



What Citizens Need to Know About World Affairs



***What Citizens Need to Know About World Affairs* addresses select Indiana Social Studies Standards for World Geography and World History / Civilization.**

World Geography

Standard 1 The World in Spatial Terms

Students will use maps, globes, atlases, and grid-referenced technologies such as remote sensing, Geographic Information Systems (GIS), and Global Positioning Systems (GPS) to acquire and process information about people, places, and environments.

WG.1.1 Explain the Earth's grid system and be able to locate places in terms of latitude and longitude.

WG.1.2 Demonstrate that, as an attempt to represent the round earth on flat paper, all maps distort, and be able to evaluate the distortion associated with any given projection.

WG.1.3 Use locational technology (remote sensing, Global Positioning Systems [GPS] and Geographic Information Systems [GIS] in order to establish spatial relationships.

WG.1.4 Explain that maps contain spatial elements of point, line, area, and volume, each of which must be digitized differently for incorporation within a GIS.

WG.1.5 Demonstrate an understanding of the earth from a spatial perspective, including asking geographic questions, using atlases, statistical source material, remote sensing, and GIS to help arrive at answers.

WG.1.6 Give examples of how maps are often used to convey biased information, so that critical analysis of map sources is essential.

WG.1.7 Explain that people develop their own mental maps, or personal perceptions of places in the world, that their experiences influence their perceptions, and these perceptions tend to influence their decision-making.

- *Chapter 1 examines the world from a spatial perspective. The development and use of various map projections, such as the Mercator and Robinson projections are discussed. Access to political and physical maps of the world regions is available through chapter text links.*

Standard 2 Places and Regions

Students will acquire a place-location framework for thinking geographically. They will identify the physical and human characteristics of places. They will understand that people create regions to interpret earth's complexity and that culture and experience influence people's perception of places and regions.

WG.2.1 Name and locate the world's major bodies of water, major mountain ranges, major river systems, all countries, and major cities.

WG.2.2 Categorize characteristics of places in terms of whether they are physical (natural) or cultural (human). Know and apply the sub-categories of physical and cultural characteristics when describing any given place.

WG.2.3 Give examples of how places and regions change over time.

WG.2.4 Give examples and analyze ways in which people's changing views of places and regions reflect cultural change.

WG.2.5 Give examples of how people create regions to help them understand the Earth's complexity.

WG.2.6 Give examples of different ideas relating to regions.

WG.2.7 Suggest various physical or human criteria upon which regions can be based or defined.

WG.2.8 Give examples of critical issues that may be region-specific and others that cross regional boundaries.

WG.2.9 Analyze public opinion data on various issues in two different regions of the United States or in two adjacent countries.

WG.2.11 Identify a region where natural disasters occur frequently, and give examples of how international efforts bring aid to this region.

- *Part I, Global Perspectives, examines spatial, time, and cultural perspectives.*
 - o *Chapter 1, categorizes the world by regions: geographic, climate, political, economic, religious, language.*
 - o *Chapter 2 looks at how we study the world: Astronomy, Geology, Biology, History, Religion.*
 - o *Chapter 3 addresses culture.*
- *Chapter 19, Middle East, provides an example of a region with varying perspectives on crucial issues.*
- *Chapter 12 identifies the impact of natural disasters, such as deforestation, on a region's population.*

Standard 4 Human Systems

Students will identify and analyze the human activities that shape the Earth's surface, including population numbers, distribution and growth rates, rural and urban land use, ways of making a living, culture patterns, and economic and political systems. Using grid-based technology (i.e., remote sensing and GIS) whenever possible, they will map the distribution of various human phenomena and look for spatial patterns that the maps reveal.

WG.4.1 Explain the concept of population dynamics, and through maps establish world patterns of population distribution, density, and growth. Relate population growth rates to health statistics, food supply, or other measures of well-being. Understand that patterns differ not only among countries but between regions within a single country.

WG.4.2 Develop maps of human migration and settlement patterns at different times in history, and compare to the present.

WG.4.3 Hypothesize about the impact of push/pull factors on human migration in selected regions and about the changes in these factors over time.

WG.4.4 Describe the world-wide trend toward urbanization and be able to graph this trend.

WG.4.5 Explain that the internal structure of cities varies in different regions of the world and give examples.

WG.4.6 Analyze the changing structure and functions of cities over time.

- Chapter 12 examines population dynamics. Topics include: demography, population increases, geometric population growth, demographic transition, fertility, migration, environmental refugees, poverty and epidemics. Web sites such as Migrations in History and Migration Dialogue supplement text material.

WG.4.7 Identify patterns of economic activity in terms of primary (growing or extracting), secondary (manufacturing), and tertiary (distributing and services) activities. Realize that the percentage of the working population in each of these categories varies by country and changes over time, and that the trend everywhere is toward an increase in the percentage involved in providing services.

WG.4.8 Map the distribution patterns of the world's major religions, and identify architectural features associated with each.

WG.4.9 Map the distribution pattern of the world's major languages, and explain the concept of a *lingua franca* (a widely used second language; a language of trade and communication).

WG.4.10 Identify the cultural contributions of various ethnic groups in selected world regions and countries, including the United States.

WG.4.11 Map the world-wide occurrence of the three major economic systems-traditional, command, and market; describe the characteristics of each, and identify influences leading to potential change.

WG.4.12 Classify the world's countries in terms of levels of economic development, as determined by Gross Domestic Product per capita and key demographic and social indicators. Map and analyze the results.

**- Chapter 4 examines the economic systems found around the world.
- Chapter 1 discusses linguistic geography and the role language plays in defining a region.
- Chapter 3 discusses the role culture plays.
- Chapter 9 examines development and developing countries.
- Part IV, World Regions – A Historical Sketch, profiles the countries around the world. Links to State Department Background Facts allows for research into countries found in each region.**

WG.4.13 Explain the meaning of the word *infrastructure*, and analyze its relationship to a country's level of development.

WG.4.14 Devise ways of illustrating the economic interdependence of countries and regions.

WG.4.15 Explain how change in communication and transportation technology is contributing to both cultural convergence and divergence.

WG.4.16 Point out specific situations where human or cultural factors are involved in global conflict situations and identify different viewpoints in the conflict; create scenarios under which these cultural factors no longer trigger conflict.

WG.4.17 Explain how different points of view influence policies relating to the use and management of Earth's resources.

WG.4.18 Identify international organizations of global power and influence (NATO, the United Nations, the European Union, ASEAN), and form committees to report on the influence and limits to influence, that each experiences.

WG.4.19 Demonstrate that change on Earth is constant, in both the physical and the cultural realm, and that the movement of populations, goods, and ideas creates ever-altering spatial patterns.

- *Chapter 9 provides examples of the relationship between a developing country's infrastructure and its level of development.*
- *Chapter 6 focuses on technology and the information society.*
- *Chapter 5 examines the balance of power between nations and addresses alliances, power-blocs and terrorism.*
- *Chapter 11 examines international organizations such as the UN and NATO.*
- *Chapters 1, 8, 11, and 18 discuss the European Union.*
- *Chapters 8 and 21 discuss ASEAN.*
- *Chapter 14 examines earth's resources and the various points of view concerning resource consumption and preservation.*

Standard 5 Environment and Society

Students will analyze ways in which humans affect and are affected by their physical environment.

WG.5.1 Identify human-caused threats to the world's environment: atmospheric and surface pollution, deforestation, desertification, salinization, over-fishing urban sprawl, species extinction. Map the world-wide occurrence of each of these phenomena.

WG.5.2 Identify ways in which occurrences in the natural environment can be a hazard to humans: earthquakes, volcanic eruptions, tornadoes, flooding, hurricanes, and cyclones, lightning-triggered fires.

WG.5.3 Examine ways that people in different parts of the world have adapted to the physical environment.

WG.5.4 Evaluate ways in which technology has expanded the capability of humans to modify the physical environment, and the ability of humans to mitigate the effect of natural disasters.

WG.5.5 Examine the characteristics of major global environmental changes.

WG.5.6 Analyze examples of changes in the physical environment that have reduced the capacity of the environment to support human activity.

WG.5.7 Evaluate how and why the ability of the earth to feed its people has changed over time.

WG.5.8 Analyze world patterns of resource distribution and utilization, and explain the consequences of use of renewable and non-renewable resources.

WG.5.9 Develop possible solutions to scenarios of environmental change brought on by human activity.

WG.5.10 Assess how people's perceptions of their relationship to natural phenomena have changed over time, and analyze how these changing perceptions are reflected in human activity and land use.

- *Chapter 14 examines natural resource consumption, scarcity and distribution. Web sites such as the Minerals And Geology Management Home Page, Fossil Energy Web site, and International Atomic Energy Home Page provide up-to-date information on key resource issues.*
- *Chapter 15 focuses on the environment. Topics include air, water, and land pollution. Web site links include Chernobyl Disaster, Rainforest Action Network Home Page, United Nations Convention to Combat Desertification and the Montreal Protocol on Substances that Deplete the Ozone Layer.*

Standard 6 The Uses of Geography

Students will understand the influence of physical and human geographic factors on the evolution of significant historic events and movements. They will apply the geographic viewpoint to local, regional, and world politics and problems.

WG.6.1 Describe the ways in which Earth's physical processes are dynamic and interactive.

WG.6.2 Analyze the possible effect of a natural disaster on the local community, and devise plans to cope with the disaster or mitigate its effect.

WG.6.3 Identify major patterns of human migration, both in the past and present.

WG.6.4 Identify spatial patterns in the movement of people, goods, and ideas throughout history.

WG.6.5 Understand the relationships between changing transportation technologies and increasing urbanization.

WG.6.6 Evaluate the impact of human migration on physical and human systems.

WG.6.7 Assess how people's changing perceptions of geographic features have led to changes in human societies.

WG.6.8 Compare the attitudes of different religions toward the environment and resource use; consider the effect of religion on world economic development patterns, cultural conflict, and social integration.

WG.6.9 Assess the growing world-wide impact of tourism. Consider the multiple effects of tourism on developing countries, and develop guidelines for Americans who travel as tourists in other countries.

WG.6.10 Consider the possible consequences of a world temperature increase.

WG.6.11 Assess the consequences of population growth or decline in various parts of the United States. Determine whether the local community is growing or shrinking, and develop long-range plans based on present trends.

WG.6.12 Develop policies that are designed to guide the use and management of Earth's resources and that reflect multiple points of view.

- *Chapter 12 discusses populations, demographic transition, voluntary and forced migration and environmental refugees. Migrations in History and Population and the Environment are examples of linked web sites.*
- *Chapter 19, Middle East, provides examples of nations experiencing ongoing cultural and religious conflict.*

World History / Civilization

Standard 10 An Era of Global Conflicts, Challenges, Controversies, and Changes, 1900 – 2001

Analyze and explain twentieth century trends and events of global significance, such as world wars, international controversies and challenges, and cross-cultural changes that have connected once separated regions into an incipient global community.

WH.10.1 Trace and explain the antecedents, causes, major events, and global consequences of World War I.

WH.10.2 Analyze conflicting views among leaders of the Allies about the provisions of the Versailles Treaty, and evaluate the main points of the treaty.

WH.10.3 Explain the causes of the February and October Revolutions of 1917 in Russia, their effects on the outcome of World War I, and the success of the Bolsheviks (Communists) in their establishment of the Soviet Union (the Union of Soviet Socialist Republics).

- *Chapters 5, 10, 18, 19 and 20 discuss World War I. Web sites such as World War I Document Archive and Versailles Treaty provide primary source documents to supplement text content.*

WH.10.4 Compare the totalitarian ideologies, institutions, and leaders of the Soviet Union and Nazi Germany. Describe acts of oppression, including extermination by the Nazis and Soviet Communists against particular inhabitants within their countries, and acts of aggression against other countries during the 1930s by the Soviet Union and Nazi Germany.

- *Chapter 18 examines the Soviet Union and Nazi Germany. Web sites include, Nazi Rule and Joseph Stalin Reference Archive.*

WH.10.5 Trace and explain the antecedents, causes, major events, and global consequences of World War II.

WH.10.6 Describe the atrocities committed by Nazi Germany against Jews, Slavic peoples, and other groups in the Holocaust, and describe the atrocities committed by the Japanese Empire against Koreans, Chinese, and others in the context of World War II.

WH.10.7 Explain the origins and purposes of the United Nations in the context of World War I and World War II.

- *Chapters 17 and 18 examine atrocities of World War II. Access to Nuremberg Trials web site is linked to chapter text.*
- *Chapters 18 and 21 discuss the major events and consequences of World War II.*
- *Chapter 11 addresses the United Nations.*

WH.10.8 Trace and explain the antecedents, causes, major events, and global consequences of the Cold War.

WH.10.9 Explain the decline and demise of the Soviet Union and the political and economic changes in former communist countries of Central and Eastern Europe.

- *Chapters 5, 10, 16, 18, 19 and 21 discuss the Cold War.*
- *Chapter 18 examines the countries of Eastern Europe prior to and after Soviet domination. Russia, Ten Years After, a web site that examines the political, economic and social changes after the collapse of the Soviet Union is accessed through this chapter.*

WH.10.10 Analyze and explain why some African and Asian countries achieved independence peacefully through legal means and others as a consequence of armed struggles or wars.

WH.10.11 Explain the origins of the modern state of Israel, the reactions of Arabic peoples and states, and the conflicts between Israel and other states in its region.

- *Chapter 20 focuses on Africa and the emergence of the independent nations.*
- *Chapter 21 focuses on Asia and the independent struggles of countries such as India, China, Japan, and countries of Southeast Asia.*
- *Chapter 19 examines the Middle East and the conflict between the Arabs and Israelis.*

WH.10.12 Describe major global trends in science and technology, including electronic and computer technology.

WH.10.13 Describe the global development of cities and the impact of worldwide urbanization on family life, living standards, social class relations, and ethnic identity.

WH.10.14 Describe how population growth, urbanization, industrialization, warfare, and the global market economy have contributed to environmental changes.

WH.10.15 Define “post-industrial society” and use this concept to differentiate global economic and global technological development during the latter half of the twentieth century from that of the period between 1800 and 1950.

- *Chapter 6 focuses on the impact of technology on the modern world.*
- *Chapter 12 examines population problems.*
- *Chapter 15 examines the environment and the global economy.*

WH.10.16 Describe ethnic or nationalistic conflicts and violence in various parts of the world, including Southeastern Europe, Central Asia, and Central Africa.

WH. 10.17 Analyze and evaluate the global expansion of liberty and democracy since the 1970s and the successes or failures of democratic reform movements in challenging authoritarian or despotic regimes in Africa, Asia, Eastern Europe, and Latin America.

- *Part IV, World Regions – A Historical Sketch, examines the countries of Europe, Asia, Africa, the Middle East, and the Americas. National and international conflicts are discussed.*