Unit 4 Political Geography Plan

<http://aphgatgphs08.wetpaint.com/page/Chapter+8+Political+Geography>

<http://dchs-aphg.wikispaces.com/>

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| **Topic / Content** | **Learning Outcome** | **Activities / Assessment** | **Resources** |
| **Introduction to political geography** | Students should be able to:  Understand and explain the problems of defining states.  The basic differences between:  nations and nation states, colonization and imperialism. | Lecture Topic  Students led lecture / discussion “Introduction to Political Geography”. Students will refer to the notes “units of political geography” throughout the lecture. Approx 45mins.  Activity: Wallersteins World Systems Theory  Students evaluate the strengths and weaknesses of the model. Use the textbook reading and my notes. | De Blij, Murphy, Fouberg, Human Geography*: People, Place, and Culture,* John Wiley & Sons, 2007 pp.219-241  Chapter 8 reading part 1 (word)  Units of political organisation (word)  Wallerstein world systems theory (word)  (pp.232-234 Map) |
| **How do states organize their governments?** | Students should be able to:  Understand and explain centrifugal and centripetal forces that unite and divide states.  Compare the differences between unitary and federal governments | Centrifugal and centripetal  Remember that **Centrifugal forces** pull countries apart and include things such as regionalism, ethnic differences and territorial disputes. By the late 1980s the central government of the Soviet Union was being pulled apart by powerful centrifugal forces, including the nationalist desires of many of its republics. Devloution is often caused by these forces.  **Centripetal forces** bind countries together and include things strong national institutions, a strong central government or common history.  Textbook Activity  Textbook reading De Blij p.234 and complete the worksheet.  Federal vs unitary  **Unitary & Federal Systems**  Unitary systems of government make rules for the whole country. The entire nation follows the central government. France, Italy, and Japan, are unitary democratic systems. China, Cuba, and Vietnam and undemocratic unitary systems. Federal systems have power shared between the central government and provincial/ state/ or prefectural governments.  Federal sometimes called a confederation on the test.  Check the answers to these worksheets after the Exams  Devolution / balkanization  Devolution and balkanization are often caused by centrifugal forces.  Students take notes on Ethno-cultural, Economic and spatial devolutionary forces from the textbook pp.236- 240 | Centrifugal and Centripetal forces (word)  De Blij, Murphy, Fouberg, Human Geography*: People, Place, and Culture,* John Wiley & Sons, 2007 pp.219-241  Unitary v Federal Gov1 (word) |
| **Electoral Geography**  **Gerrymandering** | Students should be able to:  Understand and explain different types of Gerrymandering | Task  Students work through the seven page worksheet to gain an understanding of ‘gerrymandering’.  All instructions are on the worksheet.  Homework Reading  (How do states organise themselves) | Centrifugal and Centripetal forces (word)  De Blij, Murphy, Fouberg, Human Geography*: People, Place, and Culture,* John Wiley & Sons, 2007 pp.241-241  Gerrymandering (word)  How do states organise themselves (word) |
| **Why do boundaries cause problems?** | Students should be able to:  compare the cultural, economic, and political aspirations of selected groups and the effects of their actions on local, national, and global geographic issues | Students brainstorm for causes of international disputes (focusing on the causes of border disputes)  Arab-Israeli  The Arab-Israeli Conflict. Students will use a series of maps to determine the origins of the state of Israel and the origins of the three Arab-Israeli wars. It will be put into context of the displacement of Palestinians seeking an independent nation. Students will use a worksheet (see Worksheet Israeli Maps) to colour in the changes to the political borders of the region and add notes below each map. The following will be used: (1) The 1920 British mandate of Palestine. (2) The UN Partition Plan 1947. (3) The armistice lines after the 1948-49 war between Israel and Arab nations. (4) The borders after the 6-Day War in 1967. (5) Israel today. The teacher will use the projector. Should there be no projector students will access the maps through the intranet. Students will take the following notes through the lesson.  **Solutions to Border Disputes**   * Military action * Redrawing borders * Merging with another country (Albania & Kosovo) * Peacefully separating (Czech Republic & Slovak Republic) * Recognizing all ethnic groups equally * Ethnic groups sharing power in government * Have a de-centralized government that allows for more autonomy in smaller regions (as in Switzerland) * Create a semi-autonomous region (like Nunavut, Canada)   Reading Homework  Border disputes pp.182-4 “Cracking the AP” | De Blij, Murphy, Fouberg, Human Geography*: People, Place, and Culture,* John Wiley & Sons, 2007 pp.243-245  Map matching exercise (word)  Boarder disputes (folder for maps)  Worksheet Solutions to Border Disputes (word)  Further Reading  Cracking the AP p.182 – p184 |
| **Investigating Boarder disputes** | Student should be able to:  Describe the history of the issue(s),  The countries involved, and what each wants. And suggest some possible solutions | Students will research one of the following land disputes: Tibet or Kashmir. Each person will:   * Draw a map of the country in relation to its region; * Describe the history of the issue(s), * The countries involved, and what each wants. * Students will use web pages to help them do research. Students take the following notes. | De Blij, Murphy, Fouberg, Human Geography*: People, Place, and Culture,* John Wiley & Sons, 2007 pp.245-248  Boarder disputes worksheet case studies (word)  Solutions to boarder disputes (word)  Solutions to boarder disputes case studies (word)  Further Reading  Cracking the AP p.182 – p184 |
| **How do geopolitics and critical geopolitics help us understand the world?** | Students should be able to:  Evaluate and critically analyse various political geography models. | Students will evaluate political models:  Mahan’s Sea Power model  Rimland Theory  Heartland Theory  Domino Theory  Shatterbelt theory | De Blij, Murphy, Fouberg, Human Geography*: People, Place, and Culture,* John Wiley & Sons, 2007 pp.245-248  Political geography models (word)  Homework Reading:  Why do States cooperate with each other? |
| **What are Supranational Organizations, and what is the future of the State?** | Students should be able to:  Understand and explain why states cooperate with each other through supranational organizations such as the UN, EU, NATO and NATO, etc. | Review H/W Reading “why so States cooperate with each other?”  Internet Based Activity  Students will have a worksheet (see Worksheet International Governmental Organizations) to complete while using the matching beta computer activity. They will fill in information as they attempt to remember and match up the definitions. Students will likely not have experience with these organizations, thus should consider the name of the organization and attempt to determine which definition it belongs to. Students will end up with the following notes, reviewed as a class.  Student Note-taking  How does Supranationalism Affect the State (pp.253-255)   * Governments may have to implement unpopular directives from the organization to which they belong. * UK Independence party in the UK, many sections of member states are advocating leaving the EURO. * A feeling of disempowerment can arise among member states. * The traditional position of the State is being eroded by the globalization of cultural, economic and social relationships. * E.g. when unrest breaks out in Mexico or Tibet people from all over the world can monitor the government reaction and possibly be critical and therefore influence events. | De Blij, Murphy, Fouberg, Human Geography*: People, Place, and Culture,* John Wiley & Sons, 2007 pp.248-255  Worksheet International Governmental Organizations (word)  Worksheet International Governmental Organizations Teacher Copy(word)  Matching Activity  <file:///E:/AP%20Geography/Unit%204%20%20Political%20Geography/2%20International%20Organizations/cpw4u_category_answer_igos.html>  The Euro-Sausage  <http://www.youtube.com/watch?v=OzeDZtx3wUw>  Homework Reading  Geopolitics: Us vs. Them” (word) |

*Review Reading: p.178 to p.181*

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| **Topic** | | **Resources** | | | | **Activities / Assessment** | |
| **Limited vs Unlimited government** | | Worksheet Khin’s story (word)  Worksheet limited vs. Unlimited government (word) | | | | Lesson Procedure The teacher begins with Think Literacy – Reading Between the Lines to Infer Meaning. The teacher reviews ideas with the class. Students then read the story of an imaginary refugee who fled Burma and arrived in Japan (see Worksheet Khin’s Story). It will demonstrate the differences of limited and unlimited government. The teacher will go over the story with students to highlight the main differences (written in Worksheet Limited and Unlimited Government). Students will take the following notes on limited and unlimited governments.  **Limited and Unlimited Government**  Constitutional governments and non-constitutional governments have basic differences. Limited government and unlimited government can be used to explain the differences.  In countries like Canada and Japan the powers of government are limited. A limited government is a constitutional government. A limited government makes sure that leaders of government do not misuse the powers they have been given. It insists that all people, including people in authority such as the prime minister and members of the Diet (Japan) or Parliament (Canada/ UK), obey the laws. A limited government has effective controls over the power of people in authority and protects the rights of individuals.  An unlimited government includes authoritarian and totalitarian governments. Under authoritarian systems, all power is concentrated in one person or a small group. People who live under an authoritarian system do not have an effective way to restrain the power of the rulers. Totalitarian governments regulate every part of the lives of individuals. An unlimited government is a non-constitutional government (there is no constitution). There is no effective control over that power of its rulers, and they cannot be removed easily from power by peaceful or legal methods. | |
| Types of Government | | Types of government 1 (word)  Types of government teacher copy 1 (word)  Worksheet systems of government (word) | | | | The teacher will give a handout that explains all of them instead of having students write notes. This same sheet will be used to learn the information for their poster. Students will not have notes to explain, but use the poster instead. The poster must include the following: a title; a definition; a few examples of countries with the system; a note about why it is limited or unlimited; and visuals with labels describing the advantages and disadvantages of the system. The systems include direct democracy, representative democracy, oligarchy/ autocracy, Nazism/ Fascism, Theocracy, Communism, Monarchy, and Constitutional Monarchy (see Worksheet Types of Government). Students will write one significant advantage and disadvantage for each on a worksheet that has the overall definition of each system of government | |
| Supranationalism | |  | | |  | | |
| Multi-State Organizations or IGO's | | * Worksheet International governmental Organizations (word) * Worksheet International governmental Organizations – teacher copy (word) * Weblink | | | Using the weblink students complete the worksheet using the game. | | |
| International Organizations | | * International Organizations (word) | | | Read through, clarify and stick. | | |
| Multi-State Organizations or IGO's | | Cracking the AP p.175-6  The United Nations Folder in Unit 2 of Global Issues | | | STUDENT ASSESSMENT ON THE EU?? | | |
| UN and NGO’s | | UN and NGO’s (Folder) | | | Task 1Preparation . Lesson Procedure 1. **The United Nations.** Students will have a worksheet with six squares. They’ll use it to organize information they already know about the UN. As a class finish the organizer, adding and subtracting information where appropriate (see UN organizer worksheet). Students will look at the UN structure web page to see the six main bodies and use the chart to write about the functions of each. As a class go over it and add/subtract to the table. Students will take the notes below.   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | The United Nations and Internationalism | | | | | | | | **Main Bodies and Functions of the United Nations** | | | | | | | | **General Assembly** | **Economic and Social Council** | **Security Council** | **International Court of Justice** | **Trusteeship Council** | **Secretariat** | | | To vote on actions/decisions made by the GA  A 2/3 majority needed for major issues; simple majority for common issues | Co-ordinate the 14 special agencies  Promote a high standard of living  Promote social progress (human rights, women’s issues, children’s issues)  Provide advice to nations on social and economic issues (clean water, health, education, etc) | Promote international peace and security  Engage in peacekeeping activities  China, UK, USA, France, Russian federation are permanent members; 10 others are elected for  2-year terms | Settle international disputes  Give advice and opinions on international legal issues  Trials for war criminals | Administer territories that need UN guidance (due to instability) or when requested  Report on social, political and economic advances | | Mediation; administer peacekeeping; monitor social and economic trends; media relations; deals with UN finances | | | |
| IGO’s and UN agencies | | IGO’s and UN agencies (folder) | | | Task 2 Preparation Have web activity placed in the f://drive.  Have worksheet handout ready for students. Lesson Procedure 1. Students will work in groups and break up research on finding the meaning of each acronym. Students will teach each other (see Worksheet United Nations Agencies).  2. Students will next use a web matching activity in which they must infer the activities of the organization and make correct matches (see cgw4u\_United\_Nations\_Agencies\_Matching\_Activity). When students make a correct match they write the definition in their own words. Resources Teacher-generated Internet activity and handout. | | |
| **Gerrymandering** | | Gerrymandering (word) | | | Students work through the seven page worksheet to gain an understanding of ‘gerrymandering’ | | |
| **Centrifugal and Centripetal forces.**  **Supranationalism and Devolution.** | | Centrifugal and Centripetal forces (word)  FRQ 2005 | | | Textbook reading De Blij p.234 and complete the worksheet.  Remember that **Centrifugal forces** pull countries apart and include things such as regionalism, ethnic differences and territorial disputes. By the late 1980s the central government of the Soviet Union was being pulled apart by powerful centrifugal forces, including the nationalist desires of many of its republics. Devloution is often caused by these forces.  **Centripetal forces** bind countries together and include things strong national insistutions, a strong central government or common history.  Supranationalism p.248  Supranationalism – is the concept of two or more sovereign nations aligned together for a common purpose.  Devolution is the movement of power from the central government to regional governments within the state.  p.236 (Devolution) | | |
| **Spatial Concepts of Political Geography** | | p.178 to p.183 from Cracking the AP | | | Political boundaries, water boarders at Sea.  Boundary Origins and Boarder types. | | |
| **Boarder disputes** | | Boarder disputes lesson plan (word)  Boarder disputes (folder) | | | Political Boarders, and water boundaries  Geometric boundaries  Subsequent boundaries  Antecedent boundary  superimposed boundary  centrifugal forces  centripetal forces  territorial disputes | | |
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| **Geopolitics** | | Geopoilitcs folder in Global Issues. | | | Lesson Procedure  1. The teacher will elicit a meaning of geopolitics from students by asking students to list in the margin of their page elements of geography that may relate to politics. The teacher will use student ideas to create a definition of geopolitics.   **Geopolitics (Unit 3 Global Issues LP)**  Geopolitics is the affect of geographical elements on politics. Politics influence environment, culture, economy, resources and more. Culture often influences political philosophy of a nation. Political decisions affect the environment. Geopolitical conflicts often begin through three elements. (i) Supply-Induced Scarcity: economic problems that come from the environment being misused so that the needs of the population can’t be met. (ii) Demand- Induced Scarcity: population growth is faster than resource growth and development. (iii) Structural Scarcity: there are enough resources, but distribution is not equal. | | |
| **Arab- Israeli conflict** | | * Arab-Israeling map matching (word) * Map matching reading (word) * Background (ppt) | | | Introduce background ppt on the Arab-Israeli conflict. Students must cut up the maps and match them to the reading and then stick into their books | | |
| **The roots of the Arab-Israeli conflict** | | * What are the roots of the Arab—Israeli conflict (word) | | Active history Username – hongkong, password - kgv | | | |
| **Boarder disputes Case Studies** | | * Boarder disputes worksheet case studies (word) * Solutions to boarder disputes (word) * Solutions to boarder disputes case studies (word) | | Case Studies. Groups of three will research one of the following land disputes: Tibet; Kashmir; or Palestine. Each person will draw a map of the country in relation to its region; describe the history of the issue(s), the countries involved, and what each wants (see Worksheet Regional Border Disputes). Students will use a web page to help them do research. Students take the following notes. Kashmir India and Pakistan have been fighting over Kashmir since both became independent. Muslims in Kashmir have wanted independence. During the 1980s they increased terrorist activities. India accuses Pakistan of supporting them. Indian troops have occupied Kashmir to suppress protests. Indian and Pakistani troops have fought from time to time. Most Kashmiri people want independence instead of control by either country. China also has claims to parts of Kashmir.  **Tibet**  In 1950 the Chinese Red Army moved into Tibet to ‘liberate’ the region. In 1959 there was an uprising amoung Tibetans which prompted the Dalai Lama to flee to India, where he has lived in exile. Tibetan customs and traditions were repressed. Agricultural reforms destroyed the region. US support for rebellion was withdrawn in the mid 1970s. There was mass deforestation and forced labour camps that led to over 1.2 million deaths. Religious freedom was ended, however, limited freedom was granted in the 1980s. Eventually ethnic Chinese were encouraged to move to Tibet through government programs. The purpose of this was to increase the number of Chinese people, thus increase the government’s claim to Tibetan land.  The [Dalai Lama](http://en.wikipedia.org/wiki/14th_Dalai_Lama)'s 2005 proposal for "high-level autonomy" for [Tibet](http://en.wikipedia.org/wiki/Tibet), evolved from a position of advocating Tibetan independence, has been compared to one country, two systems. He has said that his proposals should be acceptable to China because "one country, two systems" is accommodated for in the Chinese Constitution. State media refuted this claim, pointing out that "one country, two systems" was designed for the capitalist social systems of Hong Kong and Macau, which had not ever existed in Tibet  5. Solutions to Border Disputes. Students will consider how these issues are solved (both positive and negative). Students will make a list and take the following notes with the teacher eliciting information from them.  **Solutions to Border Disputes**   * Military action * Hold a plebiscite * Redrawing borders * Merging with another country (Albania & Kosovo) * Peacefully separating (Czech Republic & Slovak Republic) * Recognizing all ethnic groups equally * Ethnic groups sharing power in government * Have a de-centralized government that allows for more autonomy in smaller regions (as in Switzerland) * Create a semi-autonomous region (like Nunavut, Canada) | | | |
| Territorial Morhology | | Cracking p.186-7  Unit 2 Global Issues  Berlin conference (Watson) | | Territorial change:  Colonization and decolonization, Berlin Conference. | | | |
| **Political Geography Models** | | Political Geography Models (word) | | Have students complete the models worksheets and critique these models | | | |
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2006 FRQ question 3