



Global Geography

Social Sciences

AIT 1987-94

Social Science SOL: 7.6, 7.8, 10.1, 10.2, 10.3, 10.4, 10.5, 10.7, 10.8, 10.9, 10.10, 10.11, 10.12, 10.13, 10.14, 10.15,
10 15-minute programs for grades 6-9
Tape and Keep Rights In Perpetuity
Duplication Rights Included

This series captures the interest of students by presenting compelling problems related to the places in which people live-and to the interactions of place, culture, people, movement, and change. Each program focuses on a specific world region. A storyline dramatizes an issue important to a topic usually featured in geography textbooks. One of the five fundamental themes of contemporary geographic education helps students understand and analyze the issue, using an important geographic skill. Finally, comparative examples from other world regions develop each issue further. Each program reinforces and extends critical thinking and problem-solving skills.

101. South Asia: Why Are Forests Disappearing? - A father and son search for increasingly scarce firewood in Nepal. Major skill: making inferences from graphs. Major theme: place. Comparative examples: Kenya, Brazil, West Germany, Canada. **10.5,10.9,10.10,10.11, 10.13**

102. Southeast Asia: How Does Change Occur? -A change agent attempts to convince farmers in the Philippines to adopt a new idea. Major skill: obtaining information from line graphs. Major theme: movement. Comparative examples: India, Guatemala, United States. **10.13**

103. Japan: Why Does Trade Occur? The daily routine of Japanese families highlights the extent to which Japan depends upon importing and exporting. Major skill: obtaining information from cartograms. Major theme: movement. Comparative examples: West Germany, Kenya, United States. **7.6, 7.8, 10.3, 10.9, 10.11, 10.12, 10.15**

104. Russia: Where Are Resources Located? - A brief overview of the breakup of the Soviet Union sets the context for focusing on Russia, a vast area containing many resources. The major untapped deposits are located in the eastern part of the country, especially in Siberia. But these resources are needed in the west, where most of the people live. Two case studies focus on cities in Siberia where resources are extracted. Ust-Ilimsk, a major center for the timber industry, is east of Moscow, a seven hour

trip by jet. The other case study considers a family living even farther east, in Nerungry, where the father operates a coal shovel at one of the world's largest open-pit coal mines. Major skill: asking geographical questions. Major theme: location. Comparative examples: Netherlands, Japan, United States. **10.1, 10.2, 10.3, 10.4, 10.5, 10.7, 10.9, 10.10, 10.12, 10.14, 10.15**

105. East Asia: Why Do People Live Where They Do? - Members of a Chinese family living on a cooperative farm near Beijing reflect on the relation between differences in the natural environment and population distribution. Major skill: obtaining information from and preparing area-value maps. Major theme: location. Comparative examples: Egypt, Japan, Canada **10.2,10.3,10.4,10.5, 10.7,10.9,10.15**

106. Australia/New Zealand: Why Is the World Shrinking? - A family business in Australia uses TELEX and jet aircraft to export fresh summer flowers to the northern hemisphere, where it is winter. Major skill: collecting and assessing information. Major theme: movement. Comparative examples: Mexico, Canada, United States **10.1, 10.2, 10.3, 10.7, 10.12, 10.15**

107. North Africa/Southwest Asia: What Are the Consequences of Change? -A three-generation family in Tunisia examines the consequences of adopting a new way to manage precious water supplies. Major skill: using

map-reading skills. Major theme: place. Comparative examples: Brazil, Australia, United States. **10.1, 10.2, 10.3, 10.7, 10.9, 10.15**

108. Africa South of the Sahara: How Do People Use Their Environment? A family in Kenya reflects on how the local environment has been used differently by different groups. Major skill: obtaining information from maps. Major theme: relationships within places. Comparative examples: Japan, France, United States. **10.1, 10.4, 10.9, 10.11, 10.15**

109. Central and South America: Why Do People Move? -A Brazilian family who recently arrived in urban Rio de Janeiro describe why they left a rural area. Major skill: obtaining information from bargraphs. Major theme: movement. Comparative examples: Malaysia, Netherlands, United States. **10.14, 10.15**

110. Europe: How Do People Deal with Natural Hazards? - A mother in the delta area of the Netherlands tells her children about the flood that killed her family when she was young. Controlling flooding from the sea enables people in the lowlands to plan for the future. Major skill: making inferences from maps. Major theme: relationships within places. Comparative examples: Bangladesh, Japan, Canada. **10.15**