

7TH GRADE EASTERN HEMISPHERE GEOGRAPHY Workbook



NAME: _____

Hour: _____

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Introduction:

Welcome to 7th Grade Geography, this year we will explore the eastern hemisphere. This book was designed to help enhance student learning. The content of this book is an accumulation of information that is the most up to date and accurate as possible. Please remember, geography has many different elements, these elements are ever changing. Therefore, the information that is provided in this book is as accurate as the date that it was inputted.

This book has a very specific outline for each chapter. You will start with an introduction to the sections learning objectives and vocabulary. Mastering each section will help you to build your knowledge base for the next section. The information in each section will be provided in various ways. You will be required to read the content of the subject and evaluate information on maps, interpret charts, graphs and pictures. While some students may find at least one of these areas difficult, do not worry, we are in this together.

The book that you have in front of you is only as effective as the user. Please make sure that you use the workbook to maximize your learning. You will be required to turn in the workbook 1 time weekly for grading.

ALL ASSIGNMENTS SHALL BE COMPLETED BY THE DUE DATE.

This workbook has been put together with your best interest at heart. It allows for us to cut through excessive information and allow students to focus specifically on the objectives outlined by the state. Furthermore, it allows your teacher to provide more detailed information in areas that you may find to be more interesting.

GOOD LUCK!!!!



How to use this book:

The book is broken down by sections as indicated in the table of contents. Each section contains vocabulary words, maps, graphs, charts, and activities. All classroom work should be completed in this area. If you are absent one day, the assignment that you are responsible for completing is at your fingertips.

The book also contains a section that has all projects with a list of instructions, requirements and the grading rubrics (**yellow divider**). All projects have specific criteria that need to be met for grading purposes. This section provides a step by step set of direction that will allow you to refer back for clarification and to keep you on schedule for completion.

The book contains a section for you to write all of your vocabulary (**pink divider**) words. Words will come from the book or will be located on the word wall located in the classroom. You are responsible for ensuring that all vocabulary words are defined in your book.

The book contains blank lined paper for classroom notes (**orange divider**). Most lessons have note fill in pages. However, in the event that you need extra space or additional notes the blank paper is provided for your convenience.

The book contains all Atlas Activities that will be completed this year. They are located at the back of the book (**green divider**).

The book also contains highlighted areas. Yellow highlight is a **vocabulary word**, blue highlight is a **landform or waterway**, and pink highlight is the **name of an important person or location**.

State Objectives:



PROCESS AND LITERACY SKILLS

Literacy Skills Standard 1:

The student will develop and demonstrate Common Core Social Studies reading literacy skills.

A. Key Ideas and Details

1. Cite specific textual evidence to support analysis of primary and secondary sources.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

B. Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
5. Describe how a text presents information (e.g., sequentially, comparatively, causally).
6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

C. Integration of Knowledge and Ideas

7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
 8. Distinguish among fact, opinion, and reasoned judgment in a text.
 9. Analyze the relationship between a primary and secondary source on the same topic.
- D. Range of Reading and Level of Text Complexity
10. By the end of grade 8, read and comprehend history/ social studies texts in the grades 6–8 text complexity band independently and proficiently.

Literacy Skills Standard 2:

The student will develop and demonstrate Common Core Social Studies writing literacy skills.

A. Text Types and Purposes

1. Write arguments focused on discipline-specific content.

- a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.**
- b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.**
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.**
- d. Establish and maintain a formal style.**
- e. Provide a concluding statement or section that follows from and supports the argument presented.**

2. Write informative/explanatory texts, including the narration of historic events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.**
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.**
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.**
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.**
- e. Establish and maintain a formal style and objective tone.**
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.**

3. (See note; not applicable as a separate requirement)

B. Production and Distribution of Writing

- 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**
- 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or**

trying a new approach, focusing on how well purpose and audience have been addressed.

6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

9. Draw evidence from informational texts to support analysis reflection, and research.

C. Range of Writing

10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **Note:** Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/ explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historic import.

CONTENT SKILLS:

Content Standard 1:

The student will analyze data from a geographic perspective using the skills and tools of geography.

1. Cite specific geographic information to support analysis from primary and secondary sources located in texts, documents, newspapers, magazines, journals, political cartoons, and online news sources.

2. Integrate visual information, draw conclusions, and make predictions from geographic data and analyze spatial distribution and patterns by interpreting that data as displayed on globes, graphs, charts, satellite and other forms of visual imagery including data from bar and line graphs, pie charts, thematic maps, population pyramids, climographs, cartagrams, contour/relief maps, GIS systems, and diagrams.

3. Apply the concepts of scale, distance, direction, relative location, absolute location, and latitude and longitude.

4. Integrate visual information and apply the skill of mental mapping of the political and physical features of Earth's surface and to organize information about people, places, and environments.
5. Conduct short research projects by investigating contemporary events and issues from political, economic, social, and geographic perspectives. (NOTE- this objective will be met through the year using the weekly news article reviews).
6. Commemorate Celebrate Freedom Week by recognizing the sacrifices and contributions to American freedom by veterans and by reciting the social contract selection from the Declaration of Independence: We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. – That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed.

Content Standard 2:

The student will examine the human and physical characteristics of the major regions of the Eastern Hemisphere.

1. Integrate visual information in order to describe specific political regions of the Eastern Hemisphere, and identify on a political map the major urban areas and countries including
 - A. Europe – London/United Kingdom, Paris/France, Rome/Italy, Berlin/Germany, and Moscow/Russia,
 - B. Southwest Asia – Mecca/Saudi Arabia, Jerusalem/ Israel, Tehran/Iran, Beirut/Lebanon, and Bagdad/Iraq,
 - C. South Asia – Mumbai/India, Pakistan, Afghanistan,
 - D. East and Southeast Asia – Beijing/China, Seoul/South Korea, Tokyo/Japan, Indonesia, Vietnam, and Malaysia,
 - E. Africa – Cairo/Egypt, Nairobi/Kenya, South Africa, Libya, Sudan, and Nigeria, and
 - F. Oceania – Australia and New Zealand.
2. Integrate visual information in order to describe the characteristics and relative location of physical and cultural regions of the Eastern Hemisphere including
 - A. Physical Regions – 1) Sub-Saharan savannas and rainforests, 2) Pacific Ring of Fire, 3) Rhine-Danube industrial corridor, and 4) The Himalayan Mountain Range.
 - B. Cultural Regions – 1) The Sahel's and Sahara's nomadic peoples, 2) Jerusalem's religious significance to Judaism, Christianity, and Islam, and

3) The cultural hearths of the Nile, Indus, Ganges, Hwang He River Valleys, and Mesopotamia.

3. Explain and summarize how common physical or human characteristics can link as well as divide regions including

A. Extensive inland waterway systems of natural rivers and manmade canals that link European trading centers,

B. Ural Mountains that physically divide Europe from Asia,

C. Sahara Desert that physically and culturally divides North Africa from Sub-Saharan Africa,

D. Multiple languages, religion, and the legacy of the caste system in India that present barriers to cultural unity, and

E. Cultural differences resulting in civil war and genocide in Darfur and Rwanda.

4. Cite specific textual and visual evidence to analyze reasons for conflict and cooperation among groups, societies, countries, and regions of the Eastern Hemisphere and the involvement of multinational organizations of the United Nations and the North Atlantic Treaty Organization including

A. Multinational peace-keeping efforts to stabilize Arab Israeli relations.

B. Roots of disputes between India and Pakistan resulting in the threat of conventional war and nuclear war,

C. Impact of multiple ethnic groups on Nigerian political stability,

D. Coordination of currency and free trade zones created by the European Union,

E. Humanitarian relief efforts by the United Nations to address hunger in Africa, and

F. The struggle for and achievement of civil liberties and economic opportunities in South Africa's post-apartheid era.

5. Explain and summarize how and why regions change over time through physical and human processes which operate to modify Earth's surface including the

A. Cultural diffusion brought about by North Africa's location central to trade across multiple continents,

B. Impact of overgrazing and drought leading to desertification in the Sahel,

C. Results of the Green Revolution in Central Asia, and

D. Effects of abundant oil supplies in the Persian Gulf region.

Content Standard 3:

The student will examine the interactions of physical systems that shape the patterns of Earth's surface in the Eastern Hemisphere.

1. Integrate visual information to identify on a physical map and describe the major landforms and bodies of water including

A. Landforms – the Iberian, Scandinavian, and Indochina Peninsulas; the Urals, Pyrenees, Alps, and Himalayan Mountain Ranges; the Sahara, Kalahari, and Gobi Deserts; and the Great Rift Valley.

B. Bodies of water – Danube, Volga, Nile, Congo, Niger, Tigris, Euphrates, Indus, Ganges, and Yangtze Rivers; Mediterranean, Arabian and North Seas; Persian Gulf; Bay of Bengal; Strait of Gibraltar; Atlantic, Arctic, Indian, Pacific, and the Southern Oceans.

2. Analyze from multiple perspectives the impact of natural disasters on human populations resulting in forced migration, scarcity of consumer goods, and loss of employment including

A. The impact of plate tectonics resulting in earthquakes, tsunamis, and volcanic eruptions on human and physical systems bordering the Pacific Ring of Fire,

B. Frequent drought of northern Africa and Southwest Asia that creates stress on humans and wildlife,

C. The impact of monsoon patterns and typhoon activity on agriculture and loss of life in South Asia, and

D. Regular flooding of China's rivers resulting in the accumulation of loess.

Content Standard 4:

The student will analyze the world's peoples and cultures in the context of the human systems in the Eastern Hemisphere.

1. Compare and contrast the common cultural traits including language, ethnic heritage, social systems, religions, and traditions and how cultural diffusion impacts societies.

2. Describe the world's major religions including Buddhism, Christianity, Daoism, Hinduism, Islam, and Judaism including the geographic origins, major beliefs, and customs of the six major world religions and the significance of religion in contemporary societies.

3. Integrate visual information to analyze data used by geographers to measure the human characteristics used to define developed versus developing countries including literacy rates, life expectancy, infant mortality rate, Gross National Product (GNP), and per capita income.

4. Compare and contrast the market and command economic systems and how governments affect economic activities in such systems including

A. Economic reforms in China that are moving China from a command system toward a market system,

B. The economic advantages and disadvantages of Sweden's mixed market system,

C. The economic prosperity generated by Japan's market system, and

D. The economic development limitations of North Korea's command economic system.

5. Compare and contrast the major political systems of representative governments (democracy, republic, and constitutional monarchy) and authoritarian systems (dictatorship and absolute monarchy) including the role of the citizen in the selection of government officials, lawmaking, and the liberties guaranteed under different forms of government.

A. The symbolic role of the British crown in comparison to the absolute authority of the monarchy of Saudi Arabia.

B. The transformation of the former Soviet Union from an authoritarian system to the limited representative democracy of Russia.

6. Integrate visual information to explain patterns of global economic interdependence and world trade focusing on the concepts of imports and exports, supply and demand, Gross Domestic Product (GDP), and balance of trade including

A. The European Union's single currency and open single market that link economies and governments,

B. The relative isolation of Japan and the United Kingdom that require extensive trade patterns for natural resources and markets,

C. Outsourcing of technological and manufacturing jobs to developing regions of Asia, and

D. Control over production and supply of global oil reserves as exercised by the Organization of the Petroleum Exporting Countries (OPEC).

7. Evaluate and summarize the impact of geography on population location, growth, change and density and on the availability of resources, settlement patterns, and migration including the

A. Impact of push and pull factors on the rural migration to overcrowded urban centers in India,

B. Challenges of under-population on the labor market in developed nations of Europe,

C. Changing face of European cultures as a result of recent patterns of immigration, and

D. Impact of China's one-child policy on population growth and culture.

Content Standard 5:

The student will analyze the interactions of humans and their environment in the Eastern Hemisphere.

1. Cite specific textual and visual evidence to describe the relationship between the distribution of major renewable and nonrenewable resources and evaluate how the three levels of economic activities (primary, secondary, and tertiary) contribute to the development of a country or region including the

A. Abundant energy resources driving China's rapid development,

B. Reserves of valuable minerals responsible for South Africa's economic growth,

C. Accessibility of coal and iron reserves contributing to steel industries of western Europe and Russia, and

D. Value of North Sea petroleum reserves to developed nations' economies.

2. Evaluate the effects of human modification of and adaptation to the natural environment including the

A. Deforestation of Indonesia's rainforests,

B. Creation of living space through the drainage of seawater and the system of dikes in the Netherlands,

C. Transformation of arid lands of the Arabian Peninsula through introduction of western irrigation methods,

D. Use of terrace farming and double-cropping as solutions to food needs of East Asia, and

E. Benefits and dangers of nuclear power generation as exemplified by the environmental disaster at Chernobyl.

3. Integrate visual information to analyze regional problems and policies having spatial dimensions in the Eastern Hemisphere including the

A. Management of the Aral Sea's water resources,

B. Impact of economic development on Russia's Arctic regions, and

C. Transformation of the environment and population centers caused by the construction of the Three Gorges Dam in China.

What is Geography and How Do We Study It:

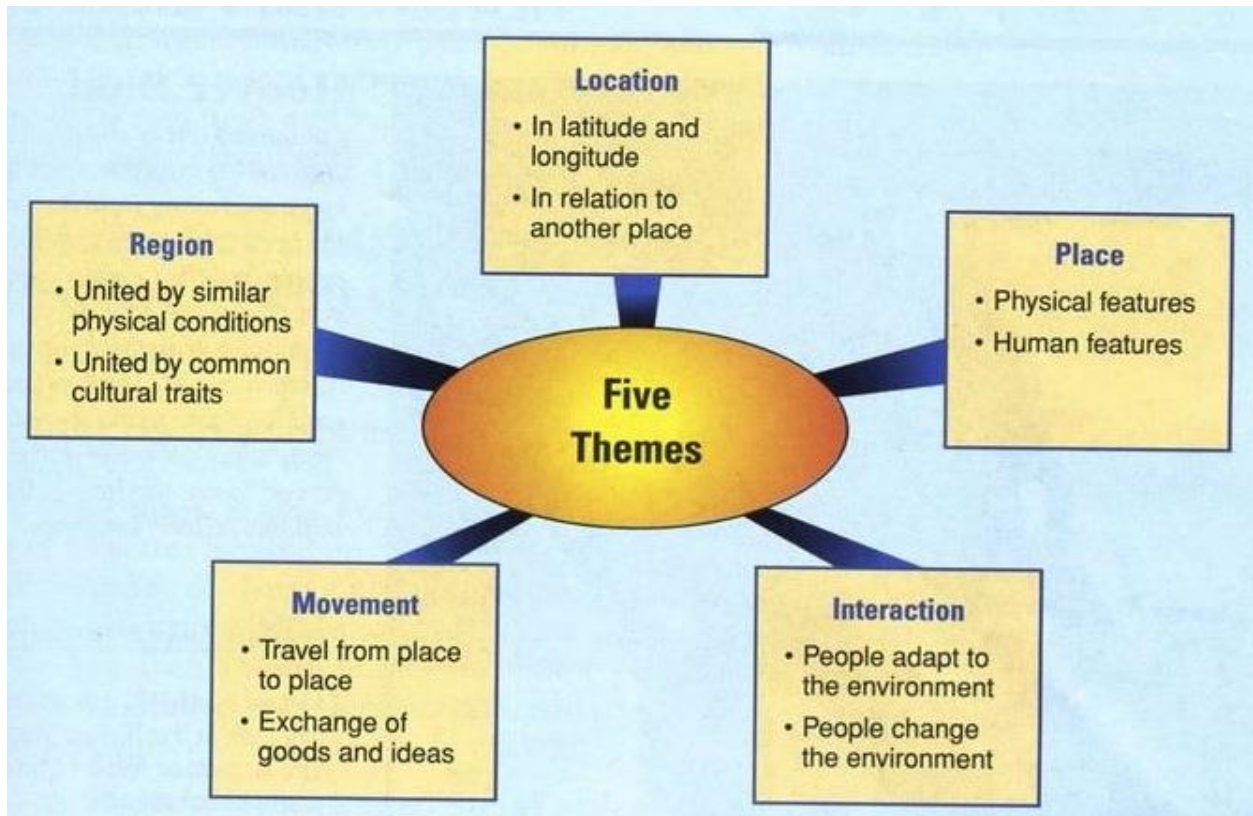
Geography is more than just the study of locations of countries. Geography encompasses the study of places and the relationships between people and their environments. Through the study of geography, we can explore the physical properties of the Earth as well as the populations and cultures that inhabit it. Therefore, we will study the location of several places, the population, economy, government, culture, and social issues that are currently occurring and/or have occurred in the past.

(<http://nationalgeographic.org/media/what-geography>)

The 5 Themes of Geography:

Definitions/Terms:

Location (Absolute/Relative)-
Region-
Place-
Movement-
Human-Environment Interaction-



(www.tes.com/lessons/ZG1zJSdMG1Lejw/5-themes-of-geography) - video link

Which of the 5 themes do you find to be the most interesting and why?

How to Read a Map:

Standard: 1 and 2

Vocabulary:

Cardinal Direction

Intermediate Direction

Relative Location

Absolute Location

Longitude

Latitude

Prime Meridian

Equator

Political Map

Physical Map

Topographic Map

Climate Map

Population Map

Many maps have similar characteristics. Can you name 3 things that you will see on a political and physical map?

1. _____
2. _____
3. _____

If you stated a compass, a map key and a scale, you are correct. A compass (known as Compass Rose) allows for a person to be oriented to a map but identifying North, South, East, and West (**Cardinal Direction**). Northeast, Northwest, Southeast, and Southwest are called **Intermediate Direction**. A map key provides information about a map through the use of symbols. For example, a map with a star often symbolizes a country's Capital. A scale on a map is used to measure distances from one place to another. Each map uses a different measurement; therefore, you want to make sure that you check the measurement used prior to finding distance on a map.

Many maps also have lines of longitude and latitude on them. These lines help the map reader find the **absolute location** of a specified place. Lines of **longitude** run north and south starting at 0 degrees and advancing in number to the left and right. The starting line of longitude is called the **Prime Meridian**. The Prime Meridian separates the eastern and western hemispheres. Lines of **latitude** run east and west starting at 0 degrees. The starting line of latitude is called the **Equator**. The equator separates the northern and southern hemispheres.

While searching for a specified place, individuals can also use relative location. **Relative location** is the location of a place in relation to another. An example would be Central Middle School is north of Lawton High School. When giving your friend directions to your home, you may state that you live across the street from Elmer Thomas Park, this is another example of the use of relative location.

Review Questions:

1. Lines of latitude run in which direction? _____ to _____
2. The beginning line of latitude is the _____.
3. The equator separates which 2 hemispheres? _____ and _____
4. The _____ is the starting line of longitude.
5. The Prime Meridian separates which 2 hemispheres? _____ and _____
6. Using landmarks when giving location is called _____
_____.

Types of Maps:

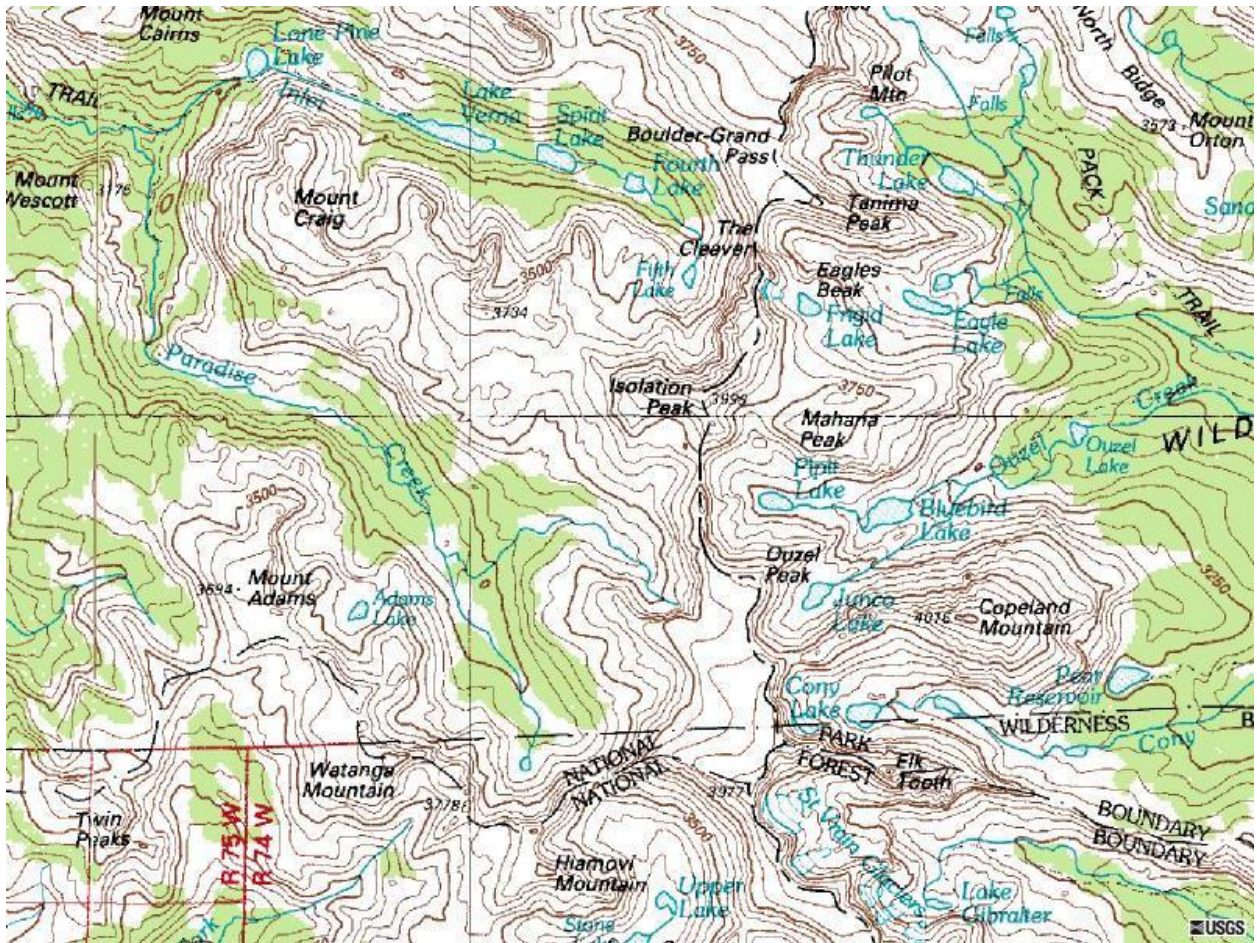
There are several different types of maps. However, we will only discuss a few of them at this time. **Political maps** show governmental boundaries of countries, states and counties, the location of major cities, as well as significant bodies of water. **Physical maps** show the location of landforms like deserts, mountains and plains. **Topographic map** is a geographic representation of a 3 dimensional shape of the earth's surface that shows shape and elevation.



Political Map (<http://images.classwell.com/>)



Physical Map (<http://www.ezilon.com/>)



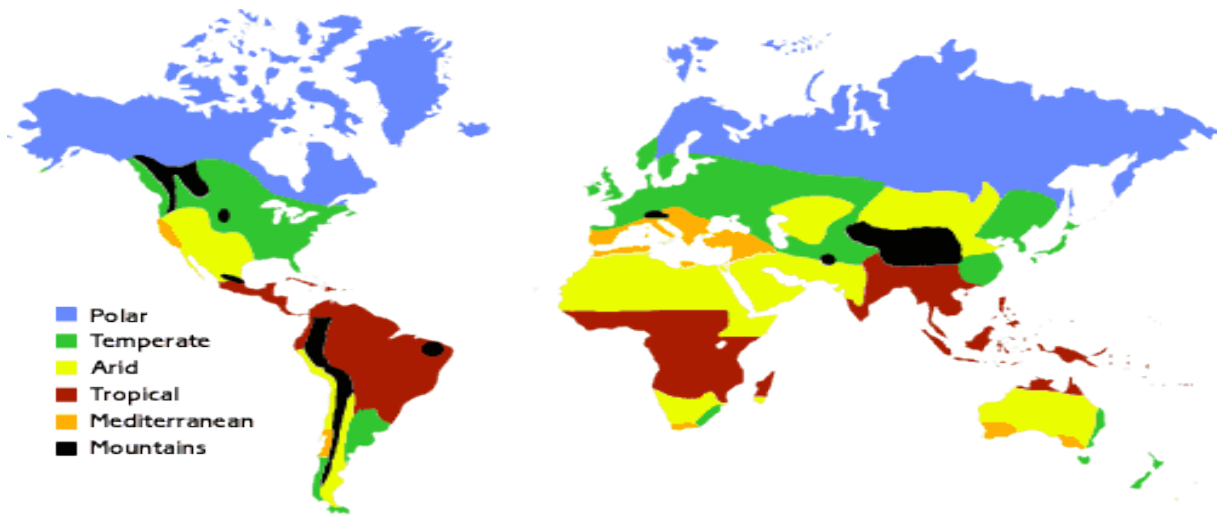
Topographic Map (http://education.usgs.gov/lessons/map_mysteries.html)

1. What does the closer lines on this map signify?

2. What landform does 2 areas with close lines separated by an area with wider lines signify?

3. In what profession might you use a topographic map?

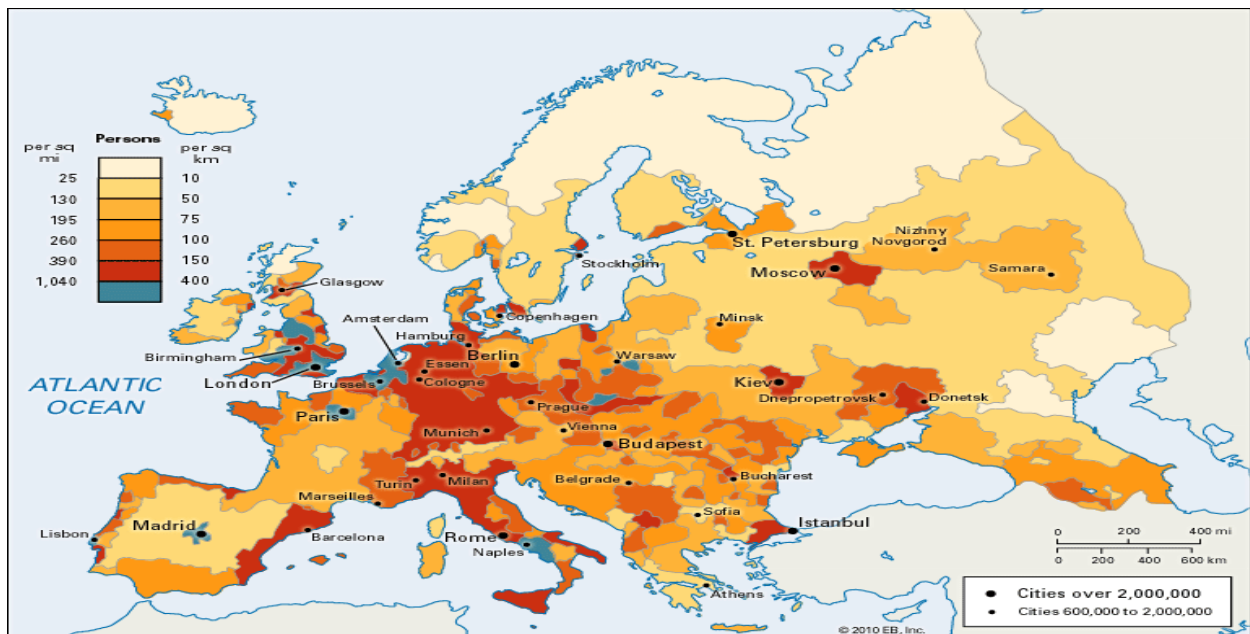
Climate maps are used to identify and describe the location of the different climates in the world.



Climate Map (<http://www.geography.learnontheinternet.co.uk/topics/climatezones.html>)

1. Which hemisphere has the largest amount of Arid Climate? _____
2. Which hemisphere has the largest amount of Polar climate? _____
3. Which climate is not located within the United States? _____
4. Australia has which 4 climates? _____

A **population map** is used to represent the overall distribution of population within a specified area. This type of map shows the population density of a location.



Population Density Map (<http://media.web.britannica.com/>)

1. What is the population density of Moscow? _____
2. What is the population density of London? _____
3. What city in Spain has a population over 2,000,000? _____

Map Projections:

How do maps and globes differ? _____

Can you simply cut a globe and make a map, why/why not? _____

It is impossible to cut the 3D image of the earth shown on a globe and make the perfect map. Due to the changes in form, distortions of the image occur. Different projections are used for different purposes.

Project #1 -

Map My Route – please see the detailed project information contained in the project section of this book.

Natural Disasters

Standard 3

Vocabulary:

Earthquake

Volcano

Ring of Fire

Tectonic Plates

Subduction Zones

Transform Boundary

Divergent Boundary

Magma

Faults

Hot Spots

Tsunami

Hurricane

Typhoon

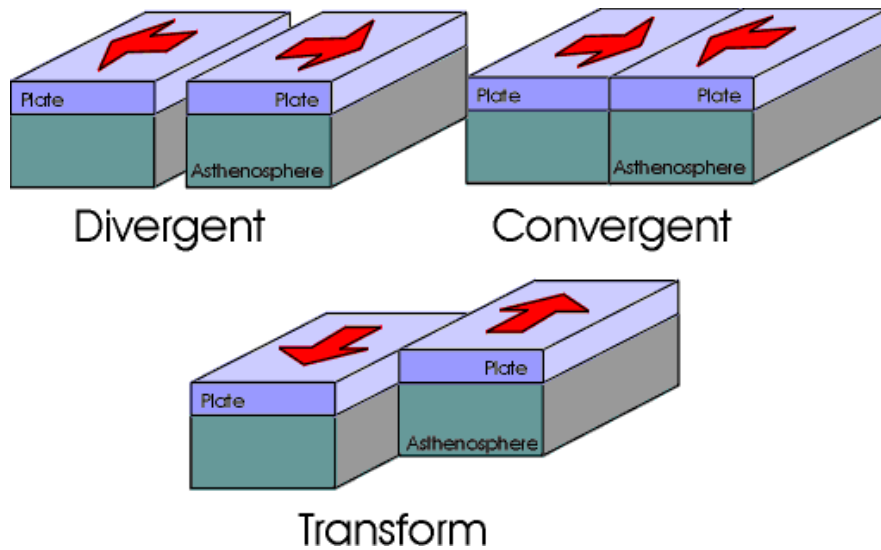
Tornado

Flood



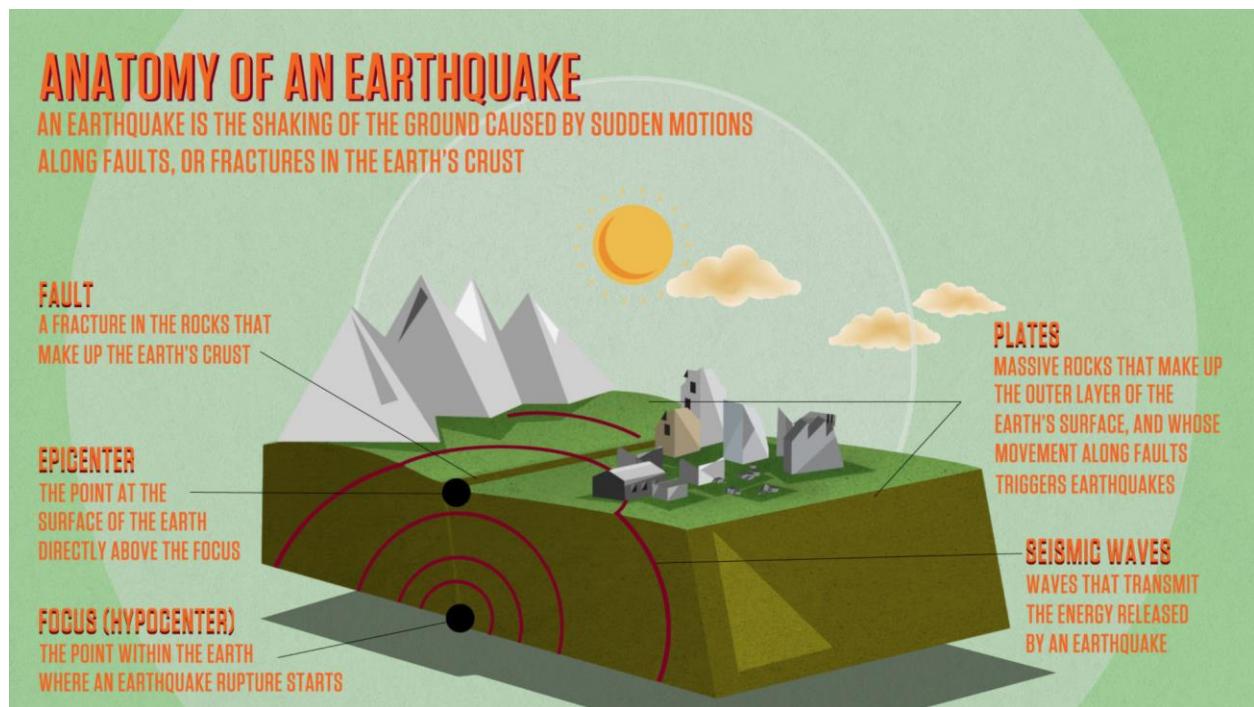
Natural disasters are acts of nature that often result in loss of human life. These events include earthquakes, volcanic eruption, tsunamis, hurricanes, tornados, and floods. They are considered natural disasters because they are created naturally and not by humans.

An **earthquake** is the result of the movement of tectonic plates along a fault line. This movement includes scraping, bumping, colliding or moving apart.



(<https://amymackenziegeohazards.wordpress.com/what-are-earthquakes/what-causes-earthquakes/>)

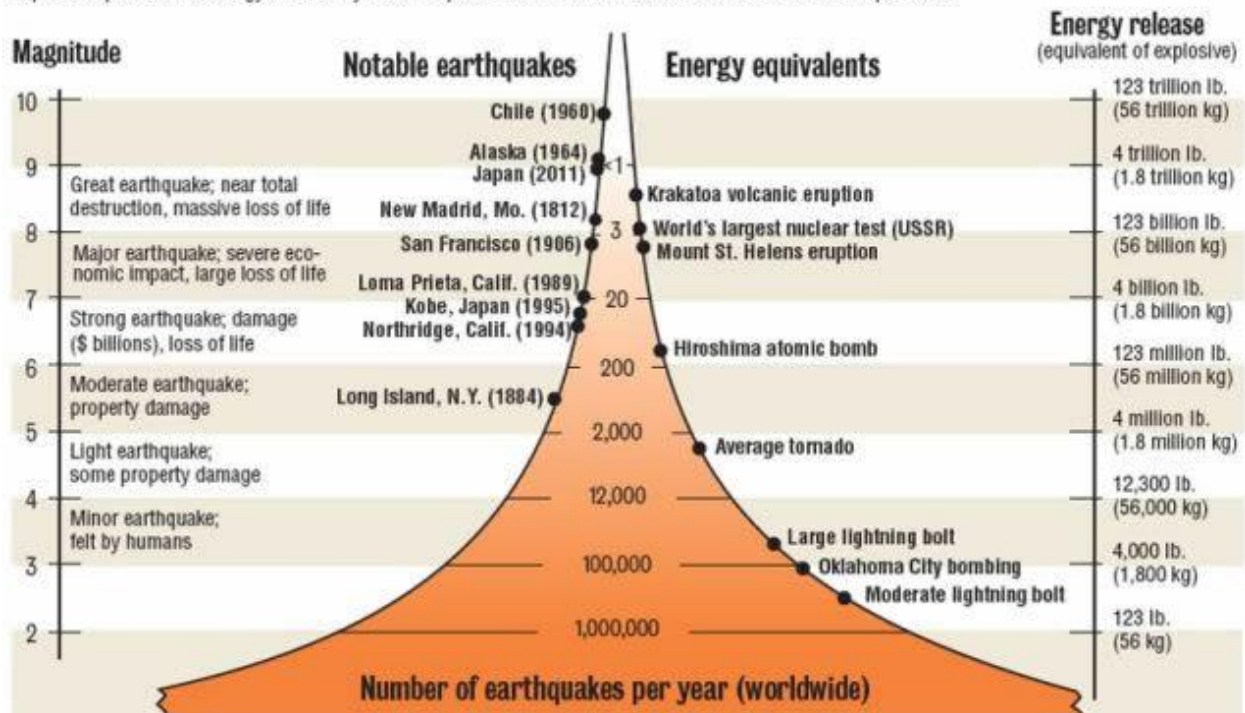
Alaska is the most earthquake-prone state and one of the most seismically active regions in the world. Alaska experiences a magnitude 7 earthquake almost every year, and a magnitude 8 or greater earthquake on an average of every 14 years (on average).



(<http://ww2.kqed.org/>)

Earthquake frequency and destructive power

The left side of the chart shows the magnitude of the earthquake and the right side represents the amount of high explosive required to produce the energy released by the earthquake. The middle of the chart shows the relative frequencies.



Source: U.S. Geological Survey

MCT

(http://www.seismo.ethz.ch/eq_swiss/Ursache_Erdbeben/index_EN)

Use the chart above to answer the following questions:

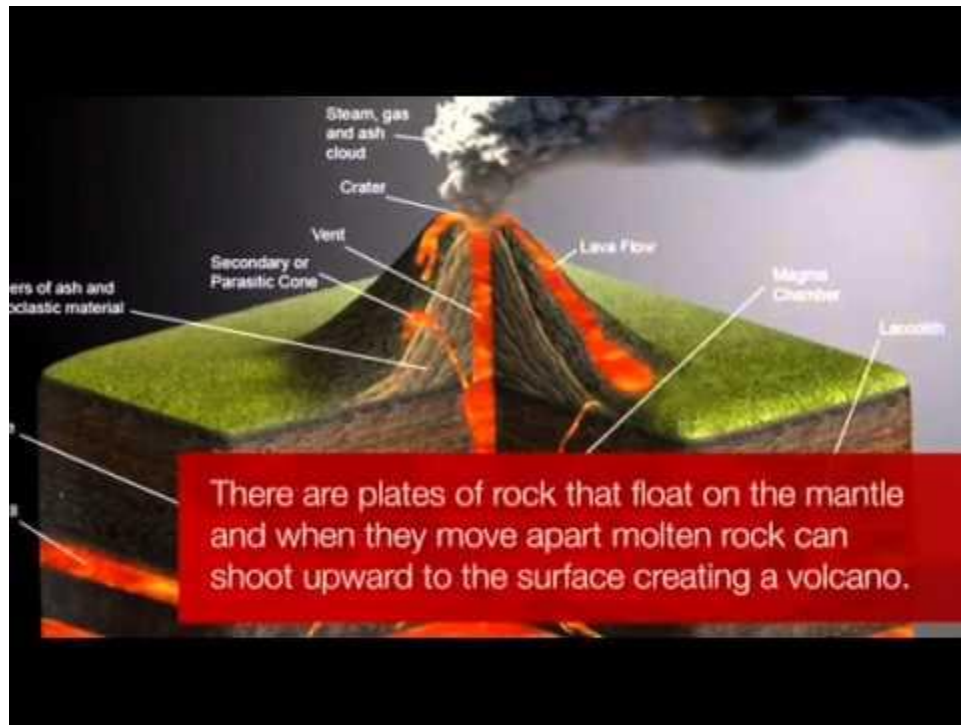
1. The earthquake in San Francisco in 1906 produced the approximately the same power as _____.
2. Earthquakes with a magnitude of _____ results in damages in billions of dollars and loss of life.
3. How many earthquakes that are a magnitude of 4 occur each year? _____
4. When was the last earthquake that released 4 trillion lbs. of energy? _____
5. According to the graph, how many years had passed between the major earthquakes in Japan? _____

A **volcanic eruption** is caused by several factors, including the buoyancy of the magma, the pressure from the released gases in the magma and the injection of a new batch of magma into an already filled magma chamber (<http://www.scientificamerican.com>).

As rock inside the earth melts, its mass remains the same while its volume increases--producing a melt that is less dense than the surrounding rock. This lighter magma then rises toward the surface by virtue of its buoyancy. If the density of the magma between

the zone of its generation and the surface is less than that of the surrounding and overlying rocks, the magma reaches the surface and erupts.

Volcanic eruptions result from an injection of new magma into a chamber that is already filled with magma of similar or different composition. This injection forces some of the magma in the chamber to move up in the conduit and erupt at the surface.



One of the most active and potentially deadliest area of violent volcanic eruption and earthquakes are located within the **Ring of Fire**. The Ring of Fire is a string of volcanoes and sites of seismic activity, or earthquakes, around the edges of the Pacific Ocean. Roughly 90% of all earthquakes occur along the Ring of Fire, and the ring is dotted with 75% of all active volcanoes on Earth.

The Ring of Fire isn't quite a circular ring. It is shaped more like a 40,000-kilometer (25,000-mile) horseshoe. A string of 452 volcanoes stretches from the southern tip of South America, up along the coast of North America, across the Bering Strait, down through Japan, and into New Zealand. Several active and dormant volcanoes in Antarctica, however, "close" the ring.

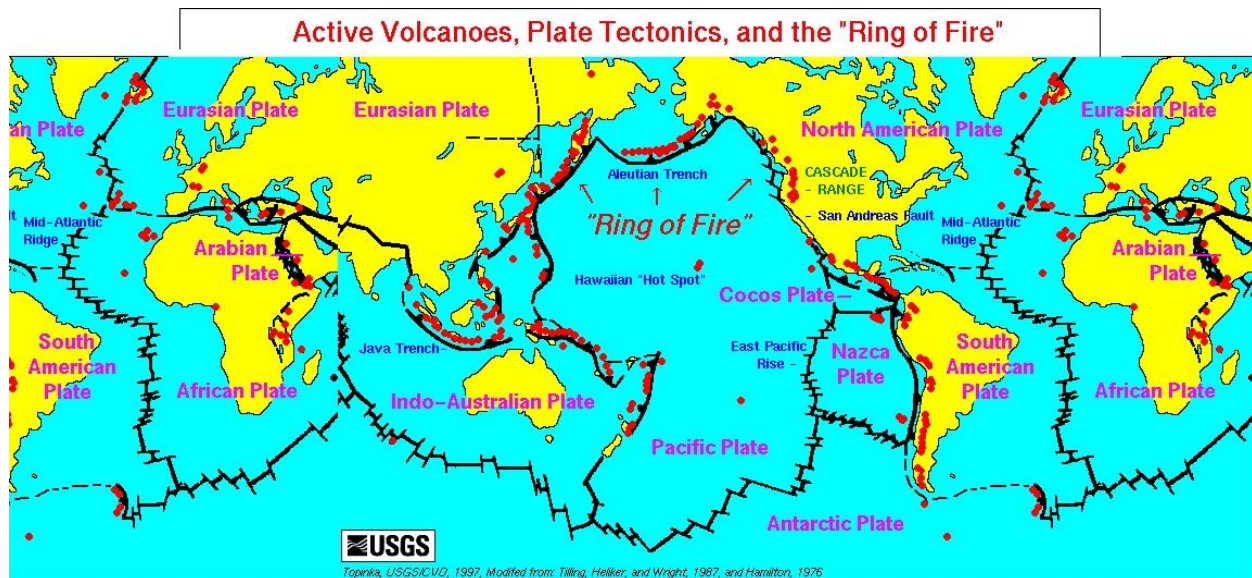


Plate Boundaries

The Ring of Fire is the result of plate tectonics. **Tectonic plates** are huge slabs of the Earth's crust, which fit together like pieces of a puzzle. The plates are not fixed but are constantly moving atop a layer of solid and molten rock called the mantle. Sometimes these plates collide, move apart, or slide next to each other. Most tectonic activity in the Ring of Fire occurs in these geologically active zones.

Convergent Boundaries

A convergent plate boundary is formed by tectonic plates crashing into each other. Convergent boundaries are often **subduction zones**, where the heavier plate slips under the lighter plate, creating a deep trench. This subduction changes the dense mantle material into buoyant magma, which rises through the crust to the Earth's surface. Over millions of years, the rising magma creates a series of active volcanoes known as a volcanic arc.

If you were to drain the water out of the Pacific Ocean, you would see a series of deep ocean trenches that run parallel to corresponding volcanic arcs along the Ring of Fire. These arcs create both islands and continental mountain ranges.

The **Aleutian Islands** in the U.S. state of Alaska, for example, run parallel to the Aleutian Trench. Both geographic features continue to form as the Pacific Plate subducts (goes underneath) beneath the North American Plate. The **Aleutian Trench** reaches a maximum depth of 7,679 meters (25,194 feet). The Aleutian Islands have 27 of the United States' 65 historically active volcanoes.

The **Andes Mountains** of South America run parallel to the Peru-Chile Trench, created as the Nazca Plate subducts beneath the South American Plate. The Andes Mountains include the world's highest active volcano, **Nevados Ojos del Salado**, which rises to 6,879 meters (over 22,500 feet) along the Chile-Argentina border. Many volcanoes in Antarctica are so geologically linked to the South American part of the Ring of Fire that some geologists refer to the region as the **"Antarctandes."**

Divergent Boundaries

A **divergent boundary** is formed by tectonic plates pulling apart from each other. Divergent boundaries are the site of seafloor spreading and rift valleys. Seafloor spreading is the process of magma welling up in the rift as the old crust pulls itself in opposite directions. Cold seawater cools the magma, creating new crust. The upward movement and eventual cooling of this magma has created high ridges on the ocean floor over millions of years.

The East Pacific Rise is a site of major seafloor spreading in the Ring of Fire. The East Pacific Rise is located on the divergent boundary of the **Pacific Plate** and the **Cocos Plate** (west of Central America), the **Nazca Plate** (west of South America), and the **Antarctic Plate**. The largest known group of volcanoes on Earth is found underwater along the portion of the East Pacific Rise between the coasts of northern Chile and southern Peru.

Transform Boundaries

A **transform boundary** is formed as tectonic plates slide horizontally past each other. Parts of these plates get stuck at the places where they touch. Stress builds in those areas as the rest of the plates continue to move. This stress causes the rock to break or slip, suddenly lurching the plates forward and causing earthquakes. These areas of breakage or slippage are called **faults**. The majority of Earth's faults can be found along transform boundaries in the Ring of Fire.

The **San Andreas Fault**, stretching along the central west coast of North America, is one of the most active faults on the Ring of Fire. It lies on the transform boundary between the North American Plate, which is moving south, and the Pacific Plate, which is moving north. Measuring about 1,287 kilometers (800 miles) long and 16 kilometers (10 miles) deep, the fault cuts through the western part of the U.S. state of California. Movement along the fault caused the 1906 San Francisco earthquake, which destroyed nearly 500 city blocks. The earthquake and accompanying fires killed roughly 3,000 people and left half of the city's residents homeless.

Hot Spots

The Ring of Fire is also home to **hot spots**, areas deep within the Earth's mantle from which heat rises. This heat facilitates the melting of rock in the brittle, upper portion of the mantle. The melted rock, known as **magma**, often pushes through cracks in the crust to form volcanoes.

Hot spots are not generally associated with the interaction or movement of Earth's tectonic plates. For this reason, many geologists do not consider hot spot volcanoes part of the Ring of Fire.

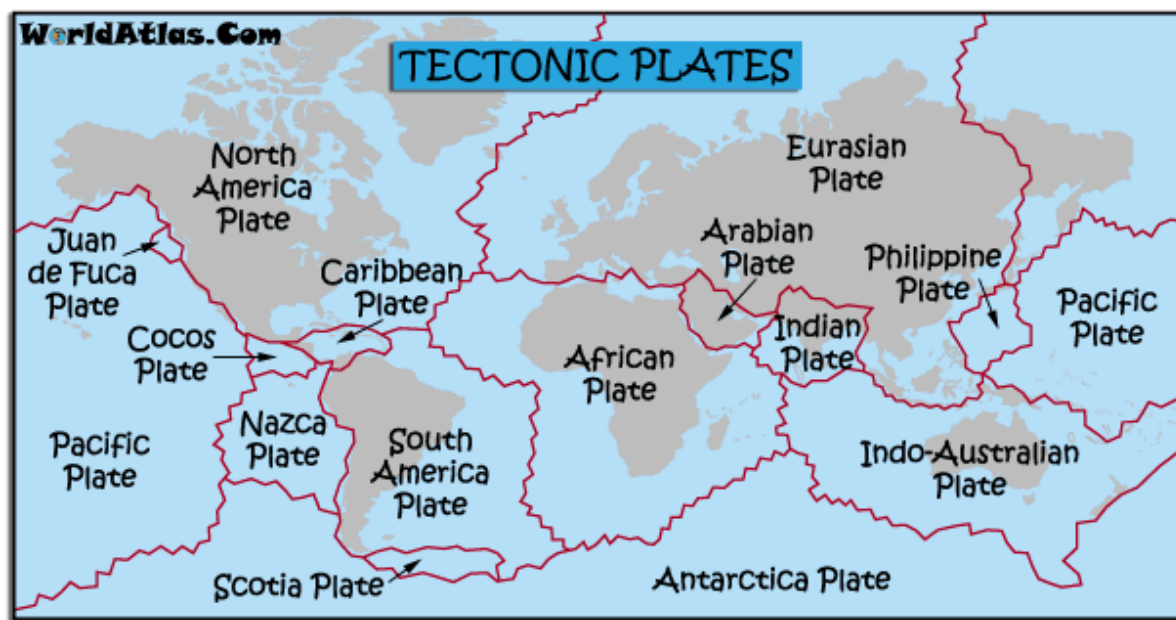
Mount Erebus, the most southern active volcano on Earth, sits over the eruptive zone of the Erebus hot spot in Antarctica. This glacier-covered volcano has a lava lake at its summit, and has been consistently erupting since it was first discovered in 1841.

Active Volcanoes in the Ring of Fire

Most of the active volcanoes on The Ring of Fire are found on its western edge, from the **Kamchatka Peninsula** in Russia, through the islands of Japan and Southeast Asia, to New Zealand.

Mount Ruapehu in New Zealand is one of the more active volcanoes in the Ring of Fire, with yearly minor eruptions, and major eruptions occurring about every 50 years.

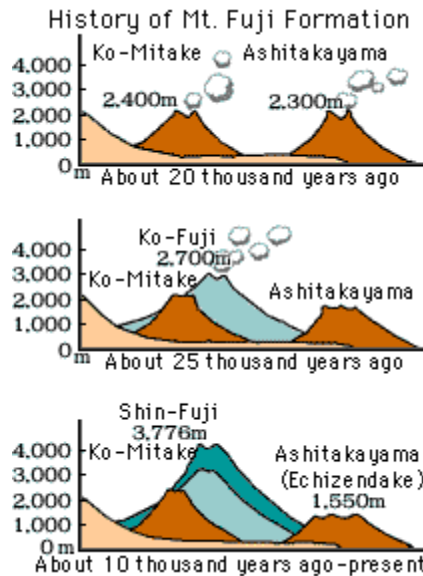
Krakatau, perhaps better known as **Krakatoa**, is an island volcano in Indonesia. Krakatoa erupts less often than Mount Ruapehu, but much more spectacularly. Beneath Krakatoa, the denser Australian Plate is being subducted beneath the Eurasian Plate. An infamous eruption in 1883 destroyed the entire island, sending volcanic gas, volcanic ash, and rocks as high as 80 kilometers (50 miles) in the air. A new island volcano, **Anak Krakatau**, has been forming with minor eruptions ever since.



(<http://www.coolgeography.co.uk/GCSE/AQA/Restless%20Earth/Tectonics/Plate%20maps.htm>)

1. How many plates are located in the ocean? _____
2. What catastrophe may occur when an earthquake takes place in the ocean?

Mount Fuji, Japan's tallest and most famous mountain, is an active volcano in the Ring of Fire. Mount Fuji last erupted in 1707, but recent earthquake activity in eastern Japan may have put the volcano in a "critical state." Mount Fuji sits at a "triple junction," where three tectonic plates (the Amur Plate, Okhotsk Plate, and Philippine Plate) interact.



(<http://legacy.earlham.edu/~steelem/eruptfuji.gif>)



(<http://www.s-navi.net/fugen/img/fugen33.jpg>)

The Ring of Fire's eastern half also has a number of active volcanic areas, including the Aleutian Islands, the Cascade Mountains in the western U.S., the Trans-Mexican Volcanic Belt, and the Andes Mountains.

Mount St. Helens, in the U.S. state of Washington, is an active volcano in the Cascade Mountains. Below Mount St. Helens, both the Juan de Fuca and Pacific plates are being subducted beneath the North American Plate. Mount St. Helens lies on a particularly weak section of crust, which makes it more prone to eruptions. Its historic 1980 eruption lasted 9 hours and covered nearby areas in tons of volcanic ash.

Popocatepetl is one of the most dangerous volcanoes in the Ring of Fire. The mountain is one of Mexico's most active volcanoes, with 15 recorded eruptions since 1519. The volcano lies on the Trans-Mexican Volcanic Belt, which is the result of the small Cocos Plate subducting beneath the North American Plate. Located close to the urban areas of Mexico City and Puebla, Popocatepetl poses a risk to the more than 20 million people that live close enough to be threatened by destructive eruption.

(<http://nationalgeographic.org/encyclopedia/ring-fire/>)

Use the following link to see earthquakes over the last 7 days that have a magnitude of 1.5M or higher.

<http://www.eldoradocountyweather.com/earthquake.php>

How many of these earthquakes have taken place within the Ring of Fire in the last 7 days? _____

Review Questions:

1. What is a seismic wave?

2. What are the 3 causes of a volcanic eruption?

3. What is the difference between a divergent and a transform boundary?

Short Writing: Based on the information contained in this section, what is the potential impact in the Ring of Fire countries if a high magnitude earthquake was to occur in the San Andreas fault? (1 paragraph/5 sentences)

Tsunami

A **tsunami** is a very high, large wave of water in the ocean caused by an undersea earthquake or volcanic eruption. Tsunamis can cause significant destruction once it reaches land. 80% of tsunamis occur within the Pacific Ocean in the Ring of Fire.



News release of earthquake that initiated the Tsunami.



Structural damage caused by a Tsunami.

Results of the 2011 Tsunami in Japan



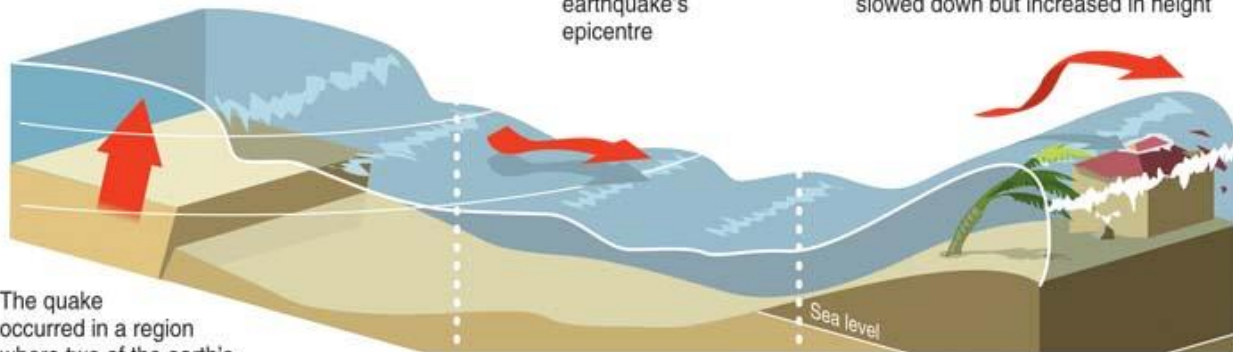
(<http://www.businessinsider.com/pictures-earthquake-2011-3>)

ANATOMY OF A TSUNAMI

1 The tsunami formed when an earthquake vertically shifted the seabed by several metres, displacing hundreds of kilometres of sea water

2 Large waves began rippling across the ocean, away from the earthquake's epicentre

3 In deep water, the tsunami moved at speeds of up to 800 km/h. When it approached shallower coastal areas, it slowed down but increased in height



The quake occurred in a region where two of the earth's tectonic plates push together, forcing one underneath the other

(<http://www.abc.net.au/cm/lb/5979690/data/anatomy-of-a-tsunami-data.jpg>)

Review Questions:

1. What are the 2 causes of a Tsunami?

2. What causes the tidal wave to grow in water volume before reaching shore?

Hurricanes:

A hurricane begins as a tropical cyclone. A tropical cyclone is a rotating low-pressure system that has organized thunderstorms, but it does not have boundaries separating 2 air masses of different densities. Tropical cyclones with a maximum sustained winds of less than 39 mph is called a tropical depression. If the cyclone has a maximum sustained wind of 39 mph or higher is called a tropical storm. When a storm's maximum wind reaches 74 mph, it is a **hurricane**. The **Saffir-Simpson Hurricane Wind Scale** categorizes hurricanes on a scale of 1 to 5 depending on the severity of the wind speeds. The higher the category, the higher the winds and the higher potential for severe property damage and loss of life.

Hurricanes originate in the **Atlantic basin**, including the **Atlantic Ocean, Caribbean Sea, and the Gulf of Mexico**. Additionally, the **eastern North Pacific Ocean** and, although less frequently, the **central North Pacific Ocean**. The World Meteorological Organization is tasked with naming the storms.

Hurricane season is June 1st through November 30th. It is not uncommon for hurricanes to occur outside of the season dates. On average, there are 12 hurricanes a year in the Atlantic basin.

<http://oceanservice.noaa.gov/facts/hurricanes-of.mp4>

Review Questions:

1. What is the sustained wind speed need to be in order for a tropical storm to be categorized as a hurricane? _____
2. In what waterways do hurricanes occur? _____
3. What is the hurricane season dates? _____

Typhoon:

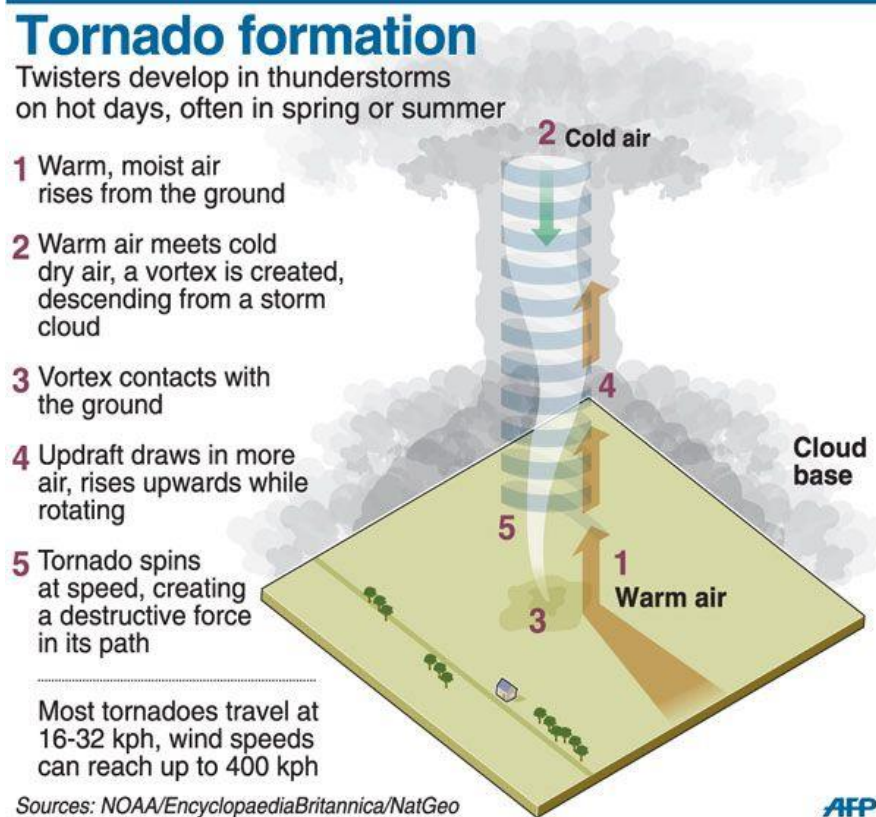
Typhoons are tropical storms much like hurricanes, but are located in the region of the Philippines or the China Sea.

Tornadoes:

A **tornado** is a violent column of rotating air extending from a thunderstorm to the ground. Wind speeds determines the classification or category of the tornado. The Fujita of F scale is used to categorize tornadoes. Five categories from F0 to F5. A F0 tornado has the least amount of damage. As the number gets higher, the amount of damage caused increases. The most catastrophic tornado is a F5. Tornadoes are capable of winds up to 300 mph (F5). In an average year there are 1,000 tornadoes reported. Tornadoes can form over water; they are referred to as water spouts. (<http://www.weatherwizkids.com/>).

Tornadoes occur in many other countries, not just in the **United States**. They occur in **Australia, Europe, Africa, Asia, New Zealand, and South America**. While the United States has the highest concentration of tornadoes, **Argentina and Bangladesh** also have a high number each year.

<https://www.youtube.com/watch?v=-s3UwOq1P1E>



(<http://www.theborneopost.com/2013/05/22/massive-tornado-strikes-oklahoma-city/tornado-formation/>)

Floods:

Floods occur when water inundates land that is normally dry. Floods occur when the land cannot absorb the amount of water that is falling. Floods can occur due to high amounts of rain within a short period of time, a break in a water dam, or swelling creeks and rivers.



(http://news.xinhuanet.com/english/2016-04/04/135247972_14597262860951n.jpg)

Review Questions:

1. What is the difference between a hurricane and a typhoon?

2. In what country do tornados occur most frequently? _____

3. Where is the Ring of Fire located? _____

4. In a one paragraph essay (minimum of 5 sentences) explain how mountain ranges are made.

Climate Zones and Vegetation

Standard: 2, 3, and 4

Vocabulary:

Climate

Weather

Climate Region

Biome

The earth is covered in multiple types of vegetation that grow within a specific climate zone. **Climate** is the long-term pattern of weather in a particular area. **Weather** is the state of the atmosphere over short periods of time. Weather can change from hour to hour, day to day, month to month or even year to year. A region's weather patterns, tracked for more than 30 years, are considered its climate.

Climate Conditions

A region's climate is something like a person's personality. It is usually constant, but there may be surprises. Just as someone with a cheerful attitude will sometimes become sad, an area with a generally mild climate will occasionally experience extreme rainfall or drought. But because climates are mostly constant, living things can adapt to them.

The enormous variety of life on Earth is largely due to the variety of climates that exist and the climate changes that have occurred in the past.

Climate has influenced the development of cultures and civilizations. People everywhere have adapted in various ways to the climates in which they live.

Clothing, for example, is influenced by climate. The warm clothing developed by Eskimo cultures of Asia and North America are necessary for survival in the cold, windy climate near the North Pole. Grass skirts, on the other hand, are part of many cultures in warm, humid climates, such as Tahiti, an island in the South Pacific Ocean.

Climate also influences where and when a civilization constructs housing or other buildings. The ancient Anasazi people of southern North America built apartments into tall cliffs. The sheltered, shady area kept residents cool in the hot, dry desert climate.

The development of agriculture was very dependent on climate. Ancient agricultural civilizations, such as those in Greece and India, flourished where the climate was mild. Communities could grow crops every season, and experiment with different types of foods and farming techniques.

Today, farmers are still in tune with the climate. They plant certain crops according to the expected amount of rainfall and the length of the growing season. A growing season is the time between the last frost of spring and the first frost of autumn. When the weather does not follow the typical climate pattern, it can mean hard times for farmers and higher food costs for consumers.

Of course, no climate is uniform. Small variations, called microclimates, exist in every climate region. Most are caused by topographic features such as lakes, vegetation, and cities. In large urban areas, for example, streets and buildings absorb heat from the sun, raising the average temperature of the city higher than the average temperatures of more open areas nearby. This is known as the “urban heat island effect.”

Large bodies of water, like the Great Lakes in the United States and Canada, can also have microclimates. Cities on the southern side of Lake Ontario, for example, are cloudier and receive much more snow than cities on the northern shore. This “lake effect” is a result of cold winds blowing across warmer lake water.

Climate Types

The most widely used system for classifying climates was proposed in 1900 by **Wladimir Koppen**. Koppen observed that the type of vegetation in a region depended largely on climate. He used this fact as the starting point for his classification scheme. Studying temperature and precipitation data, he and other scientists developed a system for naming climate regions.

According to this system, there are five climate groups: tropical, dry, mild, continental, and polar. These climate groups are further divided into climate types. The following list shows the climate groups and their types:

- Tropical
- Wet (or rain forest)
- Wet and dry (or savanna)
- Dry
- Arid
- Semiarid
- Mild
- Mediterranean
- Humid subtropical
- Marine
- Continental
- Warm summer
- Cool summer
- Subarctic (or boreal)
- Polar
- Tundra
- Ice cap

All climates are the product of many factors, including latitude, elevation, topography, distance from the ocean, and location on a continent. The rainy tropical climate of West Africa, for example, results from the region’s location near the Equator and its position on the western side of the continent. A constant amount of sunlight keeps temperatures in the area warm and steady. West Africa is also at the site where moist trade winds meet, an area called the intertropical convergence zone (ITCZ) (pronounced “itch”). As a result, the region’s climate is warm and rainy.

Tropical Climates

There are three climate types in the tropical group: tropical wet; tropical monsoon; and tropical wet and dry.

Places with a tropical wet climate are also known as rain forests. Rain forests have the most predictable weather on Earth, with warm temperatures and regular rainfall. Annual rainfall exceeds 150 centimeters (59 inches), and the temperature varies more during a day than it does over a year. The coolest temperature, about 20-23 degrees Celsius (68-73 degrees Fahrenheit), occurs just before dawn. Afternoon temperatures usually reach 30-33 degrees Celsius (86-91 degrees Fahrenheit). Rain forests experience very little seasonal change, meaning average monthly temperatures remain fairly constant.

Tropical wet climates exist in a band extending about 10 degrees of latitude on either side of the Equator. This part of the globe is always under the influence of the intertropical convergence zone. The zone follows a pendulum-like path during the course of a year, moving back and forth across the Equator with the seasons. It moves north during summer in the Northern Hemisphere, and south during the northern winter.

Some tropical wet climates are wet throughout the year. Others experience more rainfall during the summer or winter, but they never have especially dry seasons. The U.S. state of Hawaii; Kuala Lumpur, Malaysia; and Belém, Brazil, are examples of areas with tropical wet climates.

Tropical monsoon climates are most common in southern Asia and West Africa. A monsoon is a wind system that reverses its direction every six months. They usually flow from sea to land in the summer, and from land to sea in the winter.

Summer monsoons bring large amounts of rainfall to tropical monsoon regions. People living in these regions depend on the seasonal rains to bring water to their crops. India and Bangladesh are famous for their monsoon climate patterns.

The third type of climate, tropical wet and dry climate, has three seasons. These areas are just outside the ITCZ, near the Equator. One season is cool and dry when the warm, moist ITCZ is in the opposite hemisphere. Another season is hot and dry as the ITCZ approaches. The last season is hot and wet as the ITCZ arrives and the region experiences months as a tropical wet climate.

Life in these tropical wet and dry regions depends on the wet season's rains. During years when rains are light, people and animals suffer. Havana, Cuba; Kolkata, India; and Africa's vast Serengeti Plain are in the wet and dry tropics.

Dry Climates

Regions lying within the dry climate group occur where precipitation is low, including cool, high latitudes. There are two dry climate types: arid and semiarid. Most arid

climates receive 10 to 30 centimeters (4-12 inches) of rain each year, and semiarid climates receive enough to support extensive grasslands. Often, these grasslands are known as savannas or prairies.

Temperatures in both arid and semiarid climates show large daily and seasonal variations. The hottest spots in the world are in arid climates. The temperature in the North African town of El Aziza, Libya, reached 58 degrees Celsius (136 degrees Fahrenheit) on September 13, 1922—the highest weather temperature ever recorded.

Although rainfall is limited in all dry climates, there are few parts of the world where it never rains. One of the driest places on Earth is the Atacama Desert of Chile, on the west coast of South America. There, the town of Arica averages less than 0.05 centimeters (0.02 inches) of rain a year.

Semiarid regions, such as the Australian Outback, usually receive between 25 and 50 centimeters (10-20 inches) of rainfall every year. They are often located between arid and tropical climate regions.

Arid and semiarid climates can occur when warm, moist air is blocked by mountains. Denver, Colorado, next to the Rocky Mountains in the U.S., has this type of dry climate.

Mild Climates

Regions with mild and continental climates are also called temperate regions. Both climate types have distinct cold seasons. In these parts of the world, climate is influenced mostly by latitude and by a region's position on the continent.

The mild climate type called Mediterranean climate has a warm summer and a short, mild, and rainy winter. It is found on the west coasts of continents between 30 and 40 degrees' latitude, and along the shores of the Mediterranean Sea. Mediterranean summers feature clear skies, cool nights, and little rain. The city of Jerusalem, Israel, once had no rain in July for more than 100 years.

The type of mild climate known as humid subtropical climate is usually found on the eastern sides of continents. In cities such as Savannah, Georgia, in the U.S.; Shanghai, China; and Sydney, Australia, summers are hot and humid. Winter can be severely cold. Precipitation is spread evenly through the year and totals 76 to 165 centimeters (30-65 inches). Hurricanes and other violent storms are common in these regions.

Weather on both sides of a continent generally becomes cooler as latitude increases and areas are closer to the poles. The marine west coast climate, a type of mild climate typical of cities such as Seattle, Washington, in the U.S. and Wellington, New Zealand, has a longer, cooler winter than the Mediterranean climate. Drizzle falls about two-thirds of winter days, and temperatures average about 5 degrees Celsius (41 degrees Fahrenheit).

Continental Climates

Areas with continental climates have colder winters, longer-lasting snow, and shorter growing seasons. They are the transition zones between mild and polar climates.

Continental climates experience extreme seasonal changes.

There are three types of continental climate—warm summer, cool summer, and subarctic. All these climates exist only in the Northern Hemisphere. Usually, continental climates are found in the interior of continents.

Warm summer climate regions often have wet summer seasons, similar to monsoon climates. For this reason, this climate type is also called humid continental. Most of Eastern Europe, including Romania and Georgia, has humid continental climates.

Cool summer climates have winters with low temperatures and snow. Cold winds, sweeping in from the Arctic, dominate the winter weather. People living in these climates have grown accustomed to the harsh weather, but those unprepared for such cold may suffer. Many of Napoleon Bonaparte's soldiers, for example, were used to the mild Mediterranean climates of France. Thousands died in bitter cold as they retreated from Russia's cool summer climate in the winter of 1812.

North of regions with cool summer climates are regions with subarctic climates. These regions, including northern Scandinavia and Siberia, experience very long, cold winters with little precipitation. Subarctic climates are also called boreal climates or taiga.

The range of weather in continental climate regions makes them among the most spectacular sites for weather phenomena. In autumn, for instance, vast forests put on their annual show of brilliant color before shedding their leaves as winter approaches. Thunderstorms and tornadoes, among the most powerful forces in nature, form mostly in continental climates.

Polar Climates

The two polar climate types, tundra and ice cap, lie within the Arctic and Antarctic Circles near the North and South Poles.

In tundra climates, summers are short, but plants and animals are plentiful. Temperatures can average as high as 10 degrees Celsius (50 degrees Fahrenheit) in July. Wildflowers dot the landscape, and flocks of birds return from their winter migrations to feed on insects and fish. Whales feed on microscopic creatures in the region's cold, nutrient-rich waters. People have adapted to life on the tundra for thousands of years.

Few living things exist in the ice cap climates of the Arctic and Antarctic. Temperatures rarely rise above freezing, even in summer. The ever-present ice helps keep the weather cold by reflecting most of the sun's energy back into the atmosphere. Skies are mostly clear and precipitation is low all year. In fact, Antarctica, covered by an ice cap a mile thick, is actually one of the largest, driest deserts on Earth.

High Elevation Climates

Several geographers and climatologists have modified the Köppen classification system over the years, including geographer Glen Trewartha, who added a category for highland climates.

There are two high elevation climate types: upland and highland. Upland climates occur on high plateaus, or flat-topped mountains. The Patagonian Plateau, in southern South America, has an upland high-elevation climate. Highland climates occur on mountains.

High-elevation climates are marked by very different temperatures and levels of precipitation. Climbing a lofty mountain or reaching a plateau can be like moving toward the poles. On some mountains, such as Mount Kilimanjaro, Tanzania, the climate is tropical at the base and polar at the summit. Often, high-elevation climate differs from one side of the mountain to the other.

Changes in Climate

Climate does not change from day to day like weather, but it does change over time. Climate changes happen slowly over hundreds or even thousands of years. For example, periodic ice ages have covered large portions of Earth with ice caps. Some evidence shows that the Sahara Desert was once covered by ocean during a warm “wet age.”

Climate change can happen for many reasons. The movement of tectonic plates, volcanic activity, and the tilt of Earth’s axis all have effects on climate. After the eruption of the island volcano of Krakatoa, Indonesia, in 1883, winters and even summers in Asia and Europe were colder and darker. Volcanic ash blocked the sun. Farmers had to adjust to shorter, weaker growing seasons. Climates around the world were changed for years.

More recently, human civilizations have begun to affect climate. Human activities that include burning fossil fuels and cutting down forests release greenhouse gases into the atmosphere. These gases hold in heat, which raises temperature. Scientists believe this “greenhouse effect” is increasing global temperatures.

Increasing temperatures can change climate types. Low-lying islands may be flooded as sea waters rise from melting glaciers. Heat in the atmosphere may increase the interaction of diverse weather systems, resulting in more hurricanes and typhoons. Organisms that have adapted to one climate may have to migrate or adapt to warmer temperatures. Manatees, for instance, are marine mammals native to tropical waters. As temperatures increase, manatees have been migrating as far north as New York City, New York. (<http://nationalgeographic.org/encyclopedia/climate/>).

Project #2:

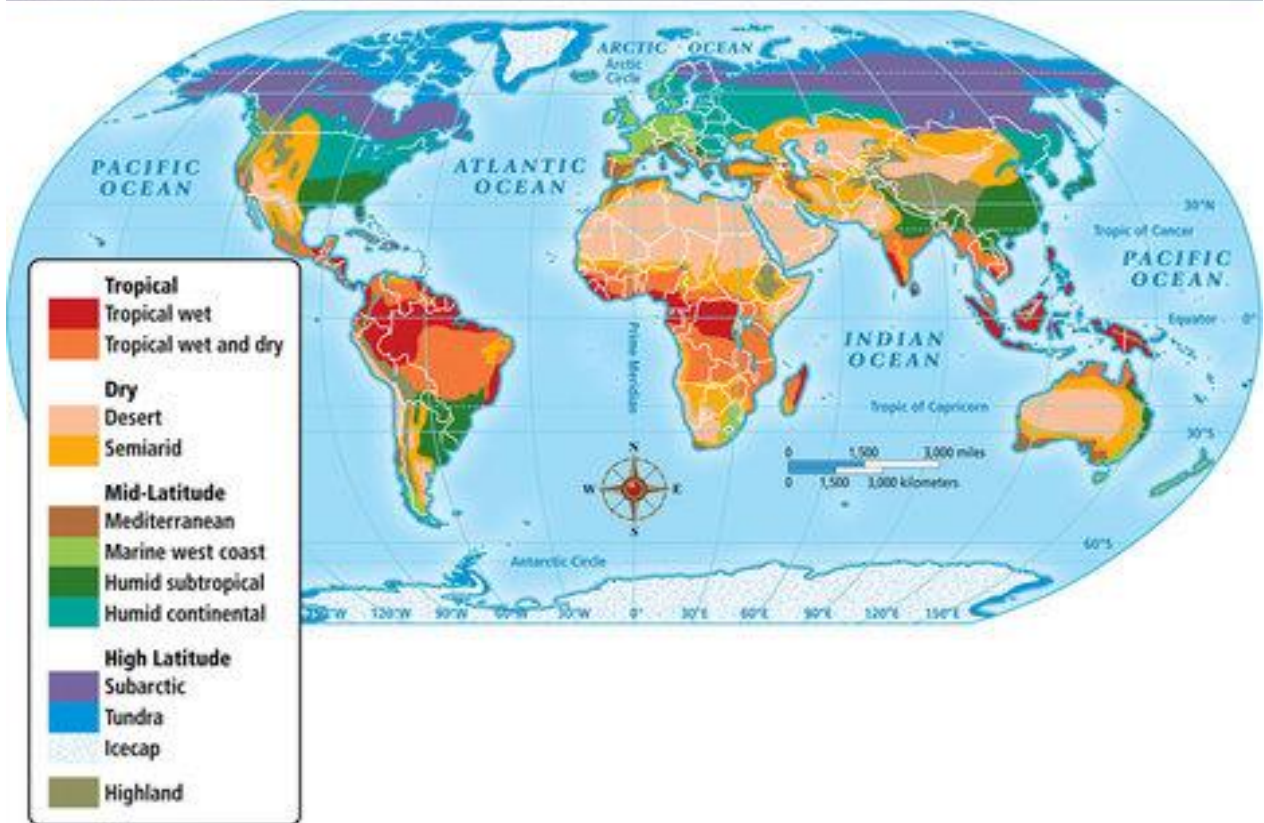
Let’s explore the causes, effects, and possible solutions to climate change. At this time, we will begin our project on climate change. Please refer to the project section of this book for specific directions.

The link below provides a variety of activities to improve your knowledge of climate change.

<http://climatekids.nasa.gov/menu/weather-and-climate/>

The following is a summary of the climate zones and the vegetation what grows there.

World Climate Regions

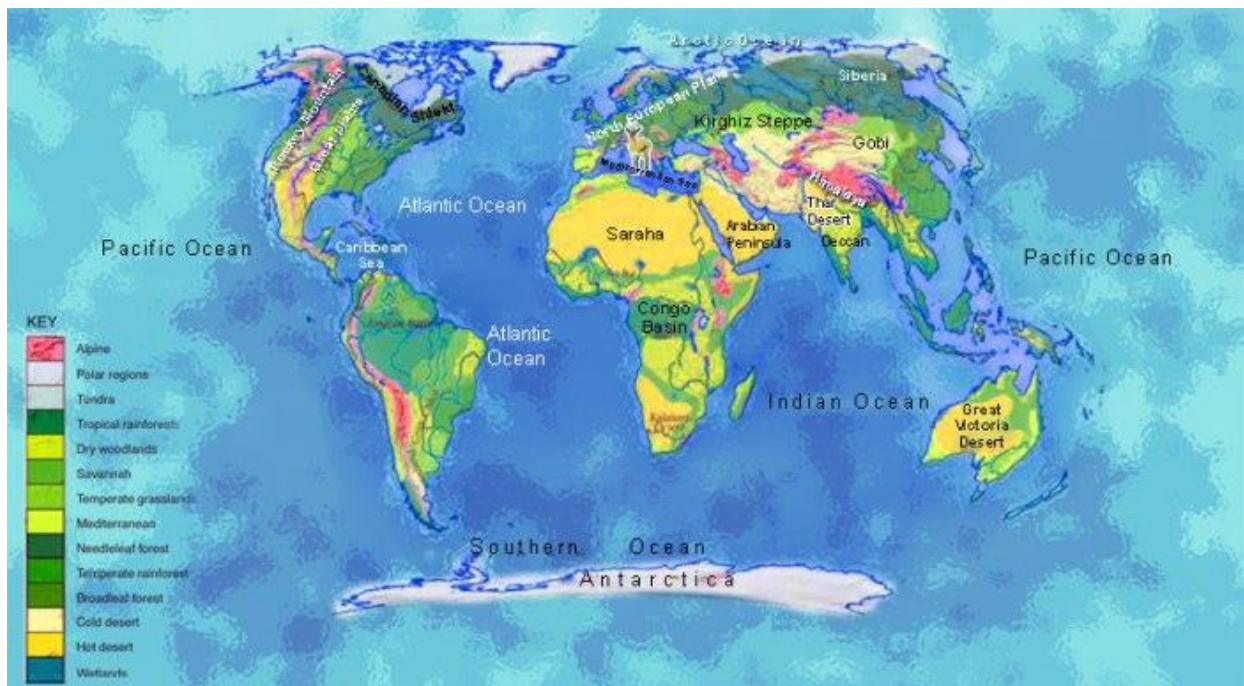


(<https://fromoniontopearl.wordpress.com/high-school-home-school-lesson-plans/world-geography-and-culture/climate-regions-vegetation-zones-biomes-and-ecosystems>)

1. What type of climate is located in the middle of Australia? _____
2. How many climates does Africa have? _____
3. Which 2 continents has a Tundra and an Icecap climate? _____
4. Italy has a _____ climate.
5. Indonesia has a _____ climate.

World Biomes

The world map shows the biomes of world, the bio-geographical regions of the world. The earth divided biogeographically into different regions or biomes. The World **biomes** are the combination of landscape, climate, animals and natural vegetation. It depends on the climate conditions of the regions, different climate conditions have different natural and wild vegetation, different animals etc. All over the World there are thousands of natural vegetation are grown, thousands of wild and domestic animals live their life. Different regions can have similar biomes according to climate and landscapes. Different regions have the same climate and similar biomes around the World.



There are many different kinds of plants and animals on the Earth, but only certain kinds are naturally found at any particular place. (We are not counting zoos here!) For example, cacti are found in the desert, polar bears are found in the Arctic, and elephants are found in central Africa and India. So, why don't people living in south Texas have to be on the lookout for snow leopards, or why don't kids in Minnesota have to worry about finding giant boa constrictors in their back yards? It is because these animals are not adapted to live in the average weather conditions found in Texas or Minnesota.

These average weather conditions, such as the range of temperature and rainfall that typically occur in a particular location like Minnesota, are called the climate of that location. Some climates are hot, some are cold, some are wet and some are dry.

“Adapted” means that a plant or animal has inherited certain characteristics that enable it to live in one type of climate or another. For example, polar bears have a layer of fat under their skin and a heavy fur coat to help them withstand arctic cold. They would have a difficult time trying to survive in a hot climate.






Plants and animals don’t live in isolation, but they live together with other plants and animals in an interdependent group called an ecological community. If you think about it for a moment, you will realize that all of the plants and animals in a particular ecological community must be adapted to the same climate so that they can all live in the same location.

A distinct ecological community of plants and animals living together in a particular climate is called a “biome.” Scientists have divided the broad spectrum of climates and ecological communities found on Earth into biomes in different ways – some with many divisions, some with only a few.

The locations of these different biomes across the face of Earth are shown in different colors in the map* above. The Arctic tundra is light tan (ice is white). Mid-Latitude deciduous forests are greenish-yellow and yellowish-green. Deserts are mostly gray. Tropical rainforests are green. Tropical savannas are light green and dark yellow. Areas of taiga are dark green and gray-green. To find out more about each of the biomes, just click on one of the spots on the map or use the navigational bar at the right of the page.

*Map was made from thousands of satellite images taken between April 1992 and March 1993 using a scanning device called the: Advanced Very High Resolution Radiometer aboard TIROS series satellites. Map courtesy of the USGS.

Biome Summary

 <h3>Deciduous Forest</h3>			
Moisture: low, distributed throughout year	Temperature: warm summers, cold winters	Vegetation: trees, shrubs, herbs, lichens, mosses	Animals: mammals, birds, insects, reptiles
 <h3>Desert</h3>			
Moisture: sporadic, highly localized	Temperature: great daily range	Vegetation: trees, shrubs, succulents, forbs	Animals: small mammals, birds, reptiles
 <h3>Taiga</h3>			
Moisture: moderate, varies throughout year	Temperature: cold winters, cool summers	Vegetation: evergreens, tamarack	Animals: birds, mammals
 <h3>Tropical Rainforest</h3>			
Moisture: wet season, short dry season	Temperature: hot	Vegetation: trees, vines, stranglers, fungi	Animals: small mammals, birds, insects
 <h3>Tropical Savannah</h3>			
Moisture: wet season, dry season	Temperature: hot	Vegetation: tall grasses, shrubs, trees	Animals: large mammals, birds, reptiles

(<https://fromiontopearl.wordpress.com/high-school-home-school-lesson-plans/world-geography-and-culture/climate-regions-vegetation-zones-biomes-and-ecosystems/>)

1. In what biome would we find fungi? _____
2. In what climate region would we find a tropical savannah? _____
3. Antarctica is considered a _____ biome?
4. Would you find snow in a tropical climate? Why or why not?

5. What biome do we live in? _____

Cultural and Physical Regions of the World

Standards: 2.1, 2.2, 2.3, 2.4 and 6.2

Vocabulary:

Region

Formal Region

Homogenous

Functional Region

Node

Popular Region

Physical Geography

Human Geography

Ethnic Conflict

Human Migration

Push Factors

Pull Factors

Demographics

While the world is divided into hemispheres, it is also divided into regions. A **region** is an area that has characteristics that set it apart from other areas. The separation of the area can be caused by its population, economics, natural resources, types of landforms, amount and type of precipitation, or many other factors. Geographers divide regions into 3 categories: formal, functional, and popular regions.

A formal region is considered to be **homogenous**, the traits that define the region are the same. Homogenous traits can be common religion, type of climate, type of vegetation or crops that are grown in that area. **Formal regions** can be countries, states and cities. One example of a formal region is Ireland, where the majority of the country's population is Catholic.

Formal regions do not change their boundaries very often. Sometimes a country will change its boundaries due to war, but it is rare. However, they may change in character. Their population, agricultural areas, urban areas, etc. can change the characteristics of a formal region. Currently, Syria is going through a significant change due to the movements of terrorist groups like ISIS.

Functional regions have a focal point (often a city) and is the organized space surrounding that central location. The focal point is often referred to as a **node**. The node is connected to other points by transportation, communication or economics. Lawton is a node for towns such as Medicine Park, Elgin, and Cache.

Like formal regions, functional regions can change over time. These changes are seen when the population grows and urban areas are expanded. Lawton has been a changing region for a few years. The increase in population has pushed urban housing outside of the city limits. This growth has decreased the amount of crop and ranch land available in our area.

Review Question:

How do you think changes in functional areas may affect the agricultural industry in that area?

A **popular region** is separated by common culture, traditions, heritage, and history. The Silk Road in China is an example of a popular region. Historically, ancient traders traveled from China to Europe to sale their valuable goods. In large cities such as New York City, there are several popular regions within the same city boundaries. Due to the influence of various immigrants, culture, history and traditions are seen in areas with large populations of Chinese, Russian, Irish, etc.

Review Question:

Name an area that you believe to be a popular region and explain why.

How Regions Are Defined:

Geographers study physical characteristics and human populations of an area. The study of the process and patters that occur in the physical environment is known as **physical geography**. Physical geography includes climate, soil and natural landforms. The Rocky Mountains in the United States and the Himalayan region in southern Asia are examples of how physical features define a region.

Human geography is the study of human culture and activity. This type of geography includes economic activity, culture, population, religion, etc. However, when you study human geography you must also consider the physical geography of the area. Physical features influence human development. For example, populations of early settlers generally settled in areas that had plentiful natural resources (rivers), climates that were conducive to growing crops, and landforms that provided barriers against enemies.

Geographers also study what traits of a regions are link or divide them from another. There are many human traits that may link or divide a region. People living in a region often speak different languages, have different cultural traditions, practice different religions, and/or have different ethnicities. North America is an example of how

different people can make up a region. In the United States, we speak multiple languages, practice various religions, have a variety of ethnic backgrounds, and practice multiple types of cultural traditions.

How many cultures can you identify within the United States?

How many cultures do you believe there is on the continent of Africa, north of the Sahara?

While landforms such as rivers and mountains are obvious divisions, they can also bring 2 regions together. For example, areas that are divided by a river often share the same resource. This type of sharing brings regions and cultures together. Natural resources that are shared by different regions are another example of how these commonalities create a link between regions.

Many things can unite a region, but many of the same things can divide it. Different cultures or ethnic groups living in the same country can have conflict. **Ethnic conflict** occurs when 2 or more ethnic cultures engage in wars based on their difference. For example, the Hutu tribe and Tutsi tribe in Rwanda have had several years of conflict. The Christian Muslim conflict in Lebanon led to civil war. The separation of Christians and Muslims created the conflict between Israel and Palestine. However, these examples of cultural differences and division within a country is not the same for all areas. In the United States there are over 300 languages, numerous ethnicities, religions, and cultural differences, but it remains relatively peaceful and stable.

Why do you think the people of the United States lives in a stable and secure environment in comparison to other areas of the world?

How Regions Change:

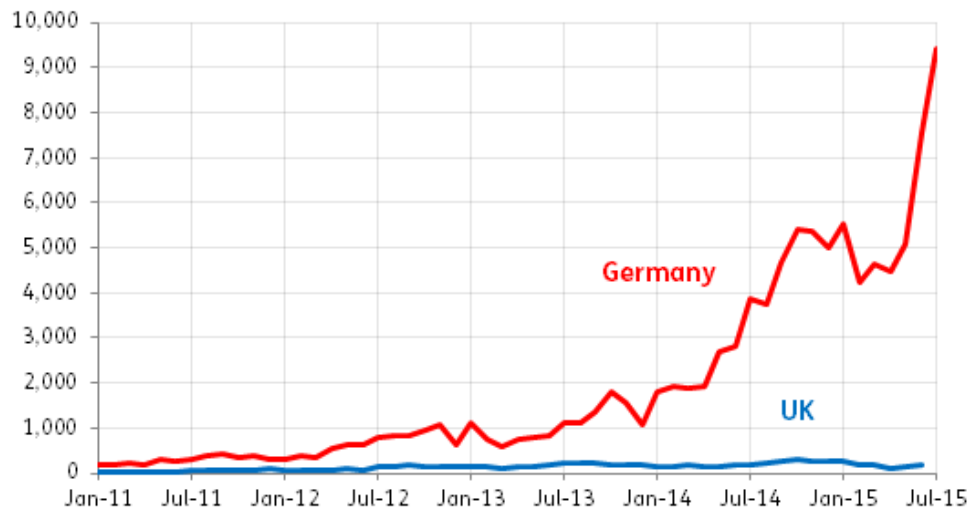
Overtime, regions can change due to a variety of reasons. The availability of resources, increase/decrease of land, natural disasters, wars, and altered weather patterns are a few examples of how a region can change. Changes in population can also impact a region.

Human migration changes populations. People moving in or out of a region can change the demographic of a region. **Demographics** refers to the characteristics of the human population living in a specified area. A population's racial make-up, level of education, economic status, and cultural heritage are all examples of demographics. Migration is influenced by push and pull factors. **Push factors** are the characteristics of a region that influences people to move out of an area. **Pull factors** are characteristics of a region that influence people to move into the area. Using the current Syrian refugee crisis as an example, the invasion of ISIS and current state of unrest in Syria are push factors causing thousands of people to leave. Many refugees are seeking asylum in the United States. The United States government has pledged to accept 10,000 Syrian refugees (<http://www.nbcnews.com/storyline/syrias-suffering-families/u-s-way-behind-its-goal-accepting-10-000-syrian-n552521>). Pull factors for the United States includes a democratic government and the protections that are guaranteed in the Constitution.

Germany has accepted Syrian refugees as well. However, the exact number is not known at this time. Pull factors for Germany may include a democratic government and stable economy.

Safety in numbers

Syrian asylum seekers applying in Germany and the UK each month, including repeat applicants



Source: Eurostat, Asylum and first time asylum applicants by citizenship, age and sex - monthly data (rounded)



Using the graph above, answer the following questions.

1. What type of graph is it? _____
2. What is the graph measuring? _____
3. What does the 2 axis show? _____
4. Provide a hypothesis stating why there is a sharp increase in Syrian refugee asylum applications between January 2015 and July 2015.

In the area below, list 4 factors that would lead people to leave their country and 5 factors that people may find attractive when choosing a new place to live.

List 4 push factors:

List 4 pull factors:

Population of Syria (2016 and historical)

Year	Population	Yearly % Change	Yearly Change	Migrants (net)	Country's Share of World Pop	World Population	Syria Global Rank
2016	18,563,595	0.33 %	61,182	188,143	0.25 %	7,432,663,275	61
2015	18,502,413	-2.24 %	-443,638	-806,000	0.27 %	7,349,472,099	60
2010	20,720,602	2.7 %	517,552	74,000	0.32 %	6,929,725,043	55
2005	18,132,842	2.09 %	355,758	-76,000	0.3 %	6,519,635,850	56
2000	16,354,050	2.67 %	404,418	-26,000	0.29 %	6,126,622,121	56

(<http://www.worldometers.info/world-population/syria-population/>)

Using the chart above, answer the following questions.

1. What is the chart showing? _____
2. What was the change in population in 2015? _____
3. What do you believe the change in population was caused by? _____
4. In 2016, there was _____ migrants.
5. From 2005 to 2016 what was the percentage of total yearly change in population? _____

Global Culture

Standards: 2 and 4

Vocabulary:

Culture

Socialization

Status

Ethnic group

Ethnocentrism

Dialect

Civilization

Cultural diffusion

Culture region

Globalization

Culture is the way of life of a group of people who share similar beliefs and customs. To better understand a culture, we should look at the variety of elements of the specified culture. These elements include language, religion, daily lives, social groups, shared history, and the art forms they have created.

Most of us belong to multiple social groups. For example, you may be an athlete, go to church, play chess, participate in community service, or a variety of other activities. All of these activities place you in smaller social groups. Within these groups, there are rules that you are expected to follow. Members of these groups adjust their behaviors in order to meet the expectations of the group, this is referred to as **socialization**. Members of all societies have a status. **Status** is an individual's importance or rank within a society. Family is considered to be the most important social group in all societies.

List the social groups that you belong to:

Chose one of the groups listed above, identify and explain your status within this group.

Each of us also belong to an ethnic group. **Ethnic groups** share a common language, history, religion, and physical traits. Some countries are the home to multiple ethnic

groups, like the United States. In these countries, a national culture is shared among the ethnic groups. Clothing choices is an example of a shared culture.

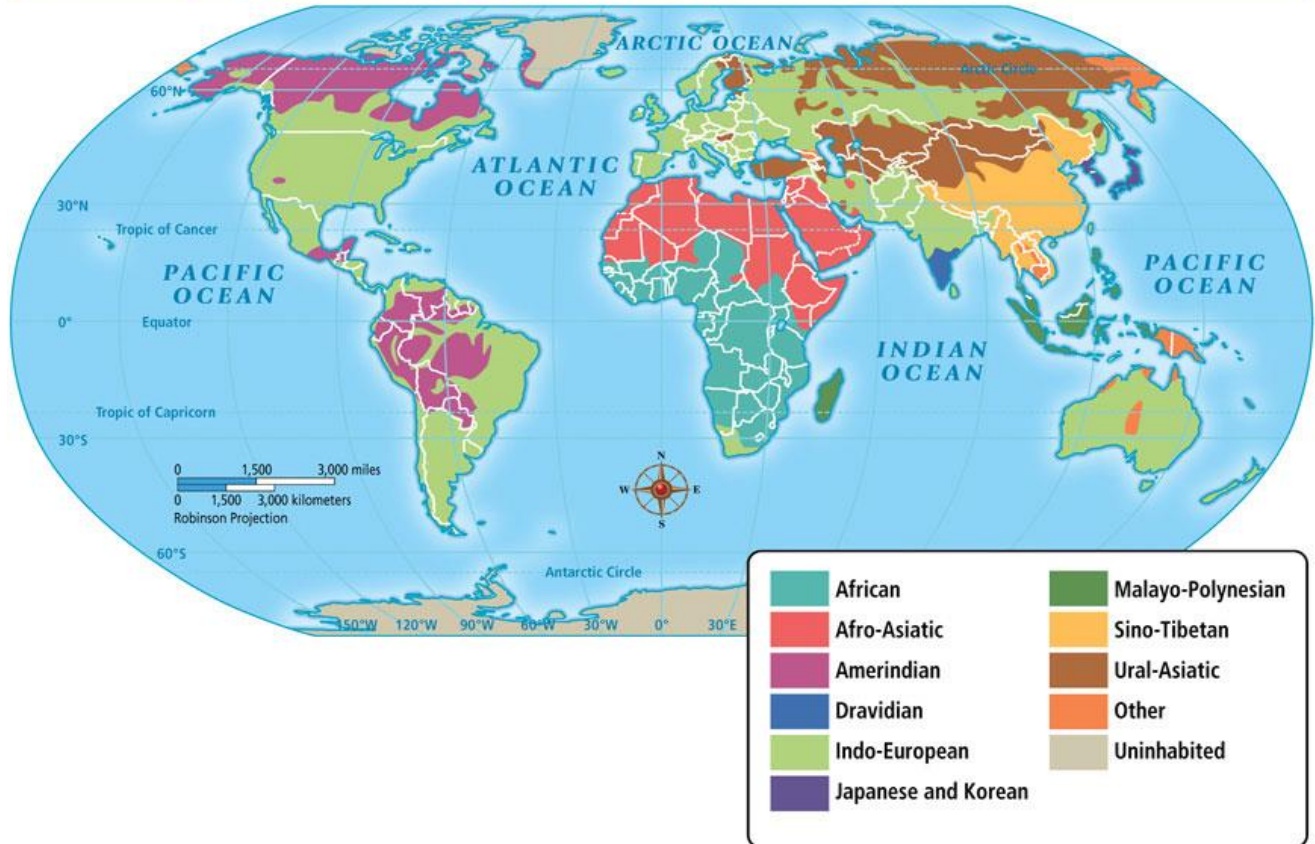
In the history of many countries, there are episodes of some cultures believing they are better than others. This thinking is referred to as **ethnocentrism**. This type of thought process has led to hatred, persecution, and mass murders of cultures. Examples of the violence that has occurred due to ethnocentrism includes the mass killings of the Jewish people during WWII, the genocides of Rwanda, Darfur, and Syria, the killings in Somalia, etc.

What do you believe leads one culture to think they are better than another?

How do those thoughts lead to acts of violence?

A common shared language is considered to be one of the strongest unifying characteristics of a culture. While language can unit a culture, in some instances there are different versions of a language, or dialect. **Dialect** is a local form of a language that has a distinct pronunciation or vocabulary. However, despite the different dialects, speakers of the same language can understand each other. Caution of meaning and context must be considered however. With more than 2,000 languages spoken in the world today, the number of different dialects is vast.

World Language Families Today



(<https://grammar5laney.wordpress.com/category/learn-about-language/>)

Using the map above to answer the following questions.

1. What are the language families spoken in sub-Sahara Africa?

2. What are the 2 language families spoken in the Unites States?

3. How many language families are spoken in Asia? _____

History of a culture shapes how that culture views itself and the world. Stories of the culture that is passed down from generation to generation that includes the challenges and triumphs help to support the cultures values and pride. An example of how history is passed down and how they continue to support the cultures traditions and values can be seen in the Native American tribes in the United States.

Daily life of a culture includes foods, clothing, and other personal needs. What you eat and how you eat it is all part of your culture. The type of clothing that you wear can be cultural specific as well. The different tribes in Kenya wear different colors and patterns that are specific to their tribe.

What food do you eat that is specific to your culture? _____

How does your clothing identify your culture?

Music, paintings, sculptures, literature and even dance are all ways that people express their culture. They can also be used to tell the stories of their culture.

Pick 2 of the items listed above and explain how your culture is expressed through these versions of art. Please make sure that you include the specific culture that you identify with.

**Forms of government, economies, and religions are also part of culture. They will be discussed in further detail in the following sections.*

Cultures constantly experience change. The changes that occur can be caused by the influence from other cultures, inventions and technology. Innovations and improvements can create positive changes to cultures.

What changes in technology has changed our culture over the last 5 years?

Humans began as hunters and gatherers. After 8000 B.C., they started farming as well. Through farming, people were able to increase the food supply leading to larger populations living in one area. This time in history is referred to as the **Agricultural Revolution**. The change to farming led to the creations of **civilizations**, highly developed cultures. These newly developed civilizations grew in river valleys in today's Iraq,

Egypt, India, and China. These civilizations created the cities, formed governments, founded religions, and developed writing systems.

In the 1700's A.D., some cultures moved into the next era of development. At this time, they began to use machines to make various products. The increase in food production and goods increased the wealth of the civilizations. This time in history is referred to as the **Industrial Revolution**.

Overtime, the world has changed significantly. With the development of technology, the world is now changing faster than ever. Computers are responsible for improving business practices, education programs, medical technologies, and allows for instant communication worldwide. Our current time period is considered the **Data/Technological Revolution**.

Cultures influence change through interactions with other cultures. The spreading of ideas, language, customs, religions, etc. from one culture to another is called **cultural diffusion**. Diffusion can occur through trade, migration, wars, technology. Historically, people who traveled to other areas for the purpose of selling or trading their goods helped to spread different cultures. Diffusion did not only occur through the person to person contact, but also through the use of the goods traded. Different colors and types of cloth, spices, weapons, machines being traded helped other cultures to expand beyond their own boundaries.

Movement of people from one area to another also helps to spread different cultures. Using the colonization of the United States is a perfect example. When the Europeans came to America they brought their culture with them. When they encountered the Native Americans they began to trade, share their language, religion and foods. The cultures influenced each other resulting in new developments.



(<http://www.eater.com/2015/1/7/7509517/mcdonalds-japan-apologies-for-weird-items-people-find-in-their-food>)

Wars also contribute to cultural diffusion. Islam was spread into Northern Africa from the Middle East when soldiers were sent to conquer the area. Through wide spread violence the soldiers attempted to force conversion to Islam. However, through their interactions with other cultures, they were exposed to the languages, beliefs, art, food, clothing, etc. of those they were attempting to convert.

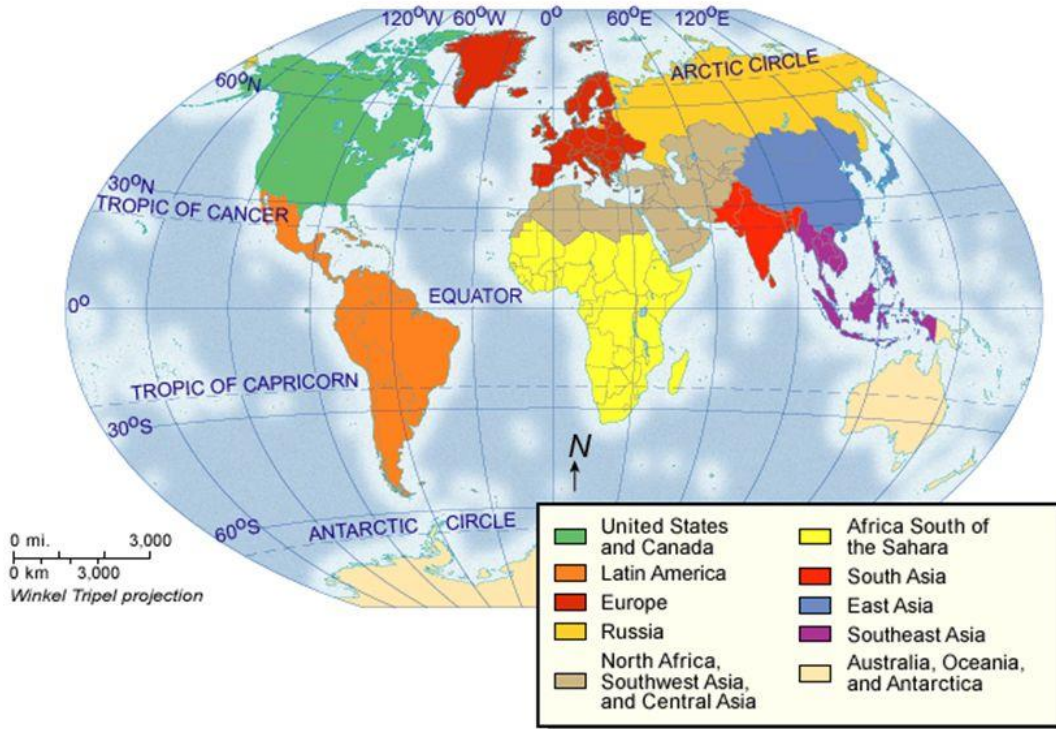
Technology today has significantly increased the spread of different cultures in a rapid manner. Music, movies, different television programs, are just a few examples of how cultures are easily spread. The internet has increased accessibility to people all over the world. Today, we can enjoy a lesson from a teacher in China without ever leaving our own classroom. Technology is also responsible for **globalization**, the development of a worldwide culture with an interdependent economy.

Review Question:

Identify 3 ways culture diffusion occurs:



World Culture Regions



(<http://slideplayer.com/slide/6243903/>)

1. Africa contains what 2 cultural regions?

2. What can you conclude about islands and their cultural regions?

Forms of Government:

Standard: 4.5

Vocabulary:

Unitary Governments
Confederations
Federations
Autocracies
Monarchy
Absolute Monarchy
Constitutional Monarchy
Oligarchies
Communism
Socialist Governments
Democracies

Preview questions:

1. Identify 1 thing that you know about the forms of government.
2. Identify 2 things that you would like to learn more about the forms of government.

People need rules to help them live together. All though conflict is a natural part of life, government helps to establish laws that allow the conflict to be minimized. Different forms of government have different amounts of power. Throughout the world, various forms of government are practiced. Use the presentation to fill in the note page provided below.

There are different forms of government. Some countries have a **unitary government**.

A _____ national government has all the power. There is no _____ or local government _____ of the national government.

Some governments are a _____. They are made up of _____ governments or _____. There is a loose alliance between them. Most of the power rests with the _____ governments or provinces. The national government has some power, but not as much as the _____.

Some countries are a federation. **Federations** have a _____ national government that shares power with smaller _____ governments. Most of the

power is in the hands of the _____ government, but some authority is reserved for the states. The United States is a _____. The federal (national) government shares power the _____ state governments.




_____ are ruled by a dictator. Citizens do not have much say in an autocracy. The ruler usually does what he/she _____. He/she does not need the _____ of the people. Autocratic leaders rule until they _____, are overthrown, or decide to _____ from office. Many rule for years or _____. A monarchy is a model of government ruled by a _____ or _____. In an **absolute monarchy** the monarch has _____. Although he/she may depend on some trusted _____ before making decisions, his/her word is _____. In a **constitutional monarchy**, the king/queen is bound by a set of laws. There are _____ to how far his/her powers extend.

Oligarchies are governments that are ruled by a _____. Elite families, military officers, _____ leaders, and/or members of the _____ class often lead to oligarchies. Those who are a part of the _____ group have a say in how the _____ is run. But _____ who are outside the ruling group have _____ say.

Some countries have governments based on a _____ called **communism**. Under communism, the people (specifically workers) are supposed to _____ the system (specifically, capitalism) and create a society in which _____ is equal and people share _____ communally. Communist countries are ones ruled by a communist party that typically allows very little _____. Most property is owned by the _____. The state and the party are viewed as more important than the _____. Cuba, China, Russia and North Korea are still ruled by communism.

_____ governments are governments that maintain a great deal of _____ over the nation's _____. They are usually less tyrannical than communist governments, although communist will sometimes use _____ to further their cause. Under socialist governments, the government owns or runs many of the nation's _____ and tend to provide many social _____. The _____ rather than private business owners, is mostly _____ for maintain economic _____ and a high standard of living for the people. In democracies, _____ have a voice in their government. They _____ their _____ and often get to vote on laws. If the people do not like their leaders, they can vote to replace them. The United States is a democracy. People of all _____ who are qualified _____ are allowed to vote and have a say in their government.

Review Questions:

1. Cuba's government is an example of a _____ government.
2. In a communist government the power lies with _____.
3. In a democracy the power lies with the _____. 
4. The government of England would be considered a _____ monarchy. 

5. If a government is ran by a religious leader, it is considered an _____.

Economies:

Standard: 4

Vocabulary:

Economic system
Traditional economy
Command economy
Market economy
Mixed economy
Developed country
Developing country
Capital goods
Gross domestic product (GDP)
World bank
Newly industrialized country
Exports
Imports
Tariff
Quota
Political barriers
Sanctions
Embargos
Free trade
Interdependence
Natural resource
Renewable resource
Nonrenewable resource

How do countries make economic decisions? Who decides what will be produced, how to produce it, and how much to sell? Countries form **economic systems** in order to answer these questions. There are 4 main economic systems in the world, traditional, command, market, and mixed. In a **traditional economy** individuals decide what to produce, how to produce it, and how much to sell it for. In these economies, the individual usually participate in the same business as their parents and grandparents. The production of goods is part of their customs. Generally, traditional economies can be found in small villages throughout Africa, in underdeveloped areas in Latin America, and in remote arctic regions of North America and Russia.

A **command economy** is a socialist form of economy where a central government makes all economic decisions. The government or a collective owns the land and the means of production.

5 Characteristics of a Command Economy

1. The government creates a central economic plan for all sectors and regions of the country. It starts with a five-year plan to set the overriding economic and societal goals. The master plan is broken down into shorter-term plans to convert the goals into actionable objectives.
2. The government allocates all resources according to the central plan.

The goal is to use the nation's capital, labor and natural resources in the most efficient way possible. That eliminates unemployment by promising to use each person's skills and abilities to their highest capacity.

3. The central plan sets the priorities for the production of all goods and services. These include quotas and price controls on all goods and services. Its goal is to supply enough food, housing, and other basics to meet the needs of everyone in the country. It has social priorities, such as mobilizing for war or generating robust economic growth.

4. The government owns the monopoly business in industries deemed essential to the goals of the economy. That usually includes finance, utilities, and automotive. There is no domestic competition in these industries.

5. The government creates laws, regulations, and directives to implement the central plan. Businesses follow the plan's production and hiring targets instead of responding to the free market.

(<http://useconomy.about.com/od/US-Economy-Theory/a/Command-Economy.htm>)

Command economies can wholly transform societies to conform to the government's vision. Often the transition is violent. The previous leadership is disbanded, exiled, or executed. The new government nationalizes private companies. An example of a command economy is Belarus where the government owns 80% of its businesses and 75% of banks. In Iran, the government controls 60% of the economy through state-owned businesses. Additionally, in North Korea the command economy has resulted in food shortages, malnutrition, mass starvations, and human rights violations as much of the country's financial resources goes towards military buildup.

Pros:

Cons:

A **Market Economy** gives control to the citizens and limits the governments control. Production of goods and services are regulated by the laws of supply and demand. Producers sell their goods and services at the highest possible price that consumers are willing and able to pay. Workers also bid their services at the highest possible wages that their skills allow.

Capitalism requires a market economy to determine the value of supply--natural resources, capital, and labor--and to allocate goods and services. Socialism and communism use a central plan found in a command economy to do so. A market economy has usually evolved from a traditional economy.

Characteristics of a Market Economy

A market economy is defined by six characteristics:

1. **Private Property** -- Most goods and services are privately-owned. This allows the owners to make legally binding contracts to buy, sell, lease or rent their property. In other words, their property gives them the right to profit from ownership. However, there are exclusions to what is considered private property. For example, since 1865 the U.S. does not allow you to buy and sell other people, or even yourself. This includes your own body or body parts.

2. **Freedom of Choice** -- Owners, businesses, consumers, and workers are free to produce, sell and purchase goods and services in a free market. Their only constraint is the price they are willing to buy or sell for, and the amount of capital they have.

3. **Motive of Self-interest** -- The market is driven by everyone trying to sell their goods or services to the highest bidder, while at the same time paying the least for the goods and services they need. Although the motive is selfish, it works to the benefit of the economy over the long run. That's because this auction system fairly prices all goods and services, accurately depicting true supply and demand at any given point in time.

4. **Competition** -- The forces of competitive pressure keeps prices moderate, and ensure that goods and services are provided most efficiently. That's because, as soon as demand increases for a particular item, prices rise thanks to the law of demand. As competitors see there is additional profit to be made, they start production, adding to supply. This lowers prices to a level where only the best competitors remain. This force of competitive pressure also applies to workers, who are competing with each other for the highest-paying jobs, and consumers, who are competing for the best product at the lowest price.

5. **System of Markets and Prices** -- A market economy is completely dependent on an efficient market in which to sell goods and services. In an efficient market, all buyers and sellers have equal access, and the same information upon which to base their decisions. Prices rise and fall freely depending purely on the laws of supply and demand.

6. **Limited Government** -- The role of government is simply to ensure that the markets are open and working. For example, it is in charge of national defense so no other country can destroy the markets. It also makes sure that everyone does have equal access to the markets. For example, government exerts penalties on monopolies, which unfairly restrict competition. The government watches to make sure no one is unfairly manipulating those markets, and that all information is distributed equally.

Market Economy Examples

The U.S. is most commonly thought of the world's premier market economy. One reason for its success is the U.S. Constitution. It has provisions that facilitate and protect the market economy's six characteristics. Here are the most important:

- Article I, Section 8 protects innovation as a property by establishing a copyright clause.
- Article I, Sections 9 and 10 protects free enterprise and freedom of choice by prohibiting states from taxing each other's goods and services.
- Amendment IV protects private property and limits government powers by prohibiting people against unreasonable searches and seizures.

- Amendment V protects the ownership of private property, and Amendment XIV prohibits the state from taking away property without due process of law.
- Amendments IX and X also limit the government's power by reserving all rights not specifically outlined in Constitution automatically to the people.
The Constitution added in its Preamble a goal to "promote the general welfare." This goal meant the government could take a larger role than that purely prescribed by a market economy. This led to many social safety programs, such as Social Security, food stamps, and Medicare. (<http://useconomy.about.com/od/US-Economy-Theory/a/Market-Economy.htm>)

Pros:

Cons:

<https://quizlet.com/77595225/flashcards>

However, most societies in the modern world have elements of all three, and are therefore **mixed economies**. A central characteristic of a mixed economy is the ownership of goods by both private and government/state-owned entities. For an economy to be considered mixed, the government can control some parts but not all. Mixed economy as the name suggests is an economy where all the activities related to production and other activities are carried out by participation of both government and private enterprises.

Advantages of Mixed Economy

1. Since mixed economy involves both government and private enterprises it has the advantage of taking the benefits of capitalist nature of private companies and socialist nature of government.
2. There is less inequality of income because intent of government is to have a balanced economic growth of an economy.
3. Mixed economy allows individuals to run their business and make profits but at the same time it places some responsibility on these companies by inducing them to contribute towards the welfare of society.

Disadvantages of Mixed Economy

1. Since welfare of society is important in a mixed economy it leads to lower than optimum use of the resources because government mobilize the resources towards the production of those goods and services which are beneficial for the

society as a whole rather than producing those goods and services which in economic terms are more beneficial for an economy.

2. Under mixed economy private enterprises have to face lot of difficulty because of various government loopholes like favoritism and bureaucratic nature which is prevalent in mixed economy. (<http://www.letslearnfinance.com/advantages-and-disadvantages-of-mixed-economy.html>)

Pros:

Cons:

Review Questions:

Using the table below, identify 3 countries that practice the identified type of economy.

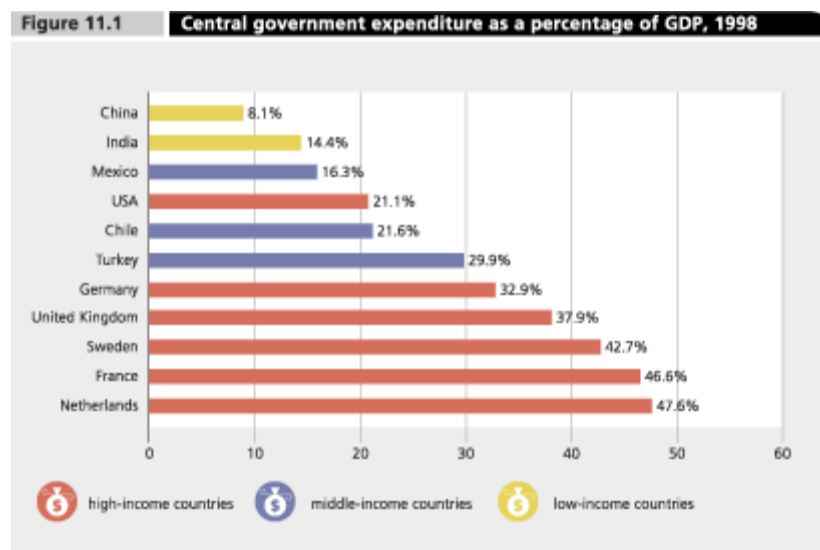
Traditional	Command	Market	Mixed

In the space provided below, choose 2 of the forms of economic systems to compare and contrast.

Economies are directly related to how developed a country is. **Developed countries** have a mix of agriculture, manufacturing and service industry (banking, health care, etc.). Developed countries also have new technologies and their workers have a high level of income. The United States, England, France, and Japan are all examples of a developed country.

Countries that have little technology or industry, but rely on agriculture as a primary source for their economy are considered **developing countries**. The workers in developing countries have a lower level of income. Examples of developing countries include Cambodia, Afghanistan, and Rwanda.

The economic growth of a country depends on several factors. **Capital goods** are used to produce products. The more advanced the technology and equipment the more a country can produce capital goods. The more goods produced, the better the economy. A country's **gross domestic product** (GDP) is the value of all products produced by a country in one year. A country that possesses a high amount of capital goods the higher its GDP. Obviously, developed countries have a higher GDP than developing countries.



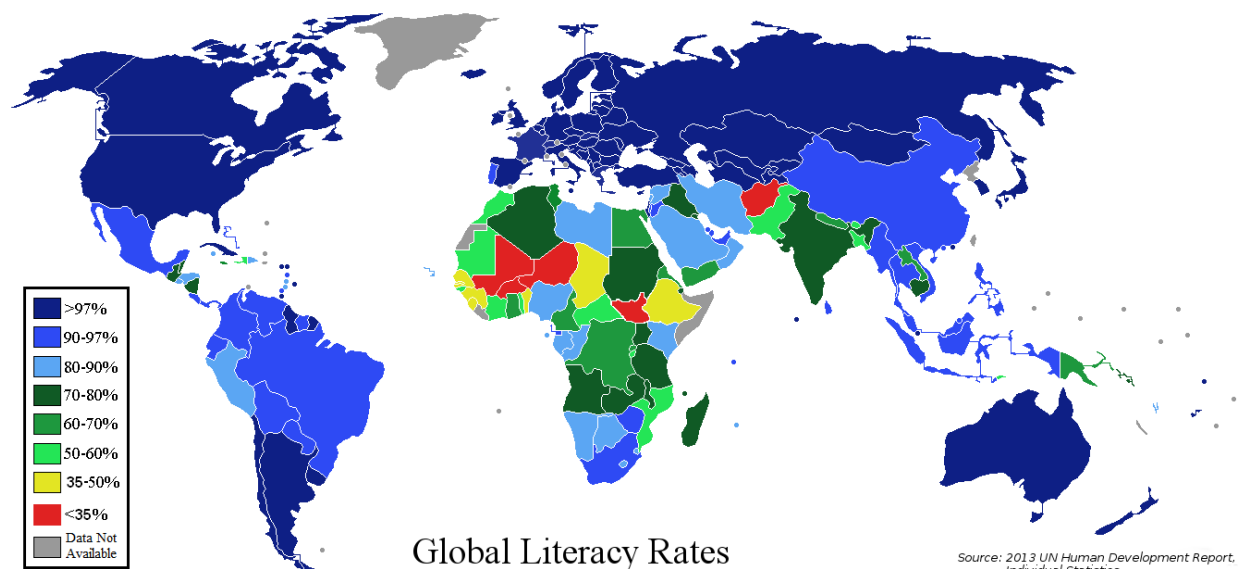
(<http://www.worldbank.org/depweb/english/beyond/global/chapter11.html>)

1. How does the GDP of developing countries compare to that of developed countries?

Developing countries cannot become developed on their own. They need assistance from developed countries and world organizations. One organization that helps countries to grow economically is the **World Bank**. The World Bank loans money to countries to invest in education, health care, capital resources, and other areas that promote economic growth and improve their standards of living. Currently there are 77 countries living in poverty. <https://youtu.be/EaG5QuzJCaQ>

Newly industrialized countries, are countries that are moving towards becoming developed countries. They are pursuing an increase in industrialization and export a lot of their goods. Examples of newly industrialized countries include South Africa, China, and Thailand.

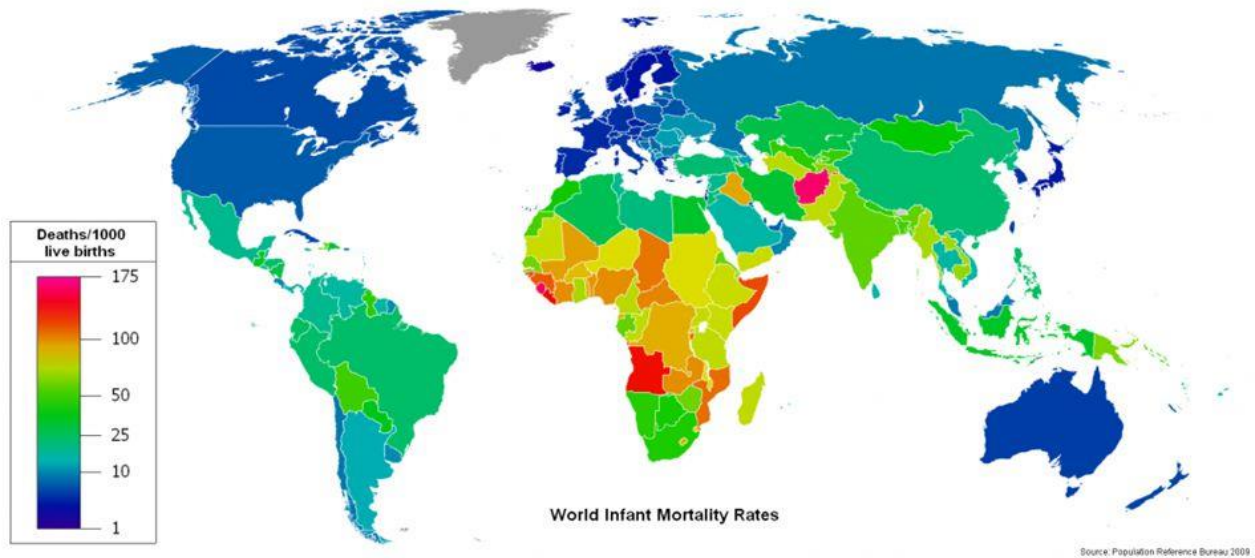
Developed, developing and newly industrialized nations exhibit different characteristics in literacy rates, infant mortality rates, and life expectancies. Review the maps and graph below to see how these characteristics are effected by the country's GDP. You can use the links listed below the maps for further information.



(https://www.reddit.com/r/MapPorn/comments/30r3yk/literacy_rates_across_the_world_1350625/)

1. What do you think accounts for the extreme differences in the literacy rates in the Middle East?

2. Why do you think that developed countries have a higher literacy rate than developing countries?



The map above represents infant mortality rates around the world. What do you observe about infant mortality rates between developed and developing countries?

What country has the highest infant mortality rate? Why?

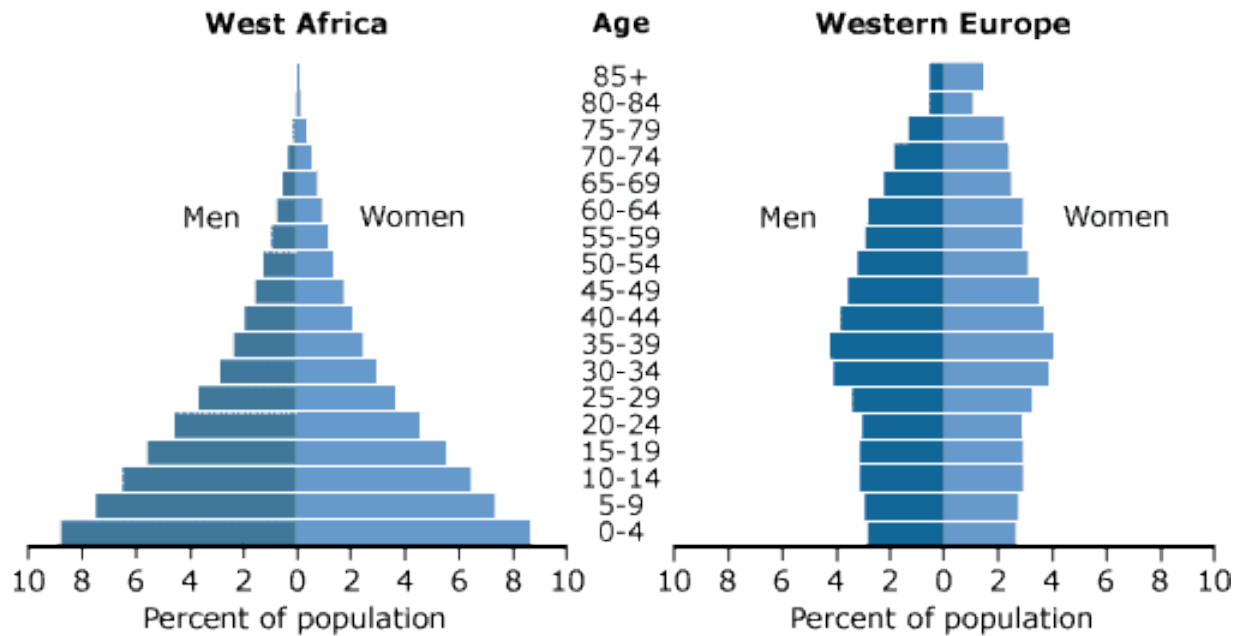


What is the difference between infant mortality rate and child mortality rate?



(<http://slideplayer.com/slide/5302598/>)

1. Which continent has the highest infant mortality rate? _____
2. Which country has the highest infant mortality rate? _____
3. Name one thing that developed nations have that developing countries may not have that decreases their infant mortality rate.



(<http://www.prb.org/Publications/Lesson-Plans/PopulationBuildingaFoundation/Activity3.aspx>)

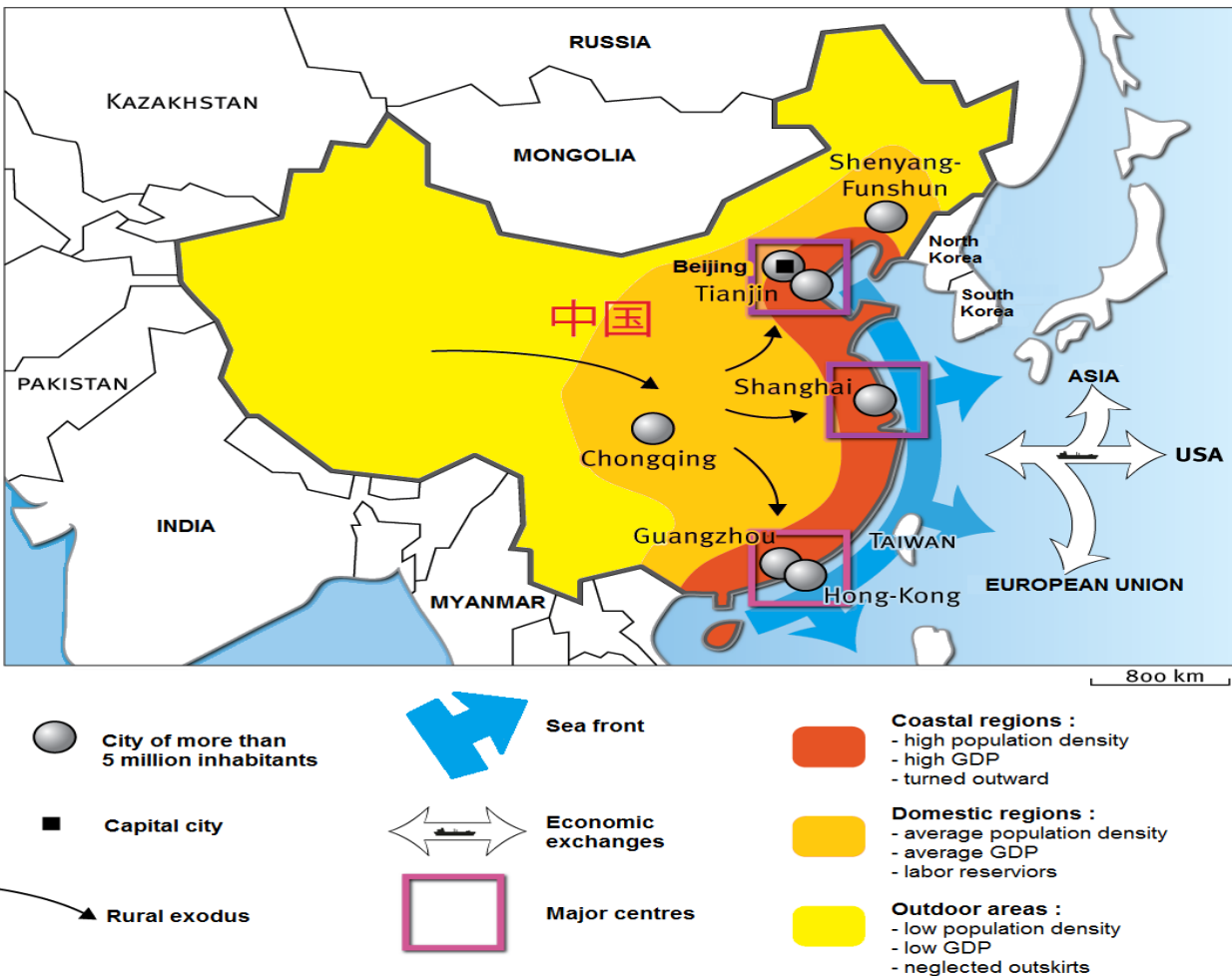
Using the graph above, answer the following questions.

1. What does Western Europe and West Africa have in common is the 0-4 age group?

2. At what age does Western Europe have the highest population?

3. What is the significance of higher populations in the child bearing years for the overall population of the nations?

China - a newly industrialized country



(<http://expeditieaarde.blogspot.com/2015/06/china-newly-industrialized-country.html>)

Why do you think communities located in coastal regions have a higher gross domestic product (GDP) than those that lie towards the center of the country?

Imports and exports are very important to the development of a country's economy. Resources vary greatly throughout the world. Some countries have more than what they need and they will **export**, or sell, their excess. Other countries do not have enough of a needed resource and they depend on **imports**, or buying of products, to meet their needs. World trade allows for countries to import and export as needed.

While world trade is necessary to provide the needed resources and support the world's economy, countries need to manage their trade market to ensure the security of

their own economies. There are two barriers that countries use to control their trade, tariffs and quotas. **Tariffs** are a tax that increases the price on imported goods. The use of tariffs encourages consumers to buy home country manufactured goods. **Quotas** are placed on imported goods in order to restrict the amount that can be purchased from a specific country.

How do you believe the removal of tariffs and quotas will help increase the world economy?

Political regulations can also be barriers to trade. These barriers are used to pressure other countries to comply with global demands. Sanctions and embargos are examples of political barriers. **Sanctions** occur when other countries want a change in current policy of a specific country. For example, the United Nations have placed sanctions against North Korea for violations of human rights and threats of nuclear attacks against other countries. **Embargos** are more extreme than sanctions and prevent all trade with a specified country. The United States had a trade embargo against Cuba since 1962.

Some countries have entered into agreements or treaties that allow for the trade barriers to be removed, this is known as **free trade**. An example of free trade can be seen in North America. Canada, the United States, and Mexico formed the North American Free Trade Agreement (NAFTA) in 1994. The European Union (EU) is another example of free trade. When the EU disbanded the orders between the countries after WWII, they helped to enhance the economy of those countries that participated in the EU.

The increased trade among countries has led to the globalization of the world's economies. The economies of the world are now considered to be interdependent. **Interdependence** means countries depend on each other for the sale and purchase of products and services. Technology has helped to develop the interdependence of the economies. The growth in global technology has aided in the development of new products and services. Additionally, it has aided in the ability for people to sale their products globally. It takes no time at all to order a product from Europe or another continent. With a click of a few buttons people can purchase products that they would not otherwise have access to.

Types of Religions

Standard: 4

Vocabulary:

Christianity

Islam

Buddhism

Hinduism

Daoism

Judaism

Pre-discussion questions:

In the area below, please write a short summary that addresses the 2 questions provided.

What type of religion do you and your family practice? How does that religion impact your daily life?

While there are many different religions in the world. The majority of them fall within the realm of the 5 world religions. The different religions have various beliefs, holds to specific moral codes, have specific customs, and celebrate different holidays. The following is a summary of the religions. Follow along with the presentation and complete the questions below.

Christianity is today the world's most widespread religion, with more than a billion members, mainly divided between the Roman Catholic, Protestant, and Eastern Orthodox Churches. It originated among the Jewish followers of Jesus of Nazareth, who believed that he was the promised Messiah (or 'Christ'), but the Christian Church soon became an independent organization, largely through the missionary efforts of St. Paul. In 313 Constantine ended official persecution in the Roman Empire and in 380 Theodosius I recognized it as the state religion. Most Christians believe in one God in three Persons (the Father, the Son, and the Holy Spirit) and that Jesus is the Son of God who rose from the dead after being crucified; a Christian hopes to attain eternal life after death through faith in Jesus Christ and tries to live by his teachings as recorded in the New Testament.

List, at least, 5 of the religions that fall under the umbrella of Christianity:

Judaism:



The Star of David

Judaism is one of the oldest religions in the world. Their sacred text, the Hebrew Bible, teaches several doctrines including those about God, the Messiah, human beings, and the universe. Judaism shares some beliefs with other world religions, like monotheism (one God) with Christianity and Islam, but in other respects there are sharp differences between the faiths. (<http://www.religionfacts.com/>).

Abraham, Isaac and Jacob, known as the Patriarchs, are both the physical and spiritual ancestors of Judaism. They founded the religion now known as Judaism, and their descendants are the Jewish people.

The Thirteen Principles of Jewish faith are as follows:

1. Belief in the existence of the Creator, who is perfect in every manner of existence and is the Primary Cause of all that exists.
2. The belief in God's absolute and unparalleled unity.
3. The belief in God's non-corporeality, nor that He will be affected by any physical occurrences, such as movement, or rest, or dwelling.
4. The belief in God's eternity.
5. The imperative to worship God exclusively and no foreign false gods.
6. The belief that God communicates with man through prophecy.
7. The belief in the primacy of the prophecy of Moses our teacher.

8. The belief in the divine origin of the Torah (the Five Books of Moses: Genesis, Exodus, Leviticus, Numbers and Deuteronomy. But can also be used to refer to the Bible).

9. The belief in the immutability of the Torah.

10. The belief in God's omniscience and providence.

11. The belief in divine reward and retribution.

12. The belief in the arrival of the Messiah and the messianic era.

13. The belief in the resurrection of the dead.

(<http://www.chabad.org>)

It is important to understand that the term "Jewish" can be used to describe a race and a culture, rather than a religion, so some who identify themselves as Jewish may have little interest in the beliefs of Judaism.

Review Questions:

1. Judaism originated in what region of the world _____?

2. Judaism is based on which books of the Bible _____,

_____, _____,
_____, and _____

also known as the Torah.

3. How is Judaism, Islam and Christianity alike?



Islam:

Islam is the religion that bases its teaching of the Qur'an. Muslims are the followers of Islam. They believe in only one God, Allah and that Muhammad is God's prophet.

Muslims follow the 5 pillars of Islam:

1) Testimony of faith:

The testimony of faith is saying with conviction, "La ilaha illa Allah, Muhammadur rasoolu Allah." This saying means "There is no true god (deity) but God (Allah), and Muhammad is the Messenger (Prophet) of God." The first part, "There is no true god but God," means that none has the right to be worshipped but God alone, and that God has neither partner nor son. This testimony of faith is called the Shahada, a simple formula

which should be said with conviction in order to convert to Islam. The testimony of faith is the most important pillar of Islam.

2) Prayer:

Muslims perform five prayers a day. Each prayer does not take more than a few minutes to perform. Prayer in Islam is a direct link between the worshipper and God. There are no intermediaries between God and the worshipper.

In prayer, a person feels inner happiness, peace, and comfort, and that God is pleased with him or her. The Prophet Muhammad said: {Bilal, call (the people) to prayer, let us be comforted by it.} Bilal was one of Muhammad's companions who was charged to call the people to prayers.

Prayers are performed at dawn, noon, mid-afternoon, sunset, and night. A Muslim may pray almost anywhere, such as in fields, offices, factories, or universities.

3) Giving Zakat (support of the needy):

All things belong to God, and wealth is therefore held by human beings in trust. The original meaning of the word zakat is both 'purification' and 'growth.' Giving zakat means 'giving a specified percentage on certain properties to certain classes of needy people.' The percentage which is due on gold, silver, and cash funds that have reached the amount of about 85 grams of gold and held in possession for one lunar year is two and a half percent. Our possessions are purified by setting aside a small portion for those in need, and, like the pruning of plants, this cutting back balances and encourages new growth.



A person may also give as much as he or she pleases as voluntary alms or charity.

4) Fasting the Month of Ramadan:

Every year in the month of Ramadan (the month of Ramadan is the ninth month of the Islamic calendar, which is lunar, not solar) all Muslims fast from dawn until sundown, abstaining from food, drink, and sexual relations.

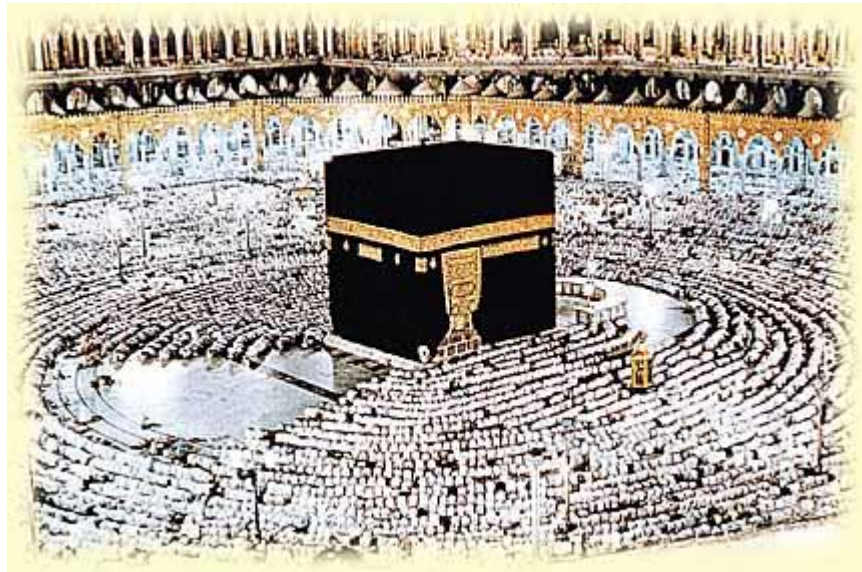
Although the fast is beneficial to health, it is regarded principally as a method of spiritual self-purification. By cutting oneself off from worldly comforts, even for a short time, a fasting person gains true sympathy with those who go hungry, as well as growth in his or her spiritual life.



5) The Pilgrimage to Makkah:

The annual pilgrimage (Hajj) to Makkah is an obligation once in a lifetime for those who are physically and financially able to perform it. About two million people go to Makkah each year from every corner of the globe. Although

Makkah is always filled with visitors, the annual Hajj is performed in the twelfth month of the Islamic calendar. Male pilgrims wear special simple clothes which strip away distinctions of class and culture so that all stand equal before God.



Pilgrims praying at the Haram mosque in Makkah. In this mosque is the Kaaba (the black building in the picture) which Muslims turn toward when praying. The Kaaba is the place of worship which God commanded the Prophets Abraham and his son, Ishmael, to build.

The rites of the Hajj include circling the Kaaba seven times and going seven times between the hillocks of Safa and Marwa, as Hagar did during her search for water. Then the pilgrims stand together in Arafat and ask God for what they wish and for His forgiveness, in what is often thought of as a preview of the Day of Judgment.

The end of the Hajj is marked by a festival, Eid Al-Adha, which is celebrated with prayers. This, and Eid al-Fitr, a feast-day commemorating the end of Ramadan, are the two annual festivals of the Muslim calendar.

Review Questions:

1. Identify one difference between the prayer practices of Christians and Muslims.

2. Name one similarity between Islam and Christianity.

Buddhism:

The founder of Buddhism was Buddha Shakyamuni who lived and taught in India some two and a half thousand years ago. Since then millions of people around the world have followed the pure spiritual path he revealed. The Buddhist way of life of peace, loving kindness and wisdom is just as relevant today as it was in ancient India. Buddha explained that all our problems and suffering arise from confused and negative states of mind, and that all our happiness and good fortune arise from peaceful and positive states of mind. He taught methods for gradually overcoming our negative minds such as anger, jealousy and ignorance, and developing our positive minds such as love, compassion and wisdom. Buddhist believe that through this we will come to experience lasting peace and happiness. Furthermore, Buddhist believe that these methods work for anyone, in any country, in any age.

Four Noble Truths



After the Enlightenment, the Buddha walked over one hundred miles to India's holy city of Benares. In a deer park near the city, he preached his first sermon to the five followers who had previously renounced him. This sermon formed the basis of his teaching from then on. He spoke about The Four Noble Truths.

The Four Noble Truths which came to the Buddha at the enlightenment, revolves around the logical process of seeing life, seeing all actions, not as we wish to see them, but as they really are.

The first truth is that life always incorporates suffering or Dukkha as it was called then. Dukkha has a broader meaning than suffering. It can be the feeling you experience when you encounter pain, old age, sickness, loss, or separation from loved ones, but it can also represent a general unsatisfied feeling. If you feel that your life is like pushing a supermarket trolley which always wants to go in a different direction, then that's dukkha.

In "The Vision of the Buddha" by Tom Lowenstein , the Buddha says:

"What, monks, is the truth of suffering? Birth is suffering, decay, sickness and death are suffering. To be separated from what you like is suffering. To want something and not get it is suffering. In short, the human personality, liable as it is to clinging and attachment brings suffering."

The second noble truth is that suffering in its broad sense, comes from desire, and specifically, desire for meeting our expectations and for self fulfilment as we see it. By desiring for ourselves rather than the whole, we will always have suffering.

In the same way that a child wants a new toy and then, having achieved that, will long for yet another, we seek fulfilment of our desire, to then move on to another. All the time, our lives are only temporarily satisfied.

So far, that's the bad news. In the language of many teenagers "Life Sucks".

But Buddhism is a positive philosophy, and the next two noble truths give us an optimistic message.

The third noble truth tells us that if our attachment to desire ends, so too will the suffering. Specifically, if we change our perception and reduce our attachment to desire, suffering will also reduce. This is not intended to lead to a cancellation of the zest for life, but to an understanding of the nature of life and to controlling those desires which come from that lack of understanding.

The fourth noble truth shows the way to the ending of suffering. The Buddha said that the way to cease suffering is to follow the middle way, the Noble Eightfold path. This provides the guidelines for day to day living. There is some analogy here with the Ten Commandments in Christianity, but the eightfold path is meant as a guideline rather than a strict rule.

Review:

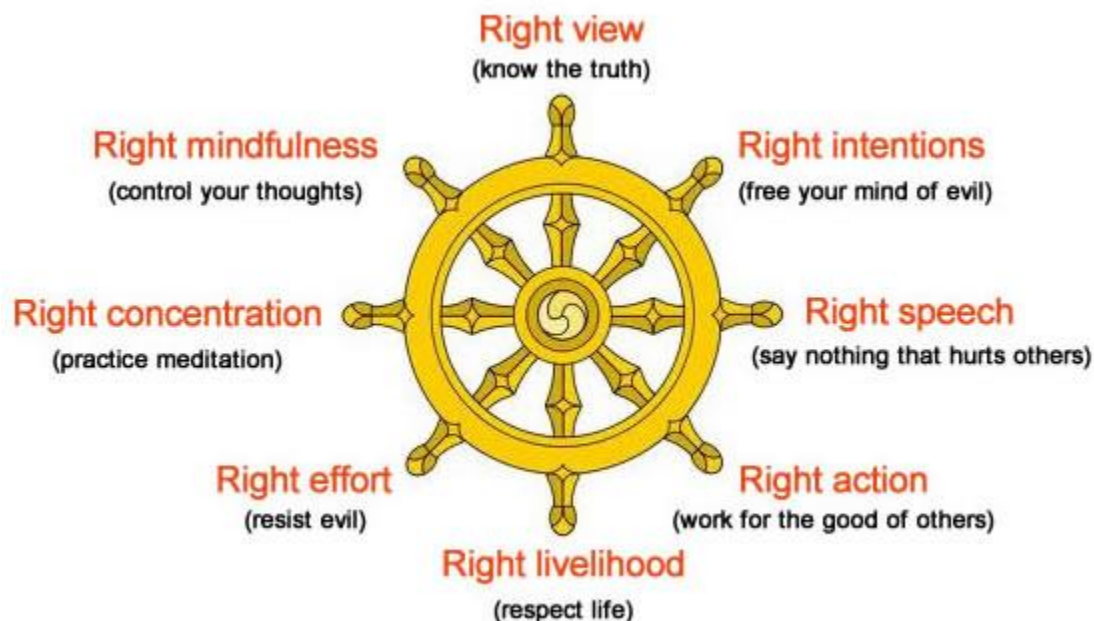
According to the 4 Noble Truths, suffering is a part of life. Using the space below write a short summary addressing the following questions. How does suffering occur and what should we do to prevent it?

Buddhist follow the 8 Fold Path:

The Buddha reached this middle way after himself living the extremes of life. In his early years, he was surrounded by luxury, given access to all pleasures available at that time. In his search, he lived the opposite life, one where he deprived himself of even the essentials, and faced death. The Noble Eightfold path leads to a way, which embraces life and is neither indulgent nor austere.

The Noble Eightfold path is Right Understanding, Right Intent, Right Speech, Right Action, Right Livelihood, Right Effort, Right Mindfulness and Right Concentration. These guidelines are covered in a different section.

When the Buddha gave this first sermon to the world, he is said to have set in motion the Wheel of the Law. And the wheel as a Buddhist symbol appears over and over again in Buddhist art, symbolizing the cyclic nature of existence.



(<https://www.emaze.com/@ALIIZTOR/The-8-fold-paths-&-the-four-nobel-truths>)

The Eightfold Path:

The eightfold path, although referred to as steps on a path, is not meant as a sequential learning process, but as eight aspects of life, all of which are to be integrated in everyday life. Thus the environment is created to move closer to the Buddhist path.

The eightfold path is at the heart of the middle way, which turns from extremes, and encourages us to seek the simple approach.

The eightfold path is Right Understanding, Right Intent, Right Speech, Right Action, Right Livelihood, Right Effort, Right Mindfulness, and Right Concentration.

No doubt all of you are aware of the moral codes in other religious groups such as Christianity, the Jews, and Muslims. While there is a degree of correspondence across these groups, the interpretation of the code in each philosophy is different. In the example of the Ten Commandments, there is an authoritarian feeling of decree, of a direct order that these be fulfilled.

In Buddhism, the eightfold path is meant as a guideline, to be considered, to be contemplated, and to be taken on when, and only when each step is fully accepted as part of the life you seek. Buddhism never asks for blind faith, it seeks to promote learning and a process of self-discovery.



The meaning of Right has several aspects, and includes an ethical, and a balanced, or middle way. When things go "right", we often experience a special feeling inside which confirms that this is the correct decision or action.

Right Understanding:

The first step of the eightfold path is Right Understanding or Right View.

This is a significant step on the path as it relates to seeing the world and everything in it as it really is, not as we believe it to be or want it to be. Just as you may read the directions on a map, and then make the journey, studying, reading and examining the information is important, but only the preparation for the journey. At a deeper level, direct personal experience will then lead us to Right Understanding.

The Buddha says "my teaching is not a dogma or a doctrine, but no doubt some people will take it as such." The Buddha goes on to say "I must state clearly that my teaching is a method to experience reality and not reality itself, just as a finger pointing at the moon is not the moon itself. A thinking person makes use of the finger to see the moon. A person who only looks at the finger and mistakes it for the moon will never see the real moon."

Knowing reality is of very little value if we don't put it to personal use in our lives.

Right Intent:

The second step on the Eightfold Path is Right Intent. This is the step where we become committed to the path. Right Understanding shows us what life really is and what life's problems are composed of, Right Intent urges us to decide what our heart wants.

Right Intent must come from the heart and involves recognizing the equality of all life and compassion for all that life, beginning with yourself.

Right Intent means persistence and a passion for the journey. Setting out to climb a high mountain means you must understand the lay of the land and the pitfalls, the other team members, and the equipment you need. This is similar to Right Understanding. But you will only climb the mountain if you really want to and have a passion for the climb. This is Right Intent. The mountain we climb here is our journey through life.

To summarize, Right Understanding will eliminate ignorance. With Right Intent and correct understanding, we then remove desire, which in turn causes the suffering defined in the Four Noble Truths.

Right Speech:

Right Speech is the next step of the Path. We tend to underestimate the power of the spoken word, and often regret words said in haste. Each of us has experienced the disappointment associated with harsh criticism, whether justified or not, and we also are likely to have felt good when kind words encouraged us.

Right speech involves recognition of the truth, and also an awareness of the impact of idle gossip and of repeating rumors. Communicating thoughtfully helps to unite others, and can heal dissention. By resolving never to speak unkindly, or in anger, a spirit of consideration evolves which moves us closer to everyday compassionate living.

Right Action:

Right Action recognizes the need to take the ethical approach in life, to consider others and the world we live in. This includes not taking what is not given to us, and having respect for the agreements we make both in our private and business lives.

Right Action also encompasses the five precepts which were given by the Buddha, not to kill, steal, lie, to avoid sexual misconduct, and not to take drugs or other intoxicants.

This step on the path also includes a whole approach to the environment, with Right Action being taken whenever possible to safeguard the world for future generations.

Right Livelihood:

The next on the Eightfold Path follows on from Right Action, and this is Right Livelihood. If your work has a lack of respect for life, then it will be a barrier to progress on the spiritual path. Buddhism promotes the principle of equality of all living beings and respect for all life.

Certain types of work were discouraged by the Buddha, in particular those where you deal in harmful drugs and intoxicants, those dealing in weapons, and those harmful to animal or human life. So a dedicated Buddhist would not be recommended to have a liquor store, own a gun shop, or be a butcher. In his time, he also discouraged the slave trade, which dealt in human workers. And he was also against the practice of fortune telling as this made assumptions about a fixed future, where his teaching stresses that the future is created by what we do today.

Right Livelihood also implies that a Buddhist who is able, will undertake some work, either as part of a Buddhist community, or in the workplace, or, alternatively, do home based or community service. Many communities of monks ensure that each member has daily chores, which remind him of this step on the Eightfold Path.

Right Effort:

Right Effort means cultivating an enthusiasm, a positive attitude in a balanced way. Like the strings of a musical instrument, the amount of effort should not be too tense or too impatient, as well as not too slack or too laid back. Right Effort should produce an attitude of steady and cheerful determination.

In order to produce Right Effort, clear and honest thoughts should be welcomed, and feelings of jealousy and anger left behind. Right Effort equates to positive thinking, followed by focused action.

The Buddha was well ahead of his time on this one, and many books have been written about the power of the right attitude.

Right Mindfulness:

While Right Effort is a very easy concept for most of us, Right Mindfulness is somewhat trickier to grasp, and may involve quite a change of thinking.

I suggest that you take a short break, stand up and walk (or cruise if you are mobile) around the room or house, and then come back here before reading on.

Right Mindfulness means being aware of the moment, and being focused in that moment. When we travel somewhere, we are hearing noises, seeing buildings, trees, advertising, feeling the movement, thinking of those we left behind, thinking of our destination. So it is with most moments of our lives.

Right Mindfulness asks us to be aware of the journey at that moment, and to be clear and undistracted at that moment. Right Mindfulness is closely linked with meditation and forms the basis of meditation.

Right Mindfulness is not an attempt to exclude the world, in fact, the opposite. Right Mindfulness asks us to be aware of the moment, and of our actions at that moment. By being aware, we are able to see how old patterns and habits control us. In this awareness, we may see how fears of possible futures limit our present actions.

Now, having read this, try the same walk as before but with a focused mind, which now concentrates only on the action of the walking. Observe your thoughts before reading on.

Sometimes you may be absorbed in what you are doing. Music, art, sport can trigger these moments. Have you ever done anything where your mind is only with that activity. At that moment, you are mindful, and the Buddha showed how to integrate that awareness into our everyday lives.

Right Concentration:

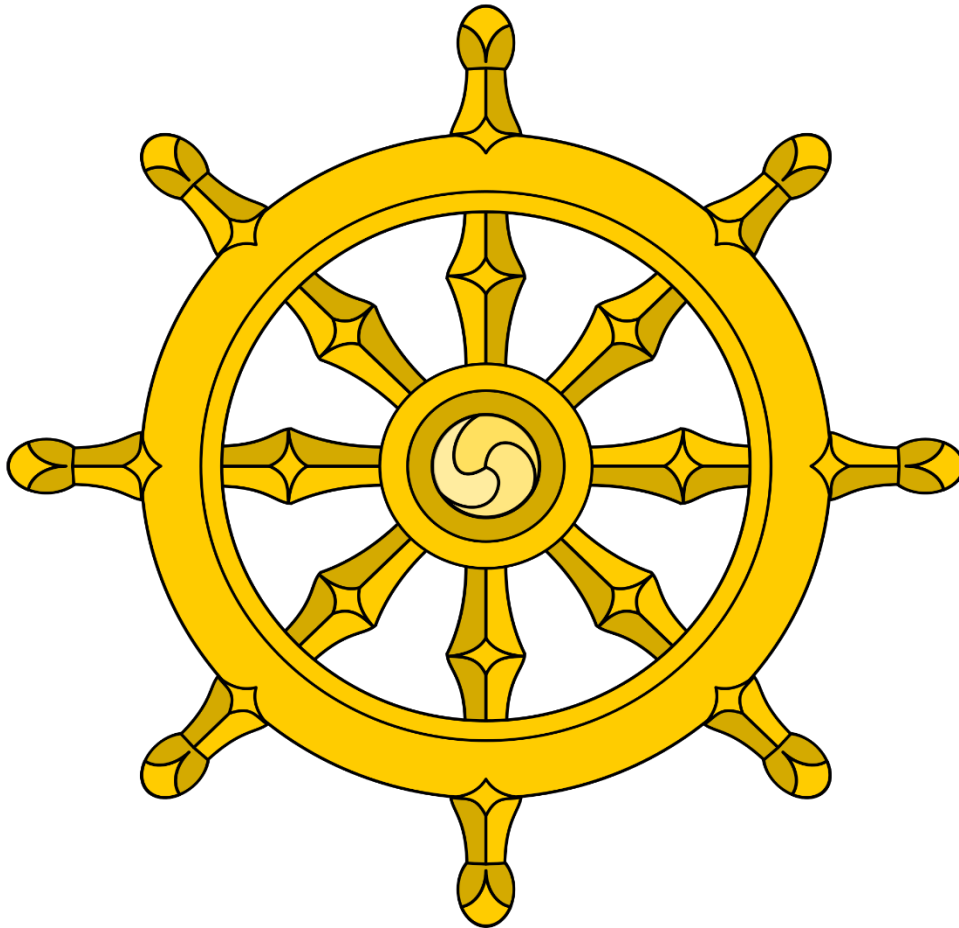
Once the mind is uncluttered, it may then be concentrated to achieve whatever is desired. Right Concentration is turning the mind to focus on an object, such as a flower, or a lit candle, or a concept such as loving compassion. This forms the next part of the meditation process.

Right concentration implies that we select worthy directions for the concentration of the mind, although everything in nature, beautiful and ugly, may be useful for concentration. At deeper levels, no object or concept may be necessary for further development.

The benefits of Right Mindfulness and Right Concentration are significant as they teach the mind to see things, not as we are conditioned to seeing them, but as they really are. At the same time, they also lead to a feeling of calm and peace with the world. By being in the moment and being able to concentrate effectively, a sense of joy in the moment is felt. Release from the control of past pains and future mind games takes us closer to freedom from suffering.

Review:

Using only your memory (do not refer back to the presentation) label each of the different wheel spokes with the 8 Fold Paths.



Hinduism:

Hinduism, the world's oldest religion, has no beginning--it precedes recorded history. It has no human founder. It is a mystical religion, leading the devotee to personally experience the Truth within, finally reaching the pinnacle of consciousness where man and God are one. Hinduism has four main denominations--Saivism, Shaktism, Vaishnavism and Smartism.

Each of Hinduism's philosophies, schools and lineages shares a common purpose: to further the soul's unfoldment to its divine destiny. Nowhere is this process better represented than in the growth of the renowned lotus, which, seeking the sun, arises from the mud to become a magnificent flower. Its blossom is a promise of purity and perfection.

Saivism:

Saivite Hindus worship the Supreme God as Siva, the Compassionate One. Saivites esteem self-discipline and philosophy and follow a satguru. They worship in the temple and practice yoga, striving to be one with Siva within.

Shaktism:

Shaktas worship the Supreme as the Divine Mother, Shakti or Devi. She has many forms. Some are gentle, some are fierce. Shaktas use chants, real magic, holy diagrams, yoga and rituals to call forth cosmic forces and awaken the great kundalini power within the spine.

Vaishnavism:

Vaishnavites worship the Supreme as Lord Vishnu and His incarnations, especially Krishna and Rama. Vaishnavites are mainly dualistic. They are deeply devotional. Their religion is rich in saints, temples and scriptures.

Smartism:

Smartas worship the Supreme in one of six forms: Ganesha, Siva, Sakti, Vishnu, Surya and Skanda. Because they accept all the major Hindu Gods, they are known as liberal or nonsectarian. They follow a philosophical, meditative path, emphasizing man's oneness with God through understanding.

Hindus believe that our beliefs determine our thoughts and attitudes about life, which in turn direct our actions. By our actions, we create our destiny. Beliefs about sacred matters--God, soul and cosmos--are essential to one's approach to life. Hindus believe many diverse things, but there are a few bedrock concepts on which most Hindus concur. The following nine beliefs, though not exhaustive, offer a simple summary of Hindu spirituality.

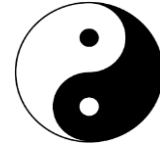
1. Hindus believe in a one, all-pervasive Supreme Being who is both immanent and transcendent, both Creator and Unmanifest Reality.
2. Hindus believe in the divinity of the four Vedas, the world's most ancient scripture, and venerate the Agamas as equally revealed. These primordial hymns are God's word and the bedrock of Sanatana Dharma, the eternal religion.

3. Hindus believe that the universe undergoes endless cycles of creation, preservation and dissolution.
4. Hindus believe in karma, the law of cause and effect by which each individual creates his own destiny by his thoughts, words and deeds.
5. Hindus believe that the soul reincarnates, evolving through many births until all karmas have been resolved, and moksha, liberation from the cycle of rebirth, is attained. Not a single soul will be deprived of this destiny.
6. Hindus believe that divine beings exist in unseen worlds and that temple worship, rituals, sacraments and personal devotionals create a communion with these devas and Gods.
7. Hindus believe that an enlightened master, or satguru, is essential to know the Transcendent Absolute, as are personal discipline, good conduct, purification, pilgrimage, self-inquiry, meditation and surrender in God.
8. Hindus believe that all life is sacred, to be loved and revered, and therefore practice ahimsa, non-injury, in thought, word and deed.
9. Hindus believe that no religion teaches the only way to salvation above all others, but that all genuine paths are facets of God's Light, deserving tolerance and understanding.

Review Question:

Hindus believe in karma. In the space below write a short summary that answers the following questions. How does karma affects reincarnation? Do you believe in karma, why or why not?



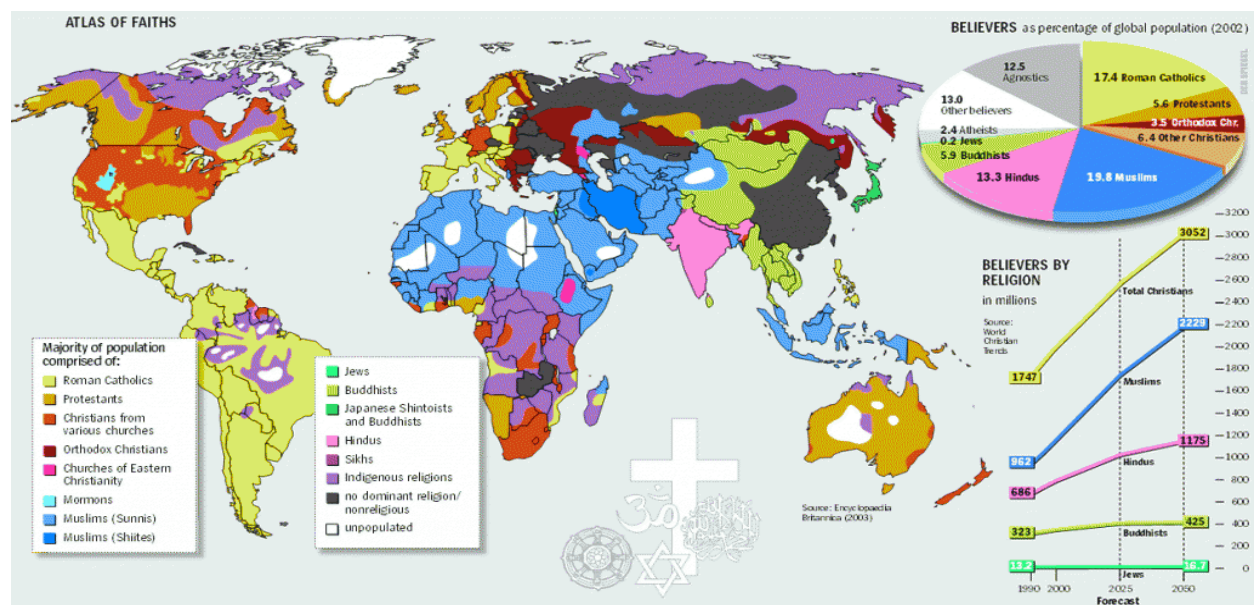


Daoism:

Daoism, or Taoism, is a Chinese philosophy Lao Tzu started around 500 B.C. Daoism is often viewed as a religion and a philosophy. It is used to guide individuals to live a simple life that is in harmony with nature. It is a concept that is neither good or evil. It believes in the creation of the universe but has no teachings that attempt to interfere or control it. Living a life of compassion of all other living beings, living/consuming in moderation and having humility are believed to be the steps towards the Dao “the way”. To live a peaceful life, one must live free of desires and believe in equality among all living beings and nature. (<http://peopleof.oureverydaylife.com>). Daoist do not worship a specific person. Depending on the historical foundation of the religion, some forms do believe in reincarnation. However, their version of reincarnation is related to their belief of what happens to the energy released when a person dies.

“The body is the vehicle for developing an evolving consciousness and not the barrier to evolution which should be despised and repressed”. (<http://taoistsanctuary.org>).

What is your interpretation of this statement?

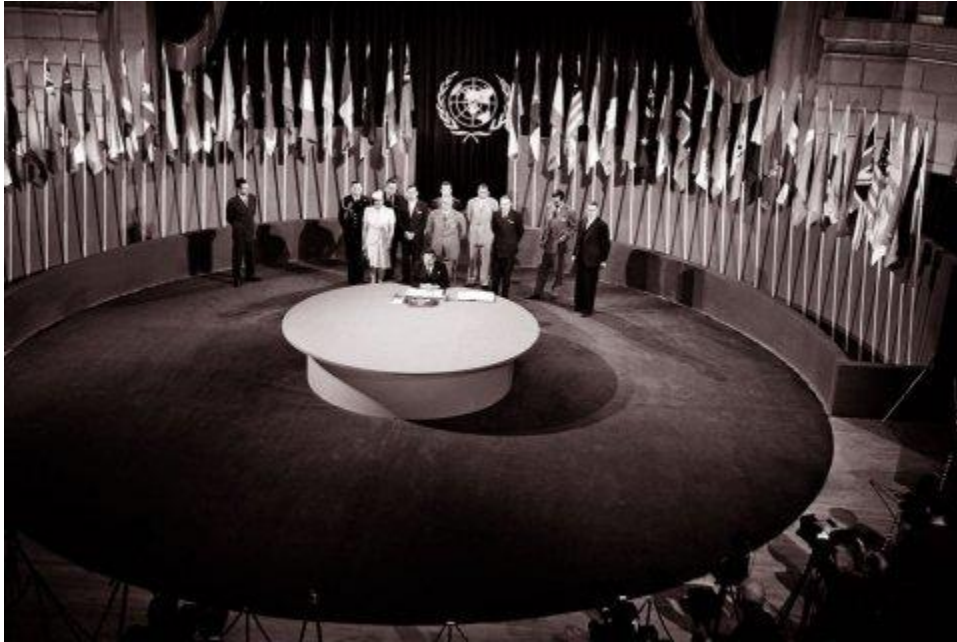


(<http://www.pluralistnation.com/content/religion/belief-religion/religion-the-language-of-belief/>)

UNITED NATIONS:

Standard: 4

The **United Nations** is an international organization founded in 1945. Currently there are 193 Member States. The UN mission and work is guided by its purpose and principals found in the founding Charter.



The Charter of the United Nations was signed on 26 June 1945, in San Francisco and came into force on 24 October 1945.

According to the UN website, “due to the powers vested in its Charter and its unique international character, the United Nations can take action on the issues confronting humanity in the 21st century, such as peace and security, climate change, sustainable development, human rights, disarmament, terrorism, humanitarian and health emergencies, gender equality, governance, food production, and more. For example, the UN had peace keeping troops in Rwanda prior to and during the Genocide of 1994.

The UN also provides a forum for its members to express their views in the General Assembly, the Security Council, the Economic and Social Council, and other bodies and committees. By enabling dialogue between its members, and by hosting negotiations, the Organization has become a mechanism for governments to find areas of agreement and solve problems together” (<http://www.un.org>). For example, the UN recently met and discussed the security concerns of North Korea. The member countries agreed to place sanctions against North Korea in hopes to persuade them to comply with previous imposed sanctions.

Main Bodies of the United Nations:

General Assembly

GA President

The General Assembly (GA) is the main deliberative, policymaking and representative organ of the UN.

Decisions on important questions, such as those on peace and security, admission of new members and budgetary matters, require a two-thirds majority. Decisions on other questions are by simple majority.

Each country has one vote. Some Member States in arrear of payment may be granted the right to vote.

The Assembly has adopted its own rules of procedure and elects its President for each session.

Security Council

SC President

Under the Charter, the Security Council has primary responsibility for the maintenance of international peace and security. It has 15 members, and each member has one vote. Under the Charter, all member States are obligated to comply with Council decisions.

The Security Council takes the lead in determining the existence of a threat to the peace or act of aggression. It calls upon the parties to a dispute to settle it by peaceful means and recommends methods of adjustment or terms of settlement. In some cases, the Security Council can resort to imposing sanctions or even authorize the use of force to maintain or restore international peace and security.

The Security Council also recommends to the General Assembly the appointment of the Secretary-General and the admission of new Members to the United Nations. And, together with the General Assembly, it elects the judges of the International Court of Justice.

Recent Security Counsel event:

In Rwanda, Ban calls for concerted regional and international action in South Sudan
16 July 2016 On the margins of the 27th African Union (AU) Summit taking place in Kigali, Rwanda, United Nations Secretary-General Ban Ki-moon today addressed a

regional body and met with several regional leaders, stressing the need for concerted action to revive the implementation of the peace agreement in South Sudan.



(http://www.yourmiddleeast.com/news/egypt-wins-un-security-council-seat_35814)

The Security Council has 5 permanent members, Britain, China, France, Russia, and the United States. The other 10 member countries are voted in for 2 year terms.

Economic and Social Council

ESOCOC President

The Economic and Social Council is at the heart of the United Nations system to advance the three dimensions of sustainable development – economic, social and environmental. It is the central platform for fostering debate and innovative thinking, forging consensus on ways forward, and coordinating efforts to achieve internationally agreed goals. It is also responsible for the follow-up to major UN conferences and summits.

6 areas of responsibility:

Sustainable Development
Development Cooperation

Financing Sustainable Development
Humanitarian Coordination

Partnerships
Joint UN Action



<https://sustainabledevelopment.un.org/sdgs>

Trusteeship Council

In setting up an International Trusteeship System, the Charter established the Trusteeship Council as one of the main organs of the United Nations and assigned to it the task of supervising the administration of Trust Territories placed under the Trusteeship System. The main goals of the System were to promote the advancement of the inhabitants of Trust Territories and their progressive development towards self-government or independence. The Trusteeship Council is made up of the five permanent members of the Security Council -- China, France, the Russian Federation, the United Kingdom and the United States. The aims of the Trusteeship System have been fulfilled to the extent that all Trust Territories have attained self-government or independence, either as separate States or by joining neighboring independent countries.

Under the Charter, the Trusteeship Council is authorized to examine and discuss reports from the Administering Authority on the political, economic, social and educational advancement of the peoples of Trust Territories and, in consultation with the Administering Authority, to examine petitions from and undertake periodic and other special missions to Trust Territories.

The Trusteeship Council suspended its operations on 1 November 1994, a month after the independence of Palau, the last remaining United Nations trust territory. By a resolution adopted on 25 May 1994, the Council amended its rules of procedure to drop the obligation to meet annually and agreed to meet as occasion required -- by its decision or the decision of its President, or at the request of a majority of its members or the General Assembly or the Security Council. (www.un.org/en/sections/about-un/trusteeship-council/index.html)

International Court of Justice

The International Court of Justice (ICJ) is the principal judicial organ of the United Nations (UN). It was established in June 1945 by the Charter of the United Nations and began work in April 1946.

The seat of the Court is at the Peace Palace in The Hague (Netherlands). Of the six principal organs of the United Nations, it is the only one not located in New York (United States of America).

The Court's role is to settle, in accordance with international law, legal disputes submitted to it by States and to give advisory opinions on legal questions referred to it by authorized United Nations organs and specialized agencies.

The Court is composed of 15 judges, who are elected for terms of office of nine years by the United Nations General Assembly and the Security Council. It is assisted by a Registry, its administrative organ. Its official languages are English and French.
(<http://www.icj-cij.org/court>)

Secretariat

Secretary General

The Secretariat, one of the main organs of the UN, is organized along departmental lines, with each department or office having a distinct area of action and responsibility. Offices and departments coordinate with each other to ensure cohesion as they carry out the day to day work of the Organization in offices and duty stations around the world. At the head of the United Nations Secretariat is the Secretary-General.

Review Questions:

1. Which section of the United Nations would have held trials for the war crimes committed during the genocides of Darfur and Rwanda?

2. Which section of the United Nations is responsible for sending peace keeping troops to a specified area?

3. Which section of the United Nations is in charge of the development of clean energy?

4. The United Nations was developed after which war? _____

Africa South of the Sahara

Standard: 2, 3, 4, and 5

Vocabulary:

Rift Valley

Industrial diamond

Colonization

Refugee

Apartheid

Overgraze

Landlocked

Enclaves

Human Immunodeficiency Virus (HIV)

Acquired Immunodeficiency Syndrome (AIDS)

Ebola

Africa is a large continent with several different cultures. It is a land of civil unrest, war, and terrorism. It is also a place of great beauty, diversity, and home to many different cultures. We will study Africa in 4 different sections, South Africa, the Horn of Africa, Central Africa, and the Ivory Coast. *We will see many different challenges that the people of Africa face. Many of the topics contained in this area are troubling, sad, and emotion provoking. You should be sensitive to your classmate's feelings and beliefs. You are expected to discuss the topics using maturity. You will be required to complete assignments that require deeper order thinking.*



(<http://www.csmonitor.com/World/Africa/2013/0916/In-Ethiopia-more-land-grabs-more-indigenous-people-pushed-out>)



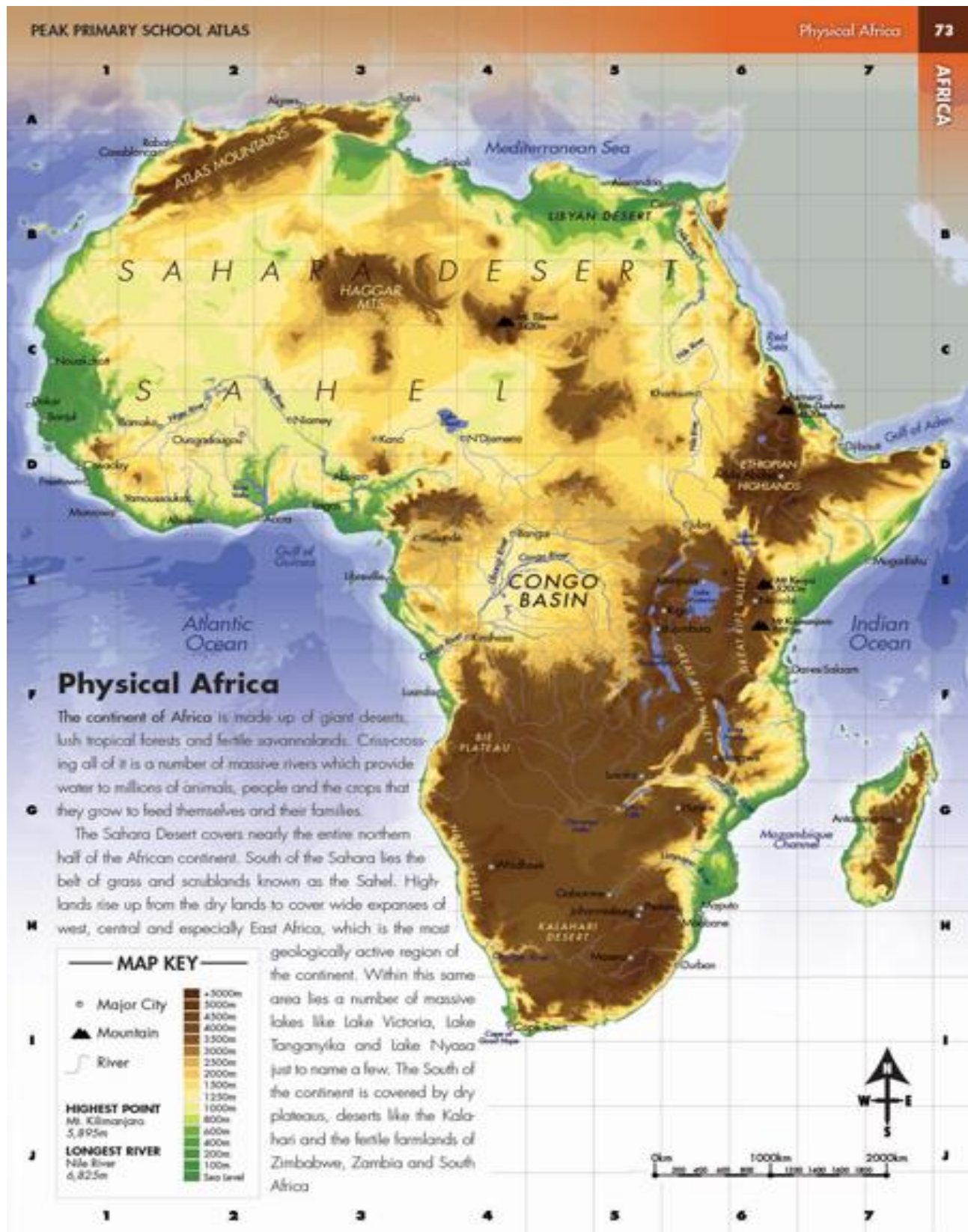
(http://www.worldmapsonline.com/images/academia/murals/academia_africa_political_mural_lg.jpg)



(<http://www.maphill.com/africa/3d-maps/flag-map/political-shades-outside/>)

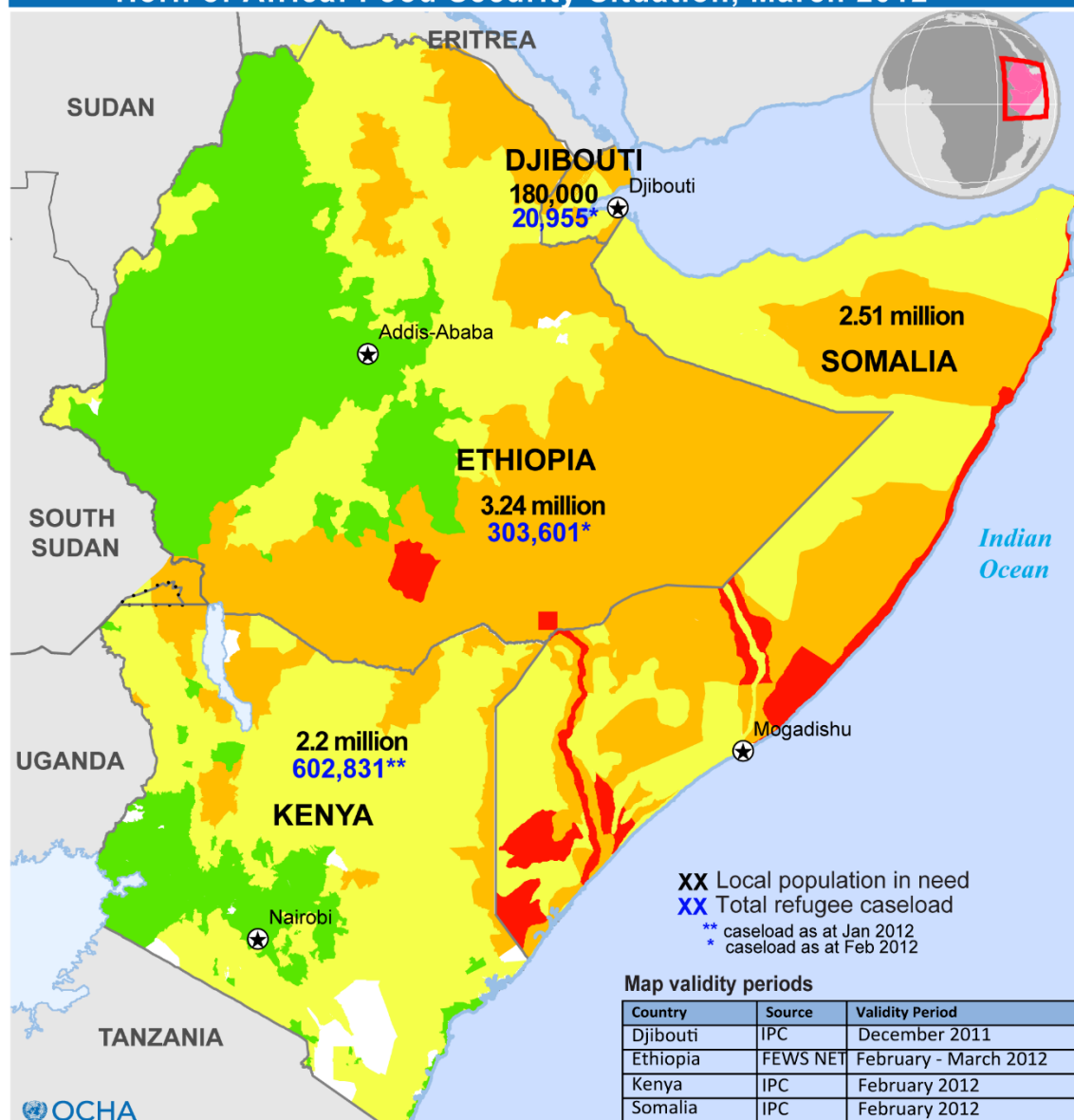


(<http://misscrachi.lcs.org/images/africaphys.jpg>)



(<http://www.explorettheworldmaps.com/physicalafrica.html>)

Horn of Africa: Food Security Situation, March 2012



Political Map



(http://maps.unomaha.edu/Peterson/geog1000/Notes/Notes_Exam2/Northern_Africa_files/image003.gif)

Physical Map

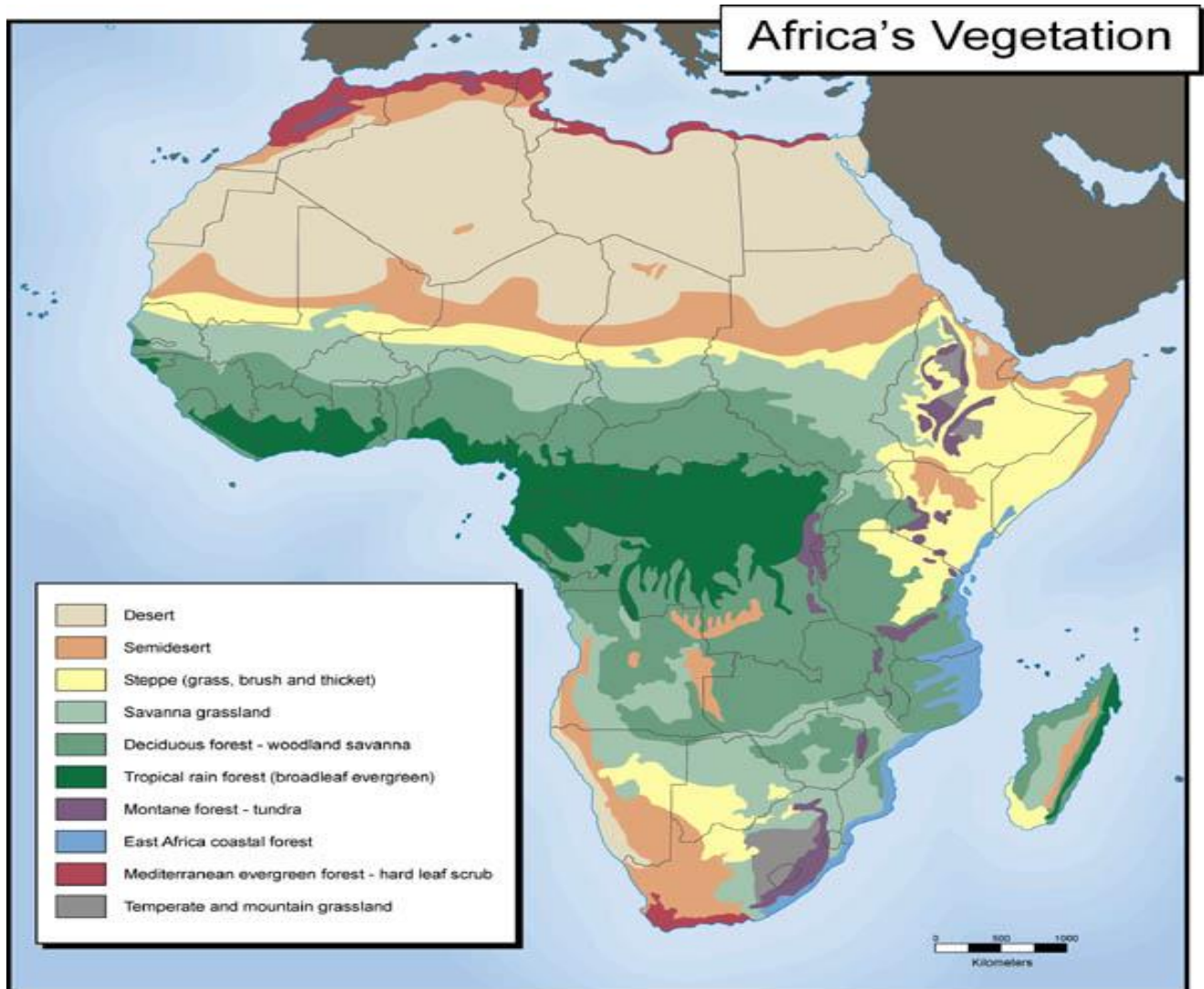


(http://www.jrank.org/history/article_images/Africa_p124_2.jpg)

Economic Activity in Africa

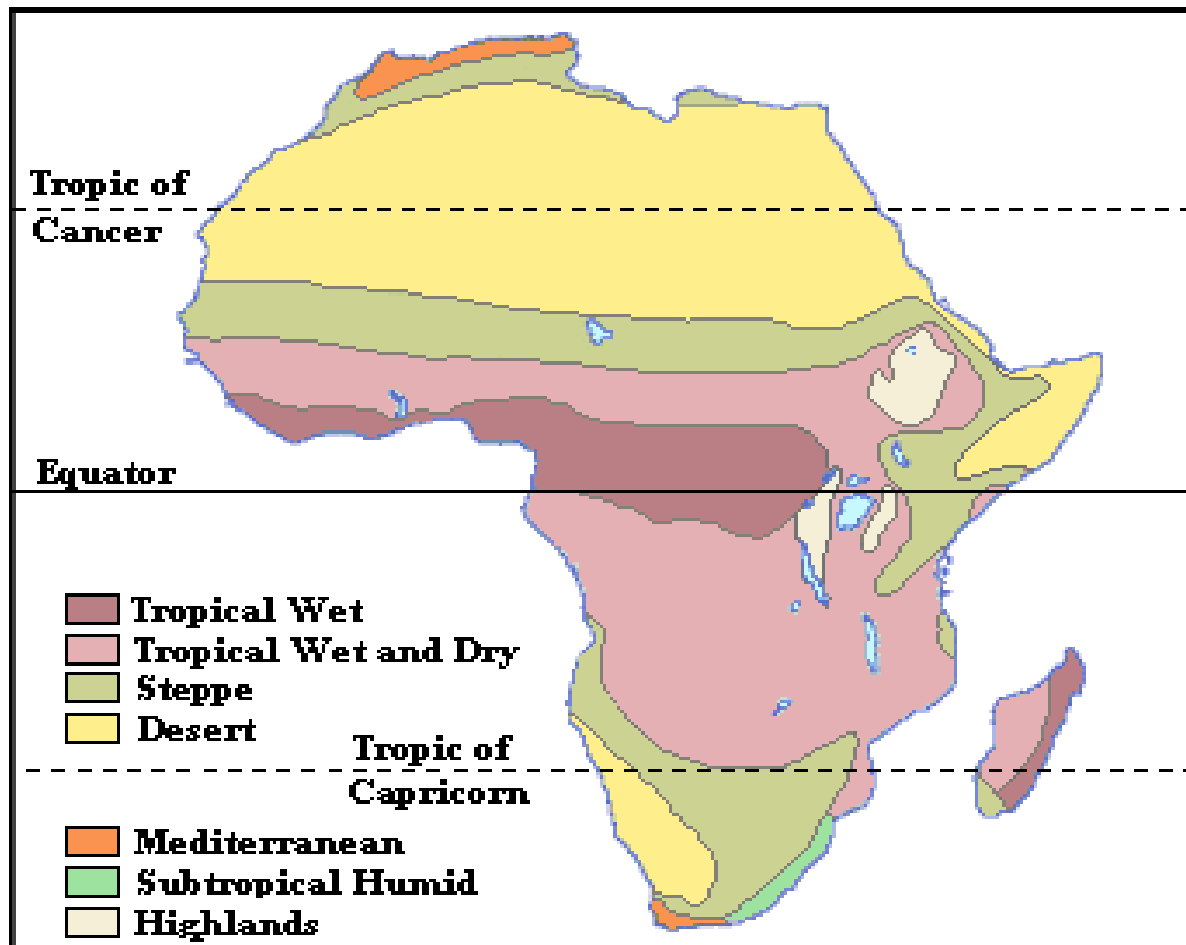


(http://jb-hdnp.org/Sarver/Maps/WC/wc13_econafriam.jpg)



(<http://exploringafrica.matrix.msu.edu/map-three/>)

1. Nearly one third of Africa is desert or semi-desert. On your map label:
 1. the Sahara Desert
 2. the Ogaden Desert
 3. the Namib and Kalahari Deserts
2. In what types of economic activities do people who live in deserts engage?
3. About 15 % of Africa is comprised of tropical rain forests. List the African countries that have tropical rain forests.
4. In what types of economic activities do people who live in tropical rain forests engage?
5. Most of the people in Africa live in Savannah and Steppe regions of West, East, Central, and Southern Africa. List as many reasons as you can to explain this pattern of population density.



(http://nile.riverawarenesskit.org/English/NRAK/RS_L3/html/climate_regions_africa_map.html)

Colonies in Africa 1913



(http://jb-hdnp.org/Sarver/Maps/WC/wc13_coloniesafricam.jpg)

Colonization led to many of the current day disputes between tribes throughout Africa. When the continent was colonized by the various European countries, tribes that traditional worked well together were split up and tribes that had long term controversy were forced to live together.

Rwanda was originally given to the Germans for colonization in 1890. However, Belgium accepted the League of Nations Mandate of 1916 to govern Rwanda as the territory Ruanda-Urundi. During Belgian's rule, the Hutu and Tutsi tribes struggled with the choosing of one tribe over another. The Belgian government placed Tutsis into positions of authority and provided them with preferential treatment based on the fact that they felt the Tutsi's light colored skin was closer to their own. For many years there were struggles between the tribes. However, in many cases the people of the tribes lived among each other in harmony. They were co-workers, friends, neighbors, members of the same churches and even married. Prior to Rwanda gaining its independence, the Belgian changed their views and placed Hutu's in positions of authority. Rwanda gained its independence in 1962. At that time, over 120,000 Tutsis had fled to neighboring countries due to the violent uprisings that led to Hutu power.

The ethnic struggles in Rwanda continued for many years. On April 6, 1994 the Rwandan President, Juvenal Habyarimana, (a Hutu) was killed in a plane crash. The

Hutu extremists used the President's death as a way to convince their fellow Hutu countrymen to participate in the mass killings of the Tutsi people. From April to July 1994 the Hutu tribe collectively participated in genocide, killing a large group of people based on ethnic background. During the genocide, the Hutu people killed more than 800,000 Tutsis and Tutsi sympathizers. While the world knew what was occurring, they stood idly by and took no action. United Nations troops were present in Rwanda at the time of the genocide, but were given instructions to not intervene.

To add to the atrocity of the events, several religious leaders have been implicated in the deaths that occurred in at least 2 churches. In the Catholic church of Ntarama, 4,000 to 5,000 Tutsis were massacred. The Tutsis had sought refuge at the church with the promise of safety. However, the priest gave them shelter and then told the Hutu extremists that they were hiding in his church. Many of the members of the clergy have been tried for their crimes by The Hague (UN).



[\(http://www.therwandan.com/\)](http://www.therwandan.com/)



[\(http://darkroom.baltimoresun.com/\)](http://darkroom.baltimoresun.com/)

Project #3:

Please refer to the project section for directions.

The Tutsi people of Rwanda are not the only culture to suffer from Genocide. In fact, many cultures have been targeted throughout the continent. The most recent and ongoing genocide is in Darfur.

Darfur is a region in **Western Sudan** that encompasses an area roughly the size of Spain. The population of Darfur is estimated at 6 million people. Hundreds of thousands of refugees have fled into neighboring **Chad and the Central African Republic**.



<https://origins.osu.edu/article/maps-charts/political-map-darfur-sudan>

Following independence from Britain in 1956, Sudan became embroiled in two prolonged civil wars for most of the remainder of the 20th century. Competition for scarce resources played a large role in these conflicts. Oil was discovered in western Sudan and the Sudanese government and international contributors became increasingly interested in the land in Darfur. The genocide in Darfur began in 2003 and continues today, driven by conflict between largely Arab grazers and non-Arab farmers.

Government-supported Arab tribesman (Janjaweed) systematically raid non-Arab villages in Darfur, killing and terrorizing the people and burning the villages. The goal is to remove the non-Arab farmers from the land to create a Pan-Arab state.



Attacks on Darfuri villages commonly begin with Sudanese Air Force bombings followed by **Janjaweed militia** raids. All remaining village men, women, and children are murdered or forced to flee. Looting, burning of food stocks, enslaving and raping women and children, and stealing livestock are common. Dead bodies are tossed in wells to contaminate water supplies and entire villages are burned to the ground.



In 2004, the United States declared the on-going conflict in Darfur to be 'genocide.' In 2006, President Bush called for the number of international troops in Darfur to be doubled. British Prime Minister Tony Blair called upon the members of the European Union for a unified response to the crisis.

In 2008, the UN issued a hybrid United Nations-African Union mission (UNAMID) to maintain peace in Darfur. A UNAMID force of 26,000 troops was authorized to use force to protect civilians, but despite this mandate, too few were sent and they lacked the necessary equipment to carry out their mission.

In 2009, the International Criminal Court issued an arrest warrant for Sudanese President Omar Bashir for crimes against humanity and, in 2010, a warrant for arrest on charges of genocide. The government of Sudan has yet to turn him over to the Court and, since the issuance of the warrants, the country has seen increased violence. The government forcefully expelled aid agencies, further jeopardizing the conditions for thousands of displaced and marginalized civilians.

In attempts to appease the Sudanese government, China and Russia, both permanent members of the Security Council, have blocked many United Nations resolutions. China is Sudan's chief diplomatically and invests heavily in Sudanese oil. Sudan's military is supplied by Chinese-made tanks, fighter planes, bombers, rocket launch propelled grenades, and machine guns. For decades, Russia and China have maintained a strong economic and politically strategic partnership. Russia is Sudan's strongest investment partner and political ally in Europe.

According to the United Nations, more than 2.7 million people are internally displaced and more than 350,000 are refugees in neighboring Chad. More than 400,000 have been killed; approximately 5,000 people die each month. The Sudanese government denies any culpability for the violence, displacement, and deaths. (Darfur Genocide, 2003 - present © World Without Genocide 2013 www.worldwithoutgenocide.org)

1. How has colonization of the Africa led to civil unrest?

2. What impact does scarce resources have on genocide?

3. How does the displaced citizens and refugees affect the resources in the surrounding countries?

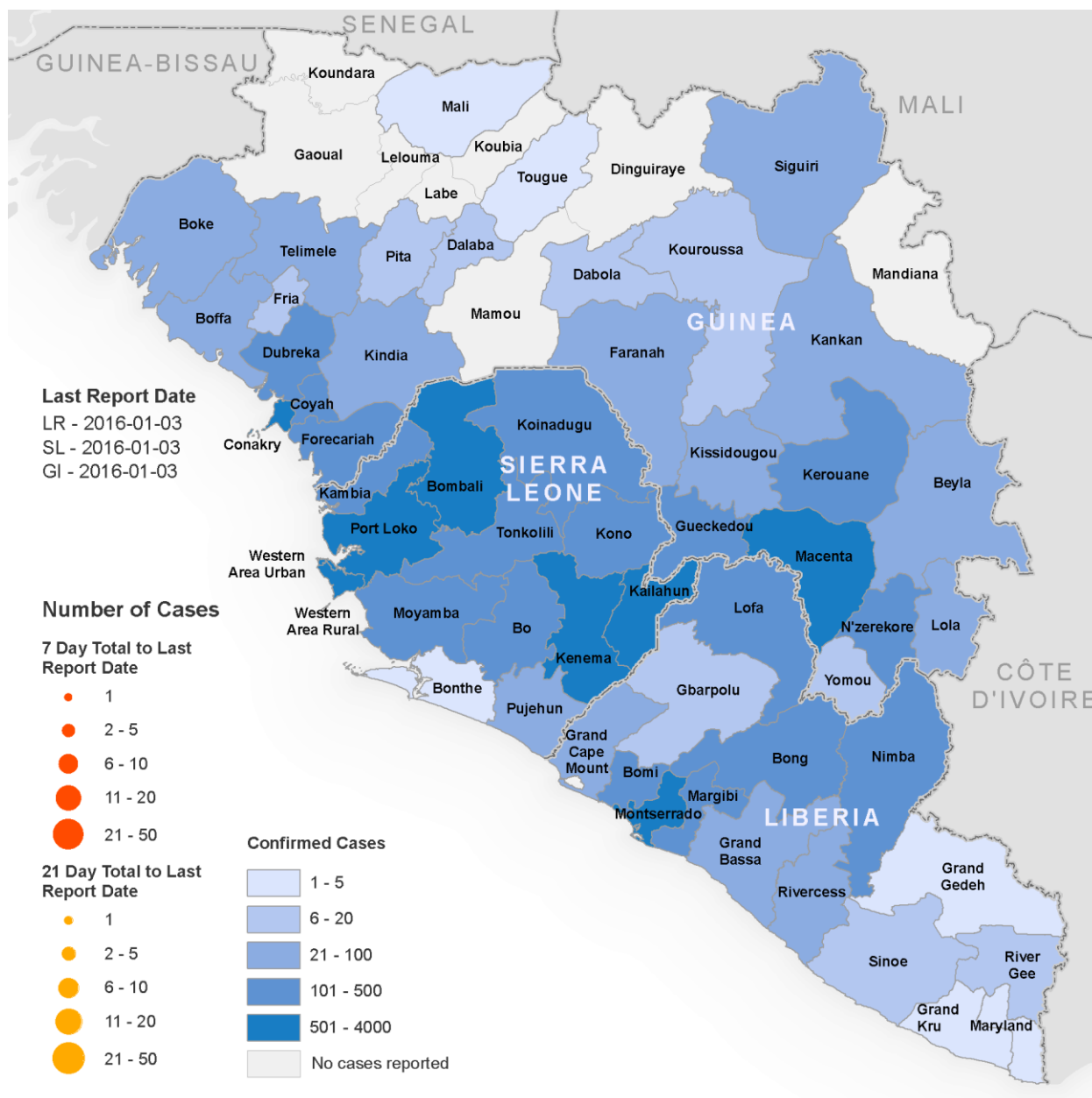
4. In the space below, writing a full paragraph, provide your opinion on what you believe the worlds responsibility is to help those who are suffering from genocide.

5. Do you think the Sudanese government is culpable in the violence, displacement, and deaths, why/why not?



(<https://sites.google.com/site/darfurgenocidetoday/basic-facts>)

World Health Organization Ebola Cases March 30, 2016

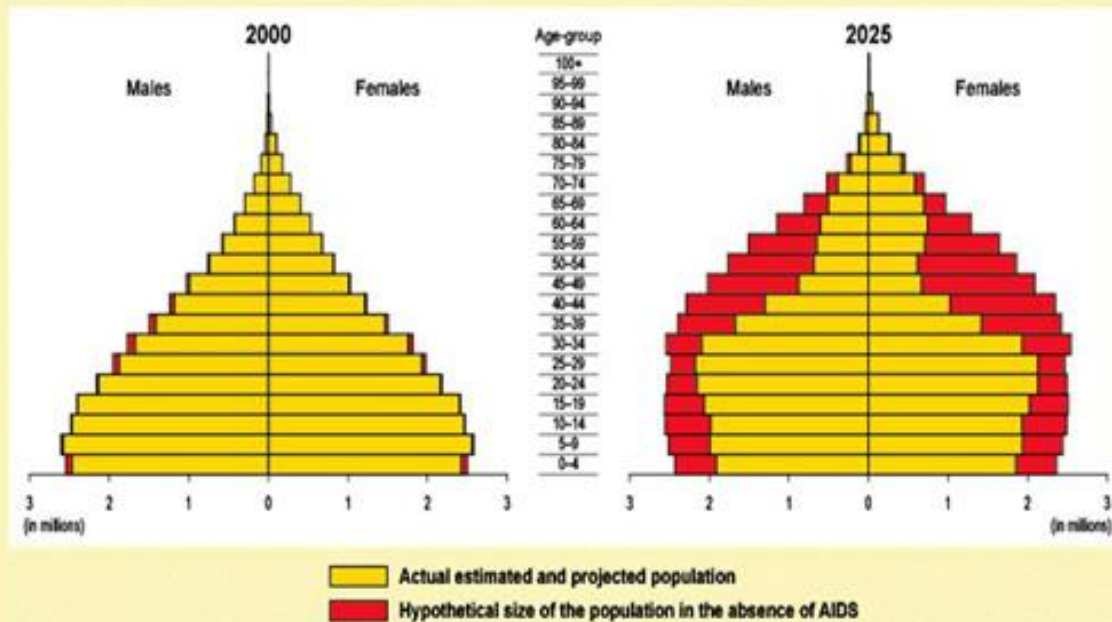


(http://apps.who.int/ebola/sites/default/files/thumbnails/image/sitrep_casecount_32.png?ua=1)



(<http://www.selftours.co.za/images/topomap.jpg>)

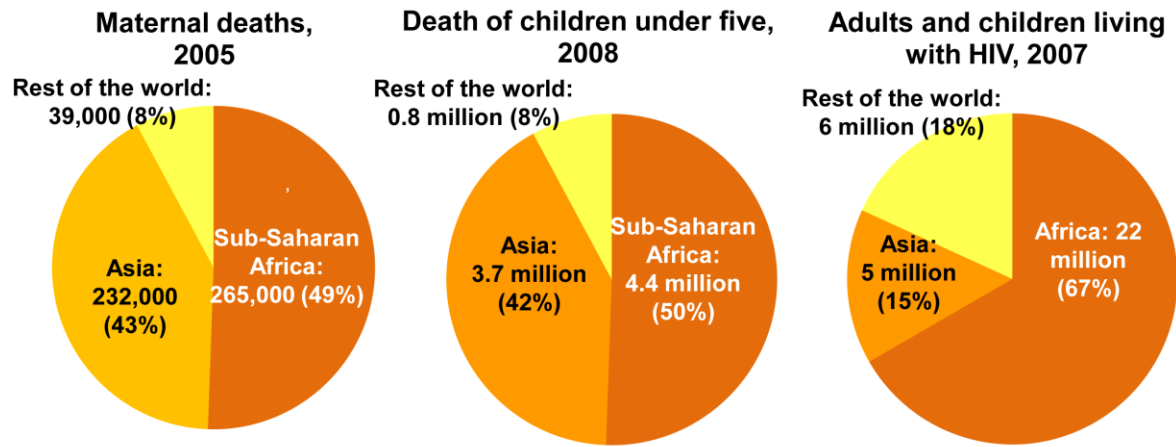
Population size with and without AIDS, South Africa, 2000 and 2025



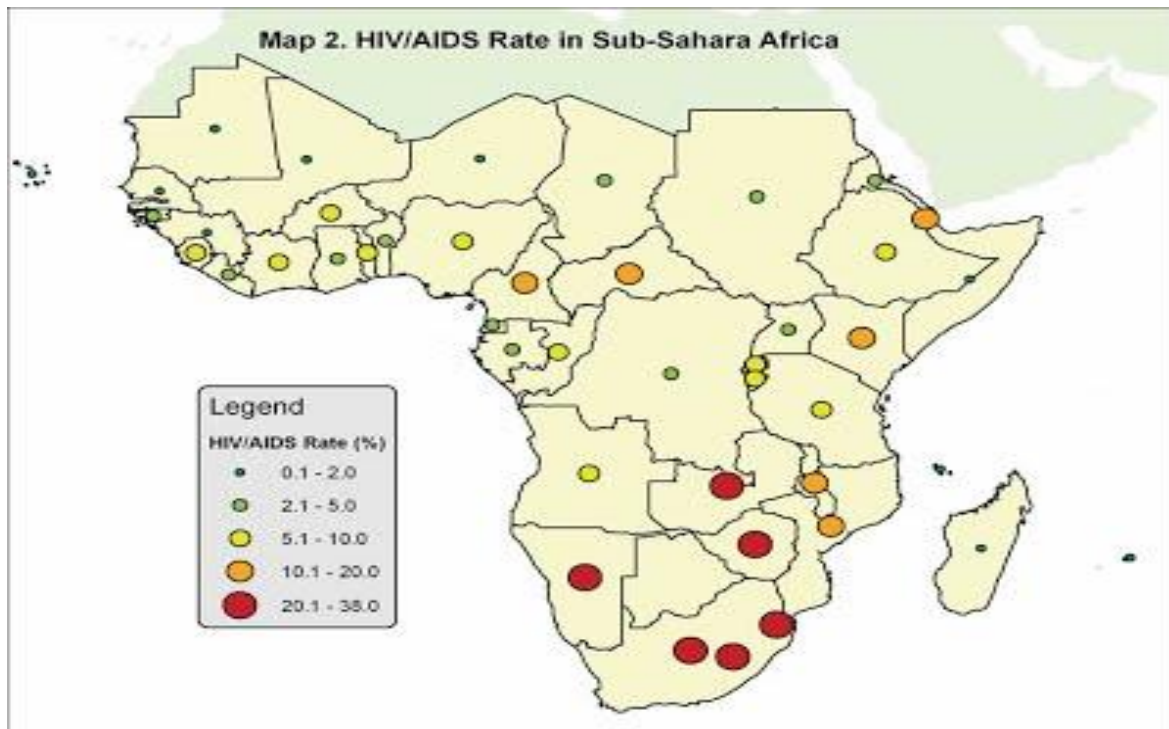
NOTE: Red bars represent the hypothetical size of the population in the absence of AIDS. Yellow bars represent the actual estimated and projected population
Source: UN Population Division

(http://www.wrsc.org/sites/default/files/images/2012/africas_projection_without_sida.jpg)

Regional distribution of the global burden for maternal mortality, child mortality, and HIV/AIDS



(<http://journals.plos.org/plosmedicine/article?id=10.1371/journal.pmed.1000294>)



(<https://sites.google.com/a/jeffcoschools.us/south-africa-jenks-grundmeier/maps>)



(<http://www.worldatlas.com/webimage/countrys/africa/afoutl.htm>)

1. Label all countries, major waterways, mountain ranges, and deserts.

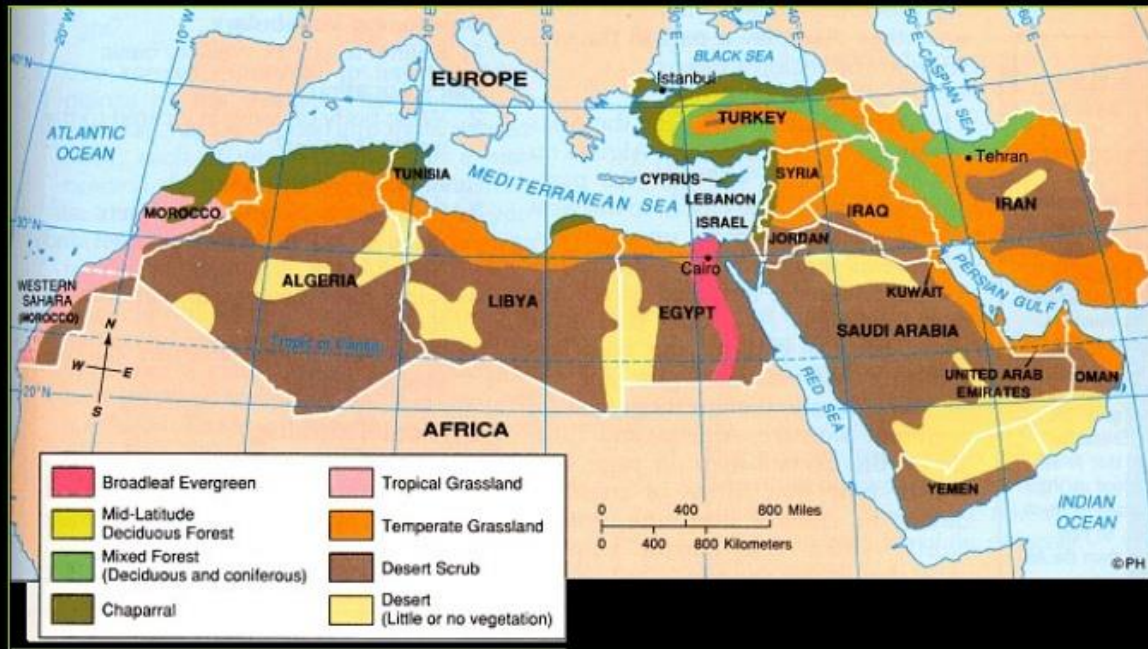
Middle East

<http://www.vox.com/a/maps-explain-the-middle-east> - 21 maps that explain the Middle East.



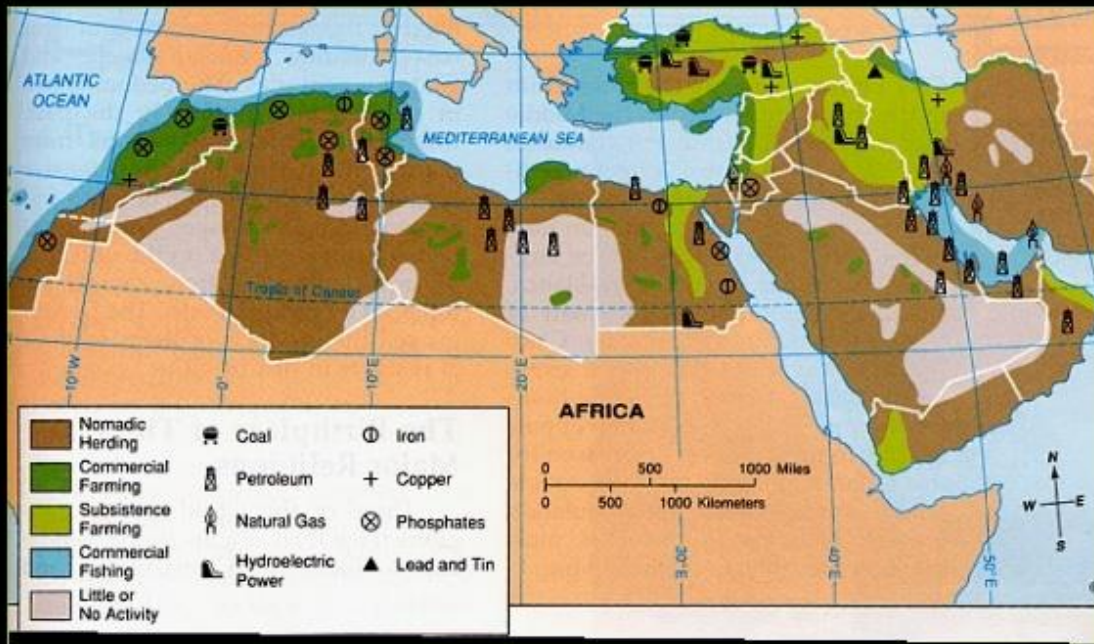
(<http://www.aaperales.com/JFK/history/islam/photos/middleeastmap.jpg>)

The Middle East: Natural Vegetation



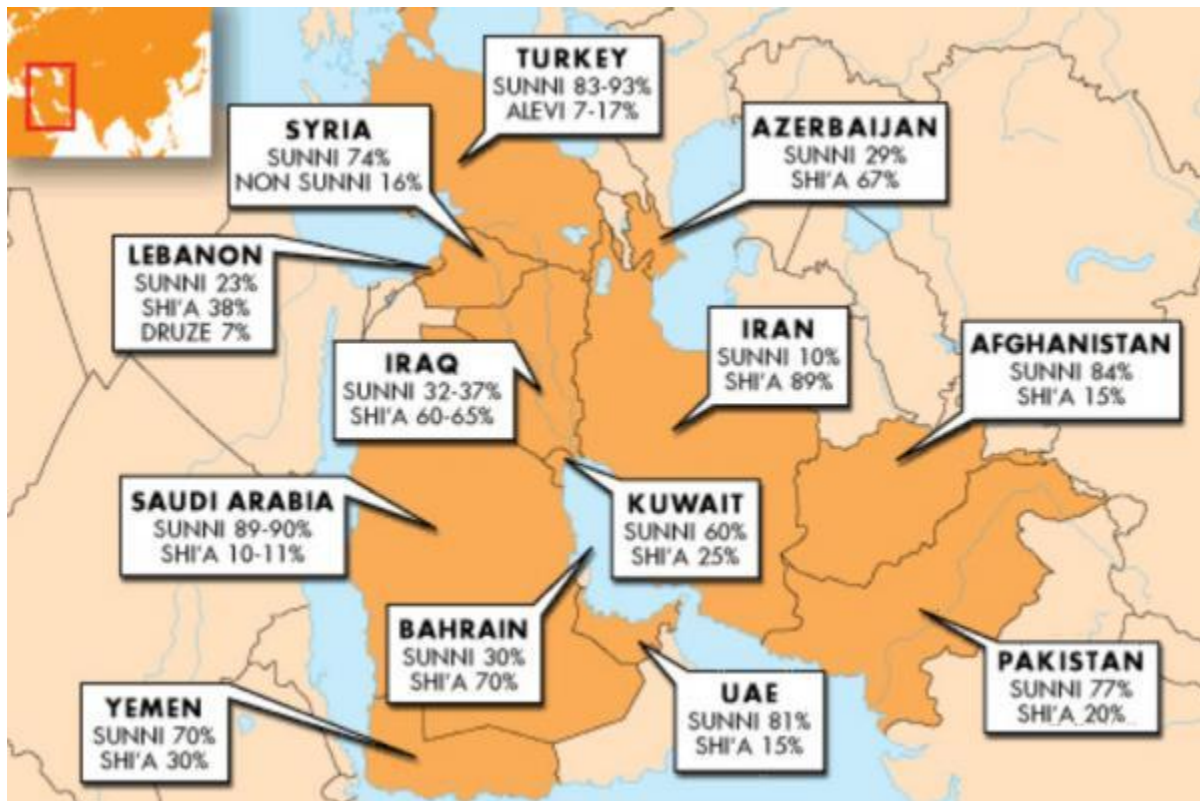
(<http://www.slideshare.net/lsawyerr/middle-east-geography-8984166>)

The Natural Resources of the Middle East



(<http://www.slideshare.net/lsawyerr/middle-east-geography-8984166>)

Forms of Islam by percentage:



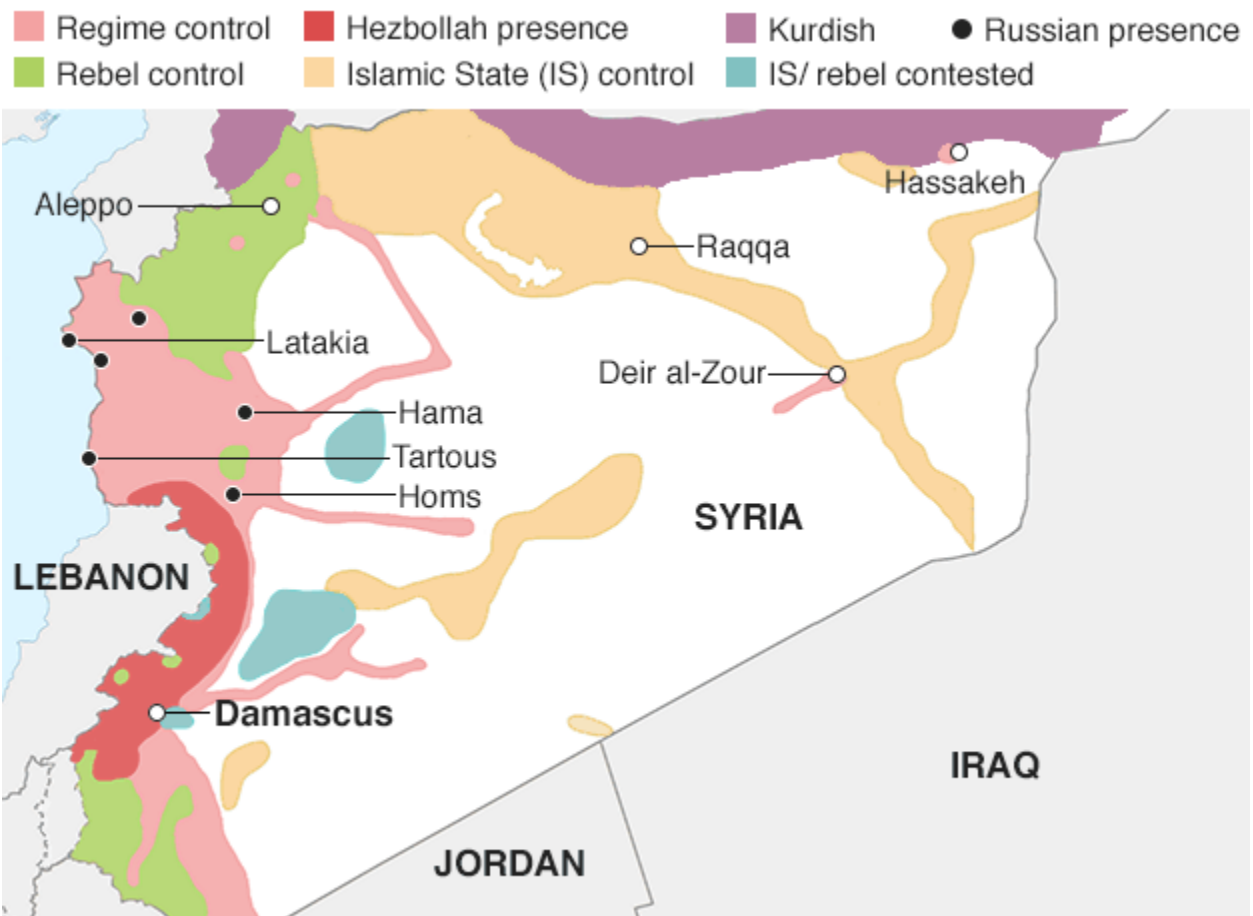
1. Which country has the highest population of Sunni Muslims? _____
2. Which country has the higher population of Shi'A Muslims? _____
3. Which country has the closet percentage of populations of Sunni's and Shi'A's

4. Which country has the greatest difference in population percentage?

5. How do you think the great disparity in percentages affect cultural tensions?

6. How is Lebanon different from the other countries on the map?

Areas of Control in Syria

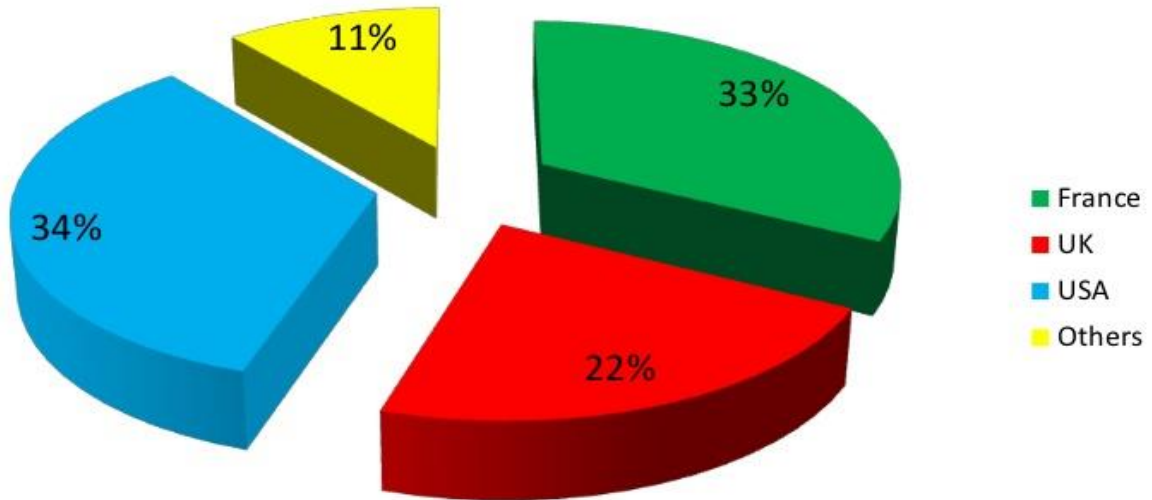


Source: ISW

(<http://www.bbc.co.uk/news/uk-34931421>)

Arms Exports to Saudi Arabia by Origin, 2000-2010

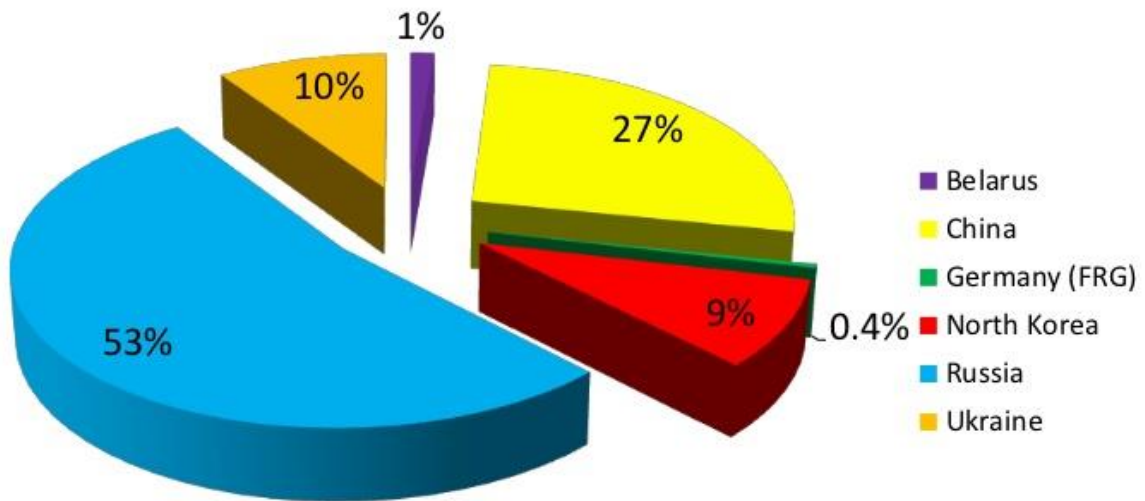
Total: 4.271 bn US\$ at constant (1990) prices – Data Source: SIPRI



(http://www.slideshare.net/ISN_Zurich/arms-trade-20002010)

What is the implications of the amount of weapons sold to Saudi Arabia and the new information that there was some involvement by members of that country in the September 11, 2001 terrorist attacks?

Arms Exports to Iran by Origin, 2000-2010
Total: 2.862 bn US\$ at constant (1990) prices – Data Source: SIPRI



(http://www.slideshare.net/ISN_Zurich/arms-trade-20002010)

With the recent agreement that the United States reached with Iran in regards to reducing its nuclear capabilities, how do you view the large percentages of weapons being purchased from 3 communist countries with nuclear capabilities?

Israel – Palestine (Arab – Israeli Relations) Conflict:

Although there has been a significant history of Jewish people being driven from their homeland, the significant conflict between Arab's and Israeli's started around 1947. In 1947 the UN separated Palestine into separate Jewish and Arab countries. Arabs were very dissatisfied with this decision. Israel was established by Jews in 1948. At that time the British withdrew from the area. With the UN's decision to separate the area, the withdraw of British troops and the establishment of Israel, the tension in the area grew. The disagreement over entitlement to the land in the area has been the cause of many wars between Arab nations and Israel.

The Arab nations initiated four major wars against Israel:

1948 War of Independence:

The Arabs not only rejected the UN Partition Plan, but attacked Israel from all sides. On the day that Israel declared its independence, the Arab League Secretary, General Azzam Pasha declared "jihad", a holy war. He said, "This will be a war of extermination and a momentous massacre which will be spoken of like the Mongolian massacres and the Crusades".(1) The Mufti of Jerusalem, Haj Amin Al Husseini stated, "I declare a holy war, my Moslem brothers! Murder the Jews! Murder them all!" (2) The armies of Lebanon, Syria, Jordan, Egypt and Iraq invaded the tiny new country with the declared intent of destroying it.(3)

1. Howard M Sachar, A History of Israel (New York: Knopf, 1979), p. 333.

2. Leonard J. Davis and M. Decter (eds.). Myths and facts 1982; a Concise Record of the Arab-Israeli Conflict (Washington DC: near east report, 1982), p. 199

3. In a formal cablegram to the UN Secretary General on May 15, 1948, the Secretary general of the Arab League declared that the Arab states rejected partition and intended to set up a "United State of Palestine." For a full text of the cablegram, see John N. Moore (ed.), The Arab-Israeli Conflict; Readings and Documents (Princeton, NJ: Princeton University Press, abridged and revised edition, 1977), pp. 938-943.



(<http://www.jewishagency.org/maps/content/35916>)

1956 Sinai War:

In September 1955, in violation of international agreements and in what amounted to an act of war, Egypt sealed off access to the Israeli port of Eilat, effectively stopping Israel's sea trade with much of Africa and the Far East. Then, on July 26, 1956 Nasser announced Egypt's nationalization of the Suez Canal, most of whose shares were held by Britain and France. With diplomacy failing to reverse Nassers's decision, Britain and France embarked on preparations to regain control of the Canal, and on October 29, 1956 together with Israel, launched a military operation in the Sinai Peninsula. Four and a half months later, on March 16, 1957, Israel withdrew her troops from the Sinai and Gaza strip after receiving international reassurances that Israel's vital waterways would remain open. Three thousand three hundred United Nations troops replaced them. Despite Israel's withdrawal, the Egyptians refused to open the Suez Canal to Israeli shipping (<http://www.jewishagency.org/maps/content/35941>).

1967 Six Day War:

With tensions mounting, the Straits of Tiran blocked, and Arab armies poised to strike, Israel decided (on June 5th 1967) to launch a pre-emptive attack on the massive Egyptian forces aimed at her. Within 190 minutes the backbone of the Egyptian airforce was broken, and by the end of the first day of war 298 Egyptian airplanes were destroyed. Backed by complete air superiority, Israeli army divisions then thrust into the Sinai desert approaching the bank of the Suez Canal. At the same time, Israel issued an appeal to Jordan to stay out of the war. (1) Jordan refused and opened a heavy artillery barrage on both west Jerusalem and the Tel-Aviv area which forced Israel to counterattack. By June 8th the Israel Defence Forces defeated the Jordanian forces and captured the whole of Judea and Samaria. On the morning of June 9th, Israel attacked the Syrians and captured the Golan Heights. From these heights, Syria had shelled and destroyed 205 houses, 175 acres of orchards and 75 acres of grain.

The six days of fierce fighting ended in Israel's occupation of the Sinai desert and the Gaza Strip, the Golan Heights and the West Bank, providing Israel's cities with a much needed buffer zone and dramatically reducing the danger of extinction by a surprise Arab attack. Furthermore, victory had a special religious meaning because of the unification of Jerusalem and the return of Jews to Judea and Samaria which was part of biblical Israel.

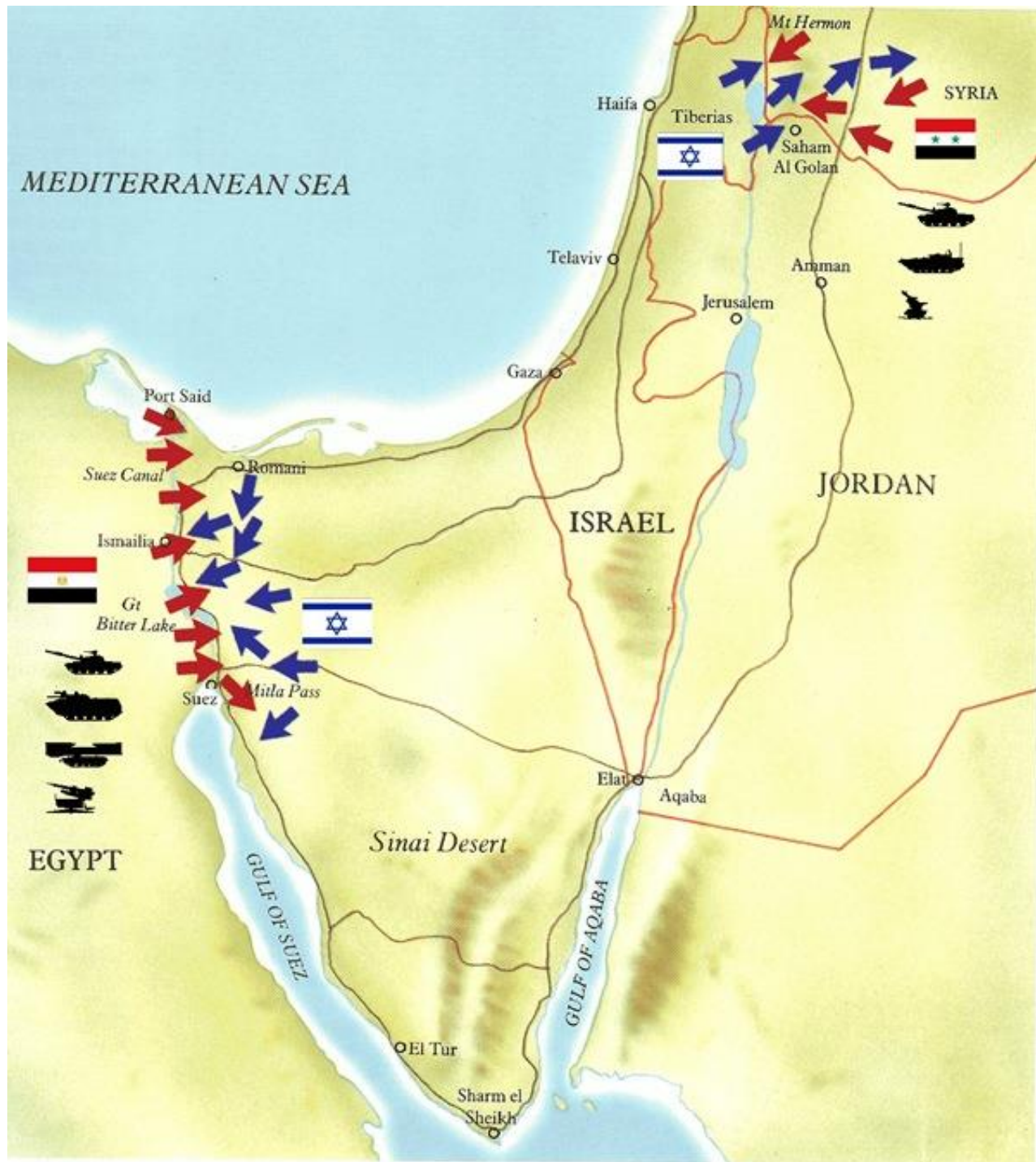
1. Sachar, History of Israel, p. 643.

2. For a comprehensive day-by-day account of the Six Day War see Michael Oren (200). Six Days of War: June 1967 and the Making of the Modern Middle East, New York: The Random House Ballantine Publishing Group.

(<http://www.jewishagency.org/maps/content/35951>)

1973 Yom Kippur War:

On October 6, 1973, hoping to win back territory lost to Israel during the third Arab-Israeli war, in 1967, Egyptian and Syrian forces launched a coordinated attack against Israel on Yom Kippur, the holiest day in the Jewish calendar. Taking the Israeli Defense Forces by surprise, Egyptian troops swept deep into the Sinai Peninsula, while Syria struggled to throw occupying Israeli troops out of the Golan Heights. Israel counterattacked and recaptured the Golan Heights. A cease-fire went into effect on October 25, 1973 (<http://www.history.com/topics/yom-kippur-war>).



(<http://www.israelnationalnews.com/Blogs/Message.aspx/6324>)

Peace with Egypt – Camp David Accord:

In an historic trip to Israel on November 19, 1977, Egyptian President Anwar Sadat offered to make peace with Israel in return for Israeli withdrawal from the lands captured from Egypt in 1967. For the first time in thirty years of bloody conflict and five all-out wars, the head of an Arab state stretched out his hand for peace and recognition. The subsequent failure of the sides to make any progress in talks after this

dramatic visit led to President Carter's initiation of the Camp David Summit in September 1978. After thirteen days of talks at the secluded presidential retreat in Maryland, during which the sides slowly moved closer and narrowed the gulf between their demands, the Camp David Accords were signed in Washington on September 17, 1978. In fact, two separate documents were signed. One, entitled "A Framework for Peace in the Middle East", focused on West Bank and Gaza and laid the framework for future negotiation on those territories. The second, entitled "A Framework for the conclusion of a Peace Treaty between Israel and Egypt" dealt with the future of the Sinai and arrangements for concluding peace between Israel and Egypt within three months. It defined all aspects of withdrawal from the Sinai, military arrangements in the peninsula, freedom of navigation in the Gulf of Suez and the Suez Canal and normalization of relations. On March 26, 1979, Israelis and Egyptians gathered in Washington in the garden on the White House, for the signing of the Peace Treaty (1). The staged Israeli withdrawal from the Sinai Peninsula was completed in 1982.

The geographical dimensions of Israel's withdrawal from the Sinai Peninsula. - The Sinai is three times Israel's size and was returned to Egypt in 1982, a country fifty times its size, with a population ten times Israel's. Israel took an enormous risk to its security for a peace treaty.

(1) Ahron Bregman, A History of Israel, London: Palgrave Macmillan, 2003. For personal accounts of the Camp David Talks see Moshe Dayan, Breakthrough, New York: Alfred A. Knopf, 1981 and Jimmy Carter, Keeping Faith, Bantam Books, 1982.

(<http://www.jewishagency.org/maps/content/36436>)



(<http://www.cnn.com/2013/08/23/world/meast/camp-david-accords-fast-facts/>)

The Details of the Camp David Accords:

Called for a formal peace treaty to be signed between Israel and Egypt, within three months.

Called for establishment of diplomatic relations between the two countries.

Called for Israeli withdrawal from the Sinai Peninsula in stages, to be completed within three years.

Called for further meetings to resolve the Palestinian question. The meeting would include Jordan and a representative of the Palestinian people.

Called for a five-year transitional period of Israeli withdrawal from the West Bank and Gaza. This transitional period would include the introduction of Palestinian self-government.

Called for an end to Israeli settlements in the West Bank.

Did not settle the question of East Jerusalem.

(<http://www.cnn.com/2013/08/23/world/meast/camp-david-accords-fast-facts/>)

Camp David 2000:

Labor party leader Ehud Barak was elected Prime Minister of Israel in 1999. Shortly thereafter the idea of convening a Camp David style summit meeting between Barak and Palestinian Authority Chairman Arafat under President Clinton's auspices began to take shape. At the negotiations, which convened at Camp David in July 2000, Ehud Barak offered the Palestinians 90-91 percent of the West Bank territories, an offer unprecedented in its generosity. However, two main stumbling blocks, the fate of Jerusalem, particularly that of Temple Mount and the right of return for Palestinian refugees proved too difficult to resolve. Arafat demanded that Israel agree unconditionally to the right of return of every refugee who so desired and rejected any compromise on Jerusalem. After 14 days of intensive talks Clinton concluded with regret that the sides were not able to reach an agreement, and sided publicly with Barak. He praised the Israeli Prime Minister for his flexibility and chided Arafat for his lack of it.



(<http://www.jewishagency.org/maps/content/36486>)

1. What is the root cause of the Israeli – Arab conflict?

2. What land areas or waterways are the center of the conflict?

3. How have other nations responded to the conflict?

4. What needs to be done in order to restore peace to this region of the world?

Organization of the Petroleum Exporting Countries (OPEC)

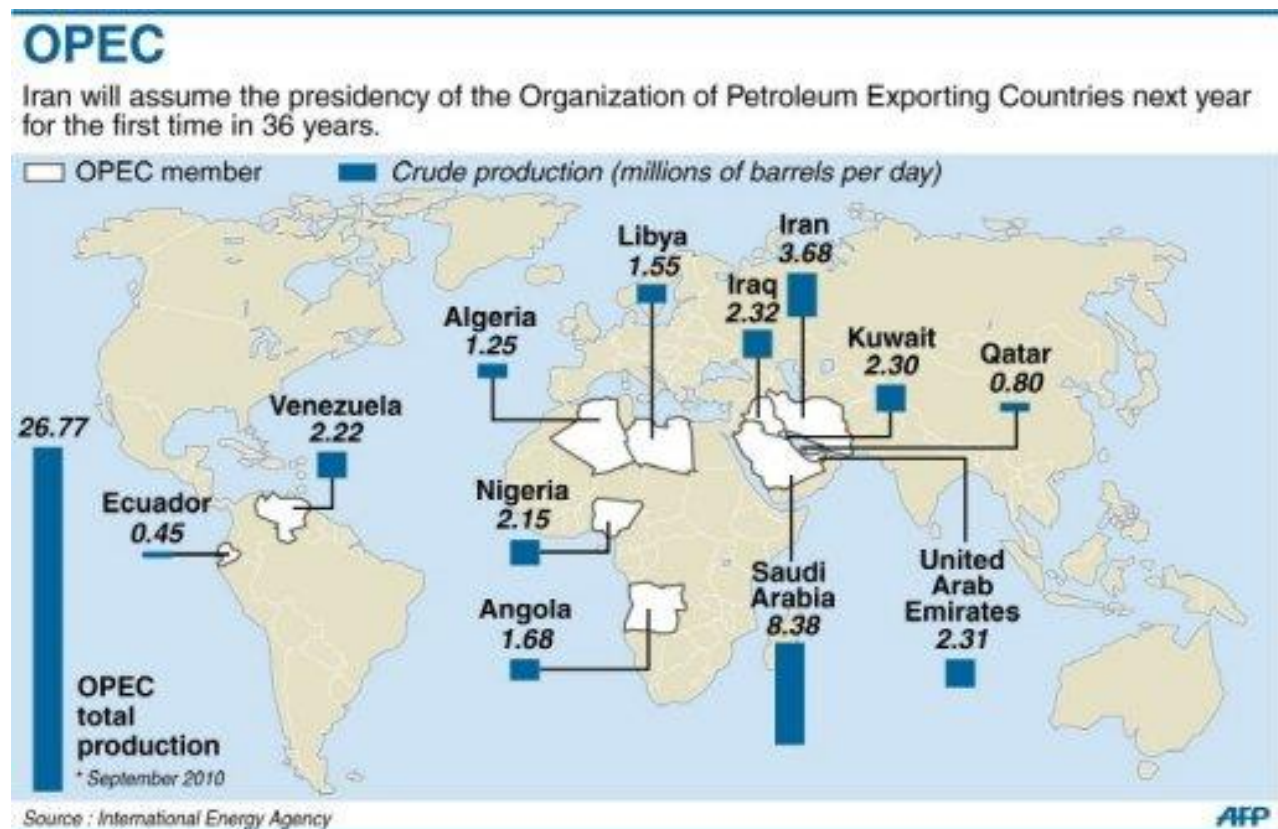
Standard: 4

The **Organization of the Petroleum Exporting Countries (OPEC)** is a permanent, intergovernmental Organization, created at the Baghdad Conference on September 10–14, 1960, by Iran, Iraq, Kuwait, Saudi Arabia and Venezuela. The five Founding Members were later joined by nine other Members: Qatar (1961); Indonesia (1962) – suspended its membership from January 2009–December 2015; Libya (1962); United Arab Emirates (1967); Algeria (1969); Nigeria (1971); Ecuador (1973) – suspended its membership from December 1992–October 2007; Angola (2007); and Gabon (1975) – terminated its membership in January 1995 but rejoined in July 2016. OPEC had its headquarters in Geneva, Switzerland, in the first five years of its existence. This was moved to Vienna, Austria, on September 1, 1965.

OPEC's objective is to co-ordinate and unify petroleum policies among Member Countries, in order to secure fair and stable prices for petroleum producers; an efficient, economic and regular supply of petroleum to consuming nations; and a fair return on capital to those investing in the industry.

(http://www.opec.org/opec_web/en/about_us/24.htm)

Current Members:



(<http://www.islamtribune.com/wp-content/uploads/2010/11/AFP221.jpg>)

OPEC countries are responsible for a little over 40% of the world's oil production. The Conference generally occurs twice a year, in March and September. However, they are allowed to meet in what is considered to be an extraordinary session.

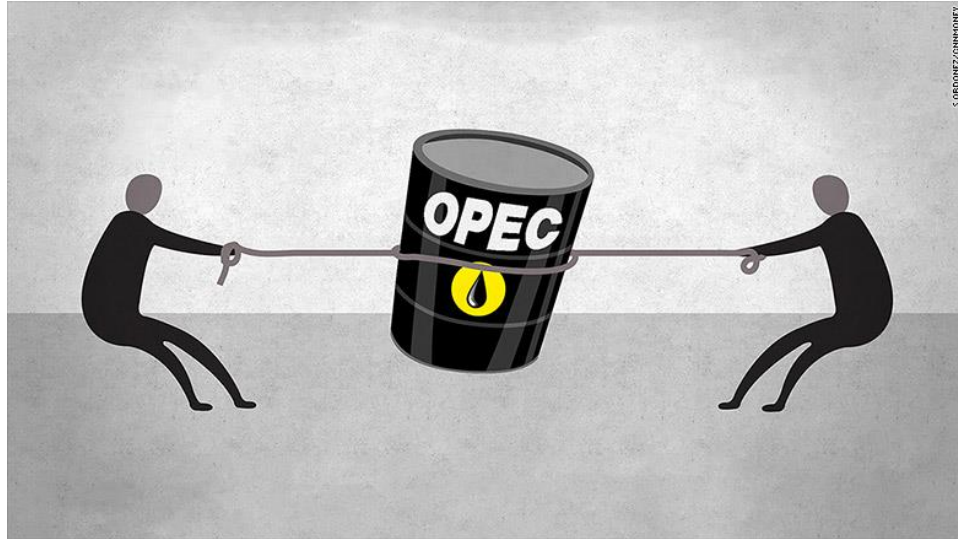
What type of event would cause an extraordinary session?

How do the decisions in the OPEC meetings effect your daily life?

Effects of the abundant oil supplies in the Persian Gulf:

Saudi Arabia, Kuwait, Bahrain, Qatar, United Arab Emirates, Oman, and Yemen make up the Persian Gulf. Yemen is the only country that has very limited oil resources. The oil rich countries of the Persian Gulf have used the money made from their oil to grow the economies of their nations. Although Yemen has little oil, it is extremely important, it is a major port between the Arabian Sea and the Red Sea.

Will the oil of the Middle East last forever and if not, what will these countries do to maintain their current economic growth?



(<http://money.cnn.com/2016/03/02/news/economy/oil-opec-asia-markets/>)

What is the meaning of this picture?

Do you think that OPEC is bullying the world with their ability to control oil production and price? Use the space below to draw a political cartoon that illustrates your thoughts.

The Arid Lands of the Arabian Peninsula

Standard: 5

How do you water crops in a region that is mostly sand and very little useable water?

Use the power point presentation to complete the following questions:

1. How much of the Arabian Peninsula does not have access to consistent useable water?

2. How do the oil rich nations differ from the nations without oil reserves?

3. How does the deficiencies effect the poor countries ability to obtain water resources?

4. How does the lack of clean consistent water resources affect the population?

5. How does the lack of water affect crop growth?

6. How will western irrigation methods improve the quality of life for the region?

https://www.youtube.com/watch?v=9Eg_YII7l4E



(<http://www.worldatlas.com/webimage/countrys/asia/asoutl.gif>)

1. Label all countries, major waterways, mountain ranges, and deserts.

Asia

Standard:2,3,4 and 5

Vocabulary:

Dam

Deforestation

Outsourcing

Overpopulation

East Asia



(<http://www.mapcruzin.com/free-maps-asia/asia-east-pol-2004.jpg>)



(<http://www.freeworldmaps.net/asia/eastasia/eastasia-physical-map.jpg>)



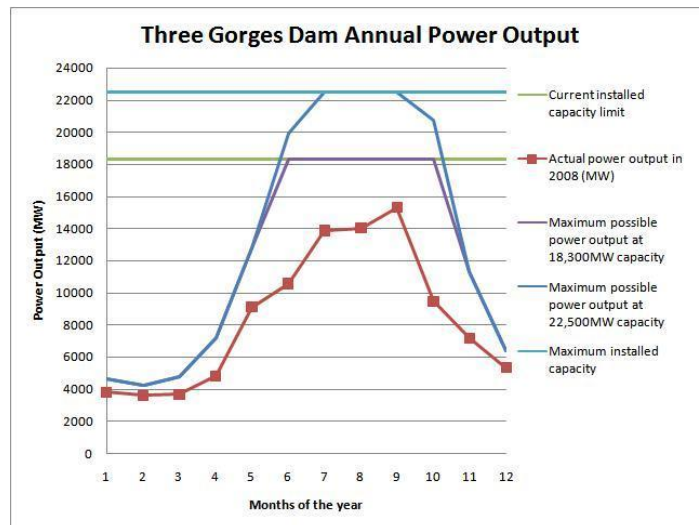
(http://www.chinatourmap.com/yangtze_river/images/yangtze_river_map.jpg)



(http://www.gorges-to-visit.com/images/three_Gorges_dam-2009.jpg)



(http://www.hillmanwonders.com/china/z_photo/three_gorges_dam.jpg)



(<http://www.glogster.com/erinseow/geography-performance-task/g-6lguuduunmpgue07goo00a>)

1. What is the maximum installed capacity for the power output?

2. What is the lowest month of power output? _____

3. Why do you think the months for the highest rate of actual power output is July, August, and September?



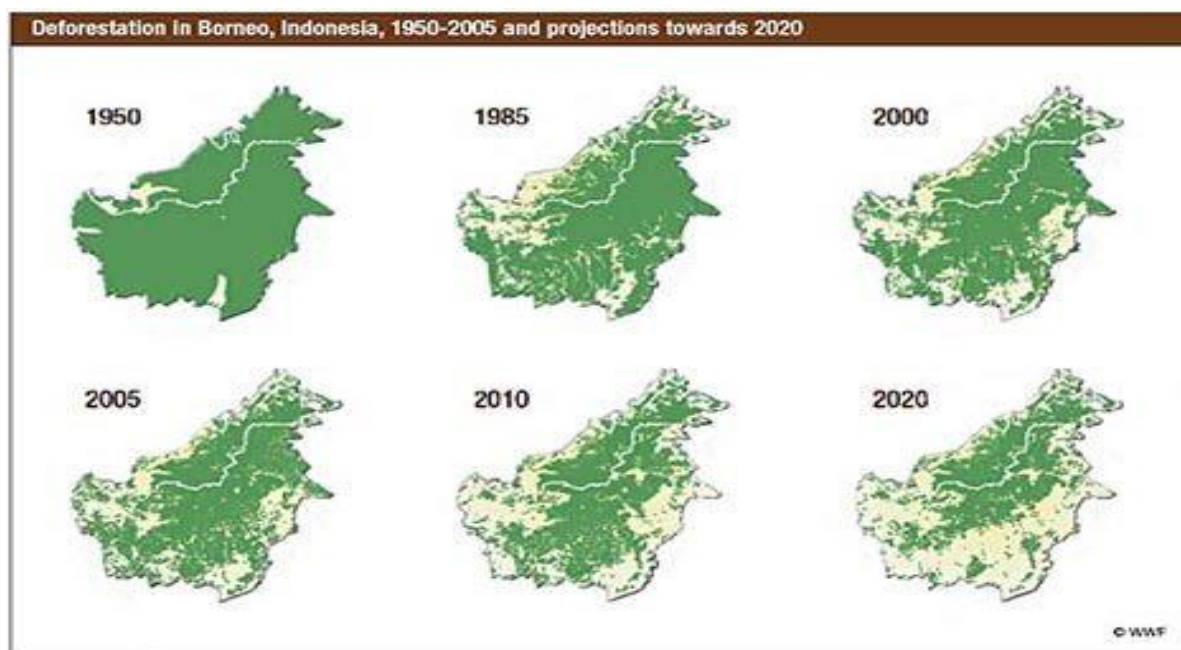
(<https://www.studyblue.com/notes/n/papwh-1st-period-2016-study-guide-2015-16-mr-le-deck/16331139>)

1. The Ganges River source is the _____. The river mouth is at the _____.
2. What is the significance of the Hindu Kush and Khyber Pass?

Deforestation of Indonesia's Rainforests:

Indonesia is made up of more than 17,500 islands. The majority of its rainforest is found on four islands: Sumatra, Borneo, Sulawesi, and New Guinea. Sumatra is the western-most large island. Sumatra is the only place in the world that has tigers, orangutans, rhinos, and elephants living in the wild in one place. These incredible animals are losing their natural habitat due to deforestation. **Deforestation** refers to the cutting, clearing, and removal of rainforest or related ecosystems into less bio-diverse ecosystems such as pasture, cropland, or plantations. The rainforest is being destroyed at a high rate for the production of palm oil and paper.

https://youtu.be/iezMQ36_kZ0



(<http://www.treehugger.com/corporate-responsibility/more-dirty-deforestation-55-of-indonesias-logging-illegal-cargills-two-hidden-palm-oil-plantations.html>)

If the current level of deforestation in the Indonesia Rainforest continues at its present level, what year will the forest be completely gone? _____



(<http://www.cbc.ca/news/world/indonesia-surpasses-brazil-in-deforestation-1.2691405>)

The loss of animal habitat is one of several catastrophic consequences of deforestation. It also cost the citizens of the area their land and livelihood. It deprives people of clean water and destroys fertile soils. People can become ill from the smoke of the burning trees.

The impact is also global. Deforestation releases climate warming gases into the atmosphere. The large amount of CO₂ released into the atmosphere erodes the ozone layer resulting in increased global temperatures. At this time Indonesia is one of the world's largest emitters of greenhouse gas.



(<http://www.worldatlas.com/webimage/countrys/asia/asoutl.gif>)

1. Label all countries, major waterways, mountain ranges, and deserts.

Russia

Standard: 4 and 5

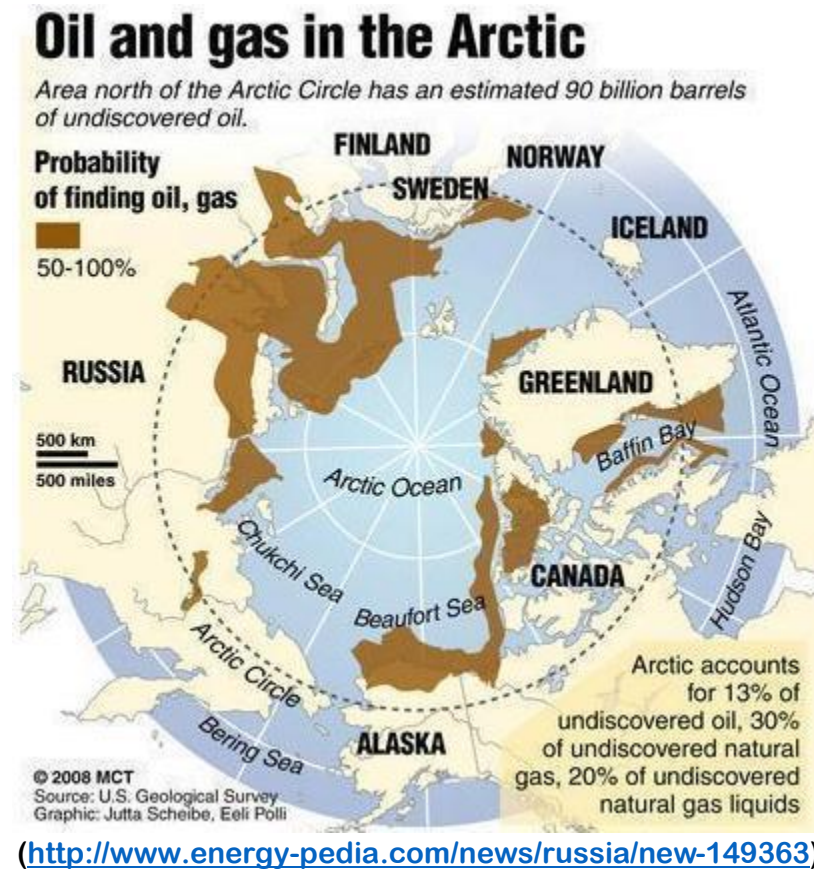


(<http://staff.harrisonburg.k12.va.us/~cwalton/mapquizrussia.htm>)

BONUS (50 Points) – label all of the physical features of Russia.

- | | |
|-----------|-----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |
| 7. _____ | 8. _____ |
| 9. _____ | 10. _____ |
| 11. _____ | 12. _____ |

Oil Reserves of the Arctic:



With the increased demands for fossil fuels and the need for Russia to improve their economy, a race for the Arctic is on.

1. The Arctic holds _____% of undiscovered oil?

2. What country appears to have the largest probability of finding oil?

3. What are the political issues that may occur when drilling the Arctic occurs?

4. List 4 possible environmental consequences that accompany drilling in the Arctic?

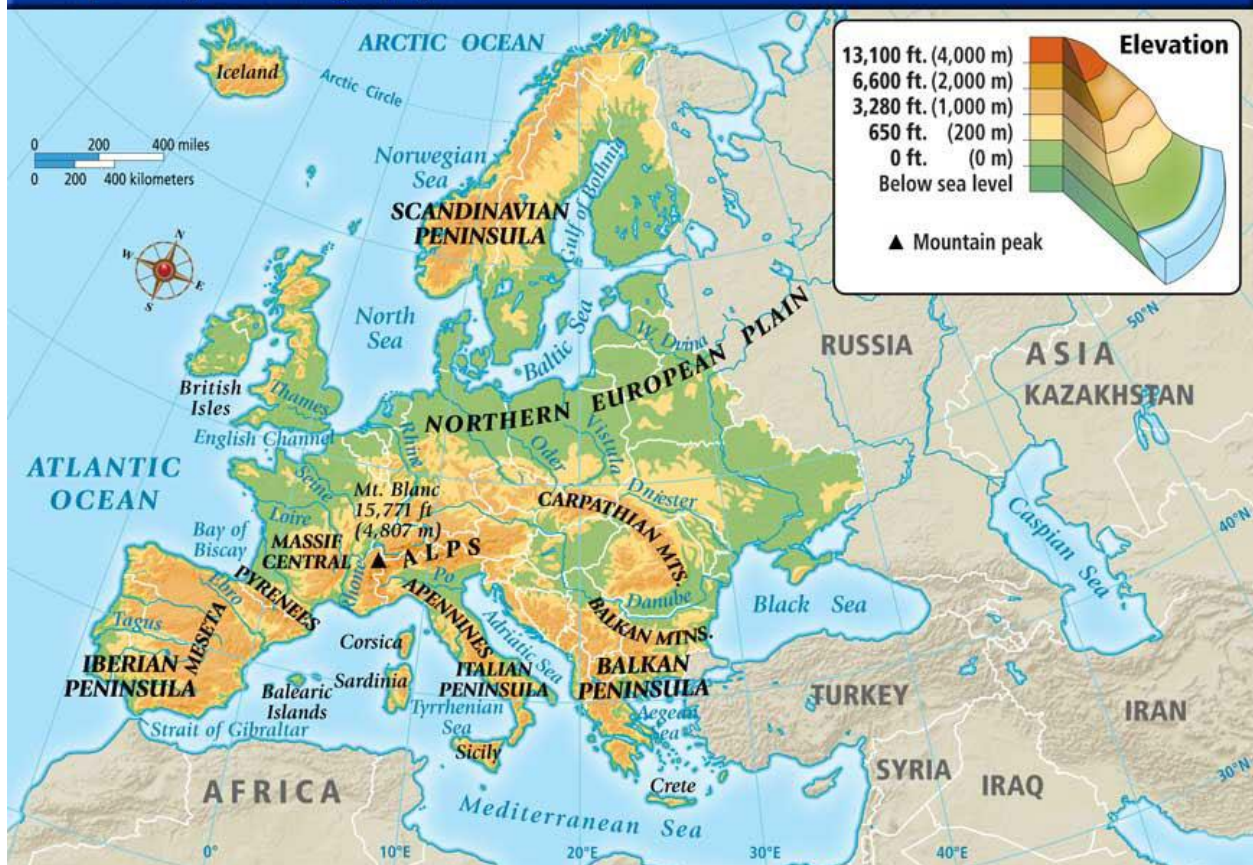
Europe

Standard: 2,3,4,and 5



(<http://www.worldatlas.com/webimage/countrys/eupoliticalg.htm>)

Europe's Physical Geography



(http://mrswaltonsblog.blogspot.com/2015_04_01_archive.html)

1. The Scandinavian Peninsula is made up of what 3 countries?

2. What 2 countries are located on the Iberian Peninsula?

3. Identify the countries that the following rivers are located:

Po River _____

Thames River _____

Rhine River _____

Vistula River _____

Danube River _____



(<https://www.tes.com/lessons/COiOr3LOIT-Yww/unit-2-europe-geography>)

1. What mountain range separates the Iberian Peninsula? _____
2. What mountain range is in Switzerland? _____
3. The Carpathian Mountains are located in what country? _____
4. What mountain range separates the European side of Russia from the Asia side of Russia? _____
5. What mountain range is located on the Scandinavian Peninsula?

Europe



(<http://www.globalpost.com>)

As seen in the map above, industry accounts for the majority of the economy in Europe. The European industries are facing a unique challenge; their workforce is dwindling. The issue is caused by their aging population and decrease in births each year. If the trend continues, there will not be enough workers to continue to the strong economy that most of Europe currently has.

<http://www.debatingeurope.eu/2013/03/13/could-more-immigration-compensate-for-europes-low-birthrate/#.V5USfbIDGko>

Currently being debated is the impact that immigration may have on European birth rates. While an increase in migration may have a positive impact on the future workforce, it will also have an impact on traditional European culture.

How do you think traditional European culture will be changed by the migration of other cultures?

How will an influx of immigrants effect the resources of European countries?



(<http://www.bbc.com/news/world-europe-18023389>)

The United Kingdom is made up of England, Wales, Scotland, and Northern Ireland. The area would be considered isolated because it is an _____.

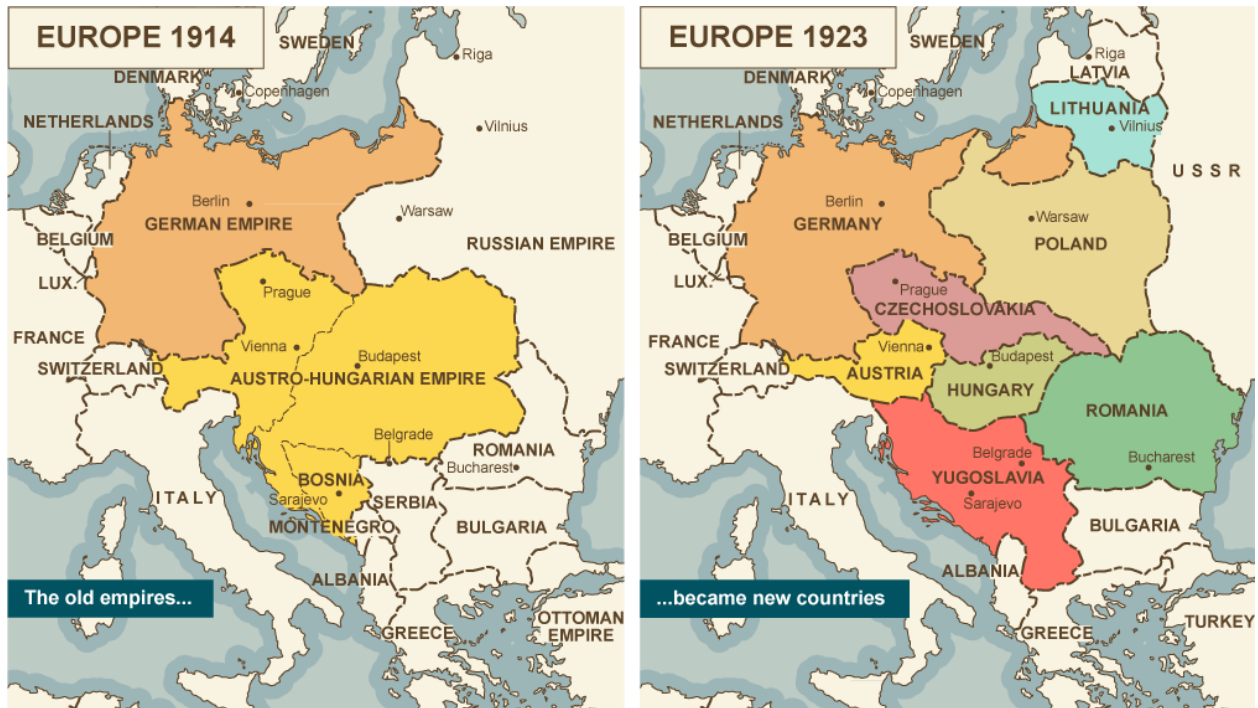
Why is trade for natural resources and markets important?



(<http://www.worldatlas.com/webimage/countrys/asia/asoutl.gif>)

1. Label all countries, major waterways, mountain ranges, and deserts.

WWI

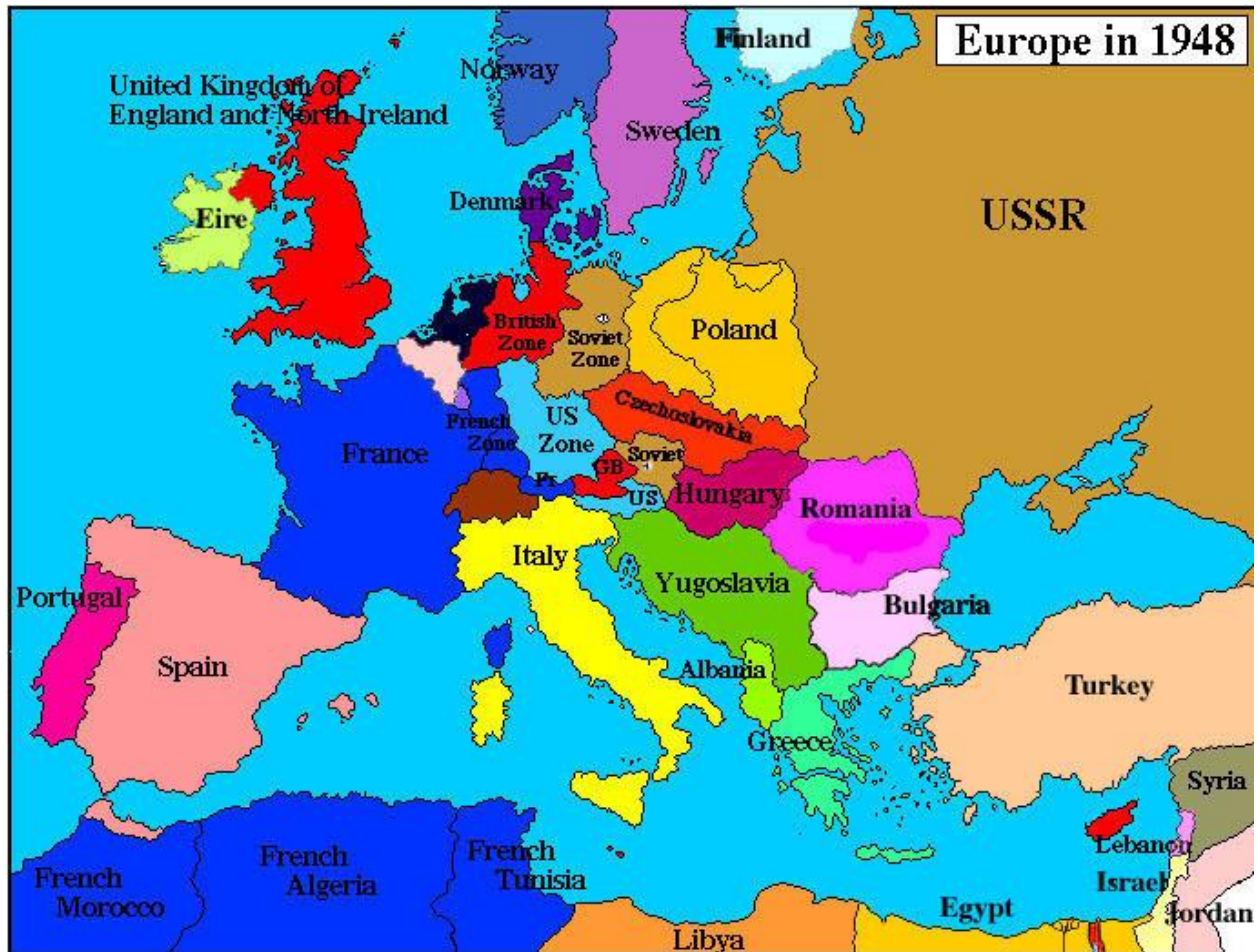


(<http://a.files.bbc.co.uk/bam/live/content/z3n9xnb/large>)

1. List the countries that were established at the end of WWI.

2. List the countries that had a change in borders at the end of WWI.

WWII



(<https://www2.bc.edu/~heineman/maps/1948label.html>)

1. How did the country boundaries change after WWII?

2. Why did these changes occur?

The European Union (EU) –

1. The European Union was formed in what year? _____

2. Why was the EU formed?

3. Who formed the EU?

4. What is the purpose of the EU?

5. How has the EU changed?

6. What is the future of the EU?

The United States and 11 other nations establish the **North Atlantic Treaty Organization (NATO)**, a mutual defense pact aimed at containing possible Soviet aggression against Western Europe. NATO stood as the main U.S.-led military alliance against the Soviet Union throughout the duration of the Cold War.

Relations between the United States and the Soviet Union began to deteriorate rapidly in 1948. There were heated disagreements over the postwar status of Germany, with the Americans insisting on German recovery and eventual rearmament and the Soviets steadfastly opposing such actions. In June 1948, the Soviets blocked all ground travel to the American occupation zone in West Berlin, and only a massive U.S. airlift of food and other necessities sustained the population of the zone until the Soviets relented and lifted the blockade in May 1949. In January 1949, President Harry S. Truman warned in his State of the Union Address that the forces of democracy and communism were locked in a dangerous struggle, and he called for a defensive alliance of nations in the North Atlantic—U.S. military in Korea. NATO was the result. In April 1949, representatives from Belgium, Canada, Denmark, France, Great Britain, Iceland, Italy, Luxembourg, the Netherlands, Norway, and Portugal joined the United States in signing the NATO agreement. The signatories agreed, “An armed attack against one or more of them... shall be considered an attack against them all.” President Truman welcomed the organization as “a shield against aggression.”

Not all Americans embraced NATO. Isolationists such as Senator Robert A. Taft declared that NATO was “not a peace program; it is a war program.” Most, however, saw the organization as a necessary response to the communist threat. The U. S. Senate ratified the treaty by a wide margin in June 1949. During the next few years, Greece, Turkey, and West Germany also joined. The Soviet Union condemned NATO as a warmongering alliance and responded by setting up the Warsaw Pact (a military alliance between the Soviet Union and its Eastern Europe satellites) in 1955.

NATO lasted throughout the course of the Cold War, and continues to play an important role in post-Cold War Europe. In recent years, for example, NATO forces were active in

trying to bring an end to the civil war in Bosnia. (<http://www.history.com/this-day-in-history/nato-pact-signed>)



(http://nato1949.blogspot.com/2010/04/north-atlantic-treaty-organization_07.html)

1. What countries are seeking to join NATO?

2. Why do you think these countries did not join when NATO was formed?

Cold War –



(<http://www.ibhistorytopics.com>)

1. How did the cold war start?

2. Who was involved in the cold war?

3. How long did the cold war last?

4. Why did the cold war end?

Land Reclamation:

dikes

land reclamation

polders

seaworks

terpens

1. _____ are earthen banks.
2. Land that reclaimed by diking and draining water is called a _____.
3. Structures that the Dutch used to control destruction from flooding are called _____.
4. _____ are high earthen platforms.
5. The process of gaining back land that has been flooded is called _____.
6. Why did the Dutch build dikes and polders in the Netherlands?



(<http://www.mriddett.com/welcome-to-holland>)

In the box below, list 4 pros and 4 cons of land reclamation:

Pros	Cons

Project #1 - Map My Route:

Instructions:

On the paper provided, draw a map of your route from your home to Central Middle School. You must ensure that the following items are on your map.

Map Key (identifying the list below)

- your home
- the school
- churches
- gas stations
- medical facilities
- parks
- cemeteries
- bus stops
- any other major business or land marks

Compass Rose

Street names

Your map must be in color

You may refer to the example provided for clarification.

Grading Rubric:

Does Not Meet Standard (0 Points)	Meets Standards (20 Points each)	Exceeds Standards (30 Points each)
Student did not identify a minimum of 3 landmarks.	Student identified 3 landmarks.	Student identified 4 or more landmarks.
Student did not place compass on map with correct direction	Student placed compass on map with correct direction for orientation.	
Student did not name the streets on his/her route.	Student named all roads on his/her route.	Student provided names of major roads that are close to their route for orientation.
Student did not use color on map.	Student used a different color for each landmark.	

Project #2 – Climate Change

Instructions:

You will be assigned the cause, effect, or solution to climate change. You will be asked with researching the area assigned. You will use a trifold poster board to visually organize your assignment. The contents of your poster board is listed below.

Written or typed summary the identifies the area assigned (must be at least 3 paragraphs: introduction, body of facts, summary).

Pictures that are associated with your assigned area (must be in color, can be printed).

Graphs that explain your assigned area (must be in color and in your handwriting).

Charts that explain your assigned area (must be in color and in your handwriting).

Map that identifies the country that is associated with your assigned area (must be in color and in your handwriting).

Cite all sources used.

You will be required to participate in Parent Night in order to receive full credit for the assignment. You will participate in a viewing gallery and answer questions associated with your poster board.

Grading Rubric:

Dose Not Meet Standards (0 Points)	Meets Standards (11.5 Points)	Exceeds Standards (15.4 Points)
Student did not provide a summary of the assigned area in at least 3 paragraphs.	Students summary was 3 paragraphs: introduction, body of facts, summary.	Students summary was more than 3 paragraphs with an intro and a summary.
Student did not provide pictures of the assigned area.	Student provided 2 pictures of the assigned area.	Student provided 3 or more pictures of the assigned area.
Student did not provide a graph that explains the assigned area.	Student provided 1 graph that explains the assigned area.	Student provided 2 or more graphs that explains the assigned area.
Student did not provide a chart that explains the assigned area.	Student provided 1 graph that explains the assigned area.	Student provided 2 or more graphs that explains the assigned area.
Student did not provide a map identifying the location of the country associated with the assigned area.	Student provided a map identifying the location of the country associated with the assigned area.	
Student did not cite sources used.	Student cite sources used.	
Student did not participate in oral presentation at Parent Night.	Student participated in oral presentation during Parent Night.	Student provided extensive detailed responses to questions during Parent Night.

*Refer to the example provided in class for clarification.

Project #3 – World Economies

Instruction:

Using the paper provided, research your assigned countries resources (exports), needed goods (imports), currency used, and current level of development. Make a list of what resources you can export, what goods you need to import, and the type and current value of your currency on the world market. You will be tasked with negotiating trade agreements with the other countries in the classroom. You must complete the trade agreement forms to receive credit for the trades. Upon completion of the trades, you will turn in the research sheet and all trade agreements.

Things to consider:

What countries border yours?

Do you use tariffs and quotas?

What do you have to export that other countries may need?

Do the countries that you want to trade with have tariffs and quotas? If so, how will you adjust your price to make your goods more desirable?

What do you need and what are you willing to do to get it?

What is your countries current credit level in the global economy? This is important to know as you may need to use credit to get the goods that you need.

Grading Rubric:

Does Not Meet Standard (0 Points)	Meets Standards (13 Points)	Exceeds Standards 16 Points)
Student did not identify exported resources.	Student identified 1 resource that is exported.	Student identified 2 or more resources that are exported.
Student identified 1 resources needed to import.	Student identified 2 resources needed to import.	Student identified 3 or more resources needed to import.
Student did not identify type of currency used.	Student identified the type of currency used.	
Student did not identify current market value of the currency.	Student did identify the current market value of the currency.	
Student did not make any trade agreements.	Student made 1 trade agreement or trade agreements were not beneficial to their country.	Student made 2 or more trade agreements that were beneficial to their country.
Student did not cite sources.	Student cited sources.	

**** You must cite the source where you got your information****

Project #4 – United Nation Activity

As we have discussed in detail, the genocides that occurred in Darfur and Rwanda where gross acts of violence that were directed towards specific people based on their cultural differences. In Rwanda, the world was aware of the events that were occurring and United Nation troops were present during the slaughter of over 800,000 people occurred in 100 days. However, no one came to the rescue of the Tutsi people. In this activity you and your fellow country representatives will work within the class United Nation to develop a plan to help prevent or end the genocide.

Instructions:

Working with your fellow country representatives you must consider what steps you are willing to take to help the Tutsi people of Rwanda. You must take into consideration the following items.

1. What can your country economically afford to do to help?
2. What are the resources that you can provide to help (people, food, medical supplies. weapons, etc.).
3. Logistically, where is your country in relation to Rwanda and how long will it take for you to provide support?
4. What is your interest in Rwanda? How can your country benefit from helping the Tutsi people?
5. How long are you committed to helping in Rwanda?

After the completion of each countries decisions are their intent to help and how they will do so, the UN council will meet and make a united decision on what action will be taken. Each student will write a minimum of a 3 paragraph summary (introduction, body, conclusion) that explains why the decisions that their country made and how they feel the decisions were beneficial or not beneficial and why.

Grading Rubric:

Did Not Meet Standards (0 Points)	Meets Standards (13 Points)	Exceeds Standards (16 Points)
Student did not identify the impact on their economy.	Student identified how assistance would affect their economy.	Student identified a specific amount of money/monetary value their country could afford to provide.
Student did not identify the type of resources that could be provided.	Student identified 1 resource that could be provided.	Student identified 2 or more resources that could be provided.
Student did not provide a logistic plan.	Student provided a logistic plan.	Student provided a logistic plan with a specified entrance and exit date.
Student did not work in a cooperative manner with other members of the UN Council.	Student worked in a cooperative manner with the UN Council.	
Student did not submit research outline.	Student submitted a completed research outline.	
Student did not submit a written summary or did not cite their sources.	Student submitted a written summary with cited sources.	

Project #5 – Syrian Refugee Crisis

Instructions:

Working with your fellow country representatives, decide what actions you are willing to take to assist in the ongoing Syrian refugee crisis. You may decide that you do not want to assist the refugees, but are willing to assist in the ongoing battle to rid Islamic extremist. You may decide to provide medical assistance, financial assistance, etc. for a country that is hosting refugees. You may decide to take no action at all. If you chose to take no action, you must show why it is not in your countries best interest to help in a human rights violation of an epic level. Once your country has decided on what it is willing to do or not do, you will meet with the UN Council and make an action plan and date of implementation.

Does Not Meet Standards (0 Points)	Meets Standards (20 Points)	Exceeds Standards (10 Points)
Student did not identify resources to be used.	Student identified 1 resource to be provided for assistance. Student chose to not provide assistance and provide 1 explanation for not helping.	Student identified 2 or more resources to be provided for assistance.
Student did not provide timeframe to provide assistance.	Student identified an ambiguous timeframe for assistance. Student who has chosen to not provide assistance provided a future time they could possibly become involved.	Student provided a concrete timeframe for assistance provided.
Student did not work in a cooperative manner with the UN Council.	Student worked in a cooperative manner with the UN Council.	
Student did not participate in creating an action plan and a specified date of implementation.	Student participated in creating an action plan and a specified date of implementation.	

Project #6 – North Korea Nuclear Weapons Controversy

Instructions:

Based on the information provided in the classroom discussion on the North Korean nuclear weapon controversy, design a political cartoon to express your thoughts, beliefs, opinion.

Grading Rubric:

Does Not Meet Standards (0 Points)	Meets Standards (27 Points)	Exceeds Standards (33.33 Points)
Does not express a formed thought, opinion, or belief.	Expresses a basic thought, opinion, or belief.	Expresses deep thought, opinion or belief based in detailed information contained within the cartoon.
Picture is not large enough to see the meaning in the picture.	Picture is visible enough to gain the thought behind it. Words needed in picture for interpretation.	Picture is visible and detailed enough to gain insight without the use of words for direction.
Drawing is not in color.	Color is used in the drawing.	Multiple colors are used to enhance the meaning of the cartoon.

**** Examples available if needed.**

Project #7 – Travel Brochure

Instructions:

After researching the country provided, you will make a travel brochure for the country. You will be provided with a legal sized piece of paper which will be pre-folded for you. The following is a list of the parts of the brochure and where to place them.

Front cover: (15 points)

Country Name (5 points)

Flag (in color) (5 points)

Date of Establishment (5 points)

First Inside Flap: (25 points)

Current population (4 points)

Land size (4 points)

Resources (4 points)

Climate (4 points)

Weather (4 points)

Form of Government (5 points)

-Current Leader

Second Inside Flap: (25 points)

Imports (4 points)

Exports (4 points)

GDP (4 points)

Form of Currency (4 points)

Official or common language (4 points)

Religions w/ %'s - (5 points)

Center: (20 points)

Map of your country (must be in color)

Capital City (2 points)

Major Cities (2 points)

Landforms (2 points)

Waterways (2 points)

Tourist attractions (2 points)

Historical sites (1 point)

Neighboring Countries (2 points)

Map Key (with symbols) (5 points)

Compass Rose with proper orientation (2 points)

Back: (15 points)

10 interesting facts (10 points)

Sources Cited (5 Points)

Total points = 100

Grading is based on the points available above.

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NOTES:

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This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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