

# GLOBAL HISTORY & GEOGRAPHY IR

MR. REGAN

## HISTORICAL THINKING & GEOGRAPHY SKILLS ASSIGNMENTS

| Date                     | Classwork  | Homework   |
|--------------------------|--|--|
| Thurs. 9/5<br>& Fri. 9/6 | Seating Assignments & Textbook Distribution.<br><br>Index Card / Golf Foursome<br><br>Complete Course Info. Sheet & Class Expectations<br><br>Web site review<br><br>Golf Foursome Presentation / Review | Define & complete the Symbol / image for each of the Historical Thinking Definitions in the Vocabulary opener on pp. 1 - 2 of the Unit Packet.<br><br>Be sure to note how each word helps a historian to complete their job. Due Mon. 9/9. |
| Mon. 9/9                 | Global History & Geography Enduring Issues Jigsaw  | Review the Enduring Issues Google Presentation   |
| Tues. 9/10               | What is History? What sources do historians use to learn about the past?<br><br>How do Historians read sources? Annotation, Sourcing, Close Reading  | Complete through p. 8 of the Unit packet by Wed. 9/11  |
| Wed. 9/11                | Corroboration, Contextualization, and Constructing Arguments   | Complete the Unit packet by Thurs. 9/12.   |
| Thurs. 9/12              | Collect Historical Skills Unit Packet<br><br>Geography Vocabulary Opener & Thinking Like a Geographer<br><br>What common geographic features are there? How do they affect us? How do we affect them?    | Complete & study the Vocabulary words on pp. 1 - 2 of the new Unit Packet & prep for quiz tomorrow.  |
| Fri. 9/13                | Vocabulary terms quiz<br><br>Complete common geographic features.  | Complete through the writing prompt on pp. 8 - 9.  |

|                              |   |   |
|------------------------------|---|---|
| Mon. 9/16<br>& Tues.<br>9/17 | What is a map? What are the features of a map? What are the types of different maps?<br><br>How do Historians Describe Location? Geographic Context for Global History. | Complete the Unit Packet for turn-in on Wed. 9/18 |
|------------------------------|---|---|

***What does it mean to “think like a geographer?”***

| Word              | Definition |
|-------------------|------------|
| Turning point (n) |            |
| Settlement (n)    |            |
| revolution (n)    |            |
| modify (v)        |            |
| Agriculture (n)   |            |
| Dwelling (n)      |            |
| River valley (n)  |            |
| Fertile (adj)     |            |
| Culture (n)       |            |

|                       |  |
|-----------------------|--|
| Social classes<br>(n) |  |
| Urban (adj)           |  |
| Adapt (v)             |  |
| Crops (v)             |  |
| Characteristic<br>(n) |  |

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## What does it mean to “think like a geographer?”

To best understand the past, historians engage in a number of **practices**. They examine their sources carefully by **annotating**, **sourcing**, and **close reading**, and they **corroborate** multiple sources to get a better understanding of other perspectives.

### Key Vocabulary:

**geography**- the study of the Earth, its physical features, and environment and the effects of human interaction with them

**geographer**- a person who studies geography

Historians also need to **contextualize** what they are studying. They do this by examining the **historical context** and **geographic context** of an event. When a historian looks at the geographic context of an event they **“think like a geographer.”**

When historians examine the **geographic context** of an event, they **think like geographers** and ask questions like:

- **Where** did it happen?
- **Why** did it take place **there**?
- **How** did the **location affect** what took place?
- **How** have **places changed over time**?

Historians **think like geographers** by using their knowledge of **geographic features, their ability to interpret and create maps,** and their historical thinking skills to understand the past and explain it to others.

**Based on the explanation above, write two questions that a geographer might ask if they came to your community. For example, a geographer might wonder “Why is the school located here, instead of closer to the center of the town?” or “Why are there no fast food restaurants in town?”**

1.

2.

## Think Like a Geographer in Your Community

**Slide 1: Directions.** Respond to the images on the screen and contextualize about a place in your community.

The New York State Thruway is a road that extends from New York City in the southeast, north to Albany, and west to Buffalo and beyond into Pennsylvania. The road was built along this path because it traces the flat land beside rivers and between mountains in the state. It is the most traveled road in the state and brings a lot of tourism and business to the towns and cities near it. If it were located somewhere else, the communities where it is now might suffer and another part of the state would see a lot more people.

1. Identify a physical thing in your community that does not change location (for example: a building, a park, a monument, a street, a store, etc.). Write down the name of that thing in the space below.
2. Describe where it is in relation to where you are now in the classroom.

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**What common geographic features are there?  
How do they affect us? How do we affect them?**

## **Slide 2 -- Introduction**

**Directions: Examine the image on the screen and respond to the prompts accompanying it.**

1. Identify three things you notice in the image.
2. Identify two things you think about the image or the scene shown.
3. Write down one question you have about the image
4. If you lived here how would your life be different than it is now?

# What are geographic features?

Historians *think like geographers* by using their knowledge of **geographic features, their ability to interpret and create maps**, and their historical thinking skills to understand the past and explain it to others.

**Geographic features** are naturally occurring landforms, bodies of water, ecosystems, or climates. Geographic features, along with man-made features make up our **environment**.

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**Based on the definition provided here, can you identify any geographic features in your community?**

**In the following activities you will explore common geographic features and the effects of people interacting with them.**

**Slides 3 - 8.** Directions: Using the word bank below, match each image with the correct Geographic feature as they appear on the screen.

**Plain, Mountain, River, Ocean, Sea, Desert**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

**Slides 9 - 27. Directions:** As you view the Google Presentation, write down notes that describe each geographic feature and create a symbol for each.

| <b>Name</b>     | <b>Definition</b> | <b>Symbol</b> |
|-----------------|-------------------|---------------|
|                 |                   |               |
| <b>Plain</b>    |                   |               |
| <b>Mountain</b> |                   |               |
| <b>Desert</b>   |                   |               |
| <b>River</b>    |                   |               |
| <b>Sea</b>      |                   |               |

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|       |  |  |
|-------|--|--|
| Ocean |  |  |
|-------|--|--|

**What common geographic features are there?  
How do they affect us? How do we affect them?**

Describe the impact geographic features have on the lives of the people who encounter them.

✓  
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| Name     | + | -- |
|----------|---|----|
|          |   |    |
| Plain    |   |    |
| Mountain |   |    |
| Desert   |   |    |

|              | + | -- |
|--------------|---|----|
| <b>River</b> |   |    |
| <b>Sea</b>   |   |    |
| <b>Ocean</b> |   |    |

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**Directions:** Read and respond to the prompt below in at least 6 sentences.

Throughout history, geographic features such as deserts, plains, rivers, seas, oceans, and mountains have had impacts on the people who encounter them. Using your knowledge of global history, write a response in which you

- Describe **two** geographic features
- Analyze the potential negative and positive impacts of this geographic feature on people who encounter them

Provide a topic sentence for each body paragraph that identifies the chosen feature with its description, then at least 3 analytical sentences that specifically address **how** each feature can have both negative and positive impacts on people who encounter them.

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A series of 20 horizontal lines for writing.

# What is a map? What are the features of a map? What are the types of different maps?

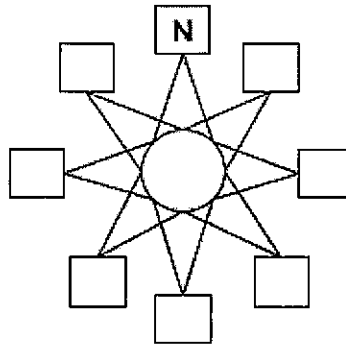
A **map** is a drawing or a representation of a place.

Maps have some common **features** to make them easier to read and interpret. A good way to remember these symbols and features is **DOGSTAILS**.

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|          |   |          |   |
|----------|---|----------|---|
| <b>D</b> | <b>Date</b> Text identifying when the map was made and/or updated   | <b>T</b> | <b>Title</b> Text explaining what the map is supposed to portray: what is happening, where, and when  |
| <b>O</b> | <b>Orientation</b> A north arrow is a symbol indicating the direction in which north lies; a compass rose is a symbol indicating the cardinal directions (N, S, E, W) | <b>A</b> | <b>Author</b> Text identifying the cartographer or organization responsible for making the map  |
| <b>G</b> | <b>Grid</b> Intersecting lines (called a “coordinate system”) drawn on a map to pinpoint location   | <b>I</b> | <b>Index</b> A listing of the places on the map and where to find them using grid coordinates— either latitude-longitude (77°53’W, 38°02’N) |
| <b>S</b> | <b>Scale</b> The relationship between distance on a map and actual distance on the earth  | <b>L</b> | <b>Legend</b> A guide identifying what the map’s symbols and colors represent (Legends are also known as <b>Keys</b> )                      |
|          |   | <b>S</b> | <b>Source</b> Text identifying where the map’s information comes from   |

# Orientation -- how do you know which direction is which on a map.



**Directions:** Label the compass above using the word bank below.

North\* (N)  
Northeast (NE)

South (S)  
Northwest (NW)

East (E)  
Southeast (SE)

West (W)  
Southwest (SW)

## Slides 29 & 30. What are the different kinds of maps?

### PHYSICAL Map

shows landscapes and geographic features

- bodies of water and land features

Based on this physical map, name one desert and one river on the continent of Africa.

1. \_\_\_\_\_
2. \_\_\_\_\_

### POLITICAL Map

shows political boundaries

- country boundaries, city names, capital cities

Based on this political map, name two countries on the continent of Africa.

1. \_\_\_\_\_
2. \_\_\_\_\_

## Slides 31 - 33

### RESOURCE Map

shows economic activity

- available products, natural resources

Based on this resource map, name two resources on the continent of Africa.

1. \_\_\_\_\_
2. \_\_\_\_\_

### THEMATIC Map

shows specific topics for reference

- rainfall, population density, infant mortality rates, etc.

Based on this thematic map, name two countries that have the highest fertility rates. 12

1. \_\_\_\_\_
2. \_\_\_\_\_

**Practice: Read and respond to the prompt below.**

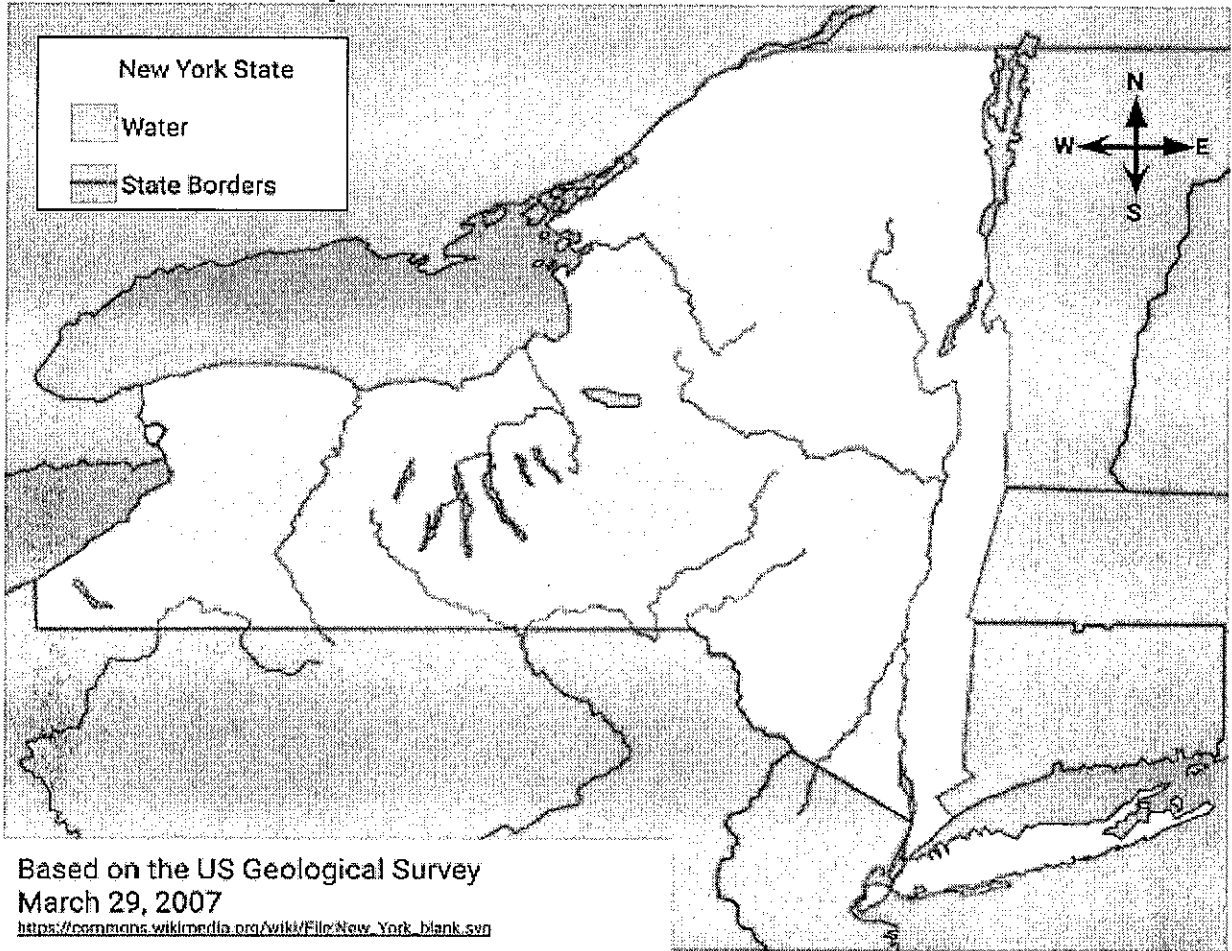
1. If I want to know which African country had the greatest number of professional soccer players, I would use a \_\_\_\_\_ (physical, political, resource, and/or thematic map) because \_\_\_\_\_.
2. If I want to know which country to visit to mine for diamonds, I would use a \_\_\_\_\_ (physical, political, resource, and/or thematic map) because \_\_\_\_\_.
3. If I want to know which countries borders Ghana, I would use a \_\_\_\_\_ (physical, political, resource, and/or thematic map) because \_\_\_\_\_.
4. If I want to know where the Nile River is located, I would use a \_\_\_\_\_ (physical, political, resource, and/or thematic map) Because \_\_\_\_\_.

**How do geographers describe the location of places on Earth relative to other locations and geographic features?**

**Directions: Label the map features from the word bank provided on the map below.**

| Date | Orientation | Title | Legend | Source |
|------|-------------|-------|--------|--------|
|------|-------------|-------|--------|--------|

**Major Bodies of Water in New York State**



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**How do historians describe location? How do historians read and interpret maps?**

**Slide # 34 -- Introduction**

**Do Now: Directions: Examine the image on the screen and respond to the prompt.**

The image is an engraving depicting the execution of the King of France, Louis XVI, in 1793 during the French Revolution which you will learn about next year in Global History.

1. Describe the location of the man holding the severed head in his hand. Be as accurate as possible.
2. Share your response with a partner and compare how the two of you described the location of the man with the red star on his chest.

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## **What is location? How can it be described?**

**Location** is the place or position of something. When studying history it is very important to know where events took place and to be able to describe them to others because geographic context impacts every event.

### **ABSOLUTE LOCATION**

**Absolute location** describes a position using the **latitude** and **longitude** lines that cartographers (mapmakers) have drawn on maps of the Earth. These lines make it easier for cartographers to create accurate maps. Latitude lines wrap around the Earth from west to east. The Equator is an example of a latitude line. Longitude lines wrap around the Earth starting at the North Pole and ending at the South Pole. You can tell that these are **longitude** lines because they are always **long**. The Prime Meridian is an example of a longitude line.

When you put the latitude and longitude of a location together, you get two coordinates that show where that place is on a grid that cartographers created to put on maps. For example, the **absolute location** of the Empire State Building is  $40.7484^{\circ}\text{N}$ ,  $73.9857^{\circ}\text{W}$ . The first number is the latitude line and the second is the longitude line. This is the same system that the GPS (Global Positioning System) in cell phones works.



## RELATIVE LOCATION

**Relative location** is the description of a position **based on other locations**. This is how people most often describe location. For example if someone asked, "Can you hand me the pencil that is on top of the redbook, next to the laptop?" you would try to locate the laptop and the red book, then follow the directions you were given to find the pencil. This is an example of **relative location**, because the person asking you the location has described where it is **relative**, or in relation to, the laptop and the book. Historians almost always refer to places using relative location because they want to show how places are connected to one another and to demonstrate how an event in one place affects others. To show this, it helps to describe locations in relation to other places.

For example, **(Slide 36)** someone might describe the relative location of the Empire State Building as "on the corner of 34th street and 5th avenue in New York City, east of Madison Square Garden."

## Practice Using Relative Location

To describe the relative location of a place, geographers and historians often use directional words like North, South, East, West, Northwest, Northeast, Southwest, and Southeast. You can determine which directions these are on a map by looking for the compass. The compass will at least tell you which way is North, then you will have to figure out the rest of the directions based on that. If a map does not have any compass at all, then the top of the map is *usually* North, but beware, not always.

**Directions:** Examine the map on the screen, then follow the example and describe the relative location of the places identified. Describe the location of each place in relation to at least two other places.

### **Slide 37: Example: Describe the location of North America.**

North America is west of the Atlantic Ocean, east of the Pacific Ocean, and North of South America.

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## **Slide 38: Map of the Fertile Crescent Region, 1000 BCE**

Describe the location of Lower Egypt.

Describe the location of Mesopotamia.

## **Slide 39: Map of Europe in 1914 at the start of World War I**

Describe the location of Germany.

Describe the location of France.

Describe the location of the Mediterranean Sea

## **Slide 40:**

Describe the location of Pakistan.

Describe the location of Bangladesh.

**Slide 41:** Examine the two maps on the screen (Slide 41) and answer the questions that follow.

1. Is map A a secondary source or a primary source? How do you know?

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2. Is map B a secondary source or a primary source? How do you know?

## How do historians read and interpret maps?

Historians use maps to understand the past and to explain it to others. When historians look at a map they use some of the Social Studies Practices to read and interpret it.

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### ROUTINE FOR ANALYZING MAPS

| WHERE TO LOOK  | WHAT TO DO   |
|--|--|
| <p>Find all of the common features of a map that are included on the one you are analyzing and examine them carefully.</p> <p>Remember: <b>DOGSTAILS!</b> (<b>D</b>ate, <b>O</b>rientation, <b>G</b>rid, <b>S</b>cale, <b>T</b>itle, <b>A</b>uthor, <b>I</b>ndex, <b>L</b>egend, <b>S</b>ource)</p>  | <p><b>Circle, underline, or star important information.</b></p> <p>Put a <b>question mark</b> next to <b>information on the map that confuses you.</b></p> <p><b>Write notes on the map or in the margins</b> with information that you think relates to the map or questions you have.</p>  |
| <p><b>Historical Context:</b> Look at the date that the map represents. This is usually found in the <b>title</b> of the map if it is a secondary source and in the source information if it is a primary source.</p> <p><b>Geographic Context:</b> Look at the edges of the map, identify the landforms and bodies of water that are on the outside of the space shown.</p> | <p><b>Historical Context:</b> Identify historical events that occurred around the same time as the time period represented on the map. Explain the cause and effect connections between those events and the map.</p> <p><b>Geographic Context:</b> Describe the location of the space shown on the map in relation to the rest of the world. Identify the regions and continents on the map and what landforms, bodies of water, and states (civilizations, empires, or nations) are/were nearby.</p> |
| <p>Read the <b>Title of the Map</b></p> <p>Read the <b>sourcing information</b></p>  | <p>Answer the type of sourcing questions you might use for any historical document:</p> <ul style="list-style-type: none"><li>• Who wrote this?</li><li>• When was it written?</li><li>• Where was it written?</li><li>• What type of source is this?</li><li>• Why was it written?</li></ul>  |

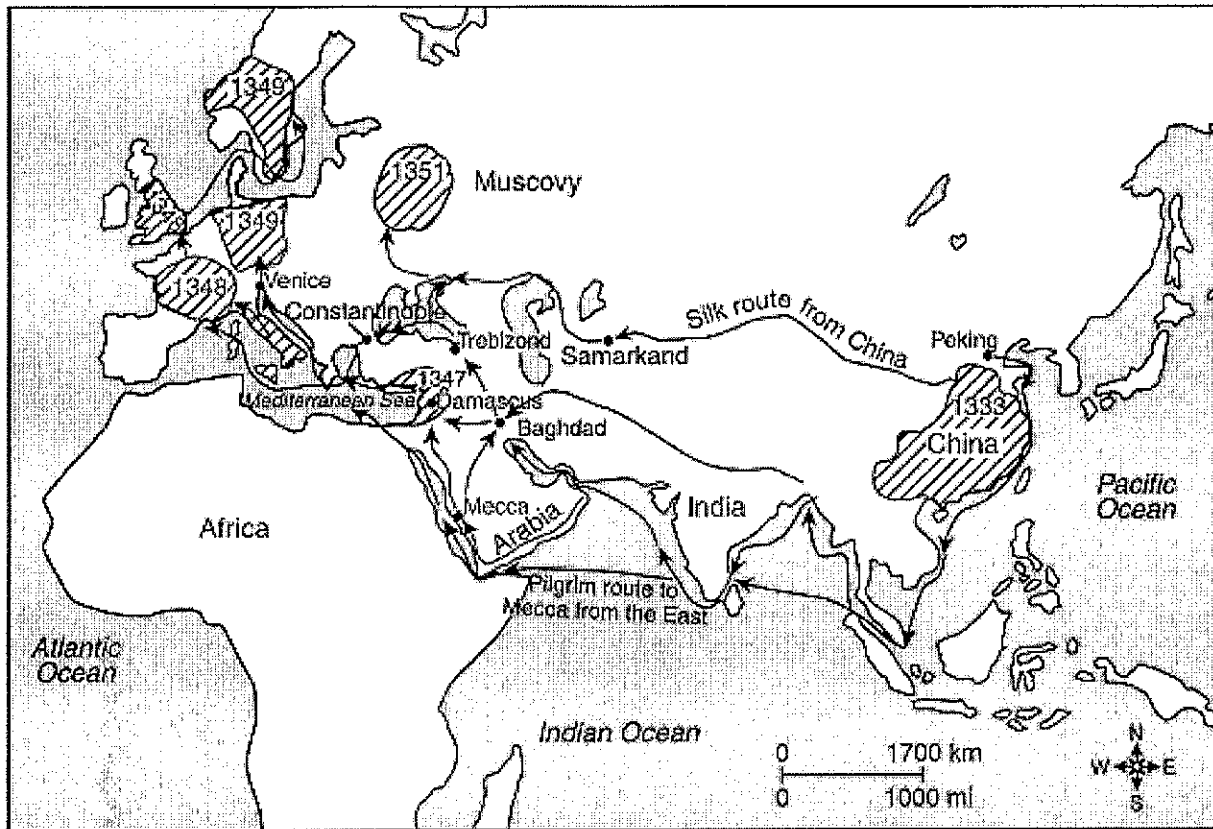
|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>• What is the author's perspective?</li> <li>• How is the source useful? How is the source not useful?</li> </ul>   |
| <p>Examine the map as a whole, paying particular attention to <b>the title</b> and what the author chose to include in <b>the legend</b>, represented through <b>symbols</b> on the map, and <b>label</b>.</p> | <p>Try to answer questions like these:</p> <ul style="list-style-type: none"> <li>• What is the main idea of the map?</li> <li>• What <b>claim</b> does the author make?</li> <li>• What <b>evidence</b> does the author use?</li> <li>• What <b>language</b> (words, phrases, images, symbols) does the author use to persuade the map's audience?</li> <li>• How do the map's language and symbols indicate the author's perspective?</li> </ul> |

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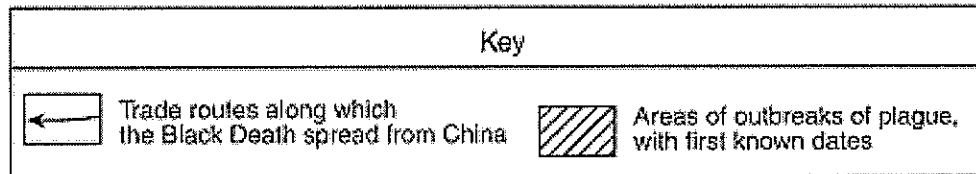
## Practice the Routine for Analyzing Maps

**Directions:** Examine the map below and follow the Routine for Analyzing Maps by completing the tasks and answering the questions that follow.

## First Incidence of Black Death in Europe and Asia, 1333–1351



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### ROUTINE FOR ANALYZING MAPS

1. Find and read the **title, legend, scale, compass, and labels** on the map.
2. **Star** information you think is important to understand the map.
3. Put a **question mark** next to **information on the map that confuses you**.
4. **Write notes on the map or in the margins** with information that you think relates to the map or questions you have.

What continents and bodies of water are shown on this map? Why?

Is this a primary or secondary source? How do you know?

Based on the title of this map, why is the purpose of this map?

Identify at least two claims based on this map and use evidence from the map to explain your claim.

1.

2.

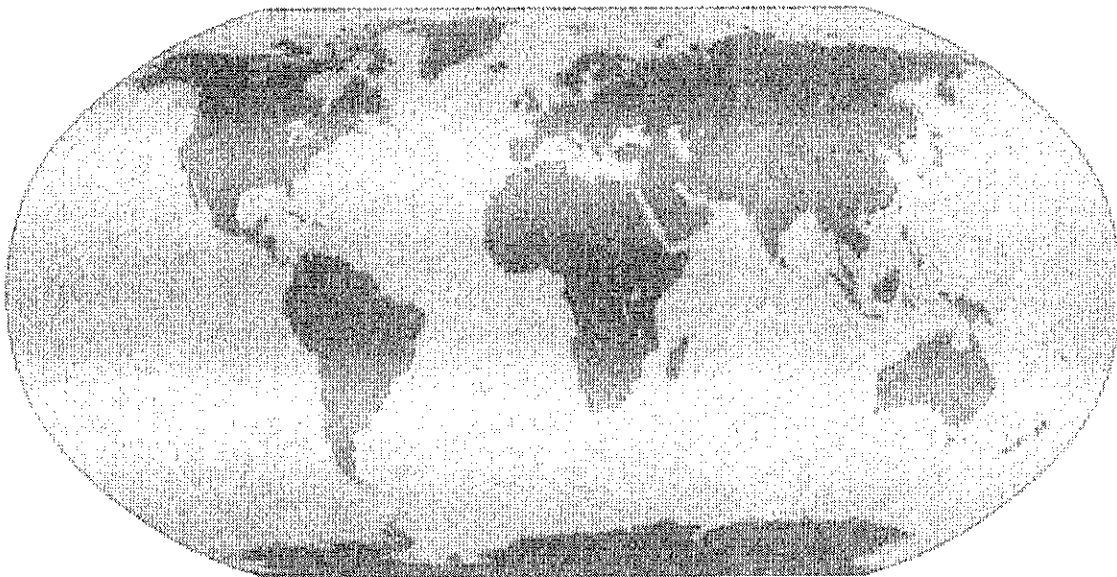
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## What is the geographic context for Global History?

### Mapping Practice

**Directions:** Using the map below, label the continents and bodies of water listed on the map below.

| Continents    |        |               | Bodies of Water   |                |
|---------------|--------|---------------|-------------------|----------------|
| North America | Asia   | South America | Atlantic Ocean    | Indian Ocean   |
| Africa        | Europe | Antarctica    | Pacific Ocean     | Southern Ocean |
|               |        | Australia     | Mediterranean Sea |                |



## **World Regions: Africa - Slide 43**

**Directions:** Using the map of Africa on the screen, identify the regions in Africa.

- 1.
- 2.
- 3.
- 4.
- 5.

**One major body of water in this region of the world is \_\_\_\_\_.**

## **Slide # 44 -- World Regions: Asia**

**Directions:** Using the map of Asia on the screen, identify the regions in Asia.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

**One major body of water in this region of the world is \_\_\_\_\_.**

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## Slide # 45 -- World Regions: Latin America

**Directions:** Using the map on the screen, identify the regions in Latin America.

- 1.
- 2.
- 3.
- 4.

**TWO major bodies of water in this region of the world are**  
\_\_\_\_\_ and \_\_\_\_\_.

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## Slide # 46 -- World Regions: Europe

**Directions:** Using the map on the screen, identify the regions in Europe.

- 1.
- 2.
- 3.
- 4.

**TWO major bodies of water in this region of the world are**  
\_\_\_\_\_ and \_\_\_\_\_.