

**Eighth Grade Geography**  
**Power School #: \_\_\_\_\_**

Section 2: (9 weeks) **Eastern Hemisphere: continents of Africa, Asia, & Australia & various islands** (May be designated as 8<sup>th</sup> grade only)

**Prerequisite:** None

**Course Description:**

In this class, students will explore the five themes of Geography within the context of the 8<sup>th</sup> grade Arizona State Standards for Geography. This class will provide an understanding of the human and physical characteristics of the Earth. The students will be able to understand local, national, and global issues through the study of geography. In addition, this class will actively engage students, allowing them to learn new skills and try out new ways of thinking outside of their core classes.

**Course Content Skill Outcomes**

Skill Outcome 1: Construct maps, charts, and graphs to locate physical and cultural features around the world.

Skill Outcome 2: Interpret thematic maps, charts, and graphs for geographic information around the world.

Skill Outcome 3: Describe a variety of world regions and why they change.

Skill Outcome 4: Analyze how economic, social, and physical features/resources influence where people choose to live.

Skill Outcome 5: Analyze the effects (both positive and negative) of settlement on places.

Skill Outcome 6: Describe patterns of cultural and economic characteristics of a region/place over time.

Skill Outcome 7: Identify cultural aspects of a region/place.

Skill Outcome 8: Identify the physical processes that influence the formation and location of resources.

Skill Outcome 9: Describe the consequences of natural hazards.

Skill Outcome 10: Describe the positive and negative effects when humans modify their environment.

Skill Outcome 11: Compare different points of view on research on environmental issues.

### Possible Activities and Assessments

Theme/Topic/ Time Frame	Standards	Possible Activities/Assessments
<b>Weeks 1-2:</b> <b>Sub Saharan Africa</b>  <b>Geography Theme:</b> <b>Location/Place</b>	<p><b><u>Geography</u></b>  <i>Strand 4, Concept 1</i>            PO 1: Construct maps, charts, and graphs to display geographic information.            PO 2: Identify purposes and differences of maps, globes, aerial photographs, charts, and satellite images.            PO 3: Interpret maps, charts, and geographic databases using geographic information.            PO 4: Locate physical and cultural features (e.g. continents, cities, countries, significant waterways, mountain ranges, climate zones, major water bodies, landforms), throughout the world.            PO 5: Interpret thematic maps, graphs, charts, and databases depicting various aspects of the United States and world regions (apply to regions studied).</p> <p><i>Strand 4, Concept 2 Places and Regions</i>            PO 1. Identify common characteristics of contemporary and historical regions on the basis of climate, landforms, ecosystems            PO5. Describe how a place changes over time.</p>	<ul style="list-style-type: none"> <li>○ Using the jigsaw method, “expert” students will share information about their region with other students in the class.</li> <li>○ Students create a double bubble map comparing and contrasting regions studied</li> <li>○ Students create graphs and tables displaying cultural information about a North American region. Students use the information to draw conclusions, make generalizations, and predict information about a region studied.</li> <li>○ Students research and analyze a cultural region of their choice</li> <li>○ Students research current economic, political, or social events that have changed that region over time and present to the class</li> <li>○ Students create a collage/scrapbook page describing physical features of a Sub-Saharan African region</li> <li>○ Students create a children’s book describing the regions of Sub-Saharan Africa including their physical features, maps, photographs, and basic cultural information.</li> </ul>

#### Resources/Websites:

- <http://www.africaguide.com/> (Africa tourist information)
- <http://www-cs-students.stanford.edu/~cale/cs201/apartheid.hist.html> (Apartheid)
- <http://racerelements.about.com/od/apartheid/index.htm> (Apartheid)
- <http://allafrica.com/> (Current Events)
- <http://www.africaaccessreview.org/aar/index.html> (lesson ideas and activities)
- <https://www.cia.gov/library/publications/the-world-factbook/> (CIA Fact book with information on all countries)
- [http://www.africa.upenn.edu/Home\\_Page/AFR\\_GIDE.html](http://www.africa.upenn.edu/Home_Page/AFR_GIDE.html)

Theme/Topic/ Time Frame	Standards	Possible Activities/Assessments
<b>Weeks 3-4:</b> <b>Middle East</b>  <b>Geography</b> <b>Theme:</b> <b>Human</b> <b>Interaction/</b> <b>Region</b>	<u><b>Geography</b></u> <i>Strand 4, Concept 4</i> PO 1. Identify the push and pull factors (e.g., economic conditions, human rights conditions, famines, political strife/wars, natural disasters, changes in technology) that drive human migrations. PO 2. Describe the effects (e.g., economic, environmental, cultural, political) of human migrations on places and regions. PO 4. Identify the factors that influence the location, distribution, and interrelationships of economic activities in different regions. PO 6. Describe the aspects of culture (e.g., literacy, occupations, clothing, property rights) related to beliefs and understandings that influence the economic, social, and political activities of men and women. PO 7. Describe how changes in technology, transportation, communication, and resources affect economic development.	<ul style="list-style-type: none"> <li>○ Research a cultural issue facing this region/area. Present findings to the class through a blog or other form of digital media.</li> <li>○ Students compare and contrast regions studied using a double bubble map (with a group)</li> <li>○ Students create a PowerPoint presentation on cultural and economic characteristics of a selected region/culture.</li> <li>○ Students track a current cultural or economic issue facing the region over a period of time. Present findings to the class.</li> <li>○ Students create thematic maps to track human migration and ethnic settlements within a region.</li> <li>○ Use economic maps and other resources to describe economic activities and developments in a given region.</li> </ul>

#### Resources/Websites

- <http://www.cmes.arizona.edu/outreach/lessonplans.php> (Middle East resources and lesson ideas)
- <http://www.arabamericanmuseum.org/Lesson-Plans.id.35.htm> (Arab-American website, lesson ideas)
- <http://www.world-affairs.org/globalclassroom/profdev/Teacherresources.htm> (lessons on many nations, including current event issues)
- <https://www.cia.gov/library/publications/the-world-factbook/> (CIA Fact book with information on all countries)

Theme/Topic/ Time Frame	Standards	Possible Activities/Assessments
<b>Weeks 5-6:</b> <b>South Asia,</b> <b>Southeast Asia</b> <b>and the Pacific</b> <b>(India,</b>	<u><b>Geography</b></u> <i>Strand 4, Concept 5</i> PO 1. Describe how (e.g., deforestation, desertification) humans modify ecosystems. PO 2. Describe why (e.g., resources, economic livelihood) humans modify	<ul style="list-style-type: none"> <li>○ Create a radio show for an assigned country</li> <li>○ Research earthquakes, tsunamis, or other natural hazards of the region. Determine consequences and solutions to prevent future disasters.</li> <li>○ Design a magazine cover for an</li> </ul>

<p><b>Pakistan, Vietnam, Cambodia, Indonesia)</b></p> <p><b>Geography Theme: Human Interaction with the Environment</b></p>	<p>ecosystems.</p> <p>PO 3. Explain how changes in the natural environment can increase or diminish its capacity to support human activities.</p> <p>PO 4: Explain how technology positively and negatively affects the environment.</p> <p>PO 5. Analyze changing ideas and viewpoints on the best use of natural resources (e.g., value of oil, water use, forest management).</p> <p>PO 6. Explain how societies and governments plan for and respond to natural disasters (e.g., evacuation routes, changing farming techniques, warning systems).</p>	<p>assigned country, discussing current events and cultural issues and concerns of the country studied.</p>
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#### Resources/Websites

- <http://surdhwani.org.uk/> (India music and culture)
- <http://www.outreachworld.org/searchresources.asp?countryid=243> (lesson ideas on Southeast Asia)
- [www.askasia.org](http://www.askasia.org) (lesson ideas)
- <http://www.world-affairs.org/globalclassroom/profdev/Teacherresources.htm> (lessons on many nations, including current event issues)
- <https://www.cia.gov/library/publications/the-world-factbook/> (CIA Fact book with information on all countries)

Theme/Topic/ Time Frame	Standards	Possible Activities/Assessments
<p><b>Weeks 7-9: East Asia &amp; the Pacific (China, Japan, North and South Korea)</b></p> <p><b>Theme: (potentially all themes, depending on current event issue selected)</b></p>	<p><b><u>American History</u></b>  <i>Strand 1, Concept 10: Contemporary U.S.</i>            PO 9: Identify the connection between current and historical events and issues studied at this grade level using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).            PO 10: Describe how key political, social, geographic, and economic events of the late 20th century and early 21st century affected, and continue to affect, the United States.</p> <p><b><u>World History</u></b></p>	<ul style="list-style-type: none"> <li>○ Research current event issues on an assigned country. Track this issue over the course of the unit. Include information using maps and charts.</li> <li>○ Create a PowerPoint presentation on a current event issue within an assigned country.</li> <li>○ Conduct a debate about a current issue of special interest (i.e. North Korean nuclear weapons and testing)</li> <li>○ Form a panel to discuss views on a current event issue (i.e. Chinese restrictions on human rights)</li> </ul>

	<p>PO 1. Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</p> <p>PO 2. Identify the connection between current and historical events and issues studied at this grade level using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</p> <p>PO 3. Analyze how world events of the late 20<sup>th</sup> century and early 21<sup>st</sup> century (e.g., terrorism, globalization, conflicts, interdependence, natural disasters, advancements in science and technology, environmental issues) affected, and continue to affect, the social, political, geographic, and economic climate of the world.</p> <p><b><u>Geography</u></b>  <i>Strand 4, Concept 6:</i>          PO 3. Use geographic knowledge and skills (e.g., recognizing patterns, mapping, graphing) when discussing current events.</p>	
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Resources/Websites

- <http://www.kcta.ku.edu/KCTAlessons/china.html> (lesson plans on the Koreas, China, and Japan)
- <http://www.boston.us.emb-japan.go.jp/eng/teaching/japlessons.html> (lesson plans on Japan)
- <http://www.world-affairs.org/globalclassroom/profdev/Teacherresources.htm> (lessons on many nations, including current event issues)
- <https://www.cia.gov/library/publications/the-world-factbook/> (CIA Fact book with information on all countries)

Additional Resources:

**Current Events and Issues**

1. [www.nationalgeographic.com](http://www.nationalgeographic.com) –general information on places around the world.  
Includes photographs, videos, history, current events, conservation, and preservation.

2. [www.discovery.com](http://www.discovery.com) -general information and current events on the environment, technology, being “green”, global warming, etc.
3. [http://www.sciencedaily.com/news/earth\\_climate/geography/](http://www.sciencedaily.com/news/earth_climate/geography/) -Geography current events from around the world.
4. <http://www.pbs.org/newshour/extra/index.html> -current events page for students
5. <http://teachablemoment.org/> -current event issues with a social responsibility slant

## **Culture**

Link to the Culture Grams website which needs your school name and zip code to get in  
<http://culturegrams.com/>

## **Lesson Plans and Additional Activity Ideas**

1. <http://www.nationalgeographic.com/xpeditions/lessons/> -lesson plans and activity links, national standards, online atlas
2. <http://www.ncge.org> -National Council for Geographic Education. Includes lesson plans, interdisciplinary activities, forming a Geography club (with activities)
3. <http://www.education-world.com> -click on the lesson plan links to find geography activities and lesson plans.
4. <http://teachers.net> - lesson plans (you will have to search through them, as the links do not include descriptions, just titles.
5. <http://www.csun.edu/~hcedu013/plans.html> -variety of geography lesson plans mixed in with other social studies activities. Includes links for areas in the Western and Eastern hemispheres. Too many links here to go into great depth.
6. [http://askeric.org/cgi-bin/lessons.cgi/Social\\_Studies](http://askeric.org/cgi-bin/lessons.cgi/Social_Studies) -Geography lesson ideas.
7. <http://www.nationalgeographic.com/resources/ngo/education/themes.html> -describes the Five Themes of Geography and activity ideas.
8. <http://www.nytimes.com/learning/> -education link has Geography lesson plans.
9. <http://www.geography.org.uk/projects/ks4ict> -ideas on teaching Geography (some content is British, other American).
10. <http://www.geography.org.uk/Journals/Journals.asp?journalID=3> -great ideas on theory and methods of teaching Geography (and free)!

## **Maps/Atlas**

1. <http://www.merriam-webster.com/maps/moremapsnyt.html> -online atlas with basic geographic information on every country
2. <http://www.eduplace.com/ss/maps/africa.html> -blank, physical, and political maps
3. <http://www.sasi.group.shef.ac.uk/worldmapper/index.html> -These maps are resized based on the subject of interest such as population, age, tourism, exports and imports. By the University of Sheffield.
4. <http://gelessons.com/lessons/> -Uses of Google Earth in the classroom

## **Geography Games**

1. <http://www.eduplace.com/geonet/> - a game from the internet about the Five Themes of Geography on all continents. Grades 4 and up

2. <http://www.maps.com/FunFacts.aspx?nav=FF#> -variety of map games to play for fun.

### **General Information**

1. <http://cyberschoolbus.un.org/infonation3/menu/advanced.asp> -information about every country from the United Nations
2. <http://lcweb2.loc.gov/frd/cs/cshome.html> - a study of countries by the Library of Congress
3. <http://www.confluence.org/index.php> - latitude and longitude website
4. <http://www.worldbank.org/depweb/index.html> -population lesson plans, standard of living, etc.
5. <http://www.nationmaster.com/index.php> -An excellent site for statistics from countries of the world. Your students will be able to compare education, income, oil consumption, life expectancy, and many other statistics. There are also maps and country information