

Seventh Grade Social Studies

Unit 3: West Asia: People, Places, and Issues

Big Picture Graphic

Overarching Question:

What are some social, economic, political, and environmental issues affecting the people of West Asia?

Previous Unit:

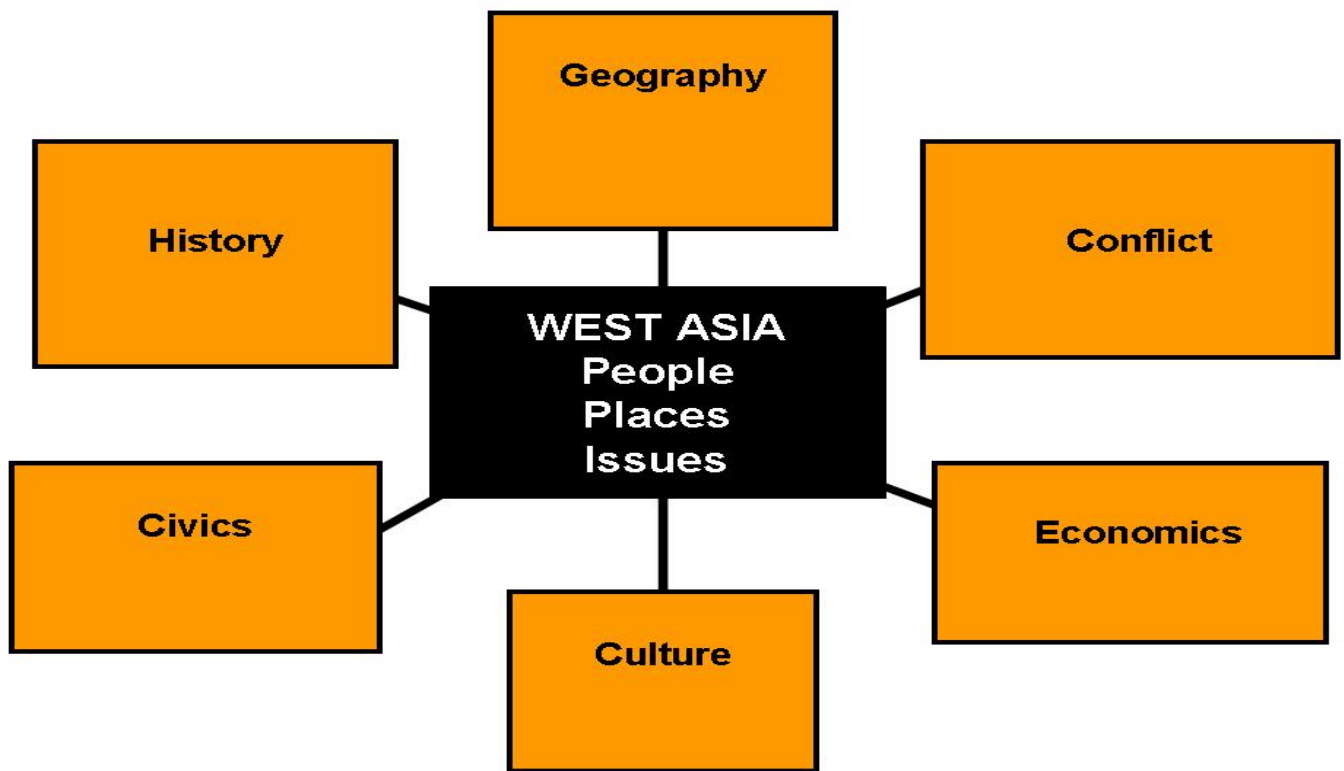
Africa: People, Places, and Issues

This Unit:

West Asia: People, Places, and Issues

Next Unit:

East Asia: People, Places, and Issues



Questions to Focus Instruction and Assessment:

1. In what ways are the sub-regions, countries, and cultures of West Asia alike and different?
2. What are some of the causes and effects of conflict in this region?
3. What are some important connections between the past and the present in West Asia?

Graphic Organizer



Unit Abstract

In this unit students explore the social, economic, political, and environmental issues of West Asia. Building on Unit 1, students use the geographic themes of location, place, and region to explore significant physical features of West Asia focusing on sub-regions of Southwest Asia, Central Asia, and South Asia. Students assess the impact of physical changes such as drought, earthquakes, and flooding and how people have adapted to these changes. Students use timelines, maps, and other resources to review the history of this region. Emphasis is placed on the importance of this area in ancient history and its location as the birthplace of several world religions. Both these ideas will be studied in depth in later world history units of seventh grade. In a culture-based lesson students compare and contrast photographs and histories of significant architectural structures of this region including the Taj Mahal in India, the Ka'aba in Mecca, and the Hagia Sophia in Istanbul, Turkey. Students read a selection of short folktales from various cultures of West Asia and make inferences about cultural beliefs and values based on the tales.

Focus is then placed on important economic activities of India including cotton production, the manufacturing of computer software, and its film industry. They identify the economic relationships between the U.S. and India, describing the importance of trade to these national economies. Gathering information about the economies of a variety of countries in West Asia including Kuwait, Israel, Bangladesh, and Afghanistan, they compare and contrast the characteristics. Then they apply what was learned in a brief analysis of trade and trade networks which connect this region with other regions of the world.

In a civics lesson, students first compare the government of India with the government of the United States, both of which are democratic republic. Next, they compare the government of India, the monarchy of Saudi Arabia, and the theocratic republic of Iran. They explore attempts to create a new democratic government in Iraq and make reasoned predictions about its future. In a lesson with both cultural and political implications, students explore conflict in this region, by first identifying common causes of conflict which they have learned about in previous units from sixth grade and in the seventh grade unit on Africa. Working in small groups they research a specific conflict in this region including the Arab/Israeli conflict, the Sri Lanka Civil War, the conflict over Kashmir, the Iraq War, the conflict between Turks and Kurds, and the conflict in Afghanistan. After groups share the causes and effects of their assigned topic, the class takes part in a role playing simulation that helps them understand the patterns and problems of conflict in this region.

Students synthesize what they have learned in the unit by exploring environmental issues in this region and the subsequent connections to history, economic activities, population growth, and political issues.

Focus Questions

1. In what ways are the sub-regions, countries and cultures of West Asia alike and different?
2. What are some of the causes and effects of conflict in this region?
3. What are some important connections between the past and the present in West Asia?

Content Expectations

7 – H1.4.2: Describe and use themes of history to study patterns of change and continuity. See

also 6 – H1.4.2.

- 7 – G1.1.1: Explain and use a variety of maps, globes, and web based geography technology to study the world, including global, interregional, regional, and local scales.
- 7 – G1.2.6: Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region. *See also 6 – G1.2.6.*
- 7 – G1.3.1: Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions of places on earth. *See also 6 – G1.3.1*
- 7 – G2.1.1: Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.
- 7 – G2.2.1: Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).
- 7 – G4.3.1: Identify places in the Eastern Hemisphere that have been modified to be suitable for settlement by describing the modifications that were necessary (e.g., Nile River irrigation, reclamation of land along the North Sea, planting trees in areas that have become desertified in Africa).
- 7 – G4.4.1: Identify factors that contribute to conflict and cooperation between and among cultural groups (control/use of natural resources, power, wealth, and cultural diversity).
- 7 – G5.1.1: Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water) (e.g., changes in the tropical forest environments in Brazil, Peru, and Costa Rica). *See also 6 – G5.1.1.*
- 7 – G5.1.3: Identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places (e.g., cutting forests in one region may result in river basin flooding elsewhere as has happened historically in China; building dams floods land upstream and permits irrigation downstream as in Southern Africa, the Aswan Dam flooded the upper Nile Valley and permitted irrigation downstream).
- 7 – G5.2.1: Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change (e.g., drought in Africa, pollution from volcanic eruptions in Indonesia, earthquakes in Turkey, and flooding in Bangladesh).

- 7 – C1.1.1: Explain how the purposes served by government affect relationships between the individual, government, and society as a whole and the differences that occur in monarchies, theocracies, dictatorships, and representative governments.
- 7 – C3.6.1: Define the characteristics of a nation-state (a specific territory, clearly defined boundaries, citizens, and jurisdiction over people who reside there, laws, and government) and how Eastern Hemisphere nations interact.
- 7 – C4.3.2: Explain the challenges to governments and the cooperation needed to address international issues in the Eastern Hemisphere (e.g., migration and human rights).
- 7 – E3.1.1: Explain the importance of trade (imports and exports) on national economies in the Eastern Hemisphere (e.g., natural gas in North Africa, petroleum Africa, mineral resources in Asia).
- 7 – E3.3.1: Explain and compare how economic systems (traditional, command, and market) answer four basic questions: What should be produced? How will it be produced? How will it be distributed? Who will receive the benefits of production? (e.g., market economies in Africa, Europe; command economy in North Korea; and the transition to market economies in Vietnam and China).

Sixth Grade Content Expectation Also Addressed

- 6 – C4.3.1: Explain the geopolitical relationships between countries

Key Concepts

conflict
cooperation
culture
economic activities
economy
ethnic conflict
fundamental themes of geography
history
human/environment interaction
interdependence
political system
religion
religious conflict
trade

Duration: 4 weeks

Lesson Sequence

- Lesson 1: Exploring the Geography of West Asia
- Lesson 2: An Overview of the History of West Asia
- Lesson 3: Exploring Culture in West Asia: Architecture and Literature
- Lesson 4: Comparing Economies in West Asia
- Lesson 5: Comparing Political Systems in West Asia
- Lesson 6: Conflict and Cooperation in West Asia
- Lesson 7: Environmental Issues in West Asia

Assessment

Selected Response Items

Constructed Response Items

Extended Response Items

Performance Assessments

Resources

Equipment/Manipulative

- Atlases and textbooks, classroom set
- Butcher paper or other large paper, chart paper or chalkboard
- Glue sticks, one for every two to three students
- Graph paper
- Maps
 - Wall map of the world
 - Asia
 - India, physical and resource
- Markers and colored pencils
- Masking tape
- Overhead projector or other projector
- Paper for storyboards
- Post-it notes, one per student
- Scissors, one pair for every two to three students
- Student Handouts (from *Supplemental Materials*)

Student Resource

Aina-Kizz and the Black-Beadred Bai, A folktale of Central Asia. 2 June 2009

<<http://www.learningtogive.org/materials/folktales/AinaKizz.asp>>.

The Aral Sea Tragedy. 2 June 2009

<http://www.montgomeryschoolsmd.org/curriculum/Socialstd/MSPAP/Dying_Aral.html>.

Asian History Timeline. 2 June 2009

<<http://www.wwnorton.com/college/history/ralph/referenc/asiatime.htm>>.

Ask Asia. 2 June 2009 <<http://www.askasia.org/>>.

Bangladesh. The World Factbook. 2 June 2009 <<https://www.cia.gov/library/publications/the-world-factbook/geos/bq.html>>.

The Clothesline, A Folktale from Israel. 2 June 2009

<<http://www.learningtogive.org/materials/folktales/Clotheslines.asp>>.

Cobb, Charles Jr. "Bangladesh: When the Water Comes", *National Geographic*. Washington DC: National Geographic Society, June, 1993, 118-134.

Countries. 2 June 2009 <<http://www.state.gov/countries/>>.

Country Studies. 2 June 2009 <<http://lcweb2.loc.gov/frd/cs/>>.

The Dying Aral Sea. 2 June 2009

<http://www.montgomeryschoolsmd.org/curriculum/Socialstd/MSPAP/Dying_Aral.html>.

Earthquakes in Turkey. 2 June 2009 <<http://www.allaboutturkey.com/deprem.htm>>.

Flooding in Bangladesh. 2 June 2009

<http://www.oxfam.org.uk/oxfam_in_action/where_we_work/bangladesh.html>.

A Flowering Tree, a Folktale of India. 2 June 2009

<<http://www.learningtogive.org/materials/folktales/FloweringTree.asp>>.

The Geography Guide. 2 June 2009 <<http://www.infoplease.com/spot/99geography1.html>>.

Geography Network. 2 June 2009 <<http://www.geographynetwork.com/>>.

Government in India. 2 June 2009 <<http://india.gov.in/govt.php>>.

Hagia Sophia. 2 June 2009 <http://www.greatbuildings.com/buildings/Hagia_Sophia.html>.

Hagia Sophia in Istanbul Photograph. Great Buildings Website. 2 June 2009

<http://www.greatbuildings.com/cgi-bin/gbi.cgi/Hagia_Sophia.html/cid_1840691.gbi>.

India. The World Factbook. 2 June 2009 <<https://www.cia.gov/library/publications/the-world-factbook/geos/in.html>>.

India Economy. 2 June 2009 <<http://www.economywatch.com/>>.

- India: A Geographic Sketch.* 2 June 2009 <<http://www.askasia.org/teachers/essays/essay.php?no=43&era=&grade=&geo>>.
- India: History, Geography, Culture.* 2 June 2009 <<http://www.infoplease.com/ipa/A0107629.html>>
- India History Timeline.* A Time for Kids. 2 June 2009 <<http://www.timeforkids.com/TFK/teachers/aw/wr/article/0,28138,610597,00.html>>.
- India and Pakistan: The Conflict over Kashmir.* EduSolution. 2 June 2009 <<http://www.edusolution.com/ourworld/kasmir/kashmir2.htm>>.
- Indian Society and Ways of Living.* 2 June 2009 <<http://www.askasia.org/teachers/essays/essay.php?no=106&era=&grade=&geo>>.
- India/Pakistan Relations: A Fifty Year History.* 2 June 2009 <<http://www.askasia.org/teachers/essays/essay.php?no=72&era=&grade=&geo>>.
- Information on World Religion.* World Religion for Kids. 2 June 2009 <<http://www.woodlands-junior.kent.sch.uk/Homework/Religion.html>>.
- Israel.* The World Factbook. 2 June 2009 <<https://www.cia.gov/library/publications/the-world-factbook/geos/is.html>>.
- The Luck of a Child, a Tale from Kurdistan.* 2 June 2009 <<http://www.learningtogive.org/materials/folktales/LuckChild.asp>>.
- Maps of Asia.* Ask Asia website. 2 June 2009 <<http://www.askasia.org/teachers/maps/>>.
- Mu'ruf the Shoemaker, a Tale from Palestine.* 2 June 2009 <<http://www.learningtogive.org/materials/folktales/MarufShoemaker.asp>>.
- Photographs of the Kaaba.* 6 February 2009 <<http://www.toursaudiarabia.com/kaaba.html>>.
- Religion.* The World Almanac for Kids. 2 June 2009 <http://www.worldalmanacforkids.com/WAKI-Chapter.aspx?chapter_id=11#Facts About World Religions>.
- Sayed's Boots, a tale from Iran.* 2 June 2009 <<http://www.learningtogive.org/materials/folktales/SayedsBoots.asp>>.
- Sea Change: Flooding in Bangladesh.* 2 June 2009 <<http://www.wdm.org.uk/resources/briefings/climate/bangladeshflooding13112006.pdf>>.
- The Story of the Two Old Women, a Tale from Bangladesh.* 2 June 2009 <<http://www.learningtogive.org/materials/folktales/TwoWomen.asp>>.
- The Student's Friend.* 2 June 2009 <<http://www.studentsfriend.com/sf/sf.html>>.

Timelines of Asia. 2 June 2009 <<http://web.cocc.edu/cagatucci/classes/hum210/tml/asiantml.htm>>.

Understanding Modern India: Five Things to Consider. 2 June 2009
<<http://www.askasia.org/teachers/essays/essay.php?no=47&era=&grade=&geo=>>.

United Nations Environment Programme. 2 June 2009 <<http://www.unep.org/>>.

Virtual Tour of the Taj Mahal. 2 June 2009 <<http://www.taj-mahal.net/blackLarge.htm>>.

The World Factbook. CIA. 2 June 2009 <<https://www.cia.gov/library/publications/the-world-factbook/>>.

World Meteorological Organization. 2 June 2009 <<http://www.wmo.ch/index-en.html>>.

Teacher Resource

AAS Resources for Teaching about Asia. 2 June 2009
<<http://www.aasianst.org/publications/RTA.htm>>.

The Asia Center. 2 June 2009 <<http://www.uky.edu/Centers/Asia/k12/NCTA.php>>.

BBC News. 2 June 2009
<http://news.bbc.co.uk/nolpda/ukfs_news/hi/newsid_6742000/6742541.stm>.

Birth of Civilization: The Rise of Man DVD. Washington DC: National Geographic Society. 2008.

Carter, Jimmy. *We Can Have Peace in the Holy Land*. New York: Simon & Schuster, 2009.

Climate Change. EPA. 2 June 2009 <<http://www.epa.gov/climatechange/basicinfo.html>>.

Foreign Trade Statistics. U.S. Census Bureau. 2 June 2009 <<http://www.census.gov/foreign-trade/statistics/country/index.html>>.

Freedom House. 2 June 2009
<http://www.freedomhouse.org/template.cfm?page=351&ana_page=342&year=2008>.

Geopolitics: Central Asia as an Example. A Middle School Lesson. 2 June 2009
<<http://www.askasia.org/teachers/lessons/plan.php?no=56&era=10&grade=03&geo=>>.

Global Warming/Climate Change Resources. 2 June 2009
<http://www.cln.org/themes/global_warming.html>.

Goralewski, Sharon. *Supplemental Materials (Unit 3)*. Teacher-made material. Michigan Citizenship Collaborative, 2009.

Grassroots. 2 June 2009 <<http://ykalaska.wordpress.com/2007/07/26/>>.

- The Holy Land in Crisis*. Scholastic News. 2 June 2009
<http://teacher.scholastic.com/scholasticnews/indepth/holy_land/news.htm>.
- Images of Asia*. 2 June 2009 <<http://www.askasia.org/teachers/images/>>.
- The Impact of Climate Change on Global Freshwater Resources*. The Open University. 2 June 2009 <http://openlearn.open.ac.uk/file.php/3557/SDK125_1_006i.jpg>.
- Iraq*. Infoplease. 2 June 2009 <<http://www.infoplease.com/ipa/A0107644.html>>.
- Iraq*. The World Factbook. 2 June 2009 <<https://www.cia.gov/library/publications/the-world-factbook/geos/iz.html>>.
- Main Events in the History of Jerusalem Timeline*. 2 June 2009
<<http://www.centuryone.com/hstjrslm.html>>.
- National Consortium for Teaching About Asia*. 2 June 2009 <<http://www.nctasia.org/>>.
- The National Council for Geographic Education*. 2 June 2009
<<http://www.ncge.org/geography/2005bill/>>.
- National Geographic website*. 2 June 2009 <<http://www.nationalgeographic.com/>>.
- National Geographic Educational Network*. 2 June 2009 <<http://www.ngsednet.org/>>.
- National Geographic Xpeditions*. 2 June 2009 <<http://www.nationalgeographic.com/xpeditions/>>.
- New Wonders of the World*. About.com: Architecture. 2 June 2009
<<http://architecture.about.com/od/greatbuildings/ig/New-Wonders/>>.
- **Resources for Geography Teachers*. 2 June 2009
<<http://www.cnr.vt.edu/geography/vga/resource.html>>.
- Tales from Asia*. 2 June 2009
<<http://www.learningtogive.org/materials/folktales/geography.asp?region=Asia>>.
- Teacher Resources on Asia*. Ask Asia Website. 2 June 2009 <<http://www.askasia.org/teachers/>>.
- United Nations Environment Programme*. 2 June 2009 <<http://www.unep.org/>>.
- World Meteorological Organization*. 2 June 2009 <http://www.wmo.int/pages/index_en.html>.

* Although the resources denoted with an asterisk are not cited in the lessons for this unit, they are included here to provide meaningful options for teachers.

Instructional Organization

Lesson 1: Exploring the Geography of West Asia

In this lesson the students review the geographic theme of region using maps of different scales. They discover how exploring a region from global, interregional, regional and local scales helps them to focus on important issues. Using maps they discuss the various regions of the world, Asia, and India, citing examples from different resources. The students explore the region of West Asia using the five themes of geography and share their notes on geographic features and connections with their classmates. Students review the content of their exploration via a matching game which highlights the region, its geography, and culture. The lesson ends with a focus on human/environment interaction as students look at the impact of natural disasters such as drought, earthquakes, flooding, etc.

Content Expectations:

- 7 – G1.1.1: Explain and use a variety of maps, globes, and web based geography technology to study the world, including global, interregional, regional, and local scales
- 7 – G1.3.1: Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth. *See also 6 – G1.3.1*
- 7 – G2.1.1: Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.
- 7 – G5.2.1: Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change (e.g., drought in Africa, pollution from volcanic eruptions in Indonesia, earthquakes in Turkey, and flooding in Bangladesh).

Key Concepts: fundamental themes of geography

Lesson 2: An Overview of the History of West Asia

This lesson presents a brief overview of the early history and religions of the West Asia region. Emphasis is placed on the importance of this area in ancient history as students study its location as the cradle of civilization and the birthplace of several world religions. The students use timelines, maps, and other resources to review the earliest civilizations which helps build a foundation for further study in later units on ancient world history. They create their own timeline and then draw maps to illustrate some of the information they have charted. Using graphic organizers they compare three of the major religions of the region and research one for additional information. They conclude the lesson with a discussion that draws connections from the past to events of today.

Content Expectations:

7 – H1.4.2: Describe and use themes of history to study patterns of change and continuity. (See also 6 – H1.4.2.)

Key Concepts: history, religion

Lesson 3: Exploring Culture in West Asia: Architecture and Literature

In this culture-based lesson of West Asia the students delve into the noted architecture and folktales of the region. They examine a number of pictures of significant architectural structures in West Asia, including the Taj Mahal in India, the Ka'aba in the Grand Mosque in Mecca, and the Hagia Sophia in Istanbul. They describe in detail the purpose and history behind these and other structures. To further their understanding of culture the students read a variety of short folktales from different countries in West Asia. The literature of Asia is rich and varied with many of the fables and folktales having roots in the ancient cultures of the region. By listening to and discussing stories of culture and religion, students learn about the people and develop mental images of life in West Asia. They compare the folktales to stories from other cultures and make inferences from the text about cultural beliefs and values.

Content Expectations:

7 – G2.2.1: Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).

Key Concepts: culture

Lesson 4: Comparing Economies in West Asia

In this lesson the students focus on the important economic activities of India, examining the lives and occupations of the people of this rapidly changing country. Major economic activities such as cotton production and the manufacturing of computer software as well as a growing film industry are researched. The economic relationships between the United States and India are explored through an emphasis on trade. The students gather economic information on surrounding countries including Kuwait, Israel, Bangladesh, and Afghanistan, comparing and contrasting economic indicators as well as examining market, command, and mixed economies. They apply what they have learned in a brief analysis of trade and trade networks that connect this region with other regions of the world.

Content Expectations:

7 – E3.1.1: Explain the importance of trade (imports and exports) on national economies in the Eastern Hemisphere (e.g., natural gas in North Africa, petroleum Africa, mineral resources in Asia).

7 – E3.3.1: Explain and compare how economic systems (traditional, command, and market) answer four basic questions: What should be produced? How will it be produced?

How will it be distributed? Who will receive the benefits of production? (e.g., market economies in Africa, Europe; command economy in North Korea; and the transition to market economies in Vietnam and China).

Key Concepts: economy, interdependence, trade

Lesson 5: Comparing Political Systems in West Asia

In this civics lesson, students first look at a timeline of the history of rule in India. Next they compare the government of India with the government of the United States, both of which are democratic republics. Using a graphic organizer they research data on the government of India, the monarchy of Saudi Arabia, the theocratic republic of Iran, and the authoritarian rule in Uzbekistan. They discuss what life would be like in each country based on the policies of the government. The students interview two adults about their opinion on attempts to create a new democratic form of government in Iraq. Using this information they make reasoned predictions about its future. The class discusses how all of this is relevant and connects to life in the United States.

Content Expectations:

- 7 – C1.1.1: Explain how the purposes served by government affect relationships between the individual, government, and society as a whole and the differences that occur in monarchies, theocracies, dictatorships, and representative governments.
- 7 – C3.6.1: Define the characteristics of a nation-state (a specific territory, clearly defined boundaries, citizens, and jurisdiction over people who reside there, laws, and government) and how Eastern Hemisphere nations interact.

Key Concepts: political system

Lesson 6: Conflict and Cooperation in West Asia

In this lesson with both cultural and political implications, students explore conflict in the region of West Asia. They first identify common causes of conflict learned in previous units from sixth grade and in the seventh grade unit on Africa. Working in small groups they research a specific conflict in the region including the Arab/Israeli conflict, the Sri Lanka Civil War, the conflict over Kashmir, the Iraq War, the conflict between Turks and Kurds, and the conflict in Afghanistan. During a jigsaw activity the groups share the causes and effects of conflict within their assigned topic. Then as a class students study the history of the Arab/Israeli conflict in more detail focusing on the area of Jerusalem. They research and discuss why both Israelis and Palestinians contest ownership of this area and learn the long-raging conflicts over land in the Southwest Asia Region are fraught with ethnic and religious enmities. Using a mapping activity the students explore the changing borders of the area in dispute between Israel and the Palestinians. This simulation about shifting country borders helps the students understand the patterns and problems of conflict in this region. They

also identify reasons why conflict over land in this region is of importance to the United States and its foreign policy.

Content Expectations:

- 7 – G4.4.1: Identify factors that contribute to conflict and cooperation between and among cultural groups (control/use of natural resources, power, wealth, and cultural diversity).
- 7 – C4.3.2: Explain the challenges to governments and the cooperation needed to address international issues in the Eastern Hemisphere (e.g., migration and human rights).
- 6 – C4.3.1: Explain the geopolitical relationships between countries

Key Concepts: conflict, cooperation, ethnic conflict, religious conflict

Lesson 7: Environmental Issues In West Asia

In this lesson the students apply the skills of geographic inquiry to explore an environmental issue in West Asia. Using what they have already learned in this unit, they identify the subsequent connections to history, economic activities, population growth, and political issues. After brainstorming various natural disasters that have occurred recently both in the United States and the region of West Asia, the students investigate the causes of flooding in Bangladesh. After studying maps and charting the country's waterways and coastlines, the students discuss how flooding has increased due to changes that people have introduced, such as land use in low lying areas, deforestation, the issues related to global climate change, and the theory of global warming with its consequences for low lying countries like Bangladesh. The lesson concludes with students writing a persuasive essay in which they argue for building higher levees along the coast, relocating people from the frequently flooded lands, or other solutions.

Content Expectations:

- 7 – G1.2.6: Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region. *See also 6-G1.2.6.*
- 7 – G4.3.1: Identify places in the Eastern Hemisphere that have been modified to be suitable for settlement by describing the modifications that were necessary (e.g., Nile River irrigation, reclamation of land along the North Sea, planting trees in areas that have become desertified in Africa).
- 7 – G5.1.1: Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water) (e.g., changes in the tropical forest environments in Brazil, Peru, and Costa Rica). *See also 6 – G5.1.1.*

7 – G5.1.3: Identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places (e.g., cutting forests in one region may result in river basin flooding elsewhere as has happened historically in China; building dams floods land upstream and permits irrigation downstream as in Southern Africa, the Aswan Dam flooded the upper Nile Valley and permitted irrigation downstream).

Key Concepts: human/environment interaction

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