

Workshop 8

Global Forces/Local Impact

Part 1. Guangdong, China and Southeast Asia

Part 2. Oregon and Pennsylvania

This workshop takes us to two very different geographic regions in order to investigate the relationship between the global economy and local ecology. In the first segment, we look to China and Southeast Asia in order to answer the question, "What are the human effects of an increasingly modern and global economy?" In the second half-hour, we focus on water as an element of local ecology in North America. There we explore controversies surrounding issues of conservation, allocation, and the unintended human effects on water resources.

Before You Watch

Before viewing the video programs for **Workshop 8: Global Forces/Local Impact**, please read the Video Program Overviews below—paying close attention to the Questions To Consider—and the descriptions of the standards featured in this workshop (listed below). Those descriptions can be found in the Appendix of this guide.

These readings provide background on the geographic and pedagogical issues addressed in this workshop. We encourage you to read *Geography for Life* in its entirety as you move through the workshops. It contains further background on the National Standards and their development, numerous examples and rich illustrations aiding interpretation, valuable tools for strengthening and developing lessons, and additional insight into geography's significance in our daily lives.

Also, prior to the workshop, you should explore the associated Key Maps and Interactive Activities on the *Teaching Geography* Web site:

www.learner.org/channel/workshops/geography.

The National Geography Standards for Workshop 8

The National Geography Standards highlighted in this workshop include Standards 3, 8, 11, 14, and 16. Read the descriptions of the appropriate standards found in the Appendix, on the workshop Web site, or in their complete form in Chapter 4 of *Geography for Life*. You can find supplemental materials in the Resources at the end of this workshop chapter.

Video Program Overviews

Part 1. Guangdong, China and Southeast Asia: Booming Economies and Quality of Life

This program focuses on the province of Guangdong, on China's southern coast. This province alone is responsible for more than 20% of China's total exports. As modernization efforts succeed in doubling China's national wealth each year, it is Guangdong, far from the politics of Beijing, that has benefited most significantly. 150 million Chinese have migrated from subsistence farms to Guangdong factory jobs, dramatically changing their lives. In this case study, we visit a Nike shoe factory, and explore the global production system that has encouraged the booming economy in Guangdong.

This program's teaching segment features Illinois teacher Fred Walk leading his students through an ARGWorld inquiry investigation about the quality of life in Southeast Asia, asking why there are disparities across and within countries.

Objectives

Participants will be able to:

- explain why optimum plant location decisions in a commercial economy take into account labor costs, transportation costs, and market locations;
- analyze and evaluate issues related to the spatial distribution of economic activity; and
- incorporate cooperative and inquiry learning to promote divergent thinking and understanding of complex geographic concepts.

Questions To Consider

1. How have the relationships between people, location, and resources influenced the stability and prosperity of Guangdong and Hong Kong?

Before You Watch, cont'd.

2. How have factors of human and physical distribution influenced participation in the global economy by Guangdong?
3. How does teacher Fred Walk use cooperative and inquiry learning, as well as maps and data sources, to promote student understanding about quality of life across and within countries?

Featured Educator: Mr. Fred Walk, 11th- and 12th-grade geography teacher, Normal Community High School, Normal, Illinois.

Part 2. Oregon and Pennsylvania: Water Resources and Human Interaction

Salmon have long been an integral part of Oregon's agriculture, especially to the Native American population around the Umatilla and Columbia Rivers. The recent dwindling of the salmon population to near extinction inspired a project in the early '90s to restore the Umatilla River by deepening the waters and importing salmon from downstream. But diversion of these waters to government-subsidized circular irrigation fields complicates this process. These fields are part of potato farms whose produce is shipped to the global market.

An essential resource for both the farms and the salmon, water has become a source of tension between Native Americans and farmers, especially in light of the recent energy crisis. This investigation of Oregon's geography raises the issue of how to allocate limited geographic resources in order to satisfy multiple and sometimes conflicting interests.

In our teaching segment, we join two environmental science teachers in Pennsylvania. First, Marlene Brubaker's Philadelphia class participates in a field trip in conjunction with the Peopling of Philadelphia project. They visit historic Bartram's Garden and see first-hand how Philadelphia's growth has affected the Schuylkill River. Next, Mary Pat Evans and her students investigate pH and alkalinity levels in the Chesapeake Bay watershed in Harrisburg. In both lessons, students gain greater understanding of the impact that humans have had on the river systems in their communities and develop insight into their roles in preserving water resources.

Objectives

Participants will be able to:

- understand how resource development and use change over time;
- evaluate the ways in which technology has expanded the human capability to modify the physical environment;
- describe the effects of physical and human changes on ecosystems; and
- explain the use of first-hand observation, field research, and GIS to show how human actions modify the physical environment.

Questions To Consider

1. How has the distribution of water in Oregon influenced the spatial distribution of population and resources?
2. How has the population of Oregon influenced the physical environment and use of resources in the region?
3. Describe how teachers in the video use GIS and field study to facilitate student understanding of water issues in their communities.

Featured Educators: Ms. Marlene Brubaker, ninth-grade Earth science/biology teacher, Philadelphia Menonite High School, Philadelphia, Pennsylvania and **Ms. Mary Pat Evans**, seventh- and eighth-grade Earth science and field studies teacher, Londonderry School, Harrisburg, Pennsylvania.

Workshop Session

The video program for **Workshop 8: Global Forces/Local Impact** includes two parts, each containing a geography case study, classroom segment, regional and human geography commentary, and pedagogical commentary. This guide provides pre- and post-video activities, as well as questions to consider while watching the program. Follow the approximate timelines on the grid below, depending on the length of your workshop session and whether you are watching a real-time broadcast or a videotape.

Viewing Real-Time Broadcast (Two-Hour Session): Watch the full program, then do each of the activities.

Viewing Videotapes (One Two-Hour or Two One-Hour Sessions): Watch each video segment listed below, then do the related activity. If you can only meet for an hour, do Part 1 as one session and Part 2 as another. Please complete Part 1 before doing Part 2.

All times are approximate	VIEWING REAL-TIME BROADCAST Watch the full program, then do each of the activities below.	VIEWING VIDEOTAPES Watch each video segment listed below, pausing after each one to do the related activity.
Watch Full Program	58 minutes	
Do Getting Ready 1: Where Are Your Clothes From?	15 minutes	15 minutes
Watch Global Forces/Local Impact Part 1: Guangdong, China and Southeast Asia: Booming Economies and Quality of Life		29 minutes
Do Going Further 1: Relationships in Your Region	15 minutes	15 minutes
Do Getting Ready 2: Water in Your Community	15 minutes	15 minutes
Watch Global Forces/Local Impact Part 2: Oregon and Pennsylvania: Water Resources and Human Interaction		29 minutes
Do Going Further 2: Your Classroom, Your Community	15 minutes	15 minutes

Note: Readings are not included here. These should be completed prior to the workshop session. See Before You Watch for more information.

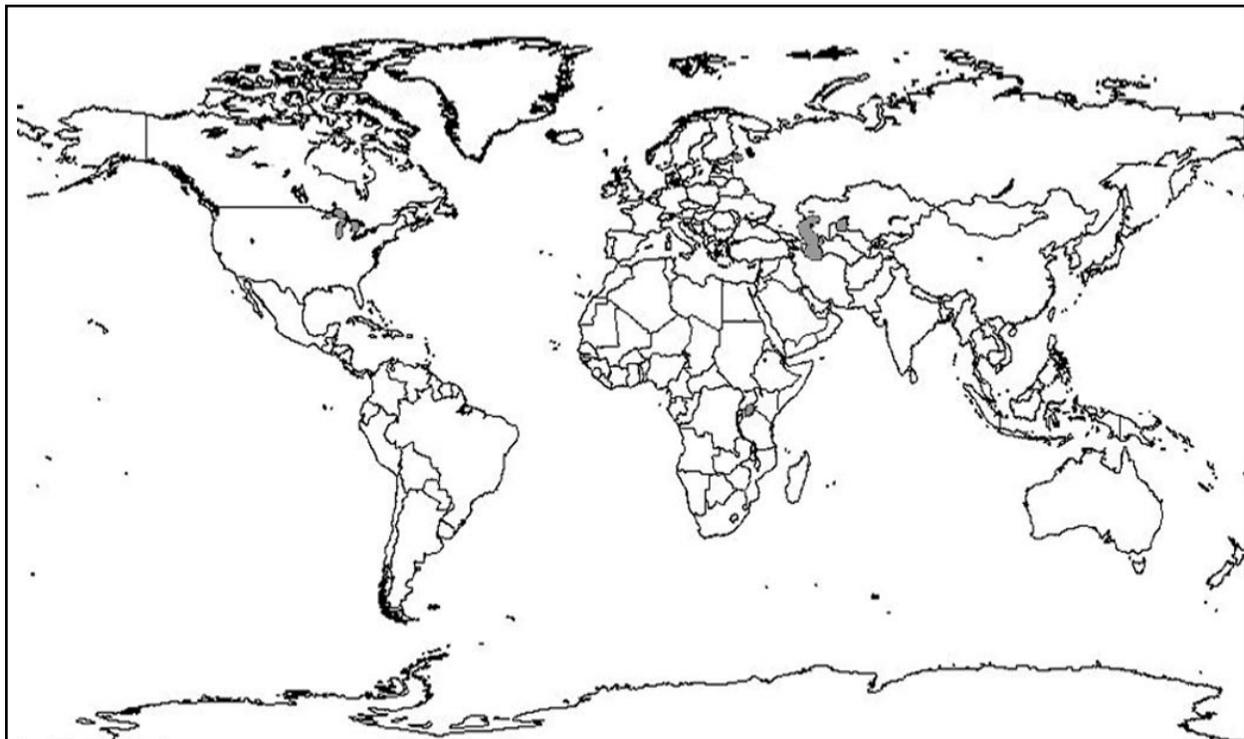
Workshop Session, cont'd.

Part 1. Guangdong, China and Southeast Asia: Booming Economies and Quality of Life

Getting Ready 1: Where Are Your Clothes From? (15 minutes)

Take **five minutes** to examine the labels on your clothes and other items in the room. In the remaining **10 minutes**, you and a partner should use a world map to locate the countries where your items are produced. Discuss your findings and what they reveal about the patterns of location and production.

Site Leader: Please make sure that everyone has a partner. Part of this activity involves using a world map. Please be sure each pair has access to a world map before beginning.



Workshop Session, cont'd.

Watch Part 1. Guangdong, China and Southeast Asia: Booming Economies and Quality of Life (30 minutes)

Questions To Consider

1. How have the relationships between people, location, and resources influenced the stability and prosperity of Guangdong and Hong Kong?
2. How have factors of human and physical distribution influenced participation in the global economy by Guangdong?
3. How does teacher Fred Walk use cooperative and inquiry learning, as well as maps and data sources, to promote student understanding about quality of life across and within countries?

Going Further 1: Relationships in Your Region (15 minutes)

Using Fred Walk's ARGWorld lesson on Indonesia as your model, work with a partner to draft a written lesson plan to show how you might adapt the major steps in his plan for your classroom. For instance, how might you teach the importance of relationships between location, people, and resources associated with the region in which they live? Be certain your draft engages students in cooperative and inquiry learning and includes their use of maps and other data sources.

Site Leader: Part of this activity involves working with partners. Please be sure to allow enough time for individuals to create their drafts before breaking into discussion. Be sure to limit the entire activity to 15 minutes.

Part 2. Oregon and Pennsylvania: Water Resources and Human Interaction

Getting Ready 2: Water in Your Community (15 minutes)

What is your mental map of the most important body of water in or near your community? Take **five minutes** to sketch a map of that body of water, including the physical and human geographical features surrounding it. With a partner, discuss what patterns you see, and any issues associated with those patterns.

Site Leader: Part of this activity involves discussion with partners. Please be sure that everyone has a partner before they engage in the activity and help people keep track of time.

Watch Part 2. Oregon and Pennsylvania: Water Resources and Human Interaction (30 minutes)

Questions To Consider

1. How has the distribution of water in Oregon influenced the spatial distribution of population and resources?
2. How has the population of Oregon influenced the physical environment and use of resources in the region?
3. Describe how teachers in the video use GIS and field study to facilitate student understanding of water issues in their communities.

Workshop Session, cont'd.

Going Further 2: Your Classroom, Your Community (15 minutes)

The teachers in the classroom segments share a common goal, that of giving their students “a distinct stewardship attitude towards their planet, to integrate themselves into problem solving, [so] that they can be part of the solution....”

Take **10 minutes** and in writing, describe how you might adapt their goal and approach to your own classroom and community. Where possible and appropriate, be sure your plan includes provisions for (1) applications of GIS; (2) field study; (3) inquiry learning; and (4) collaboration with community members. In the remaining time, discuss your plan, as well as how you might assess the results, with a partner.

<p>Site Leader: Part of this activity involves discussion with partners. Please be sure that everyone has a partner before they engage in the activity and help people keep track of time.</p>

Featured Lesson Plans

Go to the workshop Web site for the lesson plans upon which the video classroom segments were based: **What Is Quality of Life? An Indonesian Case Study**, an ARGWorld Lesson Plan courtesy of the Association of American Geographers, contributed by Fred Walk; **Why Do We Measure the pH and Alkalinity of the Streams Near the Capital Area Greenbelt Trail?**, contributed by Mary Pat Evans; and **Philadelphia's Schuylkill River**, contributed by Marlene Brubaker. Please note that not all material covered by the lesson plans was presented in the video segments.

Teaching Geography Web site: www.learner.org/channel/workshops/geography

Resources

Print Resources

Social Education, (March 1997), "Technology and the Social Studies," pp. 147-150.

Learning Through [Inquiry] Geography, (1993), NCGE, Frances Slater, 227 pp.

The Teacher Educator, (Summer 1991), "Using Inductive Learning To Construct Content Knowledge," Gloria A. Neubert and James B. Binko, pp. 31-38.

Educational Leadership, (January 1990), "The Structural Approach to Cooperative Learning," Spencer Kagan, pp. 12-18.

Journal of Geography, (August 2000), "Population in Advanced Placement Human Geography," Martha Sharma, pp. 99-111.

Journal of Geography, (December 2000), "An Approach To Teaching Applied GIS," John Benhart, Jr., pp. 245-254.

Geography for Life: The National Geography Standards, 1994, (1994), National Geographic Society, Standards 8, 14, 15; also "The Rationale for Geographic Skills," pp. 41-45.

Educational Leadership, (January 2001), "Educational Demographics: What Teachers Should Know," Harold Hodgkinson, pp. 6-11.

Teaching Geography in the Disciplines, (1996), Phi Delta Kappa Fastback, James B. Binko and Gloria A. Neubert, 64 pp.

Fieldwork in the Geography Curriculum, (2001), NCGE, Gwenda Rice and Teresa Bulman.

Journal of Geography, (March/April 1995), "Using Inquiry To Enhance the Learning and Appreciation of Geography," Phil Klein, pp. 358-367.

Wetlands: Science, Politics, and Geographical Relationships, (1994), NCGE, Benhart and Margin.

Water in the Global Environment, (1992), NCGE, Marvin Waterstone, 57 pp.

Video Resources

Learning Science Through Inquiry, (2000), Thirteen/WNET New York with the Education Development Center (EDC) for Annenberg/CPB, Video Program 6, "Bring It All Together: Processing for Meaning During Inquiry." Go to www.learner.org.

Web Resources

The Londonderry School

<http://www.thelondonderryschool.org/>
Teacher Mary Pat Evans's school.

Resources, cont'd.

Mary Pat Evans's Student Projects Using GIS and GIT

http://www.thelondonderryschool.org/classes/indian_paths_gis.htm

http://www.thelondonderryschool.org/classes/radon_in_pa.htm

<http://www.thelondonderryschool.org/classes/mutts.htm>

GIS at the Londonderry School

<http://www.thelondonderryschool.org/classes/GISmain.htm>

International Forum on Globalization

<http://www.ifg.org/>

Join activists, scholars, economists, researchers, and writers as they discuss the consequences of globalization.

Management of Social Transformations Programme

<http://www.unesco.org/most/>

This site provides extensive information and links on a variety of comparative social science topics.

NikeWatch Campaign

<http://www.caa.org.au/campaigns/nike/>

Includes reports on factory conditions, news updates, and information on how you can get involved in persuading Nike to respect workers' basic rights.

Antone Minthorn Presentation

<http://www.umatilla.nsn.us/acmjune7.html>

Transcript of "Cooperation in Natural Resource Management: The Umatilla Basin Success Story... Treaty Rights Can Benefit Non-Indians Too," presented by Antone Minthorn, Chairman, Board of Trustees, Confederated Tribes of the Umatilla Indian Reservation at the Who Owns America Conference.

Article: "Overfishing Long Ago Tied to Modern Ecosystem Collapse"

http://news.nationalgeographic.com/news/2001/08/0807_ecollapse.html

Article: "Geographic Launches Project To Promote Protection of U.S. Rivers"

http://news.nationalgeographic.com/news/2001/06/0627_georiveraction.html

The Umatilla Basin Project

<http://www.umatilla.nsn.us/basin.html>

Includes details about the Umatilla Basin conflict and resolution.

Bartram's Garden

<http://www.bartramsgarden.org/>

Curriculum Resources

Social Education, (March 1997), "A Trip to Historic Philadelphia on the Web," Elizabeth Wilson, pp. 170-172.

Residential Water Conservation Techniques

<http://www.epa.gov/seahome/watcon.html>

This Web site offers a simple interactive program on water conservation.

Pennsylvania Spatial Data Access

<http://www.pasda.psu.edu/tutorials/>

Notes
