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| **Unit 2****The United States and Canada****World Geography** |          [**Learning Plan (Activities)**](https://blackboard.stpsb.org/bbcswebdav/pid-140315-dt-content-rid-2824897_4/institution/ccss/ss/world_geo/u2a.htm#learn)         [**Assessment Resources**](https://blackboard.stpsb.org/bbcswebdav/institution/ccss/ss/world_geo/res_w_geo/assessments/geog_assess_main.docx)         [**Course Resources**](https://blackboard.stpsb.org/bbcswebdav/pid-140315-dt-content-rid-2824897_4/institution/ccss/ss/world_geo/res_w_geo/ss_geog_course_res/ss_geog_course_res_main.htm)         [**Scope & Sequence**](https://blackboard.stpsb.org/bbcswebdav/pid-140315-dt-content-rid-2824897_4/institution/ccss/res_curr/timelines/ss/wldgeo_ss_time.doc) |
| **Unit Description:**  This unit focuses on the physical and human geography of the United States and Canada. Regarding physical geography, the unit explores how location has shaped the history of the two countries and led to regional labels. The unit also analyzes human activities such as migration patterns, standards of living, and environmental issues involving conservation and the use of natural resources. |
| **Standards:** **GLEs:** WG.1.4, WG.2.2, WG.2.3, WG.2.4, WG.3.1, WG.3.2, WG.3.3, WG.4.1, WG.4.2, WG.4.3, WG.4.4, WG.5.1, WG.5.2, WG.5.3, WG.5.4, WG.5.5, WG.6.3, WG.6.4 **CCSS:** RH.9-10.2, RH.9-10.3, RH.9-10.5, RH.9-10.9, WHST.9-10.2, WHST.9-10.4, WHST.9-10.8, WHST.9-10.9, WHST.9-10.10 |
| **Enduring Understandings:**         Where you live influences how you live.         People adapt to and modify their environment.         The movement and migration of people and ideas affects the past, present, and future. | **Essential Questions:**         How does where you live influence how you live?         In what ways do human interact with the environment?         Why do people move? How does this movement affect existing communities? How does it affect new communities? |
| **Academic Vocabulary:**Population density, push/pull factors, demographics, separatism, secession, natural processes, conservation |
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| **Learning Plan:**[Activity 1:](https://blackboard.stpsb.org/bbcswebdav/pid-140315-dt-content-rid-2824897_4/institution/ccss/ss/world_geo/u2a.htm#lesson1) Mapping the United States and Canada[Activity 2:](https://blackboard.stpsb.org/bbcswebdav/pid-140315-dt-content-rid-2824897_4/institution/ccss/ss/world_geo/u2a.htm#lesson2) Regional Labels[Activity 3:](https://blackboard.stpsb.org/bbcswebdav/pid-140315-dt-content-rid-2824897_4/institution/ccss/ss/world_geo/u2a.htm#lesson3) Physical and Human Characteristics of the United States and Canada[Activity 4:](https://blackboard.stpsb.org/bbcswebdav/pid-140315-dt-content-rid-2824897_4/institution/ccss/ss/world_geo/u2a.htm#lesson4) Cultural Heritage[Activity 5:](https://blackboard.stpsb.org/bbcswebdav/pid-140315-dt-content-rid-2824897_4/institution/ccss/ss/world_geo/u2a.htm#lesson5) Geography and History[Activity 6:](https://blackboard.stpsb.org/bbcswebdav/pid-140315-dt-content-rid-2824897_4/institution/ccss/ss/world_geo/u2a.htm#lesson6) Quebec vs. Canada[Activity 7:](https://blackboard.stpsb.org/bbcswebdav/pid-140315-dt-content-rid-2824897_4/institution/ccss/ss/world_geo/u2a.htm#lesson7) Natural Processes[Activity 8:](https://blackboard.stpsb.org/bbcswebdav/pid-140315-dt-content-rid-2824897_4/institution/ccss/ss/world_geo/u2a.htm#lesson8) United States and Canada Conservation Policies Debate[Activity 9:](https://blackboard.stpsb.org/bbcswebdav/pid-140315-dt-content-rid-2824897_4/institution/ccss/ss/world_geo/u2a.htm#lesson9) Communication and Interdependence |
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| **Activity 1** |
| **Mapping the United States and Canada****GLEs: WG.1.4, WG.4.2, WG.5.4, WG.6.3****CCSS: WHST.9-10.4** **Materials List:**  * [United States and Canada outline map](http://www.eduplace.com/ss/maps/pdf/n_america_pol.pdf)
* physical maps of the [United States](http://www.eduplace.com/ss/maps/pdf/usphys.pdf) and [Canada](http://0.tqn.com/d/geography/1/0/T/K/canada2.jpg)
* political maps of the [United States](http://www.eduplace.com/ss/maps/pdf/us_nl.pdf) and [Canada](http://www.eduplace.com/ss/maps/pdf/canada_nl.pdf)
* [United States and Canada Map List BLM](https://blackboard.stpsb.org/bbcswebdav/pid-140315-dt-content-rid-2824897_4/institution/ccss/ss/world_geo/res_w_geo/res_u2/ss_geog_u2_blm_maplist.doc)
* [Impact of Landscapes and Resources BLM](https://blackboard.stpsb.org/bbcswebdav/pid-140315-dt-content-rid-2824897_4/institution/ccss/ss/world_geo/res_w_geo/res_u2/ss_geog_u2_blm_impact.doc)
* resource maps of the United States and Canada
* [CIA World Factbook](https://www.cia.gov/library/publications/the-world-factbook/)

 Students will complete an outline map of the United States and Canada.  On this map, students should label countries, political subdivisions/regions, major landforms, and natural resources from their memory and from physical, political and resource maps of the United States and Canada.  A list of map items can be found on the United States and Canada Map List BLM (see sample below) which can be copied for students or the information displayed for them to copy.

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| **United States** | **Canada** | **Major Landforms** | **Natural Resources** |
| All 50 states | Yukon | Great Lakes | coal |

 Using the completed map, students will hypothesize how the landscape and natural resources impact each country’s economy, standard of living, and settlement patterns (i.e. why did people settle in certain areas).  Have students complete the Impact of Landscapes and Resources BLM.  Then hold a guided discussion to elicit students’ responses.

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| **Landscape or Resources** | **Impact** |
| Coal |   |

 Discuss with students the factors that contribute to standard of living (birth rate, death rate, health care, literacy rate, GDP, and economic opportunity).  Have students use information from the textbook, almanac, or [CIA World Factbook](https://www.cia.gov/library/publications/the-world-factbook/) to write a paragraph explaining the factors that contribute to the standard of living in the United States and Canada. |
| **Activity 2** |
| **Regional Labels****GLEs: WG.3.2, WG.3.3, WG.4.1****CCSSs: WHST.9-10.4, WHST.9-10.10** **Materials List:** * [United States and Canada outline map](http://www.eduplace.com/ss/maps/pdf/n_america_pol.pdf)
* [Historic maps of the United States](http://www.lib.utexas.edu/maps/histus.html)
* [Historic maps of Canada](http://www.canadiangeographic.ca/mapping/historical_maps/)
* [Historic transportation maps of the United States](http://etc.usf.edu/maps/galleries/us/transportation/index.php?pageNum_Recordset1=0&totalRows_Recordset1=29)
* [Major transportation facilities in the United States 2011](http://www.rita.dot.gov/bts/sites/rita.dot.gov.bts/files/subject_areas/geographic_information_services/maps/major_transportation_facilities/html/map.html)
* [Canada Railway Map](http://www.canadasgateways.gc.ca/System-Map.html)
* [Trans-Canada Highway Map](http://www.tc.gc.ca/media/documents/policy/tch_map.pdf)
* [Tornado Alley article](http://www.usatoday.com/weather/storms/tornadoes/story/2012-04-09/tornado-alley/54157872/1)
* [Cotton Belt map](https://blackboard.stpsb.org/bbcswebdav/pid-140315-dt-content-rid-2824897_4/institution/ccss/ss/world_geo/res_w_geo/res_u2/gg_geog_u2_cottonbelt_map.doc)
* colored pencils
* Internet access (optional)

 **Multimedia Resources:** * [Rust Belt website with map](http://www.coalcampusa.com/rustbelt/rustbelt.htm)
* [Bread Basket website](http://www.ksre.ksu.edu/historicpublications/Pubs/cont141d.pdf)
* [Silicon Valley website](http://www.mapsofworld.com/pages/us-trivia/silicon-valley-fast-facts/)
* [Cotton Belt website](http://www.ers.usda.gov/topics/crops/cotton-wool/background.aspx)
* [San Andreas Fault website](http://www.sanandreasfault.org/)
* [Sunbelt website](http://geography.about.com/od/specificplacesofinterest/a/sunbelt.htm)
* New South information
	+ [Atlanta (explains New South Philosophy](http://www.georgiaencyclopedia.org/articles/counties-cities-neighborhoods/atlanta)
	+ [Atlanta, Georgia: Capital of New South Beckons Visitors with Old-Fashioned Charm](http://iipdigital.usembassy.gov/st/english/pamphlet/2012/09/20120919136239.html#axzz38KHzZJ6Y)

  Ask students to locate and identify regions within the United States and Canada using an outline map and different colored pencils to identify specific human activities, ecology, and physical processes.  Students should provide a color key for their map. The map should include regions such as: * United States: Bread Basket, Rust Belt, Tornado Alley, Great Plains, Silicon Valley, Cotton Belt, San Andres Fault, Sunbelt, and New South.
* Canada: Atlantic, Central, Prairie, West Coast, and the North.

 After completion of the map, lead a class discussion about the physical and human characteristics that unify each region placed on the map.  Student responses should be recorded on the board or overhead projector.  On the back of the completed map, have students hypothesize the impact of physical and human characteristics on communication and interactions among regions.  Use discussion (See Course Resources for description, [Interactive Literacy Strategies](http://www.vrml.k12.la.us/graphorgan/)) in the form of Inside-Outside Circles. Students will stand and face each other in two concentric circles with the inside circle facing out and the outside circle facing in.  Have students discuss the impact of physical and/or human characteristics with the person standing directly in front of them.  After a set amount of time, ask the outer circle to rotate and discuss with their new partner.  After several rotations, pick various students to share their ideas as well as the ideas of the person with whom they discussed.         Working in groups of three or four, students will complete a text chain (See Course Resources for description, [Interactive Literacy Strategies](http://www.vrml.k12.la.us/graphorgan/)) about the unifying physical and human characteristics of the region (chosen by the student from the above lists). The text chain strategy gives students the opportunity to demonstrate their understanding of newly learned material.  The process involves a small group of students writing a short composition using the information and concepts being learned.  The text chain will include a beginning, middle, and a logical ending, the steps in a process, or solution to a problem.  By writing out new understandings in a collaborative context, students provide themselves and the teacher a reflection of their developing knowledge.  Have each student pick one region and write a sentence about that region’s physical or human characteristics.  Each student in the group will start a text chain and pass it to the person next to them so that all students are simultaneously writing on someone’s text chain at any given time.  The student will pass the text chain on to the next student who will expand on the unifying characteristics of the region.  This text chain will continue with the next student or students describing the impact of these characteristics on the region. The text chain ends when it returns to its original author.  At this point each student should have a completed text chain and the group should have completed three or four text chains, depending upon the number of students in the group, each focused on the region chosen by the first student.  Hold a guided discussion of responses as a means of checking for understanding.  Display historic maps of the regions placed on the map from various periods in history.  Include transportation maps so students can analyze the importance of selected transportation and communication routes (i.e., roads, railways, Alaskan Pipeline, waterways, etc.) that connect regions of the U. S. and Canada (e.g., trade).  Discuss with students how these regions have changed over time and how improvements in technology have impacted connections between regions.  Ask students to write a paragraph in which they describe the basic characteristics of one region discussed in class, explaining why some regions overlap, and describing how the regions have changed over time.  Students will use the text chains, maps, and class notes from the board or overhead projector to assist them in writing their paragraph.  Students should write this paragraph in their learning logs (See Course Resources for description, [Interactive Literacy Strategies](http://www.vrml.k12.la.us/graphorgan/)) for use in the preparation for future assessments.  Have students share their paragraphs with a partner and then with the class. |
| **Activity 3** |
| **Physical and Human Characteristics of the United States and Canada****GLEs: WG.2.2, WG.2.3, WG.4.1****CCSSs: RH.9-10.5, WHST.9-10.2b** **Materials List:** * [Features of Canada and U.S. BLM](https://blackboard.stpsb.org/bbcswebdav/pid-140315-dt-content-rid-2824897_4/institution/ccss/ss/world_geo/res_w_geo/res_u2/ss_geog_u2_blm_features.doc)
* [Climate map of USA and Canada](http://static.ddmcdn.com/gif/maps/pdf/NAM_THEM_Climate.pdf)
* [Climate map of the United States](http://static.ddmcdn.com/gif/maps/pdf/NAM_US_THEM_Climate.pdf)
* [Physical map of the United States](http://static.ddmcdn.com/gif/maps/pdf/NAM_US_THEM_Landforms.pdf)
* [Vegetation map of the United States](http://static.ddmcdn.com/gif/maps/pdf/NAM_US_THEM_Vegetation.pdf)
* [Population density map of the United States](http://static.ddmcdn.com/gif/maps/pdf/NAM_US_THEM_PopDensity.pdf)
* [Population density map of Canada](http://static.ddmcdn.com/gif/maps/pdf/NAM_CA_THEM_PopDensity.pdf)
* [Vegetation map of Canada](http://static.ddmcdn.com/gif/maps/pdf/NAM_CA_THEM_Vegetation.pdf)
* [Landforms map of Canada](http://www.worldatlas.com/webimage/countrys/namerica/lgcolor/cacolor.htm)
* overhead projector (optional)

  Present information on landforms, climate regions, vegetation regions, native animal life, population, population density, natural resources, ethnic groups, economic activities and culture (examples: education, language, religion, arts, etc.) found in both the United States and Canada.  Also discuss the impact of the Earth/sun relationship, ocean and wind currents, and elevation on the climate in the United States and Canada.    Assign a different climate or vegetation region found in the United States and/or Canada to each student.  Have students write a paragraph in their learning logs (See Course Resources for description, [Interactive Literacy Strategies](http://www.vrml.k12.la.us/graphorgan/)) to describe the impact of Earth/sun relationship, ocean and wind currents, and elevation on the region they were assigned.  Then, have students analyze physical, climate, vegetation, and population maps of North America and locate climate and vegetation regions.  These maps can be found in the textbook or other sources.  Provide students with information about the physical and human characteristics of the United States and Canada.  Before having students read, have students preview the readings by looking at subheadings, underlined terms, italicized information and key points, etc.  Information can be found on the Internet including the following readings: * “[Physical features of the U.S.](http://www.infoplease.com/encyclopedia/us/united-states-physical-geography.html)”
* “[People of the United States](http://www.infoplease.com/encyclopedia/us/united-states-people.html)”
* “[Geography of Canada](http://www.kidport.com/reflib/worldgeography/canada/canada.htm)”

 The students will use these maps as well as information presented by the teacher and from the readings to identify similarities and differences in physical and human characteristics of the United States and Canada using the Features of Canada and United States BLM Venn diagram. (See the Features of Canada and U.S. BLM.)  A useful method for students to compare and contrast countries is through the use of a graphic organizer (See Course Resources for description, [Interactive Literacy Strategies](http://www.vrml.k12.la.us/graphorgan/)) such as a Venn diagram.  In the Venn diagram, the students will write the physical and human characteristics unique to the United States, those unique to Canada, and those shared by the two countries.  After the Venn diagrams are completed, they should be shared and discussed with the class.  This will allow students to defend their choices and compare the United States and Canada in terms of physical features as well as human characteristics.  As students share their findings with the class, record the feedback on the board or overhead projector and lead the class in a discussion of the findings.  Students will then use the Venn diagram to write a three paragraph essay comparing and contrasting the United States and Canada. The first paragraph should compare and contrast landforms, climate regions, vegetation regions, and indigenous animal life.  The second paragraph should include comparisons about land use, natural resources and economic activities.  The final paragraph should compare and contrast the populations and culture of the United States and Canada.  Students should cite text from the informational text readings to support their findings.  Consult with the ELA teachers and use the citation method required by ELA in your school.  Ask student volunteers to share their essays with the class followed by class discussion as a review of the information and to check for understanding. |
| **Activity 4** |
| **Cultural Heritage****GLEs: WG.5.1, WG.5.2****CCSSs: RH.9-10.3, WHST.9-10.4, WHST.9-10.8, WHST.9-10.9** **Materials List:** * [Push and Pull Factors BLM](https://blackboard.stpsb.org/bbcswebdav/pid-140315-dt-content-rid-2824897_4/institution/ccss/ss/world_geo/res_w_geo/res_u2/ss_geog_u2_blm_pushpull.doc)
* Internet access (optional)

 **Multimedia Resources:** * [Animated population pyramid from 1950-2050 (USA)](http://www.china-europe-usa.com/level_4_data/hum/011_7c.htm)
* You Tube Video- [U.S. population pyramid over time](http://www.youtube.com/watch?v=kiKA44tVkt4)
* [Animated population pyramids- Canada](http://www12.statcan.ca/english/census01/products/analytic/companion/age/cda01pymd.cfm)

  Present information about the push and pull factors of migration.  This should include classifying events (examples: discrimination, war, economics, famine, unemployment, etc.) as push or pull factors.  Have students complete the Push and Pull Factors BLM (see sample below).

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| **Stimulus** | **Circle One** | **Possible Impact** |
| Drought (Dust Bowl) | Push    Pull |    |
| Trail of Tears | Push    Pull |    |

 Students will research their heritage or a country of interest using various print sources as well as digital sources. If students are using the internet to research, they should use [Advanced Google Search](http://www.google.com/advanced_search). For more information on Advanced Google Search, teachers should read [12 Reasons to Teach Searching Techniques with Google Advanced Search](http://21centuryedtech.wordpress.com/2012/05/04/12-reasons-to-teach-searching-techniques-with-google-advanced-search-even-before-using-the-basic-search/).  As students conduct their research summaries, notes on important information should be taken from each print and digital source.  Research should focus on determining possible reasons for their ancestors’ migration to the United States and should be classified as push or pull factors.  Students will then research modern trends in migration from their country or continent of origin to North America.  These factors will also be classified as push or pull factors.  Students will use this information to write two paragraphs comparing past and present trends in migration and analyze the impact of historical events on migration.  Be sure students determine the cause/effect relationship among the events and specify if these earlier historical events caused later ones or if they simply preceded them. Students should also cite evidence from both print and digital sources in their writing.  Consult with the ELA teachers and use the citation method required by the English department at your school.  Paragraphs should be shared with a partner and then with the class to check for accuracy and understanding. Create SPAWN (See Course Resources for description, [Interactive Literacy Strategies](http://www.vrml.k12.la.us/graphorgan/)) prompts to help guide students through this process of thinking about the impact of immigration on the United States and Canada.  Below are examples of SPAWN prompts.  **S**pecial Powers- If you had the power to change the immigration patterns to North America (past or present groups), what changes in immigration patterns would you make?  Explain why, using evidence to back your position.  **P**roblem Solving- Many migrant workers enter the United States because of the poor economy in their home country.  How can the United States keep illegal, migrant workers from taking jobs from unemployed Americans? **A**lternative Viewpoint- Imagine you are a first generation immigrant in North America.  Write an accurate account in the form of a letter about the reasons why you moved to North America. **W**hat If? - What might have happened if the United States and Canada had stricter immigration policies? **N**ext- How do you think the United States and Canada will handle the new influx of immigrants? Allow students to choose one prompt and write their responses within a reasonable period of time.  Students should copy the prompt in their learning logs (See Course Resources for description, [Interactive Literacy Strategies](http://www.vrml.k12.la.us/graphorgan/)) before writing responses and recording the date.   Students should share their responses from the SPAWN prompt and findings from their heritage research with the rest of the class.  Use these prompts, heritage research, and population pyramids from various points in United States and Canadian history to discuss past and present trends and patterns in migration to North America.  After the discussion, allow students to revisit and revise SPAWN writing based on newly acquired knowledge. The [migration packet](http://www.nationalgeographic.com/xpeditions/activities/09/gapacket05.pdf) provided on the National Geographic website at is a good tool to help students keep focused as they research their country of origin. |
| **Activity 5** |
| **Geography and History****GLEs: WG.4.3, WG.4.4****CCSSs: RH.9-10.2, RH.9-10.9, WHST.9-10.10** **Materials List:**  * [Cuban Missile Crisis newspaper article](https://blackboard.stpsb.org/bbcswebdav/pid-140315-dt-content-rid-2824897_4/institution/ccss/ss/world_geo/res_w_geo/res_u2/ss_geog_u2_cuba_newspaper.doc)
* [Sample Questioning the Content (QTC) BLM](https://blackboard.stpsb.org/bbcswebdav/pid-140315-dt-content-rid-2824897_4/institution/ccss/ss/world_geo/res_w_geo/res_u2/ss_geog_u2_blm_qtc.doc)
* [Cuban Missile Crisis anniversary article](http://www.nytimes.com/2012/06/16/opinion/at-50-the-cuban-missile-crisis-as-guide.html?_r=1&pagewanted=print)
* [Newspaper articles on the Aleutian Campaign during WWII](http://www.warmuseum.ca/cwm/exhibitions/newspapers/operations/aleutian_e.shtml)
* Article-[The Geography of Social Vulnerability: Race, Class, and Catastrophe](http://understandingkatrina.ssrc.org/Cutter/) (edit for brevity)
* Teacher resource- [Geohistorical Inquiry: Connecting Place and Time and Critical Thinking](http://www.esri.com/industries/k-12/education/~/media/Files/Pdfs/industries/k-12/pdfs/geohistorical.pdf)
* poster board, encyclopedias
* Internet (optional)

 **Multimedia Resource:** * Tutorial- [The Rise and Disappearance of Southeast Louisiana](http://www.nola.com/speced/lastchance/multimedia/flashlandloss1.swf)

 Present information about the impact of geography (location, physical features, human characteristics, topography, climate, and natural resources) on historical events in the United States and Canada.  These should include military presence in World War II, the Cuban Missile Crisis, Vietnam, 9/11 attacks and the Iraq region.  This is a suggested list, but students should learn about at least two events that impacted the United and States and two that impacted Canada.  Some events such as World War II impacted both countries and can be used for both. A class discussion should be held to discuss the impact of historical events presented on the culture of the United States and/or Canada or groups within these countries as well as the impact of the historic event on the relationship or perceived relationship among countries or groups within the United States and/or Canada.   An example of this would be the treatment of Arabs and Muslims within the United States after 9/11.  Students will then read a newspaper article about the Cuban Missile Crisis.  Use the Sample Questioning the Content BLM as a method of modeling the questioning of the content (QtC) (See Course Resources for description), while the class reads the article. (See sample BLM below.)

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| **Goal** | **Query** |
| Initiate discussion. | What is the content about?What is the overall message? |

 Students need to be taught that they can, and should, ask questions of authors as they read.  The goal of questioning the content is to teach students to use a questioning process to construct meaning of content and to think at higher levels about the content they are reading and from which they are expected to learn.  This strategy strives to elicit readers’ thinking while keeping them focused in their discussion.  Students should use the Sample Questioning the Content BLM (which could be posted in the classroom on poster board) as a model for their questioning of the content in selected readings.  Allow students to create and answer their own questions.  Facilitate students in the process to insure that the questions focus mainly on the impact of geography on the event.  Have students share their answers with the rest of the class. Provide students with another newspaper article about a historic event in United States or Canadian history (these should be primary source articles).  Have students use questioning the content technique as they read the article. Provide students with informational text from the encyclopedia or history textbook about the historical event presented in the article.  Students will then summarize the article and informational text as well as compare and contrast how the historic event was portrayed in the article and the informational text in their learning logs (See Course Resources for description, [Interactive Literacy Strategies](http://www.vrml.k12.la.us/graphorgan/)).  The class will utilize their learning logs as they discuss each historic event and the impact of geography on the event discussed.  The learning logs can then be used as a study tool for future assessments. |
| **Activity 6** |
| **Quebec vs. Canada****GLEs: WG.3.1****CCSSs: RH.9-10.2, WHST.9-10.4** **Materials List:** * Internet access (optional)
* [“Quebec Separation: NDP's Threshold Could Be Less Than 50 Per Cent” article](https://blackboard.stpsb.org/bbcswebdav/pid-140315-dt-content-rid-2824897_4/institution/ccss/ss/world_geo/res_w_geo/res_u2/ss_geog_u2_quebec.doc)
* [Quebec Separatism Anticipation Guide BLM](https://blackboard.stpsb.org/bbcswebdav/pid-140315-dt-content-rid-2824897_4/institution/ccss/ss/world_geo/res_w_geo/res_u2/ss_geog_u2_blm_anticipation.doc)

 **Multimedia Resource:** * Discovery Education video segment- [Quebec’s French Culture](http://player.discoveryeducation.com/index.cfm?guidAssetId=771757D2-8285-43AC-BC41-9710FCEB26B0&blnFromSearch=1&productcode=US)

 Present information about historical and present day disagreements between the province of Quebec and the rest of Canada over language and culture.  In a 1995 vote, a large number of Canadian citizens living in Quebec voted to separate from the rest of Canada.  Background information on the 1995 election can be found in [this article](http://www.nytimes.com/1995/10/31/world/quebec-by-razor-thin-margin-votes-no-on-leaving-canada.html?pagewanted=all&src=pm). Have students hypothesize the impact of the separation of a state, province, or region from a country on the relationships between the country, separated region, and the rest of the world (especially the main trading partners of the country). Have students use **Close Reading** to analyze the article “Quebec Separation: NDP's Threshold Could Be Less Than 50 Per Cent” (See the Course Resources to learn more about Close Reading.) The teacher should not pre-load any information about the article and the students should read the article individually, but they may work in groups to answer the text dependent questions that follow. Reading #1: As the students read through the article the first time, have them circle any words that are unfamiliar to them. These words may include *secession*,*referendum, relevant, abstention, threshold, caucus, iteration, mollify* etc. When the students have completed this task, the teacher should conduct a vocabulary activity of his/her choice (define words, vocabulary notecards, etc.) in order for students to gain understanding of the unfamiliar terms. Reading #2: As the students read through the article the second time, have them answer the following text dependent questions.         What are the key ideas in this article?         What reasons/evidence does the author use to support the key ideas of the article? Identify which reasons/evidence support which of the key points in the article.         Explain the cause and effect relationship between voter turnout and the results of an election. Cite evidence from the text to support your answer. Have students write a short essay stating whether or not a province of Canada or a state within the United States should have the right to separate or secede from their countries.  This activity could easily be extended to incorporate other secessionist movements. **Extension activity #1**: A discussion of Texas could be brought into the conversation as a state who has threatened on several occasions to secede from the United States. Using discussion (See Course Resources for description) in the form of Fishbowl Discussions, allow one group of students to discuss Texas secession while the second group listens, but cannot contribute to the conversation.  Form two circles with the “inner” circle being the “fishbowl” group debating Texas secession and the “outer” circle for students listening to the debate. After several minutes, allow those “looking in” the fishbowl to discuss the conversation of the group in the fishbowl.  Then have one member from the group inside the fishbowl to share a summary of the discussion with the class.  A member of the group “looking in” should then provide the group’s critique of the conversation with the class. **Extension activity #2**: Have students research other current secessionist movements such as those in Scotland (UK), Catalonia (Spain), Flanders (Belgium). If students are using the internet to research, they should use [Advanced Google Search](http://www.google.com/advanced_search). For more information on Advanced Google Search, teachers should read [12 Reasons to Teach Searching Techniques with Google Advanced Search](http://21centuryedtech.wordpress.com/2012/05/04/12-reasons-to-teach-searching-techniques-with-google-advanced-search-even-before-using-the-basic-search/). Using their research, students should compare and contrast these movements to the secessionist movement in Canada. This can be done via class presentation of a PowerPoint, Photo Story, Movie Maker project, graphic organizer, essay, etc. Follow up with class discussion. |
| **Activity 7** |
| **Natural Processes****GLE: WG.2.4****CCSSs: RH.9-10.2, WHST.9-10.4** **Materials List:*** [“Children of the Storm”](http://www.people.com/people/archive/article/0%2C%2C20144348%2C00.html) article

 **Multimedia Resources:** * [Hurricane Katrina Pictures: Then & Now, Ruin & Rebirth](http://news.nationalgeographic.com/news/2010/08/photogalleries/100826-hurricane-katrina-pictures-fifth-anniversary-nation-before-after/)

  Use the lesson impressions (See Course Resources for description) strategy to create situational interest in the content to be covered by capitalizing on students’ curiosity and increasing motivation by heightening anticipation and providing a meaningful purpose for learning.  By asking students to form a written impression of the topic to be discussed or text to be read, they become eager to discover how closely their impression text matches the actual content. The approach can be used before students encounter any informational source. This strategy is especially useful for reluctant and struggling students as it increases engagement and focuses reading and learning.  Provide students with the following impression words: flooding, hurricane, shortages, evacuations, and coastal erosion. Have students use the impression words to write a short descriptive passage in their learning logs (See Course Resources for description, [Interactive Literacy Strategies](http://www.vrml.k12.la.us/graphorgan/)). The passage should allow students to use the impression words to make predictions about what they will learn in the lesson.  At the end of the lesson, students will return to their learning logs to determine if their predictions were correct. Allow a few volunteers to share their passage with the class.  Discuss with students how physical environment, natural processes, and disasters impact human activities (e.g. volcanic activity, hurricanes, earthquakes, floods, and forest fires).  Students should read a brief description of how hurricane Katrina impacted the personal lives of people in Louisiana.  Discuss natural processes that take place in the United States and Canada.  Natural processes in Canada include earthquakes (Great Banks Earthquake of 1929), floods (Red River flood of 1997), hurricanes (the 1927 Nova Scotia hurricane and Hurricane Ophelia in 2005), and fires (Okanagan Mountain park fire of 2003).  Natural processes in the United States include earthquakes (San Andres Fault), floods (Great Flood of the Mississippi River in 1993), hurricanes (hurricanes Katrina and Rita in 2005), and fires (annual wildfires in California and the West).  Allow the class to create a list of natural processes they have experienced or other natural processes they have heard about through news reports, newspapers, or other media. Students should brainstorm and write a brief descriptive essay describing how they would solve local or regional problems (e.g., government disaster aid, evacuation plans, coastal erosion, and flooding) associated with natural processes.  The essay can include personal experiences or experiences of family members.  These should be shared with the class.  The likely success rate of each solution should be discussed or debated by the class.  Students should revisit their lesson impression to determine how close their original writing was to the content covered in the lesson. |
| **Activity 8** |
| **United States and Canada Conservation Policies Debate****GLE: WG.6.4****CCSSs:  RH.9-10.2, WHST.9-10.4** **Materials List:**  * [U.S. Article 1](http://webarchives.cdlib.org/sw1vh5dg3r/http%3A/ers.usda.gov/AmberWaves/July06SpecialIssue/Features/Emphasis.htm)
* [U.S. Article 2](http://www.ers.usda.gov/topics/natural-resources-environment/conservation-programs.aspx)
* [Canada Article 1](http://www.ramsar.org/cda/en/ramsar-documents-wurl-policies-national-wetland-21188/main/ramsar/1-31-116-162%5E21188_4000_0__)
* [Canada Article 2](http://www.dfo-mpo.gc.ca/fm-gp/policies-politiques/wasp-pss/wasp-psas-2009-eng.htm)
* Internet access (optional)
* overhead projector (optional)

  Students will read an article about the United States government’s conservation policies and articles about the Canadian government’s conservation policies.  After reading the articles, the students will write their opinions about the debate topics in their learning logs (See Course Resources for description, [Interactive Literacy Strategies](http://www.vrml.k12.la.us/graphorgan/)).  Learning logs will be used during the class debate about the necessity of conservation.  Provide students with a variety of scenarios to debate.  Topics to debate may include: * The need for government conservation policies.
* The effectiveness of the United States’ conservation policies.
* The effectiveness of the Canada’s conservation policies.
* Conservation policies that would be beneficial to the United States and Canada.

 Students will use their new knowledge about conservation policies to complete a RAFT writing (See Course Resources for description, [Interactive Literacy Strategies](http://www.vrml.k12.la.us/graphorgan/)).  This form of writing gives students the freedom to project themselves into unique roles and look at content from unique perspectives.  From these roles and perspectives, RAFT writing has been used to explain processes, describe a point of view, envision a potential job or assignment, or solve a problem.  The RAFT acronym stands for:   **R** – Role (role of the writer)**A** – Audience (to whom or what the RAFT is being written)**F** – Form (the form the writing will take, as in letter, song, etc.)**T** – Topic (the subject focus of the writing) For this activity, students will use the following RAFT: * Role: Concerned citizen from Louisiana
* Audience: US Senator
* Format: Letter
* Topic: Your opinion about the role of government in protecting the environment and the job that is currently being done

 Students will share their letters with the class and use the RAFT writing to review United States conservation policies for a quiz and unit test.  |
| **Activity 9** |
| **Communication and Interdependence****GLEs: WG.5.3, WG.5.5****CCSSs: RH.9-10.2, WHST.9-10.10** **Materials List:** * large wall world map
* labels from household products, string
* [NAFTA text](https://www.nafta-sec-alena.org/Default.aspx?tabid=97&language=en-US)

 Have students bring in labels (portion of the label or box that tells where the product was made) from household items (food, clothing, toys, electronics, etc.).  Labels should be placed around the border of the map and a string should link the label to its country of origin.  Prompt students to think about which countries or regions produce most of the items and if certain regions specialize in certain types of products.  Based on the class created map, explain to students the concept of interdependence.  Provide students with a copy of the objectives from the NAFTA text.  After reading the document, discuss the purpose of a free trade agreement with students.  Have students look at the class wall map with labels and have students hypothesize the impact of NAFTA on imports into the United States.  Have students determine if free trade agreements benefit the United States, why or why not? Lead a class discussion with students explaining how goods are not the only things that can be moved.  Ideas and information can also move from one location to another. Have students brainstorm ways that ideas and information can be “traded.”  Create a class timeline of technological innovations that have allowed ideas and information to spread around the world more quickly (telegraph, telephone, cell phone, Internet, social media sites, etc.). Have students write a short paragraph in their learning logs (See Course Resources for description, [Interactive Literacy Strategies](http://www.vrml.k12.la.us/graphorgan/)) explaining which technological innovation they believe has had the greatest impacted on the spread of information around the world. |