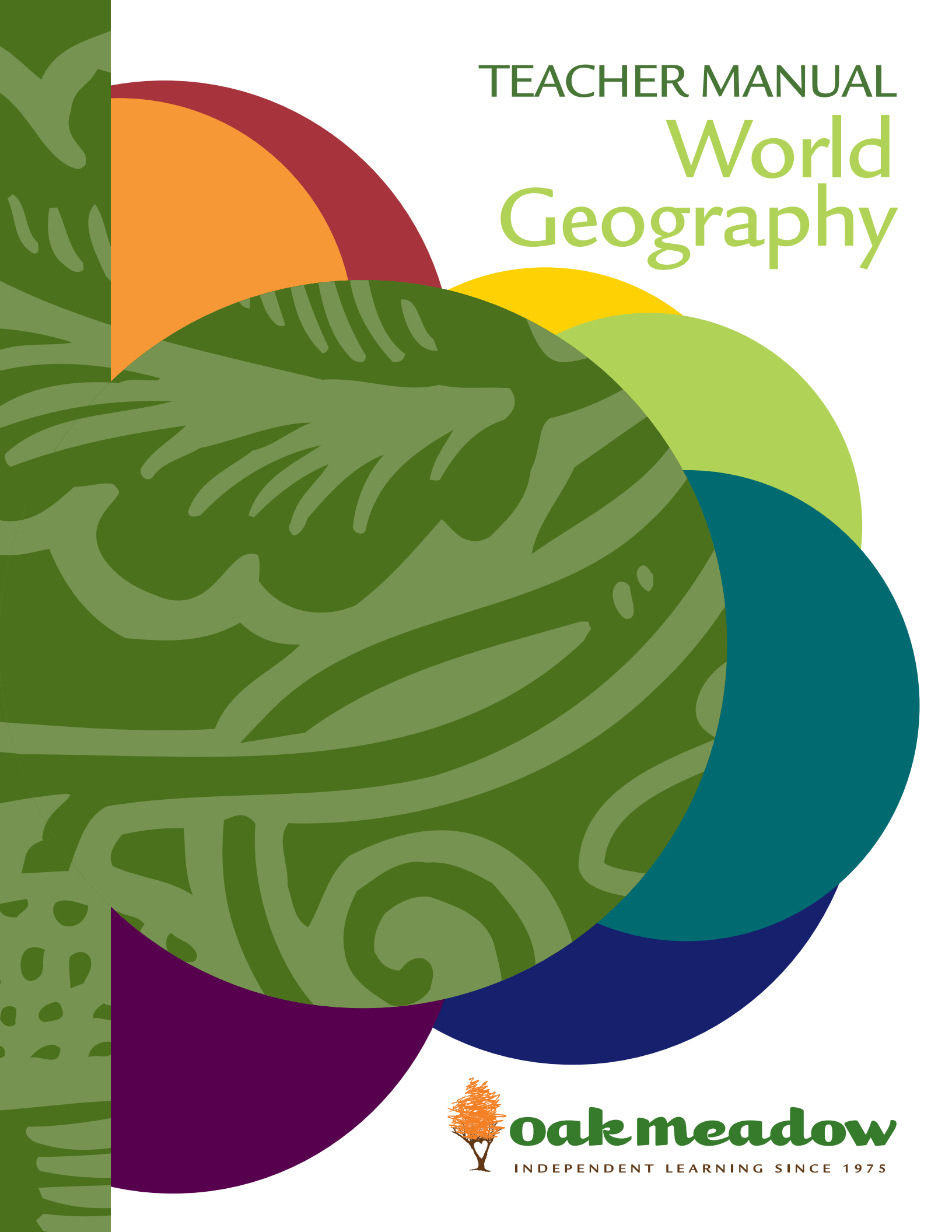


TEACHER MANUAL  
World  
Geography



**oak meadow**

INDEPENDENT LEARNING SINCE 1975

# World Geography

## 2017

### Oak Meadow

#### Teacher's Manual

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# Introduction

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The study of geography involves understanding the natural forces that shape our planet and the interactions between people and their environment. This course is also about acquiring information from disparate sources, like maps, statistics, news reports, and literary accounts, and integrating it into a comprehensive understanding.

## What to Expect in the Course

The student's coursebook contains all the instructions and assignments for a full year course in world geography. Throughout the course, students will be doing research and reading using additional sources such as non-fiction books, websites, films, textbooks, journals, novels, artwork, news archives, etc. While some lessons have a lot of research and reading, other lessons have no extra reading. This gives students a break from the research and allows them time to absorb and process what they have been learning.

**This course is designed to be textbook-independent.** This means your student can use ANY textbook as well as additional research materials to learn about the lesson topics. Students are welcome to purchase a textbook to use as their primary reading material, or use any combination of materials, but there isn't one specific textbook attached to this course. This gives you and your student greater freedom, and also requires of the student a deeper level of engagement and responsibility for learning. Simply by seeking out accurate and relevant sources for the lesson topics, students will gain valuable, real-world skills that will serve them well in high school, college, career, and life. For students who need or want extra support, the use of a comprehensive textbook will give them an easy way to reference and gain an overview of the concepts and topics.

Please refer to the introduction and appendix in the student's coursebook to familiarize yourself with the course, study tips, and the booklist for the semester reading project. You can use the information in the coursebook introduction and appendix to guide and support your student throughout the year.

## What You'll Find in This Teacher Manual

This teacher manual is designed to help you support your student in sorting through, analyzing, and organizing the information in this course. In addition to factual answers to assignment questions, you will find tips on how to assess student responses, and suggestions for ways to guide your student's learning in order to encourage in your student a lively spirit of discovery and an open mind to the diverse perspectives and cultures.

You may want to look over the teacher manual answers before your student begins work on a lesson. There are notes on how to support your student and alternate options that may be helpful.

In this teacher manual, you will find the full text for all assignments and activities. Teacher manual answers are seen in color. If you are homeschooling independently, this teacher manual can serve as your support as you guide and evaluate your student's work. When a student gets a factual answer wrong, you can share the correct answer and address any underlying misconceptions. The focus should always be on the learning process rather than on a sense of judgement. Several incorrect answers related to a particular topic point to an area the student will benefit from revisiting.

For obvious reasons, it is best not to share this teacher manual with your student. Each student is expected to produce original work, and any incidence of plagiarism should be taken very seriously. If you notice a student's answers matching those of the teacher manual word for word, a discussion about plagiarism and the importance of doing original work is necessary. While students in high school are expected to be well aware of academic honesty, any discussion about it should be approached as a learning opportunity. Make sure your student is familiar with when and how to properly attribute sources (there's an extensive section on this in the appendix of the student's coursebook).

We encourage you and your student to explore the topics introduced this year through lively discussions and shared experiences. Taking a special interest in your student's work can result in greater engagement and effort. We hope this course introduces your student to new areas of interest and guides your student towards a greater sense of connection with the world.

# Lesson



# Planet Earth

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## Lesson Objectives

- Observe and describe natural forces that have shaped the local environment.
- Identify the characteristics that define the categorization of a planet.
- Compare different obstacles to worldwide access to clean drinking water.

## Reading

Learn more about the following topics through independent research:

- Movement of the Earth in space
- Earth's layers
- Earth's hydrosphere, lithosphere, and atmosphere
- Glaciers
- Continental drift
- Plate tectonics
- Earthquakes and volcanoes
- Weathering and erosion
- Earth's magnetic field
- Water cycle

## ASSIGNMENT CHECKLIST

- Learn about the forces that shape Earth.
- Answer comprehension and critical thinking questions.
- Draw major latitudes and the prime meridian on your world map.
- Answer the Central Question.
- Choose an optional activity:
  - Activity A: Earthquakes and Volcanoes
  - Activity B: Chemical Weathering
  - Activity C: Mountain Ranges
  - Activity D: Read, Watch, or Listen
  - Activity E: Water Samples

If you need help locating or identifying reputable, relevant sources, ask for help from a parent, teacher, or friend. Often online articles have relevant links to other sites and sources that can be helpful. Looking for good information is like a treasure hunt—you never know where it will lead.

## Comprehension and Critical Thinking Questions

Include specific terminology and cite any relevant data in your responses.

1. Walk or ride around the area in which you live to look for evidence of the effects of natural phenomena, such as earthquakes, volcanoes, flooding, and erosion. Take photos, if possible. Explain how these forces changed the landscape, and how these changes to the landscape might have affected the people living in the area.

Almost every area will show signs of erosion and seasonal flooding, particularly around bodies of water. Students may find signs of other forces, depending on the region. Humans have adapted to seasonal and natural phenomenon in many ways. Examples include using nutrient-rich valleys and flood plains for agriculture, rerouting roads where erosion has changed the landscape, and building low buildings in earthquake zones.

2. On August 24, 2006, the International Astronomical Union redefined the term *planet* with the result that Pluto, considered our ninth planet since its discovery in 1930, is no longer classified as a planet. This means that our solar system now has only eight, rather than nine, planets. Research this decision and the controversy surrounding it, and write an essay expressing your opinion of the decision. What is the new definition of a planet, and why doesn't Pluto meet it? How was this definition developed? Should Pluto have been left as one of our "planets" anyway? Use at least two different types of graphics (photograph, chart, diagram, table, etc.) to support your response and clearly explain what they show.

In order to be classified as a planet, a celestial body must be round, orbit the sun, and its gravity must have cleared the surrounding space of other objects, either by pulling them into the planet or into orbit around the planet, or pushing them into space. Pluto has not yet "cleared the neighborhood" so it is now classified as a dwarf planet.

Student essays should show clear and purposeful organization, and evidence of the following elements of good writing.

- Revision: ideas are stated in a logical order and all points covered adequately
- Editing: errors in grammar, spelling, and style are corrected
- Proofreading: a polished final version is presented

Check the appendix of the student coursebook for more details on the writing process.

# Mapping the World

It's time to add some detail to your map. Use your map model to help you place each new element in its correct location.

1. Draw a line for the equator and the prime meridian. Label each  $0^\circ$  and write its name.
2. Add the Tropic of Cancer and the Tropic of Capricorn, labeling each with its name and location ( $23.5^\circ$  N and S). Add the Arctic Circle and the Antarctic Circle, labeling them  $66.5^\circ$  N and S.
3. Add as many other lines of latitude and longitude as you like. The more lines you have, the easier it will be to create an accurate map.

Try to show a reasonably precise location for each based on what portions of the continents these lines intersect. You may want to lightly redraw your continent lines if you see that things aren't lining up quite right. Don't worry too much about it, though. This map is for your use, to help you gain a better understanding of geography. No one expects your map to be perfect!

Students will continue to work on their world map throughout the course. Check the progress of the map periodically and provide guidance and encouragement as needed. Interest and motivation in a long-term project is more easily maintained when others take an interest in it as well.

## Central Question

Clean drinking water is a global problem and a basic human right. Water scarcity, water pollution, privatization, and mismanagement of water resources all create different kinds of problems. Which of these do you think is the largest obstacle to creating access to clear water for everyone? Why? What is being done to correct the problem?

Your response can be in written, video, or slide show format, or presented and recorded as a speech, debate, or other discussion or audio-based format.

Students may not be aware of the privatization or mismanagement of water resources, and may need to do additional research in order to present a balanced view of the issues.

## Activities

Choose one of these optional activities to further explore the lesson topics.

- **Activity A: Earthquakes and Volcanoes**
- **Activity B: Chemical Weathering**
- **Activity C: Mountain Ranges**
- **Activity D: Read, Watch, or Listen**
- **Activity E: Water Samples**

Descriptions of all optional activities can be found in the student coursebook.



## Lesson



# Geography and Cultures of East Asia

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## Lesson Objectives

- Identify environmental effects of generating energy.
- Explain the connection between diet and geography.
- Compare the benefits and drawbacks of large-scale environmental projects.

## Reading

Research topics related to the physical and cultural geography of the nations in East Asia: China, Mongolia, North Korea, South Korea, Japan, and Taiwan. In addition to print resources, seek out videos, photographs, informational graphics, and audio sources. Remember to check the Oak Meadow website for online curriculum links for each lesson in this course.

- Himalayan Mountains
- Plateau of Tibet
- Gobi Desert
- Climate zones of East Asia
- Population demographics of East Asia
- Wildlife and natural landforms
- Pacific's Ring of Fire
- Great Wall of China
- Three Gorges Dam

## ASSIGNMENT CHECKLIST

- Learn about the geography and cultures of East Asia.
- Answer comprehension and critical thinking questions.
- Draw natural and political landmarks of East Asia on your world map.
- Answer the Central Question.
- Choose an optional activity:
  - Activity A: Traveling in East Asia
  - Activity B: Nature Haiku
  - Activity C: Ethnic Music
  - Activity D: Made in China
  - Activity E: Pan-Himalayan Railway

- Chinese dynasties
- Hong Kong
- Environmental issues
- Traditions and culture

## Comprehension and Critical Thinking Questions

1. How do the various countries in East Asia meet their power needs? What effect has this had on the environment? Give specific examples.

China, Mongolia, and North Korea use fossil fuels that they have in large quantities, such as coal, oil, and natural gas, as well as hydroelectric power. Japan, South Korea, and Taiwan must import fossil fuels since they have few coal and oil deposits. Japan and South Korea use nuclear power plants despite accidents and problems with disposal of nuclear waste. Japan has begun developing alternative energy sources, such as solar and wind power.

2. How can one country use trade to influence the human-rights policy of another country? Give an example where and how this has taken place.

A country can limit or cease trading with a trading partner and thus pressure that country to change its policies on human rights, forced labor, or child labor. The United States and Japan have done this with China, resulting in the release of some Chinese dissidents from prison.

3. How does diet relate to a region's geography and climate? Choose one of the following places or countries: China's eastern highlands, Mongolia, China's Sichuan Basin, the North China Plain, South Korea, Japan, or Taiwan. Research the diet of the people in your chosen area, focusing on locally grown foods rather than imported foods. Explain how climate, physical geography, and other natural factors affect what the people of the area eat.

The student's research should focus on local agriculture; many regions rely almost solely on locally grown food rather than expensive or hard-to-get imports. The student's response should highlight the connection between geography, climate, and food sources.

## Mapping the World

It can be easy to lose interest in a long-term project like creating a world map. One way to maintain enthusiasm for the project is to share it with others. Take photos each time you add something new to your map and share them with other students and your teacher.

1. Add the natural features of East Asia, including major mountain ranges, rivers, and deserts.
2. Draw the islands of Taiwan and Japan.
3. Label the region's seas.
4. Using your map model and lines of latitude and longitude, draw the political boundaries for each of the six East Asian nations.
5. Locate and label the capital city for each country.

As students continue to work on this year-long project, check in occasionally to assess the progress and provide feedback and encouragement. Keep in mind that, in addition to mapmaking skills and geographical literacy, students are learning how to follow through and make continued, incremental progress on a long-term project.

## Semester Reading Project

Have you chosen your book to read for this semester? See the course introduction for a list of suggestions or ask your librarian.

## Central Question

The Three Gorges Dam was an ambitious, expensive, and highly controversial project that was designed to halt devastating seasonal flooding while generating power and providing better irrigation and transportation. Opponents say that more problems were created by building the Three Gorges Dam than solved. Using what you know about this project and similar large-scale projects that made significant changes to the environment, reflect on the following question:

How much can we change the environment for the benefit of humankind without causing irreparable damage that will ultimately endanger humankind?

Your response can be in text or multimedia form.

The focus of the student's response should be on the question above about balancing the benefits and drawbacks of changing the environment, rather than on the Three Gorges Dam.

## Activities

Choose one or more of the following optional activities to further your knowledge.

- **Activity A: Traveling in East Asia**
- **Activity B: Nature Haiku**
- **Activity C: Ethnic Music**
- **Activity D: Made in China**
- **Activity E: Pan-Himalayan Railway**