

Anoka-Hennepin Secondary Curriculum Unit Plan

Department:	Social Studies	Course:	AP Geography	Unit 5 Title:	Political Geography	Date Created:	June 2013
Assessed Trimester:	B	Pacing:	12-16 Days	Grade Level(s):	9	Last Revision Date:	

Course Understandings: <i>Student will understand that:</i> <ul style="list-style-type: none">Interpret maps and analyze geospatial data.Understand and explain the implications of associations and networks among phenomena in places.Recognize and interpret the relationships among patterns and processes at different scales of analysis.Define regions and evaluate the regionalization process.Characterize and analyze changing interconnections among places.
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DESIRED RESULTS (Stage 1) - WHAT WE WANT STUDENT TO KNOW AND BE ABLE TO DO?

Established Goals	
Processes of cooperation and conflict among people influence the division and control of the earth’s surface. <ul style="list-style-type: none">9.3.3.8.1 Define the concepts of nationalism and sovereign political states and explain how sovereignty is impacted by international agreements.9.3.3.8.2 Describe the effects of nationalism and supranationalism on the establishment of political boundaries and economic activities.9.3.3.8.3 Analyze the impact of colonialism on the emergence of independent states and the tensions that arise when the boundaries of political units do not correspond to the nationalities or ethnicities of the people living within them. The characteristics, distribution and migration of human populations on the earth’s surface influence human systems (cultural, economic and political systems). <ul style="list-style-type: none">9.3.3.5.1 Describe the patterns of human population distribution in the United States and major regions of the world.9.3.3.5.2 Use the demographic transition model to analyze and explain the impact of changing birth and death rates in major world regions.9.3.3.5.3 Compare the population characteristics of places at a range of scales using population pyramids, birth and death rates, and other key demographic variables.9.3.3.5.4 Explain migration patterns in the modern era at a range of scales, local to global.9.3.3.5.5 Describe the factors influencing the growth and spatial distribution of large cities in the contemporary world.9.3.3.5.6 Analyze how transportation and communication systems have affected the development of systems of cities.9.3.3.5.7 Describe how changes in transportation and communication technologies affect the patterns and processes of urbanization of the United States.9.3.3.5.8 Describe the factors (transportation, government policies, economic development, and changing cultural values) that shape and change urban and suburban areas in the United States. 6. Geographic factors influence the distribution, functions, growth and patterns of cities and human settlements. <ul style="list-style-type: none">9.3.3.6.1 Use generally accepted models to explain the internal spatial structure of cities in regions of the United States and other regions in the world.	
Transfer	
Students will be able to independently use their learning to: (product, high order reasoning) <ul style="list-style-type: none">Create a model nation-state and evaluate the complexities involved in border construction.Develop theories about the shape of states and resulting cooperation or competition.Write about the differences between race and ethnicity and analyze ethnic cleansing and genocide.	
Meaning	
Unit Understanding(s): Students will understand that: <ul style="list-style-type: none">	Essential Question(s): Students will keep considering: <ul style="list-style-type: none">1. What is ethnicity?2. What is race?3. How does a person's ethnicity or race affect where they choose to live?4. What is modern segregation?5. How do ethnicity and nationality lead to conflict between people?6. Why do people engage in ethnic cleansing and genocide?7. What are the different kinds of boundaries?

		<ul style="list-style-type: none">● 8. Why do we have political boundaries?● 9. How does the type of government affect the development of a country?● 10. How are geography and boundaries related to wars?● 11. What is the difference between a nation, state and nation-state?● 12. How does the United Nations affect the world?● 13. How is a territory different from a state?● 14. How does terrorism affect different parts of the world?
Acquisition		
Knowledge - Students will: <ul style="list-style-type: none">● Identify reasons that people cluster based on ethnicity and race.● Describe how political boundaries can result in conflict.● Explain the five shapes of states.● Recognize the importance of geopolitical organizations.	Reasoning - Students will: <ul style="list-style-type: none">● Analyze the differences between race and ethnicity.● Compare and contrast nations, states, and nation-states.● Evaluate the significance of physical, cultural and political boundaries.	Skills - Students will: <ul style="list-style-type: none">● Conduct research on global conflicts and resolution of conflicts.● Explore how the type of government affects the development of a country.● Question how terrorism affects different parts of the world.

Common Misunderstandings <ul style="list-style-type: none">• Ethnic cleansing and genocide are purely historical terms.• Explaining why people locate in certain places is easy.• The United Nations doesn’t do anything.• Race and ethnicity are the same thing.	Essential new vocabulary <ul style="list-style-type: none">• ethnicity• race• ethnic clustering• triangular slave trade• migration• white flight• segregation• apartheid• nationality• ethnic competition• ethnic cleansing• <u>genocide</u>• state• sovereignty• United Nations• city-state• nation-state• self-determination• multiethnic state• multinational state• colonialism• physical boundaries• cultural boundaries• compact states• prorupted states• elongated states• fragmented states• perforated states• landlocked states• democracy• autocracy• anocracy• gerrymandering• Cold War• NATO• European Union• terrorism		
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