## Organizing a Geography Class - Regions, Topics, or ???

Here is a question that administrators, assessors, and textbook authors think is very important:

Should a geography class be organized regionally (one world region after another) or topically (an outline of big ideas)?

People who actually teach successful geography classes, however, rarely think that this question matters much. Here's why:

If you organize a class topically, you need "vignettes" (regional examples) to make the abstract topics seem "real."

If you organize a class regionally, you need "theory boxes" (topical explanations) to keep it from being rote memorization.

Bottom line - teachers should think of a class as a matrix. Checkmarks can identify the geographic ideas that are most important to help us understand a given region, and/or the world regions where particular concepts are especially easy to teach.

Mark the world region where you would find it easiest to teach about each MCCC/GLCE topic:

	Whole	North	Australia	South		Southwest	Russia	_China	_	South
GLCE/MCCC Topics	World	America	Oceania	America	Africa	Asia	C Asia	East Asia	Europe	Asia
What is Geographic Inquiry?										
Themes/tools of Geography										
Physical features and regions										
Patterns of population										
Population pyramids, growth										
Patterns of human settlement										
What is culture?										
Cultural adaptation, change										
Cultural diffusion (spread)										
What are resources? (BIGJobs)										
Comparing economic systems										
Why do countries trade?										
Why are some countries rich?										
Civilizations, empires, colonies										
Governments, borders, treaties										
Revolutions, terrorists, refugees										

## A REGIONAL OUTLINE FOR A 6<sup>TH</sup> GRADE GEOGRAPHY CLASS WORLD REGIONS AND BIG IDEAS GLCES

1.	Asking Geographic Questions – Local Conditions, Global Connections, Geographic	; Pa	tter	ns	
	The basic question of geography – where should we put X? (Ext: Why is our town here?) Ancient cities – why did people put them there? How would you describe the pattern? Overlaying maps of global environments – broad geographic patterns of dry and cold regions Geographic Comparison – country X is as big as state Y but has Z times as many people Geographic Association – farming, literacy, wealth, family size, population growth	<b>1</b> 1 1	<b>11</b> , 26, 26, 26,	121, 132, 213, 132,	123 <b>432</b> <b>322</b> <b>221</b> 412
2.		1 1, <b>3</b>	24, 22,	126, 421,	322 432 522 <b>312</b>
3.	<b>Australia</b> – a good place to illustrate some consequences of <b>distance</b> Geographic Comparison – size and distance (dot maps of Australia, China, US) Human migration – overcoming distance usually takes time (especially 50,000 years ago!) Selling sheep (and rare earths) – overcoming distance takes money (The idea of a BIGJob)		32,	133,	221 411 311
4.	<b>South America</b> – a good place to illustrate some consequences of <b>elevation</b> Where are the mountains? – matching continents and descriptions of the pattern of mountains It's cold up here, and hard to walk/drive – major consequences of elevation  21 Economic geology – shields, cordilleras, and basins; diamonds, metals, and fossil fuels		23,	322,	322 431 511
5.	Africa – a good place to illustrate some consequences of latitude  Matching animals and ecosystems – selva, savanna, grassland, desert  The Equatorial Rainy Belt – monsoons, wildfires, migrating animals, and nomads  Capitals of ancient empires – enough rain for grain, not enough for malaria  Environmental patterns, colonial history, political borders, and cultural regions  122, 221, 22	3, <b>3</b>	12,	511, 125,	432
6.	<b>Southwest Asia</b> – a good place to illustrate some consequences of <b>resources</b> The Moveable Desert – climate change and history Cultural Definition of Resources (soft dirt, floodplains, frankincense, trade routes, oil) Spread of Islam – conquerors, raiders, traders, missionaries, migrants, refugees 411, 41 Who Controls the Resources? – political claims, colonial history, borders and insurgencies	2, 4	<b>22</b> , 13,	414, 421,	522 133 433 332
7.	Russia – a good place to illustrate some consequences of area (size) A trip on the Trans-Siberian Railroad – latitude, continentality, weather, and permafrost Napoleon's ill-fated invasion and the Nazis at Stalingrad Changing from a Command Economy to a Market Economy  213, 221	3	11,	521,	312 522 E111
8.	China's Demographic Transition – a half-century "window" of opportunity with low dependency	1, 5	511,	414, 512,	431 224 513 2231
9.	<b>Europe</b> – a good place to illustrate some consequences of <b>geographic complexity</b> A Continent of Peninsulas – defensible space, sheltered harbors, complex resources Greeks, Romans, Vikings, "Sun Never Sets", Nazis – empires and colonies in history Changing Technology – charcoal ovens, blast furnaces, electric hearths Migrants and the European Union – demographic transitions and open borders	<b>3</b> , 4	11, 222,	413, 322,	433 433 512 2433
10	Culture defined – the shared mental rules that influence human behavior 221, 41 Culture regions – historical invasions, impositions, and adaptations 122, 133, 312, 41 Bollywood and – cultural rifts between developing cities and lagging rural areas 41	1, 4 1, 4	.12, .12,	413,	

**11. Global Topic Investigations** — Applying the skills of geographic inquiry to a current issue — energy, water, climate change, unemployment, voting rights, migration, refugees, terrorism, etc.