| **HG Unit 6 Political Organization of Space** | |
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| **Unit Overview** | |
| This unit is designed to encourage inquiry into the sources of conflict and cooperation that result from and the influences of how we divide control over territory. Students will use inquiry to examine and evaluate issues of global interdependence and local control, and the history, present, and potential futures of the modern state system. | |
| **Overarching Inquiry Question** | |
| Do we need countries?  *All units are created to support the* ***Overarching Inquiry Question****. Inquiry-Based Learning supports the* ***Profile of the South Carolina Graduate*** *where students use skills to explore their inquiries related to the content as indicated in the standards instead of the teacher merely providing the information.* | |
| **Theme** | |
| **Places and Regions (PR)** – The PR theme encourages the study of the experiences of humans organized into geographic regions. Regions describe places that are characterized by similar physical and human conditions.  **Environment and Resources (ER)** – The ER theme encourages the study of Earth’s physical systems (e.g., climate, landform, vegetation) and how human activities modify the environment, bringing both benefits and costs. The distribution of natural resources varies spatially and temporally, resulting in different political and economic relationships.  **Applied Geography (AG)** – The AG theme encourages the study of how geographic literacy and geographic skills, such as mapping, are used to solve problems. An understanding of past and present spatial organizations of Earth enables people to better understand and plan for the changes in human and physical phenomena in the future.  *These themes are identified by the two letters at the end of each indicator.* | |
| **Skills Emphasis at a Glance** | |
| **M: Mapping-** Identify, use, interpret, and construct local through global scale maps  **MR: Models and Representation**- Identify, use, interpret, and construct geographic models and other visual representations from local to global scales.  **GE: Gather Evidence and Communicate Findings-** Identify, use, and interpret different forms of evidence, including primary and secondary sources, from local to global scales.  **CC: Conditions, Connections, and Regions-** Identify, compare, and evaluate the development of complex conditions, connections, and regions  **S: Scale-** Identify, compare, and interpret spatial hierarchies.  **DP: Distribution and Patterns-** Identify, analyze, and explain spatial distributions, patterns, and associations. | |
| **Standard(s)** | |
| HG.3.4.HS Investigate and evaluate the cultural conditions in different regions that play a role in cooperation and conflict over time.  HG.4.2.PR Explain the conditions and connections that contribute to the creation of boundaries and states, and analyze how Earth’s surface is organized on a contemporary political map.  HG.4.3.PR Analyze and evaluate the conditions and connections that have contributed to the development of the modern state system and the rise of supranationalism in various regions.  HG.4.5.HS Explain how forces of globalization and regional variations in resources can create opportunities for change, conflict, and cooperation for the control of Earth’s surface.  HG.4.6.AG Gather evidence on boundary issues at different scales, construct a map to explain changes in control over people, land, or resources, and communicate findings. | |
| **I Can Statements** | |
| I can explain the conditions and connections that contributed to the creation of boundaries and states.  I can explain how forces of globalization and regional variations in resources can create opportunities for change, conflict, and cooperation for the control of Earth’s surface.  I can explain how the modern state system started.  I can analyze and evaluate the conditions and connections that have contributed to centrifugal and centripetal forces of the modern state system and the rise of supranationalism in various regions. | |
| **Unit Sequence of Teacher Instructional Practices and Actions Students will Take to answer the Overarching Inquiry Question** | **Instructional Guidance and Resources**  *Instructional Guidance and resources listed below are offered as suggestions for educators to assist students in reaching the goals of the proposed sequence.* |
| **I can explain the conditions and connections that contributed to the creation of boundaries and states.**   * Political and Physical Boundaries - Students can describe the varying types of political and physical boundaries.   What are…   * Relic boundaries * Cultural boundaries * Physical boundaries * Geometric boundaries * Superimposed boundaries   Students will explore the different types of political and physical boundaries. Students may use the following website,: [Types of Political Boundaries from ArcGIS MapJournal](https://www.arcgis.com/apps/MapJournal/index.html?appid=fc2ad2922d3f47d7926d618249fccca0). Students can create a Google Slideshow depicting each type of boundary by: describing each term, providing multiple map examples for each type of boundary, explaining the purpose of the boundary, and determining the possible pros and cons of each boundary. Students can then present their project to the class. After presenting, students can discuss why boundaries are important to form a state.  **I can explain how forces of globalization and regional variations in resources can create opportunities for change, conflict, and cooperation for the control of Earth’s surface.**   * Creation of Political Boundaries - Students can utilize research to explain the varying political movements that created political boundaries in the world.   What is/are …   * Colonialism, [What is colonialism from National Geographic?](https://www.nationalgeographic.com/culture/topics/reference/colonialism/#close) * Imperialism, [Imperialism and the Conquest and Colonization of Africa by Europeans](https://about-history.com/imperialism-and-the-conquest-and-colonization-of-africa-by-europeans/) from History.com * Devolution, [Devolution: AP Human Geography crash course](https://www.wlwv.k12.or.us/cms/lib/OR01001812/Centricity/Domain/1325/Crash%20Course%20Review%20-%20Devolution.pdf) * Independence Movements and Decolonization, [Decolonization of Asia and Africa, 1945-1960](https://history.state.gov/milestones/1945-1952/asia-and-africa), [Decolonization and the Collapse of the British Empire](http://www.inquiriesjournal.com/articles/5/decolonization-and-the-collapse-of-the-british-empire) from Inquiries Journal, and [India and Pakistan win independence](https://www.history.com/this-day-in-history/india-and-pakistan-win-independence) from History.com   Students will create a board in [Padlet.com](https://padlet.com/) investigating the reasons behind British colonialism in America or Africa. Students can research the economic idea of mercantilism and discuss the competition among European global powers for raw materials, resources, and new trade routes. Students can then debate whether colonies have a right to fight for freedom.  Students will complete a think-pair-share of the political impacts of the Berlin Conference and how it affected the ethnic boundaries in Africa. Students will use the site, [Colonization of Africa: Berlin Conference from ArcGIS MapJournal](https://www.arcgis.com/apps/MapJournal/index.html?appid=6df9eef17b93493da8a1353777aa2a88) to gather evidence. Students will present their findings to the class.  The students will watch and discuss the [Scramble for Africa](https://www.youtube.com/watch?reload=9&v=CgzSnZidGuU) from Al Jazeera English to evaluate the economic, social, political, and environmental (ESPN) relationships between Africans and Europeans. Students will create an ESPN chart (graphic organizer) to collect and organize their findings.  In groups, students will create a digital scrapbook using [Canva.com](https://www.canva.com/) of the various historical devolution movements and events in Europe. The devolution movements will be highlighted by the countries involved, maps, types of governments, human civil rights issues, and the overall reasons behind the need for devolution. Teachers can ask students why devolution may be necessary in the success of a state.  Students will research the ethnic independence movements in Africa while the Africans struggled to overcome the imperialistic control of Europe in Africa. In groups, students can create a “Decolonization of Africa” digital time-line using the online program, [Sutori.com](https://www.sutori.com/story/beginner-s-guide-teacher-tutorial--TyRfCRgfCyi2y3trphFMvJKi), that includes the colony's name, European country that ruled them, the independence movement in where they gained their independence, the date of independence, the new country’s head of state, and the new country’s name. Through discussion, students can determine if independence movements are necessary in the formation of new countries and why new countries are sometimes necessary.  **I can explain how the modern state system started.**   * Political Entities- Students can identify examples of contemporary political states and nations.   What is a…   * state/ the modern state system? * Nation * Nation-state * Stateless Nation * Multi-State Nation * Multinational States   Students will draw life-size maps identifying the examples of contemporary political states and nations. Students then need to describe each term, research to find and then list real-life examples on each map. Students can use this site (InfoPlease) on [State, Country, and Nation](https://www.infoplease.com/world/general-world-statistics/state-country-and-nation). Students can hang the maps in the classroom to use as a gallery walk and to be kept for future reference material with lessons throughout the unit. | * Prior to diving into the unit, the teacher should activate students' prior knowledge, this could be done by a pre-test, KWL chart, Webquest, or class discussion. * This time would be a good chance to discuss the change of how the operation of boundaries/borders changed recently due to COVID-19. Why are boundaries where they are based on resources? What happens when physical boundaries are used to change?   Throughout this unit, teachers can embed mapping activities to ensure students are aware of the various locations on maps and their place in the world. Teachers can give the students a world map that they can add information as the unit is discussed. Google My Map is a good tool to use if available. It will allow students to digitally create and explore places in real-time. Using this tool allows students a chance to explore the tool to become familiar with.  Teachers may prompt students with images depicting how the Europeans imposed their way of life, including clothing, language, and food on the Africans and how the Africans were mistreated.  See appendix for ESPN chart.  Teachers can introduce potential questions to engage students on devolution:   * Should there be more countries in the world or less? * Are a few large governments better or worse than hundreds of small governments? * Why would a people group want to be ruled by someone like them? * Would you like to have a leader who grew up in the same town as you? Why or why not?   Teachers should work with students to develop a working understanding of the various types of states/nations. Teachers can provide specific visual images and locations which fall into each category. As much as possible refer back to these as possible with bell ringers and/or exit tickets. |
| **I can explain the conditions and connections that contributed to the creation of boundaries and states.**  Students will create a list of the purposes of political boundaries.  Students can explore boundaries and borders through [this ArcGIS story map](https://www.arcgis.com/apps/MapJournal/index.html?appid=7e4ac025d2b54b2b90b1a597b31526a0).   * Internal and International Boundaries - Students can explain the functions of internal and international boundaries.   Examples to explore…   * Sovereignty * Nationalism * Boundary Disputes * Gerrymandering * Voting Districts * Demilitarized Zones * Berlin Conference * United Nations Convention of the Law of the Sea   Students will explore the purpose of political boundaries in regards to elections. Students will have the opportunity to experience Gerrymandering in a gamified manner via [The Redistricting Game](http://www.redistrictinggame.org/) website. | Teachers can lead a discussion with the students in answering: What are some ways the world’s nations and states can move beyond focusing on ethnic boundaries?  Teachers can give students background information on gerrymandering by showing this video on gerrymandering from the [Washington Post](https://www.youtube.com/watch?v=bGLRJ12uqmk), and this video about the electoral college from [TED-Ed](https://www.youtube.com/watch?v=W9H3gvnN468). Teachers may also try [The Choices Program](https://www.choices.edu/wp-content/uploads/2018/10/choices-twtn-gerrymandering-info-1.pdf) activity about gerrymandering with their students. |
| **I can analyze and evaluate the conditions and connections that have contributed to centrifugal and centripetal forces of the modern state system and the rise of supranationalism in various regions.**  Students can discuss the political, economic, and social reasons why people migrate. To what extent are these factors serving as centrifugal forces? To what extent are these factors serving as centripetal forces?  Students should define and compare:   * Centrifugal forces * Centripetal forces * Nationalism * Supranationalism   How are these causes of or responses to conflict?  Students will conduct a sorting activity (digitally or printed) when provided a variety of centrifugal and centripetal forces to establish a basis of understanding. Students will research a country to identify current centrifugal or centripetal forces within their boundaries.  Students will research and debate whether the European Union is a needed Supranational Organization in Europe and determine the economic benefits for European countries to join. | Teacher may choose to create 5-8 debatable topics centered around supranational organizations dealing with conflict. Teachers can facilitate this debate in a variety of ways, possibilities include this side or that side, philosophical chairs, etc. |
| **I can explain how forces of globalization and regional variations in resources can create opportunities for change, conflict, and cooperation for the control of Earth’s surface.**   * Ethnic Forces and Diversity- Examples of political issues related to ethnic forces and diversity include, but are not limited to: * Conflict with Multiethnic States, such as the Uyghurs in China and the Rohinga in Myanmar * Controversy in Stateless Nations, such as the Kurds and the Basque * Conflict over Territory, such as Hong Kong, Israel/Palestine and US territories   Students will watch various videos introduced by the teacher that discuss the historical context of the political conflicts that include ethnic forces and diversity while also exploring recent news conferences. Students will then write a two-paragraph response to the overarching question, Do we need countries?  Students will create a listicle of the conflicts. Students should pick or be assigned a specific conflict to create a timeline of how the conflict has unfolded over time, looking at how it started and attempts by other countries/organizations to resolve the conflicts. | Teachers can lead a class discussion asking, Would the world be better off by eliminating countries therefore possibly eliminating ethnic strife amongst people? Teachers can place students in thinking groups to flesh out the direction they are going and for support. In their groups, students can discuss the political, economic, and social causes of ethnic strife and create solutions to solve them. Students will then write a two-page paper addressing the question and presenting their solutions. This could count as a summative grade. |
| * Intrafaith and Interfaith Conflicts - Students can discuss the differences between interfaith and intrafaith. Teachers may use this site (IntrafaithConversation.com) as a simple explanation of the two, [What's the Difference Between INTERfaith and INTRAfaith?](https://intrafaithconversation.com/2016/02/20/whats-the-difference-between-interfaith-and-intrafaith/) * Uighurs in China * Rohinga in Myanmar * Genocide in Rwanda and Sudan   Students will use the website [South Sudan-World Without Genocide](http://worldwithoutgenocide.org/genocides-and-conflicts/sudan) (from World Without Genocide) and [South Sudan-Ethnic Conflict and Civil War](https://www.ushmm.org/genocide-prevention/countries/south-sudan/case-study) (from the US Holocaust Memorial Museum) to research the history of genocide in Sudan. Students can complete infographics using the online program, [Canva.com](https://www.canva.com), describing genocide, providing pictures, and then discuss the who, what, when, where, why, and how(s) of the conflict.  Students will use the History.com website on the [Rwandan Genocide](https://www.history.com/topics/africa/rwandan-genocide) and [Rwanda: How the genocide happened](https://www.bbc.com/news/world-africa-13431486) from BBC to research the history of genocide in Rwanda. Students can complete infographics using the online program, [Canva.com](https://www.canva.com), describing genocide, providing pictures, and then discuss the who, what, when, where, why, and how(s) of the conflict. | Teachers will provide students with a copy of an older map prior to Sudan and South Sudan’s split from the South Carolina Geographic Alliance. Direct students’ attention to the specific area. Provide students with the background of the conflict, allow students time to process and brainstorm possible solutions. Then discuss with students why and how the separation happened. Students could update the map with the current political boundaries. Use this opportunity to illustrate teacher expectations for investigating and reporting on a modern genocide.  Teachers will activate students’ prior knowledge of the most well-known Genocide, the Holocaust. Use a think-aloud strategy to create a document of the most important aspects of the genocide process, who was involved, etc. This can serve as the foundation of genocide comparison. Ask students to reflect on why we should study history. This should springboard a discussion about how we should learn from the past so we do not repeat it. This leads to asking students to pick a modern genocide, not discussed as a class, and compare it to the Holocaust in a multimedia presentation. An extension activity is to require students to create a Google My Map of locations related to the Holocaust and their chosen genocide to have students view the events spatially.  This could be as in-depth or quick as a teacher would like depending on time constraints. |
| **Connections to COVID-19 case study:**  Students will explore how local, national, and global government put restrictions into place:   1. McMaster’s [‘home or work’ order](https://www.counton2.com/news/south-carolina-news/gov-mcmaster-issues-statewide-home-or-work-order-to-combat-covid-19-spread/) and [lifting the ‘home or work’ order](https://www.counton2.com/news/south-carolina-news/gov-mcmaster-lifting-mandatory-home-or-work-order-on-monday-will-allow-outside-dining-at-restaurants/) 2. [Parks opening in the Lowcountry](https://www.counton2.com/news/latest-news/parks-reopen-across-charleston-with-restrictions/) 3. [Malls and shops opening in the Lowcountry](https://www.counton2.com/news/local-news/charleston-county-news/lowcountry-malls-reopen-some-shoppers-say-the-experience-is-a-little-different/) 4. [Cities](https://www.counton2.com/news/isle-of-palms-sullivans-island-folly-beach-and-edisto-beach-release-joint-statement-on-the-potential-reopening-of-public-beach-accesses/), [beach communities](https://www.counton2.com/news/local-news/edisto-beach-votes-for-emergency-oridinance-restricts-access-to-non-residents/), and [islands](https://www.counton2.com/news/tybee-island-locals-protest-beach-reopening/) closing the beaches when the state allows them to be open 5. Stay at home orders being lifted in [CNN](https://www.cnn.com/2020/05/13/health/us-coronavirus-wednesday/index.html) article   These issues overlap with those of unit 7 and may be a good transition, review, or preview, as the teacher sees fit. | This case study is a suggested way to connect the inquiry questions in each unit to authentic, on-going issues. This should allow for further inquiry on the part of the student, the application of geographic skills and concepts, and relevance to a current or contemporary crisis. Each unit includes resources for potential connections to this case study.  [The COVID-19 Dashboard](https://gisanddata.maps.arcgis.com/apps/opsdashboard/index.html#/bda7594740fd40299423467b48e9ecf6) is a powerful tool for observing data on the geography of the pandemic. |

**References**

**Additional Resources**

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**Human Geography**

**ESPN - Economics, Social, Political, and Environmental Factors Graphic Organizer**

**Read the article or complete the activity by pulling 5 facts that relate to each of the categories.**

| Name: | Country/ies Involved: |
| --- | --- |
| **Economics**  1.  2.  3.  4.  5. | **Social**  1.  2.  3.  4.  5. |
| **Political**  1.  2.  3.  4.  5. | **Environment**  1.  2.  3.  4.  5. |