## Social Studies: Geography and History of the World

### Unit 1: Emergence of Cultural Hearths and Urban Centers

**Essential Questions:** How has the physical environment of regions influenced where humans live over time?

**August 4th – September 5th**

### Standards:

- **GHW.1.1** Use maps, timelines and/or other graphic representations to identify and describe the location, distribution and main events in the development of culture hearths in Asia, Mesoamerica and North Africa.
- **GHW.1.2** Ask and answer geographic and historical questions about the locations and growth of culture hearths. Assess why some of these culture hearths have endured to this day, while others have declined or disappeared.
- **GHW.1.3** Analyze agricultural hearths and exchanges of crops among regions. Evaluate the impact of agriculture on the subsequent development of culture hearths in various regions of the world.
- **GHW.1.4** Identify and describe the factors that explain how the local and regional human and physical environments of selected culture hearths were modified over time in terms of such features as urban development and agricultural activities.
- **GHW.6.5** Analyze and assess the impact of the four major agricultural revolutions* on the world’s human and physical Environments.
- **GHW.8.1** Use maps to show the location and distribution of Earth’s resources and analyze how this distribution affects trade between and among countries and regions.
- **GHW.6.2** Prepare maps, timelines and/or other graphic representations showing the origin and spread of specific Innovations.
- **GHW.3.1** Map and analyze the distribution of the world’s human population for different time periods noting the population characteristics and population density for specific regions.
- **GHW.3.2** Identify and describe the push-pull factors that resulted in the migration of human population over time and detect changes in these factors.
- **GHW.3.3** Analyze the changes in population characteristics and physical and human environments that resulted from the migration of peoples within, between, and among world regions.
- **GHW.9.3** Identify and describe ways in which humans have used technology to modify the physical environment in order to settle areas in different world regions and evaluate the impact of these technologies on the physical and human environments affected.
- **GHW.5.1** Ask and answer geographic and historic questions about the origin and growth of towns and cities in different regions of the world and in different time periods. Compare and contrast the factors involved in the location and growth of towns and cities for different time periods.
- **GHW.3.4** Give examples of and evaluate how the physical and human environments in different regions have changed over time due to significant population growth or decline.
- **GHW.8.2** Prepare graphic representations, such as maps, tables and timelines, to describe the global movement of...
Social Studies: Geography and History of the World

goods and services between and among countries and world regions over time. Analyze and assess the patterns and networks of economic interdependence or lack of interdependence that result

**GHW.9.2** Identify regional resource issues that may impede sustainability, economic expansion and/or diversification and assess the impact of these issues on the physical and human environments of specific regions

<table>
<thead>
<tr>
<th>Suggested Target Questions:</th>
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<tbody>
<tr>
<td>What are the methods geographers use to identify and map physical features and climate patterns around the world? GHW.3.2, GHW.3.3</td>
</tr>
<tr>
<td>How does the physical geography of these regions influence human population around the world? GHW.3.3, GHW.3.4, GHW.5.1</td>
</tr>
<tr>
<td>How is culture defined and compared across time and space? GHW.6.2,</td>
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<td>What do experts mean when they use the term “cultural hearths”? GHW.1.1, GHW.1.2</td>
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<td>What are the tools and methods historians use to examine the ancient past? GHW.1.1, GHW.1.2, GHW.1.3, GHW.1.4</td>
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<td>What common features did early civilizations share in terms of land, climate and natural resources? (use comparative diagrams) GHW.8.1, GHW.9.2</td>
</tr>
<tr>
<td>How did human communities change over time as they adopted farming practices during the Neolithic Age? GHW.1.3, GHW.1.4, GHW.3.2, GHW.6.1, GHW.6.5</td>
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<td>How did technology aid the emerging civilizations? GHW.6.1, GHW.9.3</td>
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<td>Geographic Information Systems, read p. 15 and ask students to brainstorm 3-4 practical applications of information from a GIS map (have students think more locally about these applications)</td>
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<td>Do Constructed Response on p. 27 #11-#12</td>
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<tr>
<td><em>Chapter 2, The Physical World, pp. 30-41</em></td>
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<tr>
<td>Do Map Study on p. 36, #1-#2</td>
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<tr>
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<td><em>Chapter 3, Climates of the Earth, pp. 50-60</em></td>
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<tr>
<td>Diagram Study on p. 52, #1-#2</td>
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<tr>
<td>Analyzing Visuals #7, p. 53</td>
</tr>
<tr>
<td>Read and complete “Global Change” on pp. 54A-54B, #1-#3</td>
</tr>
<tr>
<td><em>Chapter 4, The Human World, pp. 70-111</em></td>
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<tr>
<td>Diagram Study on p. 58, #1-#2</td>
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<td>Map Study on p. 73, #1-#2</td>
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<td>National Geographic Interactive Mapping Tool – MapMaker – Overlays all kinds of maps for students to manipulate – great resource!</td>
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<td><a href="http://education.nationalgeographic.com/education/mapping/interactive-map/?ar_a=1">http://education.nationalgeographic.com/education/mapping/interactive-map/?ar_a=1</a></td>
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<tr>
<td>Five Themes of Geography (on IPS Secondary Social Studies Group 2012-2013)</td>
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<td><a href="https://onlinebb.ips.k12.in.us/section/default.asp?id=GROUP-120715-160607-FAB">https://onlinebb.ips.k12.in.us/section/default.asp?id=GROUP-120715-160607-FAB</a></td>
</tr>
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<td>General Middle School Geography Resource</td>
</tr>
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</tr>
<tr>
<td>Reading Like a Historian (see lessons under “World – Ancient” category)</td>
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<tr>
<td><a href="http://sheg.stanford.edu/world">http://sheg.stanford.edu/world</a></td>
</tr>
<tr>
<td>Hippocampus.org/History &amp; Government/Presentations (Mesopotamia)</td>
</tr>
</tbody>
</table>
Complete Reading Check “Movement” question on p. 74  
Map Study on pp. 76-77, #1-#2  
Map Study on p. 78, #1-#2  
Complete Reading Check “Location” question on p. 79  
Read and complete “Agricultural Revolutions” on pp. 80A-80B, #1-#3

**IDOE Resources for Course:**

IDOE Home page  [http://www.doe.in.gov/](http://www.doe.in.gov/)
IDOE-Social Studies page  [http://www.doe.in.gov/standards/social-studies](http://www.doe.in.gov/standards/social-studies)
IDOE-History/Social Studies Content Area Literacy Standards (linked through ELA page)  
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IDOE Online Communities of Practice (see “Middle Grades”)  
[http://www.doe.in.gov/elearning/online-communities-practice](http://www.doe.in.gov/elearning/online-communities-practice)

**General Resources for Historical Thinking and Assessment**

10 Ways to Teach Geography (NY Times Learning Network)  

Essential World History Questions  

Stanford History Education Group – Introduction to Historical Thinking (Lessons)  

Beyond the Bubble -- Integrating Historical Thinking into Classroom Assessment (assessments available)  
[https://beyondthebubble.stanford.edu/](https://beyondthebubble.stanford.edu/)

Reading Quest – Reading, Writing and Research Comprehension Strategies and Handouts  

**HyperHistory –History Timelines**  
[http://www.hyperhistory.com/online_n2/History_n2/a.html](http://www.hyperhistory.com/online_n2/History_n2/a.html)

**World History for All of Us (a robust web site of fully developed units/lessons for the entire course)**

- Big Era 2  
  [http://worldhistoryforusall.sdsu.edu/](http://worldhistoryforusall.sdsu.edu/)

- Big Era 3  
  [http://worldhistoryforusall.sdsu.edu/](http://worldhistoryforusall.sdsu.edu/)

- Big Era 4  
  [http://worldhistoryforusall.sdsu.edu/](http://worldhistoryforusall.sdsu.edu/)

**Example Unit Application**
Unit Assessment Question: How did the Neolithic agricultural revolution lead to higher populations and complex “cultural hearths”?

1. Redefine the term “cultural hearth”
2. Examine the locations of early agricultural revolutions during the rise of early human civilizations (top image)
3. Compare those locations to the map below it – do the early cities of the world fall in a similar location to regions of plant and animal domestication?
4. Ask students to then examine the bottom diagram depicting a causal relationship between agriculture and population growth – have students write this relationship down in their own words.
5. As they explain, have them try to work out a cause and effect explanation (Which one came first? Can we know? What kind of evidence would historians/archeologists look for to answer that question?)
## Social Studies: Geography and History of the World

### Unit 2: World Religions

**Essential Questions:** How have religions impacted and shaped cultures around the world?  
**September 8th – September 19th**

### Standards:

**GHW.2.1** Map the development over time of world religions from their points of origin and identify those that exhibit a high degree of local and/or international concentration.  
**GHW.2.2** Differentiate among selected countries in terms of how their identities, cultural and physical environments, and functions and forms of government are affected by world religions.  
**GHW.2.3** Compare and contrast different religions in terms of perspectives on the environment and attitudes toward resource use, both today and in the past.  
**GHW.2.4** Analyze and assess the rise of fundamentalist movements in the world’s major religions during contemporary times (1980–present) and describe the relationships between religious fundamentalism and the secularism and modernism associated with the Western tradition.  
**GHW.7.2** Analyze the physical and human factors involved in conflicts and violence related to nationalist, racial, ethnic, religious, economic, political, and/or resource issues in various parts of the world, over time. Assess the human and physical environmental consequences of the conflicts identified for study.

### Suggested Target Questions:

- What are the origins of religion in human prehistory? GHW.2.1  
- How did religions help shape geographic and cultural regions over time? GHW.2.2, GHW.2.3 (see Big Era 4-5 in World History for All of Us)  
- How have major religions diffused or spread across the world over time? GHW.2.1, GHW.2.2  
- What have been some of the environmental, political, economic or cultural reasons these religions have spread? GHW.2.2, GHW.6.2, GHW.2.3  
- What similarities do some of the major world religions share? GHW.2.3  
- What is the difference between monotheism, polytheism and animism? GHW.2.3  
- What do experts mean when they use the term “religious sects”? GHW.1.1, GHW.1.2  
- What are some examples of fundamentalist movements within a religion? Do all religions have these characteristics? GHW.1.1, GHW.1.2, GHW.1.3, GHW.1.4  
- What kind of conflict has arisen between different religions or between groups within one religion? GHW.7.2

### Text-based Practice:

**Geography and History of the World (Glencoe)**  
*Chapter 1, How Geographers Look at the World, pp. 4-16*  
Geographic Information Systems, read p. 15 and ask students to brainstorm 3-4 practical applications of information from a GIS map (have students think more locally about these applications)  
Do Constructed Response on p. 27 #11–#12  
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Social Studies: Geography and History of the World

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http://sheg.stanford.edu/intro-historical-thinking

http://nationalatlas.gov/articles/mapping/a_latlong.html
tool
National Geographic Interactive Mapping Tool – MapMaker – Use Populations and Culture to get to World Religions
http://education.nationalgeographic.com/education/mapping/interactive-map/?ar_a=1
Five Themes of Geography (on IPS Secondary Social Studies Group 2012-2013)  
https://onlinebb.ips.k12.in.us/section/default.asp?id=GROUP-120715-160607-FAB
General Middle School Geography Resource  
http://www.sldirectory.com/studf/geography.html
Reading Like a Historian (see lessons under "World – Ancient" for lessons that touch upon religion)  
http://sheg.stanford.edu/world
Annenberg Media – Bridging World History – Unit 5 (Early Belief Systems) and Unit 7 (The Spread of Religions)  
http://www.learner.org/resources/series197.html
Middle East Conflict – Social Studies in Action – Annenberg Lerner (represents religious conflict in Middle East with a lot of support material)  
http://www.learner.org/libraries/socialstudies/6_8/zimmerman/index.html
HyperHistory – History Timelines  
http://www.hyperhistory.com/online_n2/History_n2/a.html
GoSocialStudiesGo -- World Religions – Covers all major religions with multimedia presentation  
http://gssg-mobile.wix.com/go-history-go/world-religions#!__world-religions
Spread of Buddhism – Eduplace – Interactive Map  
http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g6_u7/
World History for All of Us (a robust web site of fully developed units/lessons for the entire course) – Big Era 4 – see Close-Up Teaching Units  
http://worldhistoryforusall.sdsu.edu/
Example Unit Application

**Unit Assessment Question:** Where and when did Buddhism spread from its origins in India?

1. Go to the interactive map link: [http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g6_u7/](http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g6_u7/)

2. Examine the movement of the arrows illustrating the movement of Buddhism out of India → follow its path and make note of the geographic locations it traveled to as well as the years it arrived in those locations.

3. Create a time line of Buddhism spread throughout Asia.

4. For comparative purposes, ask other research groups to create timelines for other world religions.

5. As a class compare these timelines: Do they share similar patterns in the way they spread? Did geographic, economic or cultural features shape these religious migrations in certain ways? Did any of these religions overlap or compete during similar time periods?
# Social Studies: Geography and History of the World

## Unit 3: Human and Environment Interaction

### Essential Questions: How do human communities find ways to live sustainably in an environment with limitations? September 22nd – October 3rd

### Standards:

<table>
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<tr>
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<tr>
<td>GHW.9.1</td>
<td>Use maps to identify regions in the world where particular natural disasters occur frequently and analyze how the physical and human environments have been modified over time in response to environmental threats. Assess the success of international aid to these disasters.</td>
</tr>
<tr>
<td>GHW.9.2</td>
<td>Identify regional resource issues that may impede sustainability, economic expansion, and/or diversification and assess the impact of these issues on the physical and human environments of specific regions.</td>
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<td>GHW.9.3</td>
<td>Identify and describe ways in which humans have used technology to modify the physical environment in order to settle areas in different world regions and evaluate the impact of these technologies on the physical and human environments affected.</td>
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<tr>
<td>GHW.9.4</td>
<td>Distinguish and assess the human and physical factors associated with the spread of selected epidemics and/or pandemics over time.</td>
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### Suggested Target Questions:

- What regions on a world map can be identified as having frequent natural disasters? GHW.9.1
- How have the physical and human environment in those regions been changed to respond to those disasters and environmental threats? GHW.9.1
- How has international aid efforts responded to these regions during natural disaster crises? GHW.9.1
- What are some key resources that human communities critically rely on? GHW.9.2
- How can limits on resources cause regions to struggle with stability in their environment, economy, or human population? GHW.9.2
- What are some effective strategies, both in the past and present, that help human populations live sustainably in their physical environments? GHW.9.3
- What is the difference between epidemics and pandemics? GHW.9.4
- How has human society responded to epidemic and pandemic crises throughout history? GHW.9.4

### Text-based Practice:

- **Geography and History of the World (Glencoe)**
  - Chapter 23, Story of a Tsunami, pp. 594-595
  - Nature’s Fury Examine human toll chart and “Thinking Geographically” Questions: #1-#2
  - Human & Environmental Interactions: Pakistani Earthquakes, pp. 601A-601B, Thinking Critically #1-#3
  - Culture Hearths: Fall of Angkor, pp. 745A-745B, complete “Thinking Critically Questions” #1-#3
  - Chapter 28, Meeting energy Needs, p. 707, Graph Study Questions: #1-#2
  - Chapter 28, Human Impact, pp. 708 – 710
  - Complete Main Idea Questions, Map Study #1-#2, Reading Check Questions

### Web-based Resources:

- **IPS Online - Secondary Social Studies Resources 2012-201 – World History Q1 (A wealth of great resources!)**
  - [https://onlinebb.ips.k12.in.us](https://onlinebb.ips.k12.in.us)
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- **National Geographic Interactive Mapping Tool – MapMaker – Use Populations and Culture to get to World Religions)"**
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Story of a Volcano: Mount Pinatubo, pp.772-773, Do “Thinking Geographically” #1-#2
Case Study: The Vietnam War, pp. 782-785, complete “Analyzing the Case” #1-#4

IDOE Resources for Course:
IDOE Home page  http://www.doe.in.gov/
IDOE-Social Studies page  http://www.doe.in.gov/standards/social-studies
IDOE-History/Social Studies Content Area Literacy Standards (linked through ELA page)  http://www.doe.in.gov/standards/englishlanguage-arts
IDOE Online Communities of Practice (see “Middle Grades”)  http://www.doe.in.gov/elearning/online-communities-practice

General Resources for Historical Thinking and Assessment
National Geo-Educators Community & Initiative (good place to share ideas with other geography educators)  http://education.nationalgeographic.com/education/geo-education-essential-preparation-interconnected-world/?ar_a=1
10 Ways to Teach Geography (NY Times Learning Network)  http://learning.blogs.nytimes.com/2012/12/04/all-over-the-map-10-ways-to-teach-about-geography/
Stanford History Education Group – Introduction to Historical Thinking (Lessons)  http://sheg.stanford.edu/intro-historical-thinking
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Reading Quest – Reading, Writing and Research Comprehension Strategies and Handouts  http://www.readingquest.org/

http://education.nationalgeographic.com/education/mapping/interactive-map/?ar_a=1
US Geological Survey Teacher Resources (useful videos and multimedia materials for natural disasters and environmental mapping)  http://education.usgs.gov/
Multidisciplinary Center for Earthquake Engineering Research (MCEER) – Exhaustive listing of natural disaster monitoring and relief organizations that provide education resources  http://www.mceer.buffalo.edu/infoservice/Reference_Services/naturalDisastersLesson.asp
HyperHistory –History Timelines  http://www.hyperhistory.com/online_n2/History_n2a.html
Nova: 1918 Flu Pandemic – Nice coverage of epidemics and pandemics and how prevention programs are created
Social Studies: Geography and History of the World

http://www.pbs.org/wgbh/nova/education/activities/3318_02_nsn.html
HIV/AIDS Awareness Program – Example of pandemic prevention program
http://aids.gov/news-and-events/awareness-days/
Teaching about HIV/AIDS through social studies standards
Annenberg Media – The Power of Place – Units 19 (Kenya: Medical Geography)
http://www.learner.org/resources/series180.html

Example Unit Application

![Image of Angkor Wat with a diagram of direct and indirect effects of climate change, regional conflicts, and population growth and expansion.](image_url)
Social Studies: Geography and History of the World

Unit Assessment Question: What were the environmental challenges facing the ancient Southeast Asia city of Angkor Wat (Cambodia) and how did the society respond to those limits?

1. Go to the online article links and text book pages covering Angkor Wat’s decline and its environmental challenges:

2. Examine the diagram and image above that links causes of social and economic instability at ancient Angkor Wat

3. Ask students to come up with some reasons for why Angkor Wat finally declined by using the articles and diagram for inquiry research. Stress the important of developing reasons that are connected to evidence and sound theory.

4. As students to apply these lessons to our own society (Ask them to develop an essential question for this). Do we live sustainably today? Could we eventually be moving toward decline for similar reasons or do now know how to avoid such catastrophes?