The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the World Geography Course.

**World Geography Unit 2 – “The Roles of Physical and Cultural Geography”**

**Elaborated Unit Focus**

In this unit, students will understand the roles of physical and cultural geography and the relationship between physical and human features. Using a role-play simulation, students will determine the best site for a community landfill. Using Unit Connecting Themes, students will understand how culture - the product of religion, beliefs, customs, traditions and government - influences decision-making. The Unit Connecting Theme of human environmental interaction will help students understand how physical features such as mountains and bodies of water are linked to human features such as development and population patterns. The Unit Connecting Theme of location will help students understand that the landfill location will impact the economy, culture and development of the community, thereby producing intended and unintended consequences.

**Standards/Elements**

SSWG1 The student will explain the physical aspects of geography.

a. Describe the concept of place by explaining how physical characteristics such as landforms, bodies of water, climate, soils, natural vegetation, and animal life are used to describe a place.

b. Explain how human characteristics, such as population settlement patterns, and human activities, such as agriculture and industry, can describe a place.

c. Analyze the interrelationship between physical and human characteristics of a place.

SSWG2 The student will explain the cultural aspects of geography.

a. Describe the concept of place by explaining how the culture of a region is a product of the region’s physical characteristics.

b. Explain how cultural characteristics of a place can be used to describe a place.

c. Analyze how physical factors such as mountains, climate, and bodies of water interact with the people of a region to produce a distinctive culture.

d. Explain how the development of customs and traditions help to define a culture and a people.

**Enduring Understandings/Essential Questions**

The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.

- How do customs and traditions contribute to the formation of culture?
- How does government impact decision-making?
- To what extent does culture impact decision-making?
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The student will understand that humans, their society, and the environment affect each other.
- How does physical geography impact cultural geography?
- How does cultural geography impact physical geography?
- How does this interrelationship impact the environment?

The student will understand that location affects a society’s economy, culture, and development.
- What factors are considered when determining location?
- To what extent does location impact the economy, culture and development?
- How does location create intended and unintended consequences?

*NOTE: The balanced assessment plan included in this unit is presented as a series of suggested activities. It is not expected that the teacher complete all assessments for a successful unit.

<table>
<thead>
<tr>
<th>Balanced Assessment Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of Assessment</td>
</tr>
</tbody>
</table>
| Students brainstorm a list of customs and traditions in their community that helps define its culture and the people. Students post their brainstorming results by creating a mental map graphic organizer. This discussion should help students understand that the culture of a society or community is the product of religion, beliefs, customs, traditions and government. | 2d | * Observation  
* Dialogue and Discussion  
* Constructed Response  
* Self-Assessment  
* Multiple Choice Quiz |
| Students brainstorm a list of positive and negative impacts of landfill locations. Students post their brainstorming results by creating a mental map graphic organizer. This discussion should lead students to begin seeing multiple points of view. The discussion should also lead students to understand that an event or occurrence can create intended and unintended consequences. | 1b, 2a, 2b, 2c | * Observation  
* Dialogue and Discussion  
* Constructed Response  
* Self-Assessment |
One Stop Shop For Educators

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| Students obtain a political map of their community that features cultural and political features. Based upon research and data, students will create a physical geography map with a key that includes landforms, vegetation and animal life. Based upon research and data, students will create a cultural geography map with a key that includes population density and the location of agriculture and industry in the community. Students compare and contrast the various maps to draw conclusions and make generalizations. | 1a, 1b, 1c, | * Observation  
* Dialogue and Discussion  
* Self-Assessment  
* Map Illustrations |
|---|---|---|
| Students read current event articles about the positive and negative impacts of various landfill locations. In an essay or journal, students analyze these articles to identify key issues and/or problems, alternative solutions and similarities and differences among landfill locations. | 1a, 1b, 1c, 2a, 2b, 2c, 2d | * Dialogue and Discussion  
* Self-Assessment  
* Essay or Journal (Test) |
| Based upon the aforementioned current event analysis, map creations, and graphic organizers, students formulate appropriate research-based questions for a panel of guest speakers. | 1a, 1b, 1c, 2a, 2b, 2c, 2d | * Observation  
* Dialogue and Discussion  
* Constructed Response  
* Self-Assessment |

Performance Task for Unit 2: “Is One Man’s Trash Really Another Man’s Treasure?: Determining a Landfill Site through Problem-Based Learning”

Enduring Understandings:
The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.
The student will understand that humans, their society, and the environment affect each other.
The student will understand that location affects a society’s economy, culture, and development.
Standards: SSWG 1a,b,c,2a,b,c,d

Georgia Department of Education  
Kathy Cox, State Superintendent of Schools  
World Geography Framework Unit 2: The Roles of Physical and Cultural Geography  
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In your community, the City Planner is charged with the responsibility of finding a location for the community landfill. At the planning commission meeting, the city planner will hear proposals from four community groups. In cooperative groups, you will assume one of the roles of these four groups: a farmer, an industrial developer, environmentalist and member of the local historical society. Your group will present researched-based evidence to support the location of the landfill. Your research should include description and analysis of the physical characteristics of the site including water bodies, soil and natural vegetation as well as human environmental impact. Also, include in your research the Not In My Back Yard (NIMBY) phenomenon associated with landfills. Using research as evidence, determine the best place for the community landfill and write an explanation to defend your position.

The City Planner has requested that the local newspaper publish a series of articles addressing the landfill issue, stating all four groups’ viewpoints. The requirements for the article include:

- **Introduction**
  - Write a brief description about the situation.
  - Include background information regarding issues associated with landfills.
  - This segment should be no more than one paragraph.

- **A segment about cultural and physical geography**
  - Describe the community profile, including aspects such as population, development, beliefs, customs, traditions, and government.
  - Analyze how the community profile may impact landfill location.
  - Describe and explain the major physical and cultural features in your community.
  - This segment should be no more than two paragraphs.

- **A segment analyzing human environmental interaction**
  - Explain and analyze the viewpoint of your assigned role (ie. farmer, industrial developer, environmentalist, member of local historical society).
  - Include statistics, maps, charts, graphs, case studies, etc. to support your position.
  - Select one of the assigned roles, other than your own, and explain and analyze the viewpoint of that other role.
  - Include statistics, maps, charts, graphs, case studies, etc. to support that position.
  - This segment should be no more than two paragraphs.

- **A segment on the impact of location**
  - Study each of the four assigned roles (ie. farmer, industrial developer, environmentalist, member of local historical society).
  - Explain and analyze your selection for the best landfill location in the community.
  - How will the location of the landfill affect the economy, culture and continued development of the community?
  - Include statistics, maps, charts, graphs, case studies, etc. to support your position.
  - This segment should be no more than two paragraphs.

- **Reflection & Conclusion**
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- Write a conclusion in which you reflect upon the two major issues below.
- Use the sample questions to guide your concluding remarks.
- This segment should be no more than two or three paragraphs.

**Interrelationship between physical and human characteristics**
- How do the development of customs, traditions and beliefs define your community?
- What cultural factors influenced decision-making regarding the landfill?
- How did environmental concerns of citizens impact the landfill location?

**Suggestions for Further Study**
- Should we seek alternatives to landfills?
- Can technological advancements aid the alternatives?
- How does decision-making involve the potential for interdependency between individuals, groups and/or institutions?
- Research and explain how conflict, based on the location of the landfill, can lead to change through the use of legal procedures, force and/or compromise.

The newspaper publisher has requested the following in terms of format:
- Typed, double spaced, 12 Font, Times New Roman
- A title page including your name, project title and date
- No mechanical errors or misspellings

<table>
<thead>
<tr>
<th>Map and Globe Skills:</th>
<th>Information Processing Skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4,6,8,11,12</td>
<td>1,3,4,6,8,11,12,14,15</td>
</tr>
</tbody>
</table>

*Note concerning rubrics*: Each performance task is accompanied by two rubrics: a content rubric and a product rubric. The content rubric (with bolded borders) is designed to measure how well a student can use the standards to demonstrate the enduring understanding(s). The second rubric focuses on the product of the performance task. This is where students are scored on items involving grammar, punctuation, spelling, creativity, presentation, etc. It is intended that the CONTENT rubric is weighed more heavily when assigning a grade to the students.
Rubric for Performance Task

<table>
<thead>
<tr>
<th>Criteria Scale</th>
<th>1 Below Standard</th>
<th>2 Needs Improvement</th>
<th>3 Meets Standard</th>
<th>4 Exceeds Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies and describes background issues and impacts concerning landfills.</td>
<td>Incorrectly identifies issues or underlying concerns with landfills.</td>
<td>Correctly identifies issues or underlying concerns with landfills. Describes 1 issue associated with landfills. Describes 1 impact of landfills.</td>
<td>Correctly identifies issues or underlying concerns with landfills. Describes 2 issues associated with landfills. Describes 2 impacts of landfills.</td>
<td>In addition to everything in meets standards: Describes more than 2 issues associated with landfills and describes more than 2 impacts of landfills.</td>
</tr>
<tr>
<td>Describes and analyzes physical and cultural aspects of geography.</td>
<td>Incorrectly describes physical and cultural aspects of geography in the community.</td>
<td>Correctly describes physical and cultural aspects of geography in the community. Describes and analyzes 2 physical aspects of geography. Describes and analyzes 2 cultural aspects of geography.</td>
<td>Correctly describes physical and cultural aspects of geography in the community. Describes and analyzes 3 physical aspects of geography. Describes and analyzes 3 cultural aspects of geography.</td>
<td>In addition to everything in meets standards: Describes and analyzes more than 3 physical and cultural aspects of geography in the community. Analyzes how the community profile or other demographics may impact the landfill.</td>
</tr>
<tr>
<td>Explains and analyzes the impact of human environmental interaction.</td>
<td>Incorrectly explains and analyzes the viewpoint of the assigned role. Does not offer explanation and analysis of the different role.</td>
<td>Correctly explains and analyzes the viewpoint of the assigned role and different role, but is vague. Does not use specific examples or uses vague references to explain either role OR correctly explains and analyzes the viewpoint of only one role, using specific examples. Uses any combination of 3 maps, charts and graphs as supporting evidence.</td>
<td>Clearly explains and analyzes the viewpoints of the assigned role and the different role. Uses specific examples to explain analysis of both roles. Uses any combination of at least 5 maps, charts, and graphs as supporting evidence.</td>
<td>In addition to everything in meets standards: Suggests and thoroughly explains at least 2 alternative solutions to reduce landfill dependency.</td>
</tr>
<tr>
<td>Analyzes how location affects economy, culture and development.</td>
<td>Incorrectly explains how location affects economy, culture and development. Merely lists or restates the areas of impact.</td>
<td>Correctly explains the impact of location, but the explanations are vague. Does not use specific examples to support analysis. Correctly explains impacts of location on 1 or 2 of the three criteria.</td>
<td>Clearly explains the impact of location. Uses specific examples to explain the impacts of location. Explains impacts of location on economy, culture and development.</td>
<td>In addition to everything in meets standards: Incorporates and thoroughly explains how projected growth and development of community impacts analysis.</td>
</tr>
</tbody>
</table>
One Stop Shop For Educators

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<table>
<thead>
<tr>
<th>Evaluates the interrelationship between physical and cultural aspects of geography.</th>
<th>Does not connect relational aspects of physical and cultural geography. Merely lists or identifies aspects of physical and cultural geography.</th>
<th>Connects physical and cultural aspects of geography, but connection is vague. Does not use specific examples to support evaluation. Discusses 1 or 2 aspects of the interrelationship.</th>
<th>Clearly connects multiple aspects of physical and cultural geography. Explains relationship using 3 specific examples to support evaluation.</th>
<th>In addition to everything in meets standards: Connects the interrelationship to another theme (ie Conflict, Conflict and Change, or Individuals, Groups, Institutions).</th>
</tr>
</thead>
</table>

### Product RUBRIC

<table>
<thead>
<tr>
<th>Criteria Scale</th>
<th>1 Below Expectations</th>
<th>2 Needs Improvement</th>
<th>3 Meets Expectations</th>
<th>4 Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each section meets paragraph requirements</td>
<td>1-2 of the sections meet paragraph requirements.</td>
<td>3 of the 5 sections meet paragraph requirements.</td>
<td>4 of the 5 sections meet paragraph requirements.</td>
<td>All 5 sections meet paragraph requirements.</td>
</tr>
<tr>
<td>Article written in accordance with publisher’s format requirements</td>
<td>None of the publisher’s requirements are met perfectly. At least one error is noted with typing, title page and mechanics.</td>
<td>1 of the publisher’s requirements is met perfectly.</td>
<td>2 of the publisher’s requirements are met perfectly.</td>
<td>All 3 of the publisher’s requirements are met perfectly.</td>
</tr>
</tbody>
</table>
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### Resources for Unit

#### Community Resources
- Chamber of Commerce
- Convention & Visitors Bureau
- Downtown Development Authority
- University of Georgia Agricultural Extension Office
- Farmers or Farming Cooperative
- Historical Society
- Beautification Association (ie. Keep America Beautiful affiliate)
- City Hall
- Mayor’s Office
- Office of County Manager - County Records & Maps Department
- Environmental Protection Department

#### On-Line Resources
- [http://georgiaconservancy.org](http://georgiaconservancy.org)  
  -- The Georgia Conservancy website addresses the organization’s goal of conserving natural resources, air and water quality with specific links. The site also includes current issues and events related to environmental education, advocacy and public policy.  
  -- Additional resources are available through identified sources.
- [http://eeingeorgia.org/net/content/item.aspx?s=5446.0.68.4863](http://eeingeorgia.org/net/content/item.aspx?s=5446.0.68.4863)  
  -- The Environmental Education in Georgia website provides information on waste and pollution, including statistics on Georgia’s garbage, our state’s landfill capacity, various recycling initiatives and waste management.  
  -- Additional resources are available through identified sources.
- [http://www.gaepd.org](http://www.gaepd.org)  
  -- The Environmental Protection Division of the Georgia Department of Natural Resources provides information on air and land protection, hazardous waste, as well as rules and laws and governing the environment.
- [http://www.sierraclub.org](http://www.sierraclub.org)  
  -- This website provides information on environmental issues such as water, population, growth, sprawl, and forest conservation from the Sierra Club, considered America’s oldest grassroots environmental organization.
- [http://www.epa.gov/osw/](http://www.epa.gov/osw/)
The Environmental Protection Agency website addresses waste-related topics including types of residential and commercial waste, recycling and pollution prevention, waste treatment and control, as well as partnerships, government response and environmental justice.

- [http://pubs.usgs.gov/fs/fs-040-03/](http://pubs.usgs.gov/fs/fs-040-03/)
  - The United States Geological Survey website provides information on the Norman Landfill Environmental Research Site, including “What Happens to the Waste in Landfills?” (U.S. Geological Survey Fact Sheet 040-03, August 2003)

- [http://ky.water.usgs.gov/prog_highlights/default.htm](http://ky.water.usgs.gov/prog_highlights/default.htm)
  - The Kentucky Division of Waste Management and the USGS explore impacts of three abandoned landfills on local water quality.

  - This site explores various impacts of landfills on employment, property values, industrial locations, tourism, wildlife and recreation. The site also features environmental, health and safety concerns, as well as policy and legal matters.

- [http://www.iun.edu/~environw/landfills.html](http://www.iun.edu/~environw/landfills.html)
  - This site explores various issues concerning landfills such as soil classification, environmental impact study considerations, whether landfills work and health and environmental concerns associated with landfills.
  - Additional links are provided.

*This unit was created by Cathy Powell and Nadine Wright with additional input from Dr. Bill Cranshaw, Chris Cannon, and Marlo Mong. It was reviewed and approved by the Social Studies Advisory Council 7/06/07.*