

Roberta:

I thought your tutorial was very well done and I particularly liked the scavenger hunt activity. I taught World Geography for 8 years and the last two years of those eight I taught the new Geography History of the World course the Indiana Department of Education implemented three years ago. I found the course to be difficult for students as we developed the curriculum in the middle of a textbook cycle and there was NO textbook for the students. Rather, they were issued a World Geography book and we were supplied with a classroom set of the World History textbook. While this is fine for some students, many others (including their parents) prefer one textbook. We developed our course by content standard and accumulated a rather large amount of supplemental material to enhance the course. The state standards became our units of instruction. The course lends itself to investigative inquiry and higher level thinking. It really functions more like an honors class but it is not. Many students struggled with the unconventional set-up. So, I started to think about this course as I went through your database project. This is a database that can be used to meet several of the Indiana Academic Standards for Geography History of the World. Below are some of those standards with brief lessons that follow. These could be researched by the students using a database such as the ABC-CLIO World Geography Database.

Standard 9: Human and Environment Interactions

GHW.9.1 Use maps to identify regions in the world where particular natural disasters occur frequently. Analyze how the physical and human environments in these regions have been modified over time in response to environmental threats. Give examples of how international efforts bring aid to these regions and assess the success of these efforts. (Human Environment Interactions, Origins, Change over Time, Physical Systems, Cultural Landscape, Spatial Interaction, Spatial Organization)

Procedure:

Have students use the ABC-CLIO World Geography Database to locate 5 countries which suffer from one of the following natural disasters within the 20th and 21st centuries

1. Earthquakes
2. Tsunamis (I know earthquakes cause tsunamis)
3. Volcanoes
4. Hurricanes
5. Tornadoes

Once they have chosen their countries, students should identify the date (s), casualties, evacuation procedures, cost of the damage, current status of the region impacted.

Students should create a presentation on each of the countries and the information they found. Presentations should use technology such as PowerPoint or web-page

GHW.9.3 Identify and describe ways in which humans have used technology to modify the physical environment in order to settle areas in different world regions. Evaluate the impact of these technologies on the physical and human environments affected. (Human Environment Interactions, Spatial Interaction, Change over Time, Physical Systems)

Procedure:

Have students use the Three Gorges Dam as an example. Have them locate the Yangtze River on a map, use ABC-CLIO database to gather information on the size of the dam, cost of the dam, and the controversy surrounding the dam (displacement of 1-2 million people, for example), and encourage them to weigh the pros and cons of the construction of the dam and decide for themselves if the benefits outweigh the cost. They could use Opposing Viewpoints to help them.

GHW.9.4 Distinguish and assess the human and physical factors associated with the spread of selected epidemics and/or pandemics over time and describe the impact of this diffusion on countries and regions. Propose strategies for limiting the spread of diseases. (Change over Time, Diffusion)

This was my favorite topic to cover. With the recent Swine Flu scare this standard really hits home.

Procedure:

Have students trace the origin and spread of one of the following pandemics / diseases / epidemics on a map.

1. Bubonic Plague
2. Cholera of the 18th century
3. 1918 Spanish Flu
4. AIDS
5. Ebola (1995)
6. Avian Flu
7. Swine Flu (2009)

In addition to their maps tracing the outbreak, they should research the impact it had on any one of the countries impacted, including how it spread (diffusion), how the government addressed it with the populace, and what actions could have been taken to lessen the severity.

This should be organized into a presentation with adequate visuals.

These are just a few ways I would use a database such as **ABC-CLIO World Geography**. I am always looking for a way to address the state requirements without being dependent on a textbook but yet make sure my students are learning and having fun.