

Cultural Geography: Political Organization of Space

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to analyze the reciprocal relationships among human and physical systems by evaluating geospatial data, historical evidence, economic activity, and political decisions. - Students will demonstrate the ability to analyze reciprocal relationships among social institutions and culture in order to explain impact on the individual. - Students will demonstrate the ability to define a problem and develop a solution as a means for taking informed action. - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> - Geo.2.9-12. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics. - Geo.4.9-12. Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them. - Geo.5.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions. - Geo.6.9-12. Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions. - Geo.7.9-12. Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population. - Geo.8.9-12. Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions. - Geo.9.9-12. Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales.	Transfer	
	<i>Students will be able to independently use their learning to act responsibly based on their understanding of diverse cultures and perspectives.</i>	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> - economic globalization occurs with cross-border movement of goods services, technology, information, and human, physical, and financial capital. - each place on Earth has a unique set of local conditions and connections to other places. - human-environment interactions are essential aspects of human life in all societies and they occur at local-to-global scales. - the Earth's human systems and physical systems are in constant interaction and have reciprocal influences flowing among them. - social structure and culture work in tandem to shape societies, but are not completely rigid. - active and responsible citizens identify and analyze public problems; deliberate with other people about how to define and address issues; and take constructive, collaborative action.	ESSENTIAL QUESTIONS How does where you live impact how you live?
Acquisition		
<i>Students will know...</i> - the definition of "world-view" and that the assumptions we have on the world around us are based on ethnocentrism, prejudices, stereotypes, regional and cultural biases. - that historical events such as war, colonization, revolution and treaties have all worked to shape the modern cultures that exist today. - that religion, natural resources, climate, and human factors all impact how people live their lives.		
<i>Students will be skilled at...</i> - using geographic representations to explain relationships. - analyzing the relationships between human and physical systems. - evaluating the influences of decisions and decision making. - evaluating the impact of human settlement activities on regional characteristics - analyzing the impact of reciprocal relationships on		

• Geo.10.9-12. Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use. • Geo.11.9-12. Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries. • Geo.12.9-12. Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration. • Soc.7.9-12. Cite examples of how culture influences the individuals in it. • Soc.10.9-12. Analyze how social structures and cultures change • Soc.13.9-12. Identify characteristics of groups, as well as the effects groups have on individuals and society, and the effects of individuals and societies on groups. • Civ.1.9-12. Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions. • Civ.8.9-12. Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles. • Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights. • Eco.1.9-12. Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups. • Eco.15.9-12. Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations. • His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives. • His.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past. • D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place. • D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning. • D4.8.9-12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.	• that the culture of societies throughout the Southern Hemisphere have been shaped and changed throughout history as a result of imperialism. • that the political development of African nations was hindered by a period of colonization that lasted into the Twentieth century. Most African nations are democratic by name; however, these nations have had difficulty maintaining democratic governments. • that many regions of Africa are influenced by colonial rule. The European countries brought their language, religion, democracy and technology. They also brought their own European conflicts (Boer War in South Africa and their race for colonies which was one of the causes of World War I) to the African continent. • that imperialism has had a great impact on the Aboriginal people. • the challenges and opportunities faced by those trying to address the local, regional, and global problems that exist in multiple contexts. • that the history of warfare has shaped the cultural and political identities of Europe. • that nations have lost their individual identities due to the centralization of the European Union. • that geography has played a significant role in the dispersion of the various religions of Europe. • that trade and economics have forced Europe to look outward. • that Asia has a variety of forms of government. They had a history of empires and dynasties as well as periods of foreign rule. Today, they include rule by communist parties in China and North Korea, constitutional monarchies in Japan and Jordan, republics in Pakistan, India, and Israel, monarchies in Saudi Arabia and Bhutan, and theocratic republics in Iran and Tibet. • that Europe colonized large areas of Asia. This colonial period introduced the English language, Christianity and democratic influences into the region. • <u>of</u> the following key players, places, events, and/or	population distribution. • evaluating the impact of economic and political decision making on spatial patterns. • evaluating the influence of climate variability. • analyzing the influence of incentives on choices and policy making. • analyzing and evaluating cause and effect relationships • evaluating the impact of economic globalization. • evaluating the consequences of human or natural catastrophes. • citing examples of the influences of culture on individuals. • analyzing change over time. • identifying characteristics of groups and their reciprocal relationships. • comparing and contrasting powers and responsibilities. • evaluating social and political systems in different contexts, times, and places • analyzing the influences on historical perspectives. • taking informed action.
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	ideas: o Hierarchical Diffusion, Judeo-Christian, Roman Catholic, Berlin Conference <u>vocabulary</u> (will vary according to the cultures studied and may include, but is not limited to): folk culture, popular culture, local culture, material culture, non-material culture, custom, cultural appropriation, culture, neolocalism, ethnic neighborhoods, authenticity, cultural landscape, globalization, assimilation, artifacts, behavior, religion, mortality rate, population, migration, utility, cultural identity, expansion, hierarchy, agrarian, human rights, overpopulation, forced migration, push-pull factors, fundamentalism, border dispute, refugee, first world, third world, apartheid, imperialism	
Content Area Literacy Standards		21 st Century Skills
• RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. • RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. • RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 11-12 texts and topics</i>. • RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. • RST.11-12.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. • RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. • RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. • RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. • WHST.11-12.1 Write arguments focused on <i>discipline-specific content</i>. • WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. • WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. • WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.		• <i>use systems thinking</i> • <i>make judgments and decisions</i> • <i>use and manage information</i> • <i>access and evaluate information</i>

- WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

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Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan	
Summary of Key Learning Events and Instruction	
<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	