

World Geography Learning in Place 2020

Week 1

✓	Task	Text	Write
	How does the climate of African compare to other regions we've studied?	World Cultures & Geography textbook pgs. 46-47 Alternative source: http://DigitalLearning.whro.org Username: WHROcourses PW: Digital_Learning World Geography Module 9	1. Answer the following in complete sentences: a. What are the most predominant climates in Africa? b. Which other continent(s) that we have studied have climates similar to Sub-Saharan Africa? c. Make a prediction: Based on the similarities in climate, what other types of similarities might Sub-Saharan Africa have to the continent(s) you selected in (b)?
	Describe and illustrate Sub-Saharan Africa's Physical Geography.	World Cultures & Geography textbook pgs. 358-367 Alternative source: http://DigitalLearning.whro.org Username: WHROcourses PW: Digital_Learning World Geography Module 9 https://www.worldatlas.com/aatlas/world.htm	2. On blank paper, sketch a map of Sub-Saharan Africa that includes all of the following: <u>Countries</u> : Senegal, Mali, Niger, Nigeria, Côte d'Ivoire, Ethiopia, Somalia, Kenya, Tanzania, Rwanda, Democratic Republic of Congo, Gabon, Botswana, South Africa, Mozambique, Namibia; <u>Cities</u> : Lagos, Nigeria; Dakar, Senegal; Johannesburg, South Africa; Nairobi, Kenya; <u>Landforms</u> : Great Rift Valley, Mt. Kilimanjaro, Kalahari Desert, Namib Desert, Sahara Desert, Sahel; <u>Water features</u> : Nile River, Zambezi River, Niger River, Congo River, Atlantic Ocean, Indian Ocean, Red Sea, Lake Victoria, Victoria Falls 3. How do the four regions of Sub-Saharan Africa differ? What similarities do they have? If typed, 12 point font: no less than 1 page, no more than 2 pages. If hand-written, no less than 2 pages, no more than 4 pages.
		Unit 9 9b Performance Task, Documents A-C (packet)	4. Use Documents A-C in the Performance Task to construct a claim that answers the driving historical question. Then, support your claim with evidence from all 3 documents. In complete sentences, provide your reasoning/argument for why the evidence supports your claim. Use additional paper if necessary.
	How do the Sahara Desert and the Sahel compare?	"Sahara v. Sahel" (packet)	5. Complete the chart that accompanies the "Sahara v. Sahel" reading in the Supplement Packet.

Week 2

✓	Task	Text	Write
	How are we working to preserve Africa's wildlife, history, and culture?	World Cultures & Geography textbook pgs. 52-53, 368-369 (also available in packet).	<ol style="list-style-type: none"> 1. Answer the following in complete sentences: <ol style="list-style-type: none"> a. Why is wildlife preservation important to Africa? b. What are humans doing to protect wildlife in Africa? c. Based on the picture on page 52-53, why might an elephant's habitat be desirable to people for farming? d. Using what you know about Sub-Saharan geography, what might explain the lack of wildlife reserves in the north as shown on the map on page 369?
	How did European imperialism & colonization impact Africa?	World Cultures & Geography textbook pgs. 376-377, 384-385; -OR- "The Heart of the Hutu-Tutsi Conflict" (packet)	<ol style="list-style-type: none"> 2. Answer the following textbook questions in complete sentences: <ul style="list-style-type: none"> ○ Page 376, #1-3 ○ Page 380, #15 ○ Page 385, #1-4 -OR- 2. Create a timeline of events that led to the Hutu-Tutsi conflict. Include at least 5 events in your timeline. Explain how imperialism led to this conflict.
	What factors have led to high poverty in Africa?	Unit 9 Performance Task, Documents A-D (packet)	<ol style="list-style-type: none"> 3. Use Documents A-D in the Performance Task to construct a claim that answers the driving historical question. Then, support your claim with evidence from all 4 documents. In complete sentences, provide your reasoning/argument for why the evidence supports your claim.
		World Cultures & Geography textbook pgs. 392-405 Alternative source: http://DigitalLearning.whro.org Username: WHROcourses PW: Digital_Learning World Geography Module 9	<ol style="list-style-type: none"> 4. Write a paper that answers the following: Discuss how resources, imperialism, and disease have impacted Sub-Saharan Africa. Which of the three has had the largest impact? Defend your response. If typed, the paper should be no less than 2 pages and no more than 3 pages. If handwritten, the response should be no less than 4 pages and no more than 6 pages.

Week 3

✓	Task	Text	Write
	Describe and illustrate Asia's Physical Geography.	<p>World Cultures & Geography textbook pgs. 468-471, 524-526, 596-598</p> <p>Alternative source: http://DigitalLearning.whro.org Username: WHROcourses PW: Digital_Learning World Geography Module 10 & 11</p>	<p>1. On blank paper, sketch a map of Asia that includes all of the following: <u>Countries</u>: Russia, Pakistan, Nepal, Bangladesh, India, Philippines, Indonesia, Thailand, Cambodia, Burma (Myanmar), Vietnam, Singapore, Mongolia, China, Japan, Taiwan, North Korea, South Korea; <u>Cities</u>: New Delhi, Mumbai, Bangkok, Islamabad, Manila, Tokyo, Beijing, Shanghai, Hong Kong, Seoul; <u>Landforms</u>: Himalayas, Western & Eastern Ghats, Hindu Kush, Mount Fuji, Plateau of Tibet, Gobi Desert; <u>Water features</u>: Arabian Sea, Indian Ocean, Bay of Bengal, Ganges River, Indus River, Brahmaputra River, Mekong River, Straits of Malacca, Pacific Ocean, Sea of Japan/East Sea, Yangtze River, Yellow River, South China Sea</p>
	What makes South Asia's environment unique?	<p>World Cultures & Geography textbook pgs. 472- 481.</p> <p>Alternative source: http://DigitalLearning.whro.org Username: WHROcourses PW: Digital_Learning World Geography Module 10</p>	<p>2. Write a summary of the unique features of South Asia's environment. Be sure to use all of the following terms in your summary: Himalayas, subsistence farming, wind, flooding, Green Revolution, Ganges River, pollution, drought.</p>
	What makes East/Southeast Asia's environment unique?	<p>World Cultures & Geography textbook pgs. 526-533, 598-605</p> <p>Alternative source: http://DigitalLearning.whro.org Username: WHROcourses PW: Digital_Learning World Geography Module 11</p>	<p>3. Read both textbook selections and make a Venn Diagram that compares and contrasts East and Southeast Asia's environment. The following should be included in your Venn Diagram: monsoons, peninsulas, dependence on the Pacific Ocean, loess, ideal soil for farming, flooding, Grand Canal, archipelagoes, Ring of Fire, earthquakes, tsunami, typhoons, varied climate,</p>
	How has China's economy changed since the 1800s?	<p>World Cultures & Geography textbook pgs. 548-549, 574-575</p> <p>Alternative source: http://DigitalLearning.whro.org Username: WHROcourses PW: Digital_Learning World Geography Module 11</p>	<p>4. Answer the following in complete sentences:</p> <ol style="list-style-type: none"> Summarize what happened in China as a result of Communist control under Mao Zedong. Summarize what steps China has taken to grow and diversify its economy. What other region or regions have you studied that have undergone similar economic transformation? In what ways are they similar to and/or different from China?

NPS

Learn in Place

Supplemental Packet:
World Geography

World Geography

Unit 9 9b Performance Task

Content Standard: WG.9b

The student will analyze the characteristics of the Sub Saharan African region by b) describing major physical and environmental features

Task: Use the documents to address the following question:

Driving Historical Question: What geographic characteristics of Sub-Saharan Africa serve as barriers to economic growth?

Part A. Closely read documents A-C and determine what is important in each document by answering the accompanying question(s).

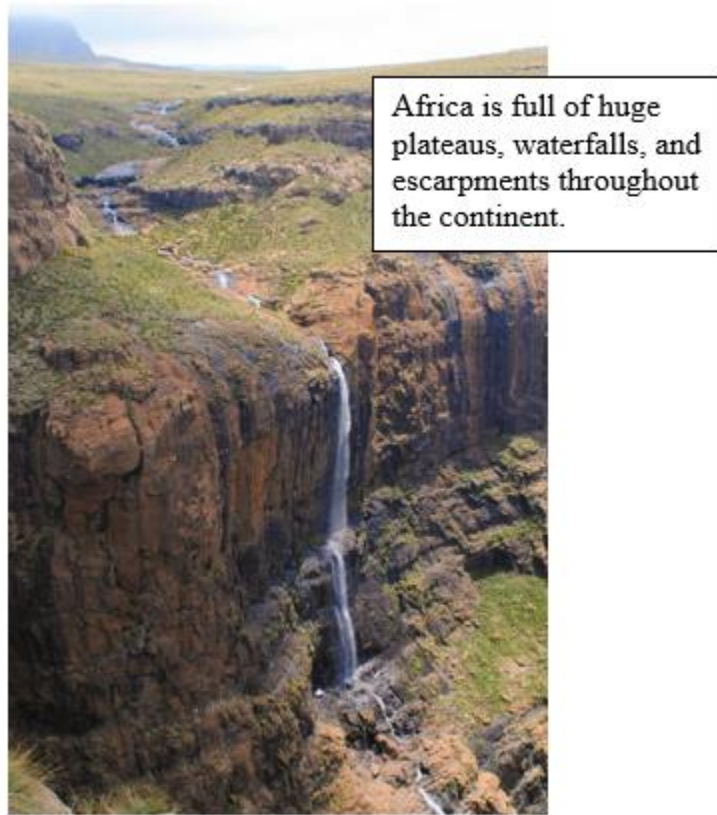
Document A



Out of Africa's 55 countries, 16 of them landlocked: Botswana, Burkina Faso, Burundi, Central African Republic, Chad, Ethiopia, Lesotho, Malawi, Mali, Niger, Rwanda, South Sudan, Swaziland, Uganda, Zambia, and Zimbabwe. In other words, about a third of the continent is made up of countries that have no access to the ocean or sea. Of Africa's landlocked countries, 14 of them are ranked "low" on the Human Development Index (HDI), a statistic that takes into account factors such as life expectancy, education, and income per capita.

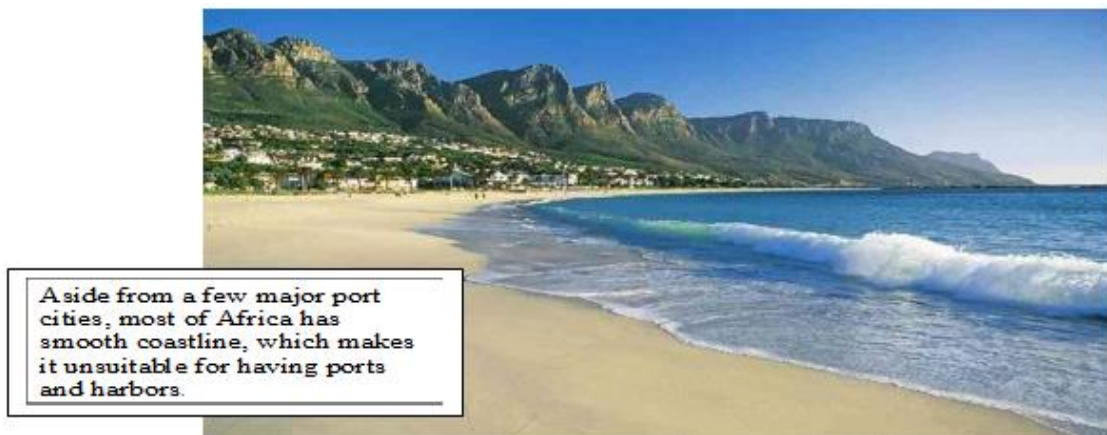
Based on Document A, discuss one geographic element that impacts the African continent.

Document B



Based on Document B, describe one way Africa's physical features might affect transportation.

Document C



Based on Document C, describe one impact of Africa's physical geography.

Part B.

- Write a claim that answers the Driving Historical Question.
- Support your claim with evidence from **all 3** documents. These are facts that support your claim.
- In complete sentences, provide your reasoning/argument for why the evidence supports your claim.
- Use additional paper, if necessary.

Driving Historical Question: What geographic characteristics of Sub-Saharan Africa serve as barriers to economic growth?

Claim: _____

Evidence #1:

Reasoning: _____

Evidence #2:

Reasoning: _____

Evidence #3:

Reasoning: _____

Sahara vs Sahel

NAME _____

Sahara

The Sahara is the worlds largest hot desert, covering 8.5 million square kilometers (3.3 million square miles), about the size of the South American country of Brazil. Defining Africas northern bulge, the Sahara makes up 25 percent of the continent.

The Sahara has a number of distinct physical features, including ergs, regs, hamadas, and oases. Ergs, which cover 20 percent of the Sahara, are sand dunes that stretch for hundreds of kilometers at heights of more than 300 meters (1,000 feet). Ergs cover most of Algeria and Libya and parts of Mali and Nigeria. Ergs can contain large quantities of salt, which is sold for industrial and food use.

Regs are plains of sand and gravel that make up 70 percent of the Sahara. The gravel can be black, red, or white. Regs are the remains of prehistoric seabeds and riverbeds, but are now nearly waterless.

Hamadas are elevated plateaus of rock and stone that reach heights of 3,353 meters (11,000 feet). They include the Atlas Mountains, which stretch from southwestern Morocco to northeastern Tunisia; the Tibesti Mountains of southern Libya and northern Chad; and the Ahaggar Mountains in southern Algeria.

An oasis is a hub of water in the desert, often in the form of springs, wells, or irrigation systems. About 75 percent of the Saharas population lives in oases, which make up only 2,071 square kilometers (800 square miles) of the deserts vast area.

The Saharas animal and plant communities have adapted to the regions extremely dry conditions. The kidneys of the jerboa, a type of rodent, produce highly concentrated urine that minimizes water loss. A dromedary camel conserves water by changing its body temperature so it doesnt sweat as the day gets hotter. The scorpion limits its activities to night, burrowing into the cooler sands beneath the surface during the day. The scorpion, a predator, also absorbs water from the flesh of its prey.

Saharan plants survive thanks to root systems that plunge as far as 24 meters (80 feet) underground. In parts of the Sahara, plants cannot take root at all. In the southern Libyan Desert, for instance, no greenery exists for more than 195 kilometers (120 miles).

Sahel

The Sahel is a narrow band of semi-arid land that forms a transition zone between the Sahara to the north and the savannas to the south. It is made up of flat, barren plains that stretch roughly 5,400 kilometers (3,300 miles) across Africa, from Senegal to Sudan.

The Sahel contains the fertile delta of the Niger, one of Africas longest rivers. Unfortunately, the Sahels fertile land is rapidly becoming desert as a result of drought, deforestation, and intensive agriculture. This process is known as desertification.

The Sahels animal communities are constantly scavenging for scarce water and vegetation resources. The Senegal gerbil, the most common mammal in the Sahel and measuring only a few centimeters, consumes as much as 10 percent of the Sahels plants.

The Sahels green vegetation only emerges during the rainy season, but is often quickly harvested by farmers or consumed by animals. Baobabs are drought- and fire-resistant trees with trunks that are often 15 meters (50 feet) wide and as tall as 26 meters (85 feet). Acacia, whose deep root systems are ideal for semi-arid climates, are among the most common trees found in the Sahel. Cram-cram, a prickly grass, is the primary fodder for Sahel herds such as zebu cattle.

Created by: C. Reidenbach

Comparison of Sahara and Sahel

	Size	Land Features	Vegetation	Animals
Sahara				
Sahel				

Created by: C. Reidenbach

2.5 Habitat Preservation

TECHTREK

myNCGconnect.com For photos of animal habitats



Digital Library

Main Idea Plants and animals depend on their natural habitats to survive.

At the beginning of the 20th century, millions of elephants roamed across Africa. Today the African elephant population is fewer than a half million. These elephants are an endangered species, which is a plant or an animal in danger of becoming extinct.

Natural Habitats

The African elephant is endangered for several reasons. One is the demand for their ivory tusks. Poachers, or people who hunt animals illegally, slaughtered elephants at a rapid rate in the early 1970s.

Another reason elephants are endangered is the loss of their **habitat**. A habitat is a plant or an animal's natural environment. African elephants' habitats are grasslands and forests. Unfortunately, much of this land is being turned into farms and villages to feed and house Africa's growing human population. Thousands of other plants and animals have lost their natural habitats in this way.

Another threat to habitats is pollution, or human activity that harms the environment. During the 1960s, for example, Lake Erie in the United States was a polluted habitat, and fish nearly disappeared from its waters.



Critical Viewing Elephants roam the Samburu National Reserve in Kenya. What can you tell about their natural habitat?

Habitat Loss and Restoration

The loss of habitats can destroy an entire ecosystem. An **ecosystem** is a community of plants and animals and their habitat. Earth has many different ecosystems that interact with each other. The destruction of one ecosystem affects all the others. For example, many scientists believe the destruction of rain forest habitats has led to global climate change.

People around the world have taken steps to save ecosystems and preserve natural habitats. In 1973, for example, the United States passed the Endangered Species Act, which protects the habitats of endangered species. People have also **restored**, or brought back, habitats such as forests by planting trees.

Before You Move On

Monitor Comprehension How do plants and animals lose their natural habitats?



Tiny spruce trees grow in a cut forest near Olympic National Park in the state of Washington.

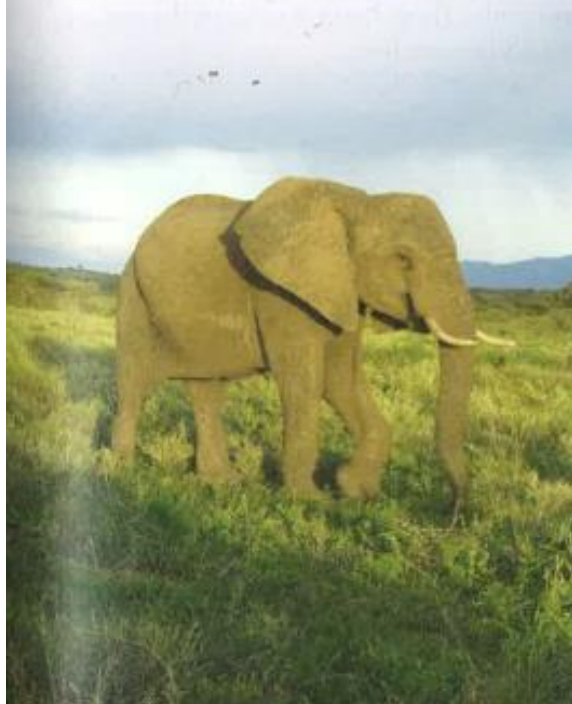
ONGOING ASSESSMENT

PHOTO LAB



GeoJournal

1. **Analyze Visuals** Based on the photo of the reserve in Kenya, why might an elephant's habitat be desirable to people for farming?
2. **Describe** Based on the photo above, what steps are taken to restore forest habitats?
3. **Make Inferences** In a forest ecosystem, wolves eat deer, and deer carry the parasite that causes Lyme disease in humans. If the wolf population declines, how might it affect the number of cases of Lyme disease?
4. **Human-Environment Interaction** What is your natural habitat? With a partner, think of resources and interactions that are part of your daily life. Write a short paragraph describing your habitat.





Exploring Africa's Wildlife

with Dereck and Beverly Joubert

Main Idea Humans are working to protect endangered African big cats and their homes.

Big Cats in Africa

Big cats, such as lions, cheetahs and leopards, are a vital part of African wildlife. Since the 1940s, the number of lions in Africa has been reduced from about 450,000 to 20,000—and humans caused most of this reduction. Hunting, movement into big cat **habitats** (natural homes), and **poaching** (illegal hunting) all contribute to fewer big cats in the wild.

Working to Protect Habitats

"It seems like we were explorers from birth, wandering the wild Earth with a passion," said Dereck Joubert. The Jouberts, who are National Geographic Explorers-in-Residence, learned about wildlife on game reserves in Southern Africa. Today, they live in Botswana. "On our first trip to Botswana and the **Okavango** (oh kuh VAANG oh) **Delta**, in 1981, we felt we had come home," the Jouberts noted.

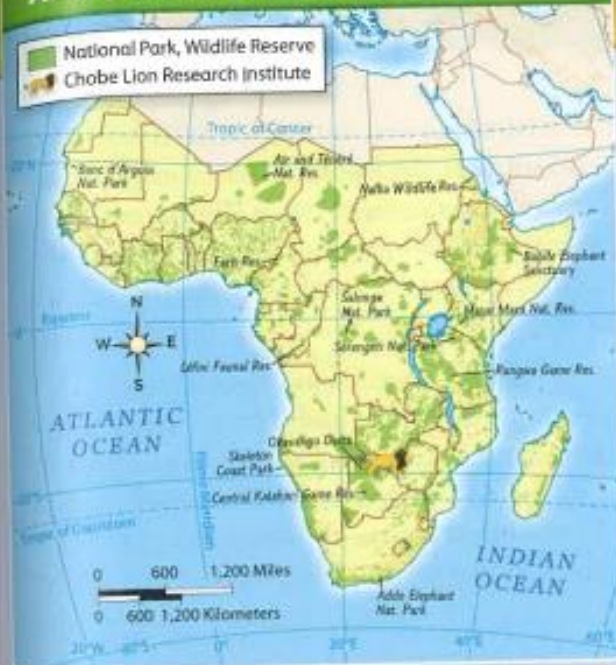
That same year, the Jouberts joined the Chobe Lion Research Institute in Botswana. They began an intensive study of lions,

myNGconnect.com

For more on Dereck and Beverly Joubert in the field today



AFRICAN WILDLIFE RESERVES



which included adopting a **nocturnal**, or night-based, lifestyle. They worked during the night in the African wilderness for months at a time. Since leaving the Chobe Institute, the Jouberts have worked on their own in many different filmmaking, photography, and conservation projects.

The Jouberts have a mission: conserving big cat habitats. Protecting habitats also protects the biodiversity, or variety of life, in the habitat. The Jouberts' projects draw attention to the plight of big cats in Africa. Their knowledge of how big cats live helps other conservationists to develop habitat protection programs.

BIG CATS BY THE NUMBERS

5

Distance in miles from which a lion's roar can be heard

12

Average life span of a male lion in the wild

23

Distance in feet a cheetah can cover in one stride

70

A cheetah's top speed in miles per hour

550

Weight in pounds of a fully grown male lion

Source: Smithsonian National Zoo, National Geographic Society

The Jouberts also support **ecotourism**, which is tourism that is focused on wildlife protection and responsible use of land and resources. Ecotourism teaches visitors about conservation issues. For the Jouberts, teaching is an essential part of their work. Ultimately, they believe that "We are part of a global community of lions and leopards, buffalo, dung beetles, snakes, trees, and ice caps, not somehow apart from it all."

Before You Move On

Summarize What are some ways of protecting African big cats?

ONGOING ASSESSMENT

READING LAB



GeoJournal

- Make Inferences** Using what you know about sub-Saharan geography, what might explain the lack of wildlife reserves in the north?
- Interpret Data** What do the cheetah's speed and stride distance imply about its ability as a hunter?

The Heart of the Hutu-Tutsi Conflict

According to many scholars, Hutus first settled in the Great Lakes region of Central Africa between 500 and 1000 BC. Generally, Hutus were agricultural people who lived in large family groups. The Tutsis were nomadic people who began arriving in the Great Lakes region from Ethiopia about 400 years ago. Eventually, the Tutsis settled amongst the Hutus – adopting their language, beliefs and customs.

But economic differences between the groups soon began to form. The Tutsis as cattle-herders were often in a position of economic dominance to the soil-tilling Hutus. That is not to say that all Tutsis were wealthy and all Hutus were poor, but in many areas, like Rwanda, the minority Tutsis ruled the Hutus.

According to some historians, the only difference between the two groups were economic, rather than ethnic. In a 1996 interview with Charlayne Hunter Gault, Professor Izangola explained:

“In Rwanda, the Tutsi and the Hutu are the same people. They are all people—large grouping or communities which go from seven regions of Cameroon to Uganda—all the way to South Africa, in the same culture,” Izangola said. “People used to be Tutsi or Hutu, depending on the proximity to the king. If you were close to the king, you owned wealth, you owned a lot of cattle, you are a Tutsi. If you are far away from the king, you are a cultivator, you don’t own much cattle, you are a Hutu.”

Colonial rule, which began in the late 19th Century, did little to bring the groups together. The Belgians, who ruled what would later become Rwanda and Burundi, forced Hutus and Tutsis to carry ethnic identity cards. The colonial administrators worsened divisions by only allowed Tutsis to get a higher education and hold positions of power.

The modern conflict

Following independence in 1962, Ruanda-Urundi split into two countries: Rwanda and Burundi. In Rwanda, the Hutu majority lashed out at the minority Tutsis – killing thousands and forcing hundreds of thousands to flee to neighboring Uganda.

In Burundi, the minority Tutsis maintained their control of the military and government through a campaign of violence against the Hutus. Although they lost elections in 1993, two assassinations and a military uprising have allowed the Tutsis to remain in power.

When Yoweri Museveni, a rebel leader of Tutsi descent, gained power in Uganda in 1986, it was largely because of the help of Rwandan Tutsis. With a power base in Uganda, the Rwandan Tutsis formed the Rwandan Patriotic Front and began attacks against the Hutu-led government. After years of fighting, the Rwandan government launched a genocidal campaign against Tutsis living in Rwanda. According to reports, over 800,000 people were slaughtered over a period of 100 days.

Source: PBS News Hour, 1999

World Geography

Unit 9 Performance Task

Skill Standards: WG1

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- a) synthesizing evidence from artifacts and primary and secondary sources;
- c) creating, comparing, and interpreting maps, charts, graphs, and pictures to determine characteristics of world regions

Content Standard: WG. 9c

The student will analyze the characteristics of the Sub Saharan African region by

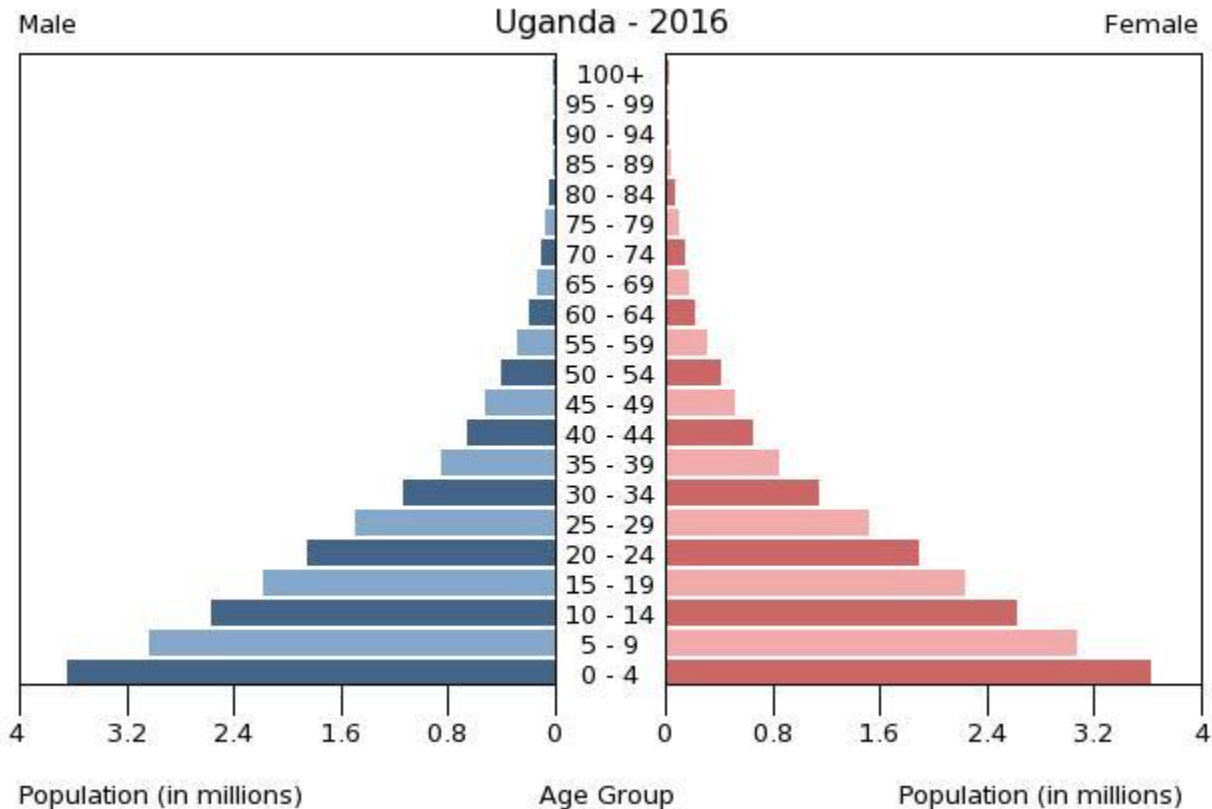
- c) explaining important economic characteristics

Task: Use the documents to address the following question:

Driving Historical Question: What factors have led to high poverty in Africa?

Part A. Closely read documents A-D and determine what is important in each document by answering the accompanying question(s).

Document A



Based on Document A, discuss one factor that has contributed to poverty in Africa.

Document B



Lack of education and inadequate medical care in many regions means that diseases spread faster and cannot be treated. The average life expectancy of the population is decreasing; the number of orphans is increasing. Loss of labor is particularly noticeable in agriculture and leads to reduced food production.

Based on Document B, discuss one factor that has contributed to poverty in Africa.

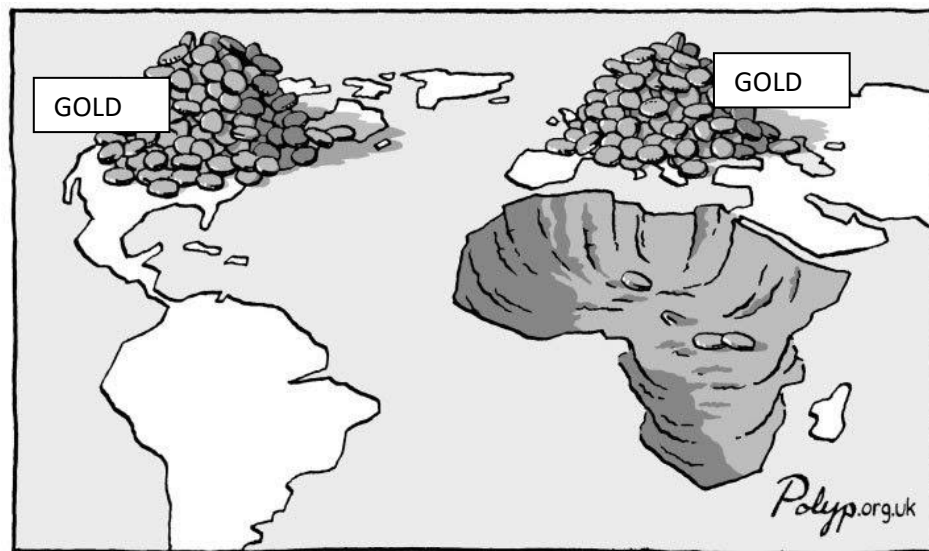
Document C



Collapsed bridge in Uganda, Africa.

Based on Document C, discuss one factor that has contributed to poverty in Africa.

Document D



Based on Document D, discuss one factor that has contributed to poverty in Africa.

Part B.

- Write a claim that answers the Driving Historical Question.
- Support your claim with evidence from **at least 3** different documents. These are facts that support your claim.
- In complete sentences, provide your reasoning/argument for why the evidence supports your claim.
- Use additional paper, if necessary.

Driving Historical Question: What factors have led to high poverty in Africa?