

## World Geography Frameworks for the Georgia Standards of Excellence in Social Studies

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 Social Studies Course.

<b>World Geography - Unit 7 - Economic Geography</b>	
<b>Elaborated Unit Focus</b>	Students will examine the spatial distribution of major economic systems in the world. Students will analyze the role geography plays in economic development by comparing the levels of development of countries. Students will understand the relationship between levels of development and economic activities. Students will describe the factors that influence location and spatial distribution of economic activities. Students will explain the causes and consequences of urbanization on development. Students will analyze the impact of trade and government relationships related to trade and economics.
<b>Connection to Connecting Theme/Enduring Understandings</b>	<p><b>Beliefs and Ideals:</b> The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.</p> <p><b>Conflict and Change:</b> The student will understand that when there is conflict between or within societies, change is the result.</p> <p><b>Conflict Resolution:</b> The student will understand that societies resolve conflicts through legal procedures, force, and/or compromise.</p> <p><b>Culture:</b> The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.</p> <p><b>Location:</b> The student will understand that location affects a society's economy, culture, and development.</p> <p><b>Movement/Migration:</b> The student will understand that the movement or migration of people and ideas affects all societies involved.</p> <p><b>Production, Distribution, Consumption:</b> The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.</p>

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<p><b>GSE for Social Studies (standards and elements)</b></p>	<p><b>SSWG6 Examine the spatial distribution of major economic systems and analyze the role geography plays in economic development.</b></p> <ul style="list-style-type: none"> <li>a. Compare the levels of economic development of countries in terms of Gross Domestic Product (GDP) per capita and key demographic and social indicators (e.g., literacy rate, life expectancy, gender, access to healthcare, and UN Sustainable Development Goals for 2030).</li> <li>b. Explain the relationship between levels of development and economic activity in terms of primary, secondary, and tertiary activities (e.g., resource extraction, manufacturing, and services).</li> <li>c. Describe the factors that influence the location and spatial distribution of economic activities, including the factors of site and situation (e.g., river systems, transportation hubs, research triangles, deep seaports).</li> <li>d. Describe and explain causes and consequences of the worldwide trend towards urbanization in terms of development (e.g., changing employment patterns, urban sprawl, squatter settlements, and gentrification).</li> <li>e. Analyze the impact of trade across international borders and its impact on government relationships among countries (e.g., legal trade: NAFTA, EU, and OPEC; illegal trade: human trafficking, drug trade, and counterfeiting/black market goods).</li> </ul>
<p><b>Connection to Literacy Standards for Social Studies (reading and/or writing)</b></p>	<p><b>L11-12 WHST:</b> 8  <b>L11-12RHSS:</b> 1, 2, 6, 7  <b>L9-10RHSS:</b> 1, 5, 6</p>
<p><b>Connection to Social Studies Matrices (information processing and/or map and globe skills)</b></p>	<p><b>Map and Globe Skills:</b> 4-12  <b>Information Processing Skills:</b> 1,3,6,8,11,12,15</p>

<b>Essential Questions and Related Supporting/Guiding Questions</b>	
<b>Enduring Understanding: Location</b>	<ol style="list-style-type: none"> <li>1. What factors influence the location of economic activities?</li> </ol>
<b>Enduring Understanding: Production, Distribution, and Consumption</b>	<ol style="list-style-type: none"> <li>1. What factors influence a country's development?</li> <li>2. What is the relationship between levels of development and economic activities?</li> <li>3. What role should the government play in regulating/monitoring trade?</li> </ol>
<b>Enduring Understanding: Movement/Migration</b>	<ol style="list-style-type: none"> <li>1. Do the benefits of the trend towards urbanization outweigh the cost?</li> <li>2. How does trade impact countries and governments?</li> </ol>



## Sample Instructional Activities/Assessments

### Comparing Levels of Development

Students will create an informational chart to compare the levels of development of three countries in both economic, demographic, and social indicators.

1. Assign each student one country from each list below (3 in total) that represents each level of economic status: highly developed, semi-developed, and developing.
2. Then, students will research data found on websites such as the CIA World Factbook and the Population Reference Bureau.
3. Next, they will answer questions and write answers to compare the different levels of development.

After students have completed their individual research, have students compare their findings with each other in small groups. Students should introduce each country and briefly explain how they determined its level of development. Groups should place countries in a development continuum.

**Extension:** Prepare name cards for each country. As a whole class, have each group place the countries they researched in a continuum of development. Each placement requires justification, and other students can challenge the placement in relation to other countries. As there are only 18 countries on the list, some students/groups will have the same country and may have different thoughts on placement which can lead to a powerful discussion and possibility for persuasive argumentation.

<b>GSE Standards and Elements</b>	<ol style="list-style-type: none"> <li>a. Compare the levels of economic development of countries in terms of Gross Domestic Product (GDP) per capita and key demographic and social indicators (e.g., literacy rate, life expectancy, gender, access to healthcare, and UN Sustainable Development Goals for 2030).</li> </ol>
<b>Literacy Standards</b> <b>Social Studies Matrices</b> <b>Enduring Understanding(s)</b>	<p><b>L11-12 WHST:</b> 8  <b>L11-12RHSS:</b> 1, 2, 6, 7  <b>L9-10RHSS:</b> 1, 5, 6  <b>Map and Globe Skills:</b> 4-12  <b>Information Processing Skills:</b> 1,3,6,8,11,12,15</p> <ol style="list-style-type: none"> <li>1. How do social, demographic, and economic factors explain/influence a country's development?</li> </ol>

### Comparing Levels of Development

Directions: Choose one country from each list to research information based on the following categories: Gross Domestic Product (GDP), GDP, per capita, Human Development Index (HDI), Gender Inequality Index, Total Fertility rate (TFR), Infant Mortality Rate (IMR), Literacy rate, Life expectancy. Compare the 3 countries you chose and then, answer the conclusion questions to help you compare their levels of development. Use the CIA world factbook, the Population Reference Bureau, or other reputable website, to complete your research regarding the level of development among the counties.

<u>List 1</u>	<u>List 2</u>	<u>List 3</u>
United States	Brazil	Kenya
Germany	Mexico	Honduras
Japan	India	Afghanistan
France	China	Bangladesh
Netherlands	Indonesia	Jamaica
United Kingdom	Argentina	Uganda

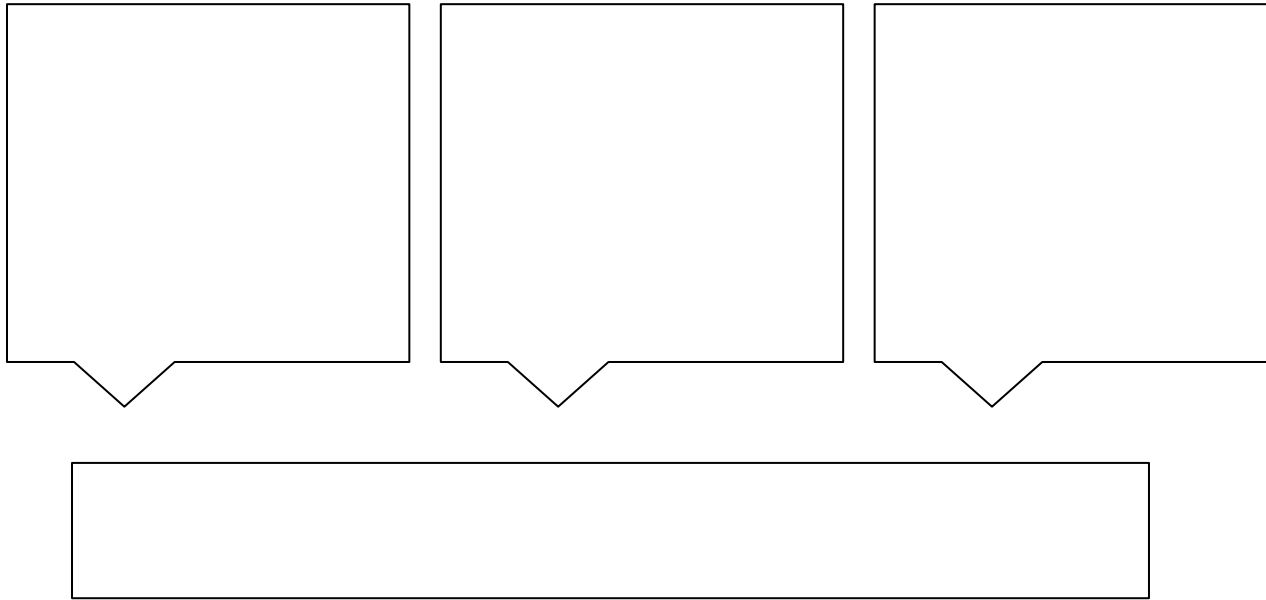
#### Comparison Questions

1. From your research, which countries would be considered highly developed, semi-developed, and low developed from the three you chose?
2. What evidence supports your conclusions?
3. Is GDP always a good predictor of the development of a country?
4. Why might a country have a high economic development (GDP), but have lower numbers on the social factors like total fertility rate?
5. Why might a country with higher social and demographic factors have lower numbers on GDP?
6. How could these numbers be misleading in trying to determine how the average person in a country lives?
7. In your opinion, which indicator is most significant in determining level of development?

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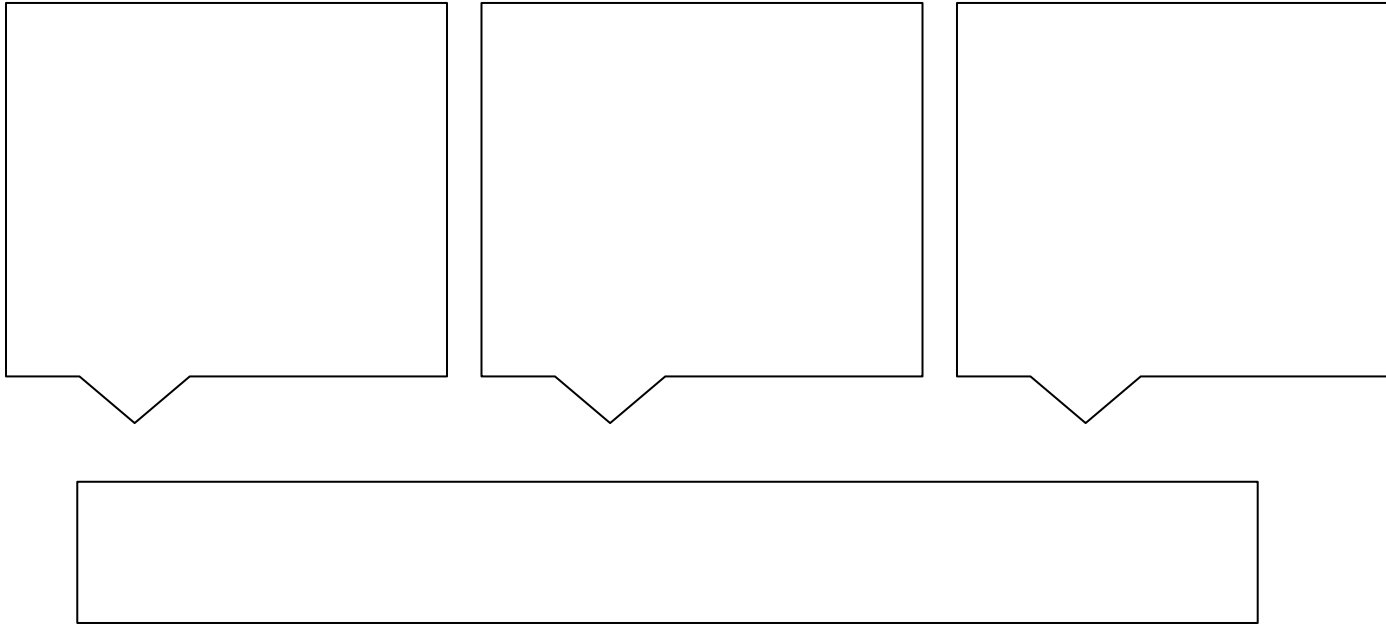
<b>Development and economic activities</b>	
<p>Students will define primary, secondary, and tertiary activities by using the graphic organizer to help them understand the different components of each economic activity. They will then examine the relationship between levels of development and the types of economic activities by completing the flow chart with examples.</p>	
<b>GSE Standards and Elements</b>	<p>b. Explain the relationship between levels of development and economic activity in terms of primary, secondary, and tertiary activities (e.g., resource extraction, manufacturing, and services).</p>
<p><b>Literacy Standards</b>  <b>Social Studies Matrices</b>  <b>Enduring Understanding(s)</b></p>	<p><b>L11-12 WHST:</b> 8  <b>L11-12RHSS:</b> 1, 2, 6, 7  <b>L9-10RHSS:</b> 1, 5, 6  <b>Map and Globe Skills:</b> 4-12  <b>Information Processing Skills:</b> 1,3,6,8,11,12,15                      2. What is the relationship between levels of development and economic activities?</p>

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Economic activity

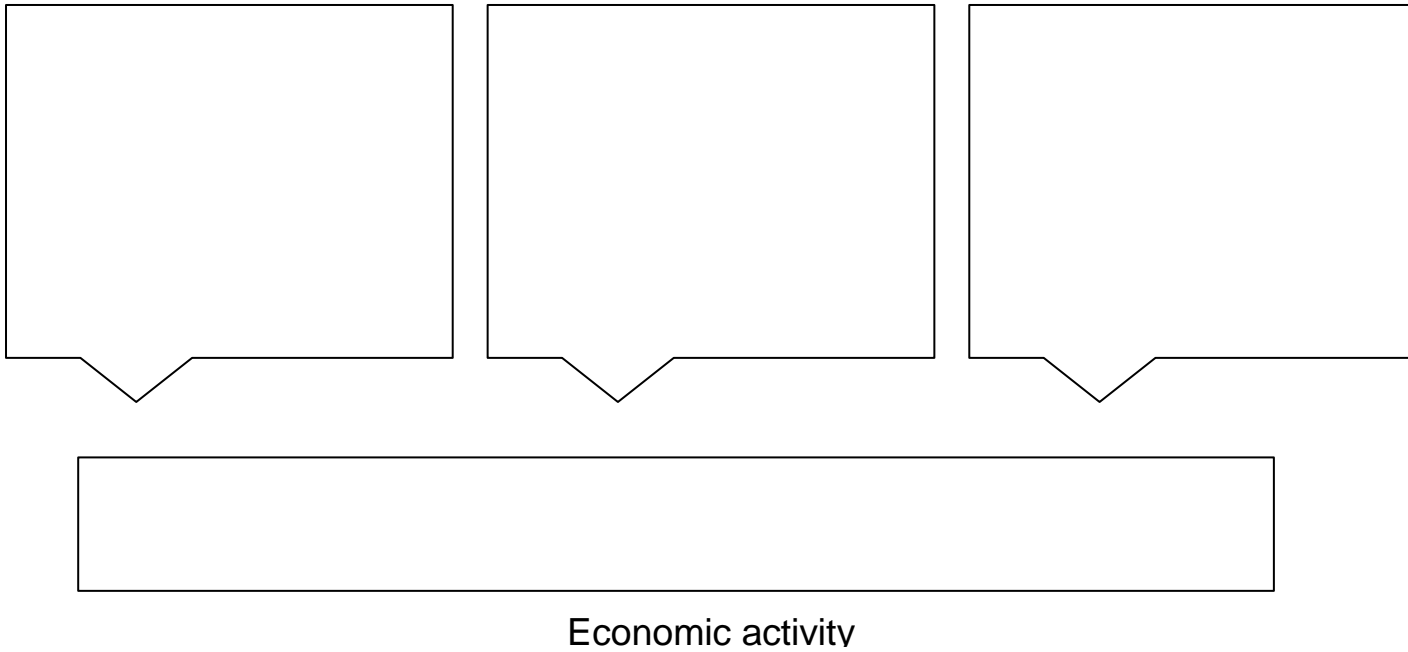
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Economic activity



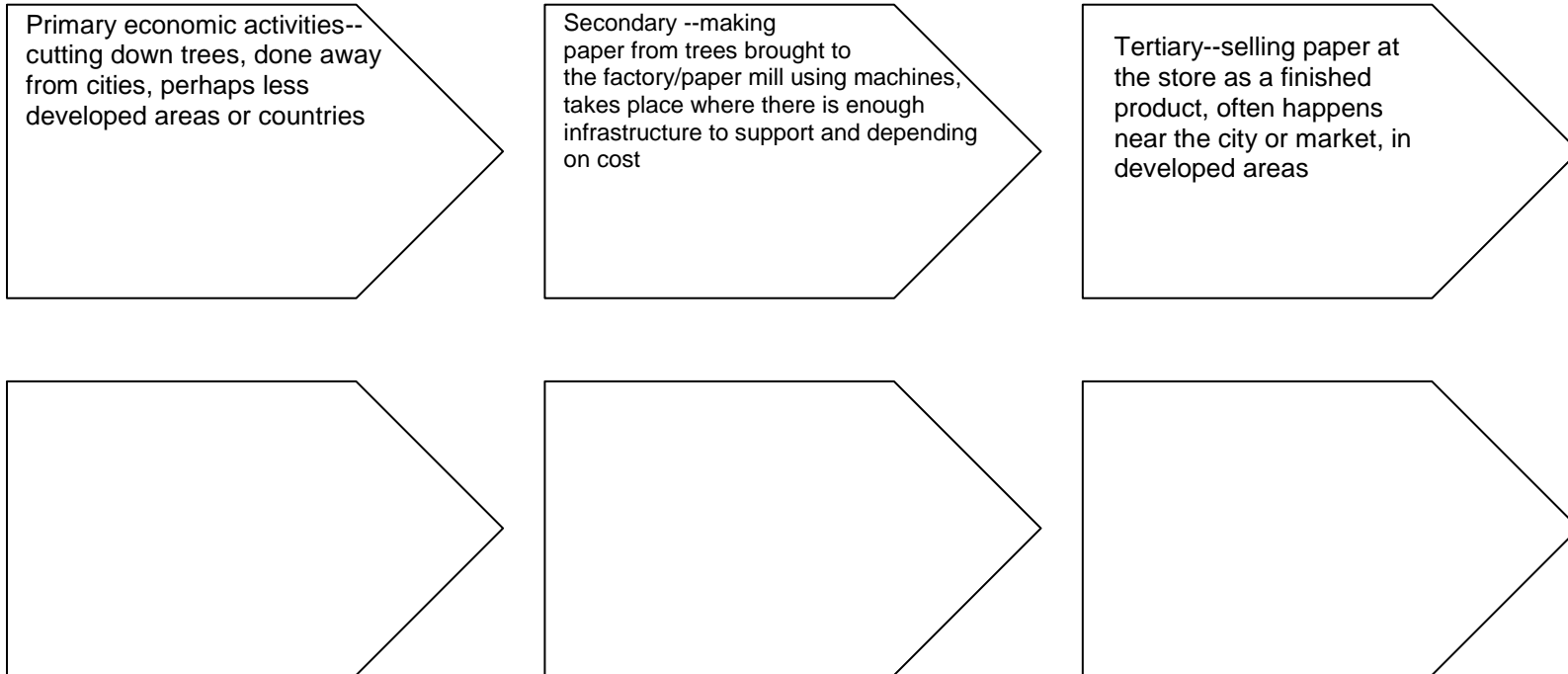
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Economic activity

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Create a flowchart of economic activities where you explain the different processes occur and where they might take place in a country or a part of the world. Choose a product such as paper, orange juice, or coffee. See example below.



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<b>Location, Location, Location</b>	
<p>Activity 1: Students can view the video about Shanghai and its location along the river system in China. <a href="https://www.learner.org/series/powerofplace/page9.html">https://www.learner.org/series/powerofplace/page9.html</a> Students should be able to answer questions about location and the economic activities of the city. Suggested questions are found below.</p> <p>Activity 2: Students will examine major cities around the world to determine the factors that influence the location and spatial distribution of economic activities found there. See handout for activity 2.</p>	
<b>GSE Standards and Elements</b>	c. Describe the factors that influence the location and spatial distribution of economic activities, including the factors of site and situation (e.g., river systems, transportation hubs, research triangles, deep seaports).
<b>Literacy Standards Social Studies Matrices Enduring Understanding(s)</b>	<p><b>L11-12 WHST:</b> 8  <b>L11-12RHSS:</b> 1, 2, 6, 7  <b>L9-10RHSS:</b> 1, 5, 6  <b>Map and Globe Skills:</b> 4-12  <b>Information Processing Skills:</b> 1,3,6,8,11,12,15</p> <p>3. What factors influence location and spatial distribution of economic activities?</p>

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Activity 1: Power of Place video 9: Shanghai: Head of the Dragon

<https://www.learner.org/series/powerofplace/page9.html>

1. Where is Shanghai located in China?
2. Why does their location make it an important city?
3. How has Shanghai encouraged economic growth?
4. What type of economic activities are occurring in Shanghai?
5. What are their future plans for growth and industry?

Activity 2: Factors of location and economic activities

Label the following cities on a map.

Use CIA Factbook to describe the location and economic activities that are found there.

1. Atlanta, GA, USA
2. Shanghai, China
3. London, United Kingdom
4. Silicon Valley, California, USA
5. Tokyo, Japan
6. New York, New York, USA
7. Sydney, Australia
8. Seoul, South Korea
9. Singapore
10. Hong Kong, China

How do location and economic activities relate?

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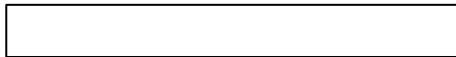
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<b>Urbanization</b>	
<p>Activity 1: Using a graphic organizer or the chart below, have students research to explain the causes and consequences (positive and negative) of urbanization. They should focus their answers on factors such as: changing employment patterns, urban sprawl, squatter settlements, and gentrification. Students can use the following sources to gather research: Note: consider grouping students and assigning different articles to each. Then discuss the findings as a whole group to answer the question: “Do the benefits of the trend towards urbanization outweigh the cost?”</p> <p>“Urbanization: An Environmental Force to Be Reckoned With”  <a href="http://www.prb.org/Publications/Articles/2004/UrbanizationAnEnvironmentalForceToBeReckonedWith.aspx">http://www.prb.org/Publications/Articles/2004/UrbanizationAnEnvironmentalForceToBeReckonedWith.aspx</a></p> <p>“Urbanization Will Change The (Developing) World” <a href="https://www.forbes.com/sites/danielrunde/2015/02/24/urbanization-development-opportunity/#341f51696ca3">https://www.forbes.com/sites/danielrunde/2015/02/24/urbanization-development-opportunity/#341f51696ca3</a></p> <p>“Population living in urban areas worldwide from 1950 to 2050, by region (in millions)” <a href="https://www.statista.com/statistics/672054/change-in-urbanization-worldwide-by-region/">https://www.statista.com/statistics/672054/change-in-urbanization-worldwide-by-region/</a></p> <p>“RISE OF THE URBAN PLANET” <a href="http://www.sciencemag.org/news/2016/05/use-our-infographics-explore-rise-urban-planet">http://www.sciencemag.org/news/2016/05/use-our-infographics-explore-rise-urban-planet</a></p>	
<b>GSE Standards and Elements</b>	d. Describe and explain causes and consequences of the worldwide trend towards urbanization in terms of development (e.g., changing employment patterns, urban sprawl, squatter settlements, and gentrification).
<b>Literacy Standards Social Studies Matrices Enduring Understanding(s)</b>	<p><b>L11-12 WHST:</b> 8  <b>L11-12RHSS:</b> 1, 2, 6, 7  <b>L9-10RHSS:</b> 1, 5, 6  <b>Map and Globe Skills:</b> 4-12  <b>Information Processing Skills:</b> 1,3,6,8,11,12,15</p> <ol style="list-style-type: none"> <li>1. What are the causes of the worldwide trend towards urbanization?</li> <li>2. What are the consequences of the worldwide trend towards urbanization?</li> </ol>

Causes



Consequences (+/-)

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<b>Trade Impact</b>	
<p>Using the questions on the gallery walk handout, have students walk around in groups of 2 or 3, looking at the impact of trade across international borders and its impact on government relationships among countries. The teacher will post on the walls of the classroom at least 6 slides (found in the source set) that have information related to legal and illegal trade in the world. Students would rotate clockwise on the command of the teacher after a designated time (e.g. five minutes). The teacher would monitor student learning and assist as needed the students on the slides and questions. Finally, the students will complete the summary section on the handout by writing a response to the summarizing question: “What role should the government play in regulating/monitoring trade?”</p>	
<b>GSE Standards and Elements</b>	<p>e. Analyze the impact of trade across international borders and its impact on government relationships among countries (e.g., legal trade: NAFTA, EU, and OPEC; illegal trade: human trafficking, drug trade, and counterfeiting/black market goods).</p>
<b>Literacy Standards Social Studies Matrices Enduring Understanding(s)</b>	<p><b>L11-12 WHST:</b> 8  <b>L11-12RHSS:</b> 1, 2, 6, 7  <b>L9-10RHSS:</b> 1, 5, 6  <b>Map and Globe Skills:</b> 4-12  <b>Information Processing Skills:</b> 1,3,6,8,11,12,15                      3. How does trade impact countries and governments?</p>



**SSWG6--e.**

**Activity 2: Impact of trade**

Looking at the following slides, answer the questions for each slide.

Slide: NAFTA

1. What does President Clinton will be some of results of NAFTA?
2. What does President Clinton believe will be the impact of trade across international borders particularly between the United States and Mexico?
3. What can you conclude were some of the concerns that opponents of NAFTA had based on the remarks of President Clinton?

Slide European Union

1. Analyze the map. The darker the color the more the EU trades with the country. What do you notice about the countries that are the largest trading partners with the EU?
2. Why might the lighter color countries not trade as much with the EU?
3. What effect would the breakup of the EU or the exit of one of the EU countries have on trade and government relationships?

Slide OPEC

1. What country has the largest production and exports in OPEC?
2. In almost every country listed, production exceeds exports. Why might this be so?
3. How would the price of crude oil affect countries in OPEC?

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4. How would a price drop in crude oil affect relationships with other countries?

### Slides Human Trafficking

1. Is there a connection between human trafficking and economic levels of a country?
2. How would countries where trafficking is legal relate to countries where it is illegal?
3. Is there any common characteristics of countries where human trafficking is practiced?

### Slide Drug Trade

1. Why would a farmer in Afghanistan grow crops that can be used as drugs?
2. How does the drug trade impact international relationships between countries?
3. What would be the impact of other governments trying to end the drug trade be on Afghanistan and the farmer in the picture?

### Slide Counterfeiting/black market goods

1. How does black market trade affect legal trade of goods?
2. Why would counterfeiting hurt a country's legal trade?
3. What kinds of goods are often counterfeited?

## Culminating Unit Performance Task

### Country project

Students will create an infographic that examines the role geography plays in economic development for a specific country of the world. Students will research a specific country in relation to SSWG6 and its various characteristics. The infographic should include each substandard with supporting visuals and information displayed on the project.

“Infographics are graphic visual representations of information, data or knowledge intended to present information quickly and clearly.” Attached below are a few sample infographics to show students so they are clear on what they are expected to produce.

<b>GSE Standards and Elements</b>	<p>SSWG6 Examine the spatial distribution of major economic systems and analyze the role geography plays in economic development.</p> <ol style="list-style-type: none"> <li>a. Compare the levels of economic development of countries in terms of Gross Domestic Product (GDP) per capita and key demographic and social indicators (e.g., literacy rate, life expectancy, gender, access to healthcare, and UN Sustainable Development Goals for 2030).</li> <li>b. Explain the relationship between levels of development and economic activity in terms of primary, secondary, and tertiary activities (e.g., resource extraction, manufacturing, and services).</li> <li>c. Describe the factors that influence the location and spatial distribution of economic activities, including the factors of site and situation (e.g., river systems, transportation hubs, research triangles, deep seaports).</li> <li>d. Describe and explain causes and consequences of the worldwide trend towards urbanization in terms of development (e.g., changing employment patterns, urban sprawl, squatter settlements, and gentrification).</li> <li>e. Analyze the impact of trade across international borders and its impact on government relationships among countries (e.g., legal trade: NAFTA, EU, and OPEC; illegal trade: human trafficking, drug trade, and counterfeiting/black market goods).</li> </ol>
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<b>Literacy Standards</b>	<b>L11-12 WHST: 8</b>
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<p><b>Social Studies Matrices</b> <b>Enduring Understanding(s)</b></p>	<p><b>L11-12RHSS:</b> 1, 2, 6, 7 <b>L9-10RHSS:</b> 1, 5, 6 <b>Map and Globe Skills:</b> 4-12</p> <p><b>Information Processing Skills:</b> 1,3,6,8,11,12,15 <b>Beliefs and Ideals:</b> The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.</p> <p><b>Conflict and Change:</b> The student will understand that when there is conflict between or within societies, change is the result.</p> <p><b>Conflict Resolution:</b> The student will understand that societies resolve conflicts through legal procedures, force, and/or compromise.</p> <p><b>Culture:</b> The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.</p> <p><b>Location:</b> The student will understand that location affects a society’s economy, culture, and development.</p> <p><b>Movement/Migration:</b> The student will understand that the movement or migration of people and ideas affects all societies involved.</p> <p><b>Production, Distribution, Consumption:</b> The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.</p>
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Additional Information, Rubrics for the Performance Task

### **Country Economic project**

Directions: You will be researching the impact of geography on a country's economic development to create an infographic. An infographic is "graphic visual representations of information, data or knowledge intended to present information quickly and clearly." You will include in your project examples of each of the subcategories of the standard SSWG6. You should label each section of your project clearly and have pictures of parts of your country.

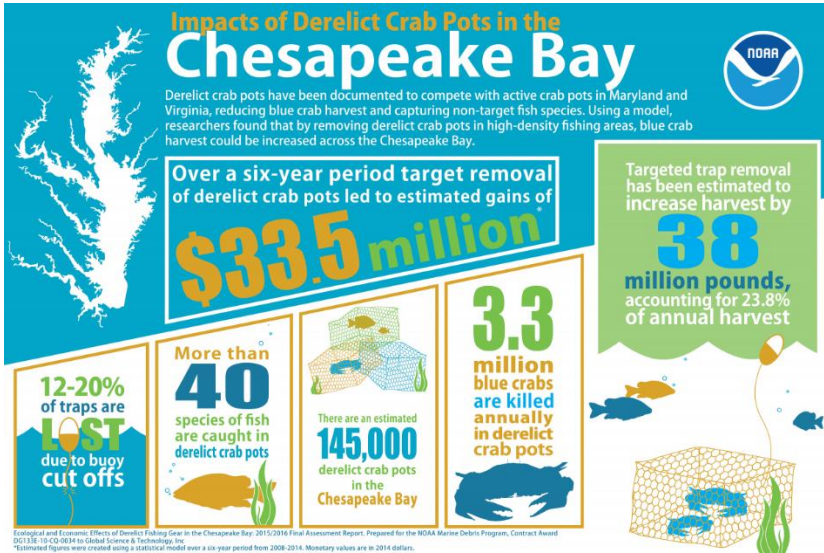
1. Information on the GDP per capita, literacy rate, life expectancy, gender, access to healthcare, UN Sustainable Development goals for 2030
2. Give the percent of workers in the primary, secondary, and tertiary activities and what that information tells you about the level of development in the country.
3. Explain the types of river systems, transportation hubs, research triangles, and deep seaports your country has, if any, and how its site and situation are influenced by them.
4. Describe and explain urbanization in your country specifically related, if possible, to changing employment patterns, urban sprawl, squatter settlements, and gentrification.
5. What is the impact of legal trade on your country and does the country belong to any trade organizations?
6. What is the illegal trade situation in the country for activities such as human trafficking, drug trade and counterfeiting/black market goods?

Though you may choose the software you like to create the infographic, here are a few websites that allow you to create them free:

<https://www.canva.com/>

<https://piktochart.com/>

Examples of Infographics:



# FLU SEASON

what you need to know, and how to protect yourself

—[symptoms and signs]—

**ONE OUT OF FIVE** Americans suffers from the flu every year.

FLU VIRUSES SPREAD MAINLY BY DROPLETS MADE WHEN PEOPLE WITH THE FLU COUGH, SNEEZE OR TALK.

The combination of pneumonia and influenza is the nation's **EIGHTH** leading cause of death.

Influenza generally occurs within **1 to 4** days after exposure.

Adults may be able to infect others **1 DAY BEFORE** symptoms develop and up to **5-7 DAYS AFTER** becoming sick.

**SORE THROAT**  
**COUGH**  
**FEVER**  
**runny or stuffy nose**  
**FATIGUE**  
**HEADACHES**  
**CHILLS**  
**muscle or body aches**

Cold and flu viruses can live up to **24 HOURS** on hard surfaces like desks and tables.

One sneeze can spray **3000** infectious droplets into the air at more than **100 MPH**.

Peak levels generally occur between late December and early March.

DEC	JAN	FEB	MAR

if you do get the flu...

- Stay home from work or school. Don't return until you have been free of fever for 24 hours.
- Avoid close contact with other people.
- Cover your nose and mouth when you cough or sneeze.

More than **ONE THIRD** of workers said they felt pressured to go to work when sick.

Ill workers on the job account for as much as **60 PERCENT** of corporate health costs.

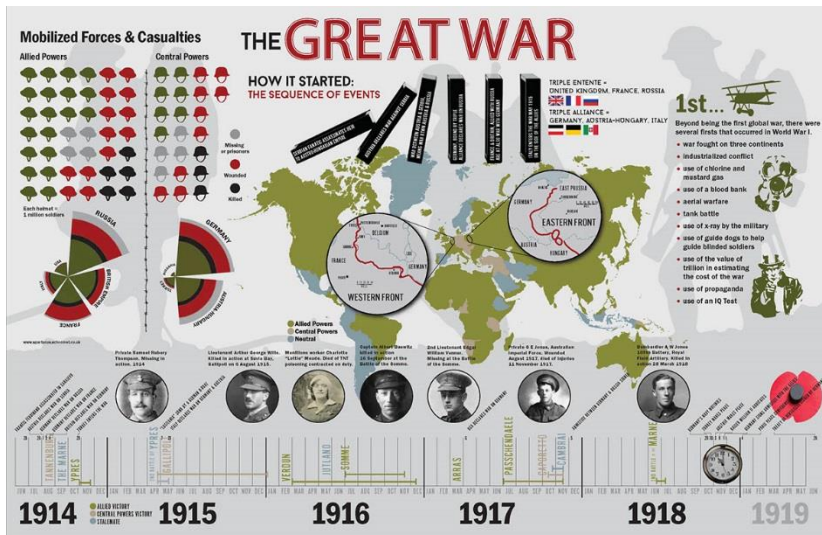
what is the best treatment for influenza? **REST, LIQUIDS, ANTIVIRAL MEDICATION**

The **SINGLE** best way to prevent the flu is to get a flu vaccine **each season**.

Everyone 6 months and older should get a flu vaccine **each year**.

**PEOPLE AT HIGH RISK:** kids 6 months - 5 years PREGNANT WOMEN anyone who lives with or cares for infants HEALTH CARE WORKERS adults 50 and older

designed by francesca greggs & lemonwood design.



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