

Building Academic Vocabulary

Listed below are some important terms that identify many of the key concepts in World Geography. This list should be viewed as basic list of critical terms. There are many other terms that are important for students to know that are not on this list. It should serve as a starting point for teaching important terms in this course.

World Geography

Access
Alliance
Climate
Cooperation
Cultural interaction
Cultural landscape
Demographics
Developed/developing nation
Ecological process
Economic
Economic Union
Ethnicity
Global marketplace
Heritage
Indicator
Infrastructure
Internationalization
Language
Level of economic activity
Natural resources
Perspective
Physical process
Political
Population
Proximity/non-proximity
Push/Pull factor
Refugee
Settlement pattern
Site
Situation
Spatial Division
Spatial relationship
Subsistence
Thematic map
Urbanization

Instructional Example for:
Cultural landscape

STEP 1 – Teacher provides a description, explanation, or example of the new term.

Explanation of the term: A cultural landscape is a distinct geographic area that is created by both natural processes and humans. Cultural landscapes are an expression of man's relationship with the land on which he lives and are part of a people's heritage. An example might be an historic site such as the pyramids of Egypt. These examples of monumental architecture were built as tombs for the Pharaohs. Although for many years it was thought that slaves were used to build these massive tombs, it is now believed that peasants and farmers were required to serve on the work crews for a specific amount of time. They were paid for their work and it is also possible that these workers felt honored to help build the tomb for their powerful leader.



A pyramid such as this one was made of as many as 2,300,000 blocks, each weighing an average of 2-1/2 tons. The pyramids were thought to have been built by farmers who were required to serve at the construction site for certain periods of time but were probably paid for their work. The pyramids were built to serve as tombs or burial sites for the Egyptian leaders, known as Pharaohs, as long as 5000 years ago.

STEP 2 – Students restate the description, explanation, or example in their own words.

Students will describe cultural landscape in their own words. Model this for students by describing a trip you have taken to a district cultural landscape such as Monticello or the

Capitol in Washington, DC. Select a site that is somewhat familiar to students to enhance relevance. Then, ask students to draw from their own personal experience to describe a **cultural landscape** they have visited. This can be done verbally or in writing.

STEP 3 – Students create picture, symbol, or graphic representation of the term.

After approaching the term linguistically, creating a non-linguistic representation requires students to process information in new ways. Students should not overdraw – these are supposed to be quick and simple representations. You might consider referring to these as “quick-draws.” It is critical for the teacher to model this and allow for practice. At first, students can be allowed to work together. These drawings can also be added to over time. The “representation” can be a sketch of the actual thing (diameter = a circle with an arrow), or a symbol (scales for justice). For the term **cultural landscape**, student representations might include drawings of the site they have visited, such as a monument, historic site or even a unique area such as terraced rice fields in Asia.



STEP 4 – Engage students periodically in activities that help them add to their knowledge of the term.

Students will read and analyze a wide variety of sources for the term *cultural landscape*. The concept of *cultural landscape* appears throughout the WG curriculum as a cultural characteristic studied for each region. Some examples of *cultural landscapes* include, castles in Europe, oil rigs in North Africa and the Middle East, markets in Sub-Saharan Africa, Red Square in Russia, the Taj Mahal in South Asia or sheep stations in Australia.

As students study the many examples of *cultural landscapes* and encounter sources specific to the content, their understanding of the term may be refined. Students should be given the opportunity to re-visit their initial descriptions and non-linguistic representations of the term to update or change them reflecting this expanded understanding. One way to accomplish this is through the use of a graphic organizer like the sample below.

<i>Latin America & the Caribbean</i>	<i>Europe</i>
<i>United States & Canada</i>	<i>North Africa & Southwest Asia (Middle East)</i>
<i>Sub-Saharan Africa</i>	<i>Russia & Central Asia</i>
<i>South, Southeast & East Asia</i>	<i>Australia, Pacific Islands & Antarctica</i>

STEP 5 - Students discuss the term with one another.

Student interaction plays a key role in vocabulary development, so teachers should organize students and ask them to discuss the term **cultural landscape**. Since **cultural landscapes** exist in all locations throughout the world and it is critical for students to gain an understanding of the concept that they are an expression of man's relationship with the land, one way to structure this is to provide students with visuals to stimulate discussion. After viewing an image, each student should write a question, riddle or phrase that they will ask another student who must identify the **cultural landscape**. Students should be encouraged to discuss the responses and explain their thinking in both the crafting of the query and in the response(s) elicited. Here is an example:



What has four wings but does not fly?

Another possible discussion starter is to provide a poem, limerick or excerpt from literature. Here is an example:

The Windmill

Four wings I have, which swiftly mount on high,
On sturdy pinions, yet I never fly;
And though my body often moves around,
Upon the self-same spot I'm always found,
And, like a mother, who breaks her infant's bread,
I chew for man before he can be fed.

STEP 6 – Involve students periodically in games that allow them to play with terms.

Games are an excellent way for students to reexamine their understanding of terms. After teaching the term **cultural landscape** in several contexts, review by playing the game *Talk a Mile a Minute*. Sample lists of terms related to **cultural landscape** are shown below.

<p>Talk a Mile a Minute -- Directions</p> <ol style="list-style-type: none"> 1. Pair students as Talkers and Guessers. 2. Signal for Talkers (who can see the board) to give clues for one minute. They may not use any of the words on the list. Once the Guesser (who cannot see the board) has correctly identified all the clues, they must identify the overall topic. 3. Teams earn one point for each correctly identified term/topic. 4. Talkers and Guessers switch roles for each round. 	<p>Things Associated with Latin America</p> <p style="text-align: center;">Pyramid</p> <p style="text-align: center;">Hacienda</p> <p style="text-align: center;">Ejidos</p> <p style="text-align: center;">Machu Picchu</p> <p style="text-align: center;">Tikal</p>
<p>Things Associated with Europe</p> <p style="text-align: center;">Eiffel Tower</p> <p style="text-align: center;">Parthenon</p> <p style="text-align: center;">Louvre</p> <p style="text-align: center;">Big Ben</p> <p style="text-align: center;">Castle</p>	<p>Things Associated with the US</p> <p style="text-align: center;">Golden Gate Bridge</p> <p style="text-align: center;">Wheat fields</p> <p style="text-align: center;">Skyscraper</p> <p style="text-align: center;">Independence Hall</p> <p style="text-align: center;">Bilingual signs</p>
<p>Things Associated with N. Africa / ME</p> <p style="text-align: center;">Hagia Sophia</p> <p style="text-align: center;">Oil rig</p> <p style="text-align: center;">Pyramid</p> <p style="text-align: center;">Suq</p> <p style="text-align: center;">Western wall</p>	<p>Things Associated with Sub-Saharan Africa</p> <p style="text-align: center;">Market</p> <p style="text-align: center;">Mosque</p> <p style="text-align: center;">Minaret</p> <p style="text-align: center;">Village</p>

Things Associated with Russia	Things Associated with South/East Asia
Red Square	Taj Mahal
Soviet-style apartment blocks	Great Wall of China
Kremlin	Terraced fields
Russian Orthodox Church	Pagoda
Mosque	Floating market

ASSESSMENT

World Geography



Examine the map and images and answer the questions.

1. What cultural landscape is represented in the images?
2. Using the cultural landscape depicted in the images, explain how cultural landscapes represent the combination of natural and man-made environments.
3. Justify the preservation of cultural landscapes throughout the world.

Criteria for assessing student understanding of academic vocabulary:

Level of Understanding	Description
5	<p>Student has mastered the use of the term and applies it to a wide variety of concepts consistently. Examples using the term:</p> <ul style="list-style-type: none"> • are extensive • demonstrate sophisticated understanding • are accurate and appropriate • are highly detailed
4	<p>Student uses the term correctly consistently and applies it to a variety of concepts. Examples using the term:</p> <ul style="list-style-type: none"> • are provided • demonstrate understanding • are accurate and appropriate • are detailed
3	<p>Student uses the term correctly consistently. Examples using the term:</p> <ul style="list-style-type: none"> • are provided • demonstrate understanding • are accurate and appropriate • are basic with some detail
2	<p>Student uses the term correctly but not consistently. Examples using the term:</p> <ul style="list-style-type: none"> • are provided • usually demonstrate understanding • are usually accurate and appropriate • are basic with no detail
1	<p>Student uses the term incorrectly or inconsistently. Examples using the term:</p> <ul style="list-style-type: none"> • are not provided • do not demonstrate understanding • are inaccurate or inappropriate • provide no detail
0	<p>Student fails to meet any performance descriptions listed above.</p>