN EUROPE</b> Russia and Eastern Europe has opened their doors to fast food franchises primarily McDonalds starting in the mid to late 1990s. It is only beginning to take hold. The franchises have adapted to the traditions and customs of the consumer but it still has led to the westernization of these areas. These American franchises have helped the American agriculture industry because of their demand.</p> <p>The English language as a major medium of international communication for scientists and business people.</p> <p>Cultural convergence occurs when the ideas, habits, skills, arts, and institutions of one culture come in contact and interact with those of another culture.</p> <p>Cultural divergence is the process of disassociating cultures, or protecting a culture from other influences.</p> <ul style="list-style-type: none"><li>• “Europeanization” of fast-food, taking business away from McDonald’s and Burger King and encouraging European consumers to patronize European fast-food chains.</li></ul>	
---	---	--

## World Geography Curriculum Bundle #5 and 6

<p><b>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:</b></p> <p>WG.19A evaluate the significance of major technological innovations, including fire, steam power, diesel machinery, and electricity that have been used to modify the physical environment; and</p>	<p><b>EUROPE during Industrial Revolution</b></p> <ul style="list-style-type: none"> <li>• Steam power-- Steam power is a source of energy for the steam engine that was used in machinery to pump water out of mines and different types of transportation like the trains and boat</li> <li>• Diesel machinery—Netherlands and land reclamation; personal transportation; transportation networks. Diesel machinery fall in the category of trucks, heavy machinery, and marine engines for submarines and large transport machinery has led to increase production in agriculture and industrial building.</li> <li>• Electricity – source of electricity. Europe using more nuclear, wind, solar</li> </ul> <p>⇒ All of the above used to modify the physical environment through increased power for agricultural production, urban development of infrastructure, industrialization, etc.</p>	<p>Teacher information on the <a href="#">Industrial Revolution</a></p>
<p><b>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:</b></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>Floods – Europeans have learned ways to adapt to their environment by building dikes and polders in the Netherlands, or canals in Venice.</p> <p>Earthquakes – Istanbul lies on one of the most dangerous fault lines (North Anatolian fault line)</p> <p>Transportation – modification of the environment for easier transportation</p> <ul style="list-style-type: none"> <li>• Chunnel</li> </ul>	<p>Ch 12, section 3</p> <p>Turkey Earthquake <a href="#">Map</a></p> <p>Teacher information on the <a href="#">Chunnel</a></p> <p>Video Clip: <a href="#">The Chunnel</a> : 5 min.</p>
<p><b>WG.10 Economics. The student understands the distribution and characteristics of economic systems throughout the world. The student is expected to:</b></p> <p>WG.10B explain how traditional, command, and market economies operate in specific countries; and</p>	<p><b>EASTERN EUROPE AND RUSSIAN REPUBLICS</b></p> <p><b>Effects of command economy and transition</b></p> <p>TEACHER NOTE: This was introduced in “Intro to Geography.” Now students need to explain this in terms of Russian/Eastern Europe examples.</p> <ul style="list-style-type: none"> <li>• Traditional economy – black market existed under command economy</li> <li>• Command economy – collective farms,</li> </ul>	

## World Geography Curriculum Bundle #5 and 6

	<p style="text-align: center;">government-owned factories and industry, housing</p> <ul style="list-style-type: none"> <li>• Market economy – involving privatization with consequences such as corruption</li> </ul> <p>Students will be able to identify characteristics of traditional, command, and market economies, and apply these characteristics to Russia before, during, and after the Soviet Union.</p>	
<p><b>WG.12 Economics. The student understands the economic importance of, and issues related to, the location and management of key natural resources. The student is expected to:</b></p> <p>WG.12B analyze how the creation and distribution of resources affect the location and patterns of movement of products, capital, and people; and</p>	<p>Population patterns: In studying population distribution, students will be able to explain why the majority of Russia’s population is concentrated in the western part of the country, except for some concentration of people around isolated resources.</p> <ul style="list-style-type: none"> <li>• Siberia—Especially under Soviet control, Russia’s government has encouraged migration of workers to go to where the resources are (compare to similar situations in Brazil, China, and moving people off Java)</li> <li>• Now in Russia, former government-owned mines, mining operations, collective farms being sold to international companies.</li> <li>• In building Trans-Siberian railroad, isolation of Siberia, especially during harsh winter conditions, use of frozen rivers as highways</li> </ul>	<p><a href="#">Trans-Siberian Railroad Lesson Plan</a></p> <p>Information about the <a href="#">Trans-Siberian Railroad</a></p> <p>Information on <a href="#">Siberia</a> for Teachers</p> <p>Trans-Siberian Railroad <a href="#">Map</a></p>
<p><b>WG.14 Government. The student understands the geographic processes that influence political divisions, relationships, and policies. The student is expected to:</b></p> <p>WG.14A analyze current events to infer the physical and human processes that lead to the formation of boundaries and other political divisions;</p>	<p><b>EUROPE</b></p> <p>Political Boundaries of Eastern Europe and the Soviet Union following the fall of Communism</p> <ul style="list-style-type: none"> <li>• Ethnic conflict in Balkans (former Yugoslavia), conflict over control of territory, leading to creation of new nation-states</li> </ul> <p>Human Processes – Cultural distribution of citizens, cultural traditions of Western and Eastern Europe</p> <p>Physical Processes – River, mountain and other natural boundaries</p>	

## World Geography Curriculum Bundle #5 and 6

- |  |  |  |
|--|--|--|
|  | <ul style="list-style-type: none"><li>• Caucasus Mountains, Ural Mountains serve as natural barrier between Russia and Central Asia, East Asia</li></ul> |  |
|--|--|--|

**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.