

ITPR “Corrado Gex”  
Indirizzo Tecnico Turistico

## Lessons of Geography

# Learning Units

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## **List of the Learning Units**

1. Amazonia
2. European Borders Through History
3. Climate change & global warming
4. Culture and food
5. Ecotourism & sustainable tourism
6. The Geography of Afghanistan
7. Geography of China
8. Understanding Modern Human
9. Migrations
10. New Zealand
11. Discovering U.S. National Parks

# Amazonia

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One of the most important rivers of the World flows through an immense ecosystem where living is still now a natural adventure

Amazonia is the heart of our planet biodiversity. Its extension is so huge that large parts of this rainforest territory are still unknown. The richness in flora, fauna is threatened by brutal economic operations, some of which are undertaken without any respect for neither this fragile ecosystem nor for the tribal populations living in it.

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## Objectives

You will:

- Study and learn the characteristic of the Amazon river, with an immersion of a passionate discussion about its sources;
- Analyse the situation of the rainforest, focusing on the environmental situation and on the life of the original inhabitants;
- Think about the future of the land, starting from the stories concerning the inner vision of some Amazonian people.

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## Critical Thinking Skills

- Remembering
- Locating
- Analyzing
- Comparing & contrasting
- Reasoning

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## Tasks

1. Use the texts provided in the Extended Learning section and look at the map to have a clear vision of the path of the Amazon River. Take notes and resume your thoughts about the discussion concerning the location of the sources.
2. Make a list of all the South-American countries watered by the Amazon River and its tributaries.
3. Extract from the text the most important data concerning the rainforest and list the most important problems under the environmental, economic and social perspectives.
4. Prepare a short presentation of your ideas and the positions you stand for. Focus on:
  - a. the importance of the Amazonia for the environmental balance of the planet;
  - b. the respect of the traditional lifestyle of the original inhabitants;
  - c. what we can do to minimize the destruction of the Amazon rainforest.

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## Warm-up

### *Rainforest*

Also spelled rain forest, is a luxuriant forest, generally composed of tall, broad-leaved trees and usually found in wet tropical uplands and lowlands around the Equator. [from *Encyclopaedia Britannica* ]

### *Tributary*

A river or stream that flows into a larger river or a lake. [from *Cambridge Dictionary*]

### *Freshwater*

(Adj.) Living in or containing water that is not salty [from *Cambridge Dictionary*]

### *Drainage basin*

A drainage basin or watershed is an extent or an area of land where surface water from rain, melting snow, or ice converges to a single point at a lower elevation, usually the exit of the basin, where the waters join another water body, such as a river, lake, reservoir, estuary, wetland, sea, or ocean.[from *Wikipedia*]

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## Extended Learning

### *Where Does the Amazon River Begin?*<sup>1</sup>

Jane J. Lee

National Geographic

PUBLISHED FEBRUARY 13, 2014

Five different tributaries have been designated as the source of the Amazon River through the centuries. A new study argues for yet another. Experts have long argued over the origin of the Amazon River, seen here in the Loreto region of Peru.

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<sup>1</sup> Text from the <http://news.nationalgeographic.com> website



Radius images / Alamy

The origin of the world's largest river—by volume—has been surprisingly hard to pin down. Explorers and scientists have argued over where to locate the start of the Amazon River since at least the mid-1600s, with no fewer than five rivers in south-western Peru given the honour over the years. Now the authors of a study published in the journal *Area* say they've located the mighty river's true source: the Mantaro River in south-western Peru. If they are right, their discovery would add 47 to 57 miles (75 to 92 kilometres) to the length of the Amazon, currently measured at about 4,000 miles (6,437 kilometres) by the U.S. Geological Survey. Using six different methods of measurement—including GPS tracking data and satellite images—professional kayaker James Contos and his team, funded in part by a grant from the National Geographic Society, determined that the Mantaro River is about 10 per cent longer than the Apurímac River, which has been considered the Amazon's source since 1971. One reason the Mantaro may have been overlooked, say Contos and his anthropologist co-author Nicholas Tripcevich of the University of California, Berkeley: A twisting bend, or kink, in the river's lower half makes it look much shorter than it really is.



Amazon Express expedition leader West Hansen paddles the Rio Mantaro arriving at Rancho Ocac Condorvado - Photograph by Erich Schlegel

But whether geographers accept the claim of Mantaro as the Amazon's true origin depends on which definition of a river's source they choose to apply: Is it the farthest point upstream that provides the largest volume of water, or is it the most distant point up the longest tributary in the river's drainage basin?

The current internationally accepted definition is the most distant point of a river's longest tributary that flows continuously. In their study, Contos and Tripcevich argue that the length of a tributary should trump whether it flows year-round.

### *Too Many Beginnings?*

Throughout the 1700s, the Marañón River in northern Peru held the distinction of being the Amazon's source, says Andrew Johnston, a geographer with the Smithsonian's National Air and Space Museum in Washington, D.C. That is because the Marañón held the largest volume of flowing water compared to other tributaries flowing into the Amazon. The Ucayali River—a lower extension of the Apurímac River—took over as the designated source for awhile because it was considered the longest tributary flowing into the Amazon.

Then, in 1971, a National Geographic expedition led by Loren McIntyre identified the snow-capped peak of Mismi (map) as the headwaters of the Apurímac River and the ultimate source of the Amazon. A follow-up National Geographic expedition in 2000 that included Johnston, further confirmed Lake Ticlla Cocha at the base of Mismi as the headwaters and the Apurímac as the longest upstream extension of the Amazon River.



A map of the Amazon River. Maggie Smith, NG staff. Sources: Sierrarios; wri; wwf

## *A Question of Flow*

The trouble with Contos and Tripcevich's claim of overturning this long-held view, say some geographers, is that the Mantaro River runs dry for about five months of the year, when the Tablachaca dam, built in 1974, diverts its flow around its kink, leaving the loop devoid of water.

Continuously flowing water is important in determining the true source of a river, says Juan Valdés, the geographer at National Geographic. "You can have the longest tributary, but if it doesn't have continuous flow, then it's a moot point." Mantaro does not have water flowing through its channels year-round, says Valdés. (See: "Photos: 'Alarming' Amazon Drought—River Hits New Low.")



But the study's authors propose that short-term changes in flow or man-made alterations to a river's natural course should not be a deal-breaker in determining the source of a river. The most distant source should be defined as the farthest point "from which a drop of rain will make its way to the river's mouth"—regardless of whether it flows continuously. By that measure, they assert, the Mantaro is the most distant source. The Smithsonian's Johnston, even though he was on the expedition that confirmed the primacy of the Apurímac, thinks the new study provides a fresh perspective. "Assuming the measurements stand up to scrutiny, yes, I think the Mantaro could be considered a new source of the Amazon," he says, but not "the source." When water flows through the Mantaro, the river "probably has a greater flow distance than any other Amazon tributary," Johnston says. But when the Mantaro is dry, "the Apurímac is once again the place where water flows the greatest distance into the Amazon."



Quatro Canyones and the Apurímac River, in the Andes, Peru, South America

Photograph by Robert Harding world imagery, Alamy

The Apurímac River is the longest tributary flowing into the Amazon when the Mantaro is dry.

It may be more straightforward to trace the source of other rivers, Johnston notes, but "the Amazon, by far the largest river in the world, is not so simple." Scientists need to look at all three of its proposed source tributaries—the Marañón, the Apurímac, and the Mantaro—he says, to truly understand the mighty Amazon.

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## The Amazon: The World's Largest Rainforest

By Rhett Butler

The Amazon River Basin is home to the largest rainforest on Earth. The basin -- roughly the size of the forty-eight contiguous United States -- covers some 40% of the South American continent and includes parts of eight South American countries: Brazil, Bolivia, Peru, Ecuador, Colombia, Venezuela, Guyana, and Suriname, as well as French Guiana, a department of France.

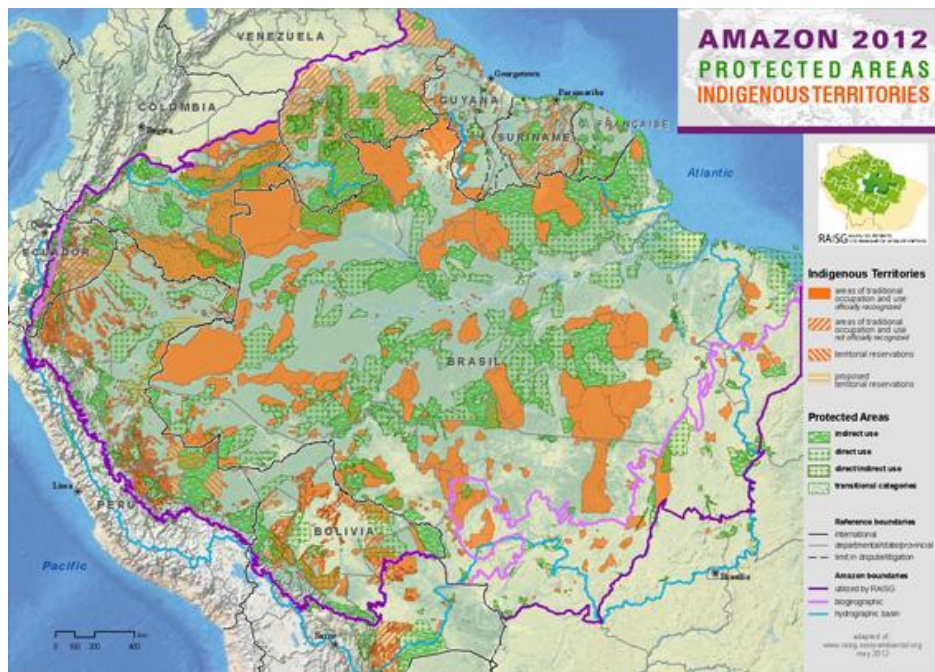
Reflecting environmental conditions as well as past human influence, the Amazon is made up of a mosaic of ecosystems and vegetation types including rainforests, seasonal forests, deciduous forests, flooded forests, and savannahs. The basin is drained by the Amazon River, the world's

largest river in terms of discharge, and the second longest river in the world after the Nile. The river is made up of over 1,100 tributaries, 17 of which are longer than 1000 miles, and two of which (the Negro and the Madeira) are larger, in terms of volume, than the Congo (formerly the Zaire) river. The river system is the lifeline of the forest and its history plays an important part in the development of its rainforests.

## History

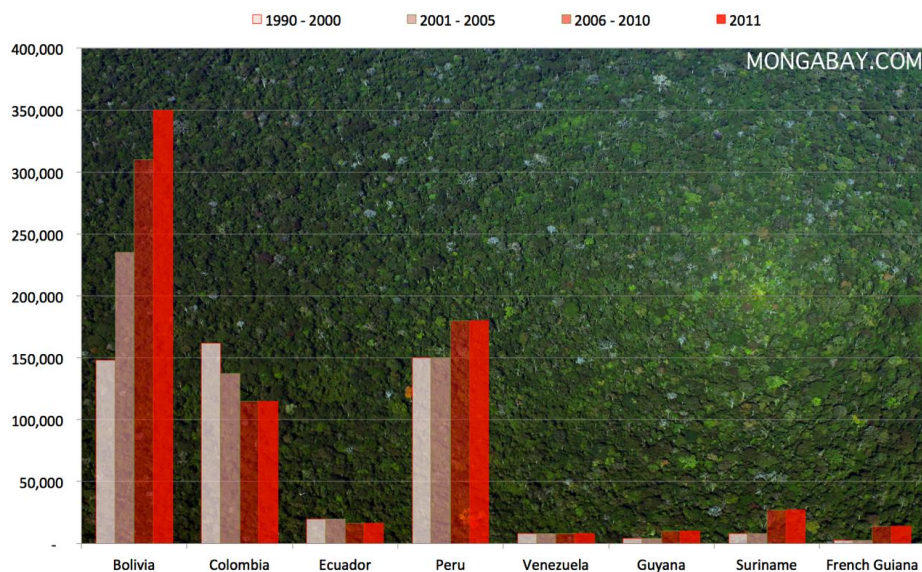
### The World's Largest Rainforests

1. Amazon Basin, South America
2. Congo Basin, Africa
3. Indonesian Archipelago, Southeast Asia

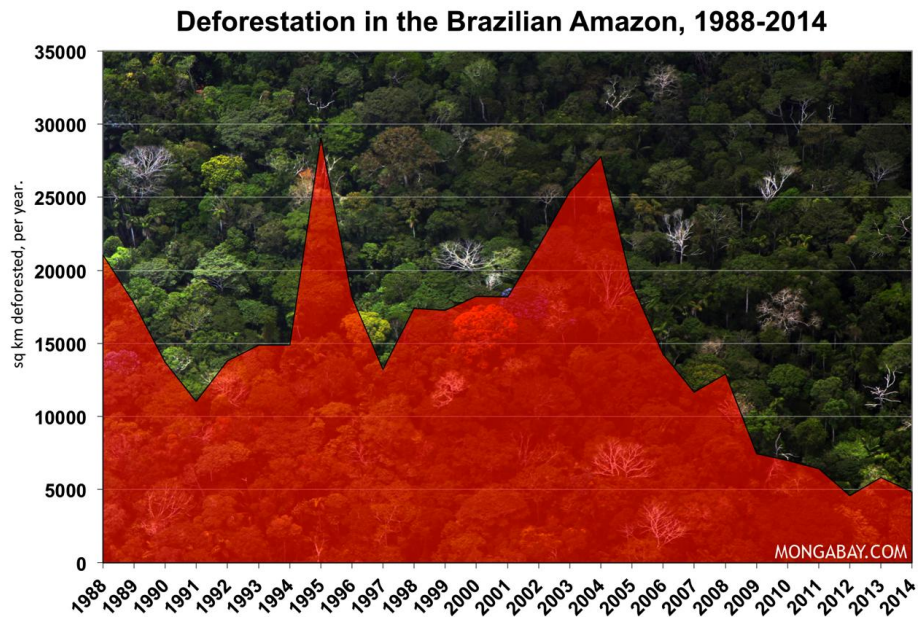


### Deforestation in the Non-Brazilian Amazon (ha), 1990-2011

SOURCE: Tim Killeen for UCS

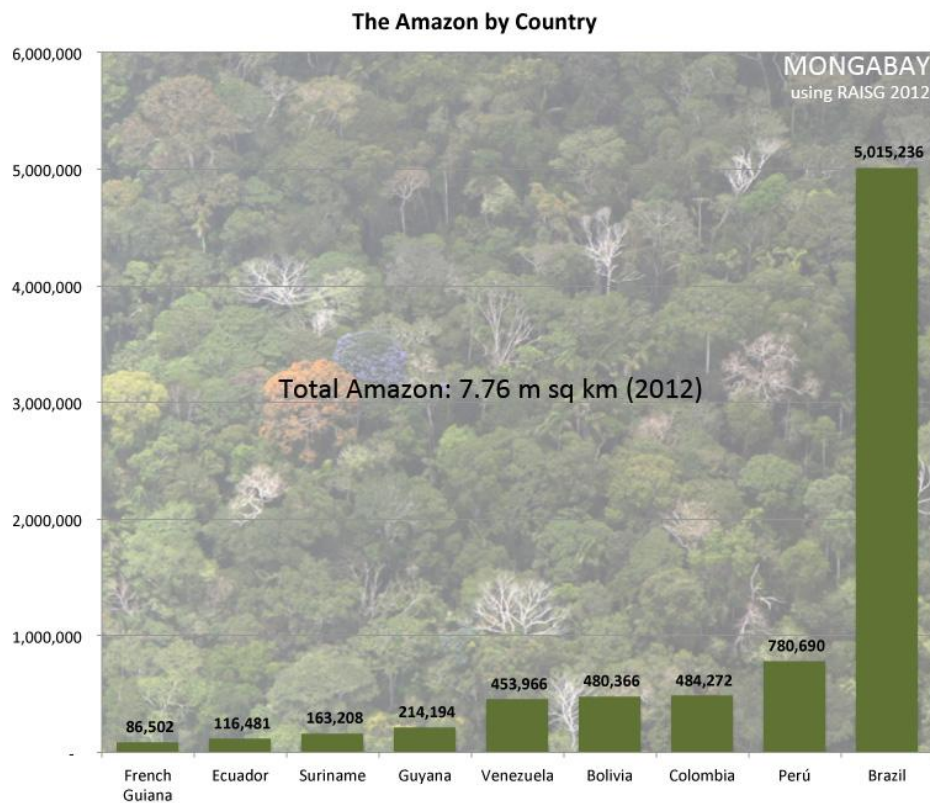






### *How large is the Amazon rainforest?*

The extent of the Amazon depends on the definition. The Amazon River drains about 6.915 million sq. km (2.722 sq. mi), or roughly 40 per cent of South America, but generally areas outside the basin are included when people speak about "the Amazon." The biogeographic Amazon ranges from 7.76-8.24 million sq. km (3-3.2 million sq. km), of which just over 80 per cent is forested. For comparison, the land area of the United States (including Alaska and Hawaii) is 9,629,091 square kilometres (3,717,811).



Nearly two-thirds of the Amazon lies in Brazil.

Amazon by country (percentage) Amazon by country (area - sq km)

At one time Amazon River flowed westward, perhaps as part of a proto-Congo (Zaire) river system from the interior of present day Africa when the continents were joined as part of Gondwana. Fifteen million years ago, the Andes were formed by the collision of the South American plate with the Nazca plate. The rise of the Andes and the linkage of the Brazilian and Guyana bedrock shields, blocked the river and caused the Amazon to become a vast inland sea. Gradually this inland sea became a massive swampy, freshwater lake and the marine inhabitants adapted to life in freshwater. For example, over 20 species of stingray, most closely related to those found in the Pacific Ocean, can be found today in the freshwaters of the Amazon.

About ten million years ago, waters worked through the sandstone to the west and the Amazon began to flow eastward. At this time the Amazon rainforest was born. During the Ice Age, sea levels dropped and the great Amazon lake rapidly drained and became a river. Three million years later, the ocean level receded enough to expose the Central American isthmus and allow mass migration of mammal species between the Americas.

The Ice Ages caused tropical rainforest around the world to retreat. Although debated, it is believed that much of the Amazon reverted to savannah and montane forest (see chapter 3-Ice Ages and Glaciation). savannah divided patches of rainforest into "islands" and separated existing species for periods long enough to allow genetic differentiation (a similar rainforest retreat took place in Africa. Delta core samples suggest that even the mighty Congo watershed was void of rainforest at this time). When the ice ages ended, the forest was again joined and the species that were once one had diverged significantly enough to be constitute designation as separate species, adding to the tremendous diversity of the region. About 6000 years ago, sea levels rose about 130 meters, once again causing the river to be inundated like a long, giant freshwater lake.

### ***The Amazon river today***

Today the Amazon River is the most voluminous river on Earth, eleven times the volume of the Mississippi, and drains an area equivalent in size to the United States. During the high water season, the river's mouth may be 300 miles wide and every day up to 500 billion cubic feet of water (5,787,037 cubic feet/sec) flow into the Atlantic. For reference, the Amazon's daily freshwater discharge into the Atlantic is enough to supply New York City's freshwater needs for nine years. The force of the current -- from sheer water volume alone -- causes Amazon River water to continue flowing 125 miles out to sea before mixing with Atlantic salt water. Early sailors could drink freshwater out of the ocean before sighting the South American continent.

The river current carries tons of suspended sediment all the way from the Andes and gives the river a characteristic muddy white-water appearance. It is calculated that 106 million cubic feet of suspended sediment are swept into the ocean each day. The result from the silt deposited at the mouth of the Amazon is Majaro island, a river island about the size of Switzerland.

### ***The Amazon rainforest***

While the Amazon Basin is home to the world's largest tropical rainforest, the region consists of a number of ecosystems ranging from natural savanna to swamps. Even the rainforest itself is highly variable, tree diversity and structure varying depending on soil type, history, drainage, elevation, and other factors. This is discussed at greater length in the rainforest ecology section.

## ***The changing Amazon rainforest***

The Amazon has a long history of human settlement, but in recent decades the pace of change has accelerated due to an increase in human population, the introduction of mechanized agriculture, and integration of the Amazon region into the global economy. Vast quantities of commodities produced in the Amazon — cattle beef and leather, timber, soy, oil and gas, and minerals, to name a few — are exported today to China, Europe, the U.S., and other countries. This shift has had substantial impacts on the Amazon.

This transition from a remote backwater to a cog in the global economy has resulted in large-scale deforestation and forest degradation in the Amazon — more than 1.4 million hectares of forest have been cleared since the 1970s. An even larger area has been affected by selective logging and forest fires.

Conversion for cattle grazing is the biggest single direct driver of deforestation. In Brazil, more than 60 per cent of cleared land ends up as pasture, most of which has low productivity, supporting less than one head per hectare. Across much of the Amazon, the primary objective for cattle ranching is to establish land claims, rather than produce beef or leather. But market-oriented cattle production has nonetheless expanded rapidly during the past decade.

Industrial agricultural production, especially soy farms, has also been an important driver of deforestation since the early 1990s. However since 2006 the Brazil soy industry has had a moratorium on new forest clearing for soy. The moratorium was a direct result of a Greenpeace campaign.

Mining, subsistence agriculture, dams, urban expansion, agricultural fires, and timber plantations also result in significant forest loss in the Amazon. Logging is the primary driver of forest disturbance and studies have shown that logged-over forests — even when selectively harvested — have a much higher likelihood of eventual deforestation. Logging roads grant access to farmers and ranchers to previous inaccessible forest areas.

Deforestation isn't the only reason the Amazon is changing. Global climate change is having major impacts on the Amazon rainforest. Higher temperatures in the tropical Atlantic reduce rainfall across large extents of the Amazon, causing drought and increasing the susceptibility of the rainforest to fire. Computer models suggest that if current rates of warming continue, much of the Amazon could transition from rainforest to savannah, especially in the southern parts of the region. Such a shift could have dramatic economic and ecological impacts, including affecting rainfall that currently feeds regions that generate 70 per cent of South America's GDP and triggering enormous carbon emissions from forest die-off. These emissions could further worsen climate change.

## *Protecting the Amazon rainforest*



While destruction of the Amazon rainforest is on-going, the overall rate of deforestation rate in the region is slowing, mostly due to the sharp drop in forest clearing in Brazil since 2004.

Brazil's declining deforestation rate has been attributed to several factors, some of which it controls, some of which it doesn't. Since 2000 Brazil has established the world's largest network of protected areas, the majority of which are located in the Amazon region. Since 2004 the government has also had a deforestation reduction program in place. This includes improved law enforcement, satellite monitoring, and financial incentives for respecting environmental laws. Furthermore, the private sector — especially the soy, logging, and cattle industries — are increasingly responsive to consumer demand for less-damaging commodities. Finally the Brazilian Amazon has been the site of a number of innovative and ambitious conservation experiments, ranging from jurisdictional commodity certification to indigenous led Reducing Emissions from Deforestation and Degradation (REDD+) projects to Norway's billion dollar performance-based payment for cutting deforestation.

# European Borders Through History

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How have European political borders changed over time?

Borders are one of the main reasons of conflicts in the world. Frontiers are at the origin of wars and economic contrasts. Even now in the world many crisis amongst states come from the position of national borders.

Europe has a long history in borders change and nowadays it is facing a progressive weakening of the national frontiers: studying our continent we have to know where the borders still are a strong division between people and where was only the political power that in the past divided people with the same culture and roots.

Please notice that a large part of the geography is based on the political division of the planet, where the countries are the main way to study the economy, the society and a large panel of cultures.

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## Objectives

You will:

- make generalizations about what you have learned about changes in Europe
- identify similar patterns of change in their local area or state
- compare changes in political borders to physical and cultural features of Europe
- give a personal opinion about the strength of borders in Europe

It is extremely important to use maps to understand European physical and cultural landscapes, in order to develop skills in map analysis and applying the knowledge to specific situations.

Comparing changes in Europe through maps serves a dual purpose:

1. it helps move you toward the goal of seeing maps as tools for understanding our world;
2. it helps you find personal relevance in the content, which will help you to retain the information you have learned.

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## Critical Thinking Skills

- Analyzing
- Applying
- Comparing and contrasting
- Understanding
- Evaluating

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## Prior Knowledge Activation<sup>1</sup>

In 1914, some of the most powerful countries of Europe formed rival alliances, with Germany, Austria-Hungary, and Italy in one alliance, and Russia, the U.K., and France in another. When Russia and Austria-Hungary intervened in fighting that broke out in the Balkans, the rest of Europe was plunged into World War I, which lasted from 1914-1918. In the years after World War I, revolution and civil war impacted Russia, Germany, and the remains of Austria-Hungary. Europe as a whole was greatly changed as a result. Russia and Germany became dramatically smaller, and the Russian revolution of 1917 led to the creation of the Soviet Union. In addition, many smaller states appeared.

World War II began in 1939, when Germany's invasion of Poland forced Britain and France to declare war on Germany. By 1942, most of Europe was under the control of Germany and its allies. But by 1945, the German army was weakened by a reviving Soviet Union, and the war ended in spring of 1945. Afterward, Germany was much smaller in size and divided into East and West. And the U.S.S.R. included Estonia, Latvia, Lithuania and Ukraine, and occupied northern East Prussia.

At the end of World War II, many European intellectuals, politicians, and populations as a whole were tired of conflict. They saw an opportunity to finally create a unified Europe that would not descend into violent conflict again. Thus, the idea of a pan-Europe, or United States of Europe, was born. The European Union, or EU, started out as merely a treaty among six nations to trade steel and coal for free with one another. Six countries—the Netherlands, Belgium, Luxembourg, Germany, France, and Italy—formed the European Coal and Steel Community (ECSC). The ECSC was such a wild success that these countries eventually signed further treaties eliminating many of the tariffs on other products between them. As the economic union grew, other states decided they wanted to join. The ECSC became the European Economic Community, and began accepting new members. Eventually, states began to give up more of their political sovereignty to the community. After the fall of the Soviet Union in 1991, it was decided that the geopolitical climate was ripe for countries to join a true European Union—a Union with some political capacity—and to unify currencies. This goal was established and signed into law in 1992 at the Treaty of Maastricht. The euro was unveiled to the public on January 1, 2002. States rid themselves of their former currencies and joined economic forces with the new one in the "Euro Zone."

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## Vocabulary

Term	Definition
Border	natural or artificial line separating two pieces of land.
Country	geographic territory with a distinct name, flag, population, boundaries, and government.
Europe	sixth-largest continent and the western part of the Eurasian landmass, usually defined as stretching westward from the Ural mountains.
European Union	association of European nations promoting free trade, ease of transportation, and cultural and political links.
Physical features	naturally occurring geographic characteristics.
Region	any area on the Earth with one or more common characteristics. Regions are the basic units of geography.
State	political unit in a nation, such as the United States, Mexico, or Australia.

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<sup>1</sup> The information of this part of the lesson come from the BBC Learning English website



World War I	(1914-1918) armed conflict between the Allies (led by the United States, the United Kingdom, and France) and the Central Powers (led by Germany and Austria-Hungary). Also called the Great War.
World War II	(1939-1945) armed conflict between the Allies (represented by the United States, the United Kingdom, and the Soviet Union) and the Axis (represented by Germany, Italy, and Japan)

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## Additional information about “borders” on the planet

A border is a real or artificial line that separates geographic areas. Borders are political boundaries. They separate countries, states, provinces, counties, cities, and towns. A border outlines the area that a particular governing body controls. The government of a region can only create and enforce laws within its borders.

Borders change over time. Sometimes the people in one region take over another area through violence. Other times, land is traded or sold peacefully. Many times, land is parceled out after a war through international agreements.

Sometimes, borders fall along natural boundaries like rivers or mountain ranges. For example, the boundary between France and Spain follows the crest of the Pyrenees mountains. For part of its length, the boundary between the United States and Mexico follows a river called the Rio Grande. The borders of four countries divide Africa's Lake Chad: Niger, Chad, Cameroon, and Nigeria.

Borders—particularly national borders—affect travel and migration. People can usually move freely within their own country's borders, but may not be allowed to cross into a neighboring country. When neighboring countries have similar wealth and political systems, their borders may be open and undefended. For example, citizens of the 27-country European Union may travel freely among any of the member states. Only five EU members—Bulgaria, Cyprus, Ireland, Romania, and the United Kingdom—require travelers from other EU states to present a passport or ID card at the border.

On the opposite extreme, the Korean Demilitarized Zone—the border between communist North Korea and democratic South Korea—is the most heavily militarized border in the world. The zone, which is 4 kilometers (2.5 miles) wide and 243 kilometers (151 miles) long, separates the two countries with barbed-wire fences, land mines, and armed guards. Citizens of most countries must have a passport and official permission to enter the borders of North Korea. North Koreans must also have official permission before they leave the secretive nation. Every country has its own rules about who may travel, work, and reside within its borders. Visas and work permits are government documents issued to non-citizens that limit the type of work or travel they may do in the country, and for how long. The United States issues “green cards”—officially known as permanent resident cards—that allow non-Americans to live and work inside the borders of the U.S. and be protected by its laws.

### *Border Protection*

Most countries have some sort of military or law-enforcement presence along their borders. Countries protect their borders for several reasons. One is to keep out invaders. This is especially true in areas where two or more countries have fought over the same land for many years. Cambodia and Thailand, for example, have disputed the territory of the Preah Vihear Temple for

more than a century. Cambodian and Thai military units are positioned along the border near Preah Vihear Temple, and skirmishes often result in deaths on both sides.

Sometimes, borders serve to keep citizens in. Most governments with these “closed borders” are not democratic. In addition to North Korea, nations such as Myanmar and Cuba rarely allow their residents to cross their borders.

Borders can also serve to protect resources. Sometimes, the borders of U.S. congressional districts protect ethnic, religious, or economic communities. Citizens within these borders often vote as a unit, based on shared political beliefs. The area’s representative in the U.S. House of Representatives must be aware of the interests within his or her district’s borders. The concerns of a representative from the urban area of St. Louis, Missouri, for instance, are less likely to be issues affecting farmers than a representative from rural Missouri, which is dominated by agriculture. The representative from rural Missouri would be less likely to be concerned with issues surrounding public transportation, which is much more common in cities.

## *Border Disputes*

Many border disputes occur when people fight over natural resources. For instance, Sudan and Egypt have quarreled for decades over a region called Hala’ib. This triangle of land along the Red Sea is rich in the mineral manganese, which is essential to iron and steel production. It is also used as an additive in unleaded gasoline. The Sudanese government claims the land rightfully belongs to Sudan, but it currently belongs to Egypt.

Many times, political borders divide groups of people who share a common religion, culture, ancestry, or language. The border between North Korea and South Korea, for example, is a purely political one; the Korean people share a united history, culture, and language. The nation of Germany was divided between East Germany and West Germany from 1949-1989. Like the Korean border, this was a purely political division, between the democratic West and the communist East. Germany reunified in 1990, and the border disappeared. Many times, one ethnic group wishes to break off and form its own, independent state. This can lead to civil war.

The area of southeastern Europe on the Balkan Peninsula (known as the Balkans) has a long history of ethnic conflict and disputed borders. The country of Yugoslavia was created from many small political units after World War I. After World War II, Yugoslavia became a communist country under Marshal Josip Broz Tito. Despite Yugoslavia’s many different languages, cultures, and religions, Tito and his successors were able to maintain a stable nation until the fall of communism in the early 1990s.

After the fall of communism, however, democratic movements swept central and eastern Europe. Autocratic rulers were unable to maintain power. In the Balkans, ancient feuds began to resurface. Bosnians, Serbs, Croats, Macedonians, and Slovenians began vying for control of the region. Even within these national groups, ethnic or religious minorities pursued independence: Bosnian Serbs sought independence from Bosnia, while citizens of the Kosovo region sought independence based on their Muslim identity. The area that used to be Yugoslavia now consists of seven countries: Slovenia, Croatia, Bosnia and Herzegovina, Serbia, Macedonia, Montenegro, and Kosovo. The crimes surrounding the border disputes between these countries are so numerous and graphic that an entire court in the International Criminal Court is devoted to them: the International Criminal Tribunal for the Former Yugoslavia (ICTY).

Border issues often arise when outside powers draw borders in regions they colonize, with or without the consent of the people who already live there. During the 1800s and 1900s, European countries colonized much of Africa. These European colonists created the borders of most African countries. The divisions often did not reflect the existing ethnic or political groups that lived in those regions. The so-called “Scramble for Africa” was a conflict between European powers on African soil. European nations, led by the United Kingdom, France, and Belgium, competed to amass the most land and resources in Africa, with little regard for natural boundaries or cultural borders.

By the late 1960s, most African nations had gained independence. As colonial powers withdrew from the continent, they often left a power vacuum that allowed old tribal conflicts to resurface. For example, after Belgian troops withdrew from Central Africa, two tribes—the Hutus and Tutsis—began fighting. In 1962, two new countries were formed. Rwanda was led by Hutus, while Burundi was led by Tutsis. Fighting continued until it came to a head in 1994 with a devastating civil war in Rwanda that left hundreds of thousands of Tutsis and moderate Hutus dead. The Tutsis took control, forcing millions of Hutus to flee into nearby Democratic Republic of Congo (then called Zaire) and Tanzania.

African leaders are working to establish stable, peaceful borders. In January 2011, the citizens of southern Sudan voted to secede from Sudan and form their own nation. The president of Sudan accepted the vote. The border between Sudan and the proposed nation of Southern Sudan has not been disputed. The regions are ethnically and religiously distinct, with Arab Muslims dominating the culture of Sudan and Christian Africans dominating the culture of Southern Sudan.

Border disputes can also develop as communities seek to establish their own city. This process is called incorporation. Many rural or suburban residents resist incorporation. They prefer to be an unincorporated part of a county, instead of affiliated with a town or city. They say it will lead to more axes and government rules.

Other residents support incorporation and setting their own borders. They say incorporating as a town or city will allow them more independence on issues of law enforcement, education, and land use.

### ***Friendly Neighbors***

Canada and the United States share the world's longest undefended border, stretching 6,416 kilometers (3,987 miles).

### ***Meandering River***

The border between Mexico and the U.S. state of Texas follows the Rio Grande. During the mid-1800s, the river shifted its course southward, giving the U.S. an extra 600 acres of land. For many years, the two countries fought over this territory. The dispute wasn't officially settled until 1963.

### ***Kurds Way***

The Kurds are the largest ethnic group in the world without their own state. There are approximately 35 million Kurds living throughout Turkey, Iran, Iraq, Syria, and Armenia. They often face hostility and violence in the countries where they live. For example, Iraqi soldiers destroyed more than 4,000 Kurdish villages and killed as many as 182,000 Kurds in the 1980s. The Kurds have longed for their own state Kurdistan for centuries, but so far have been unable to accomplish this goal. Nations are rarely willing to relinquish their borders.

# Climate change & global warming

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In the future will it be possible to ski in the Alps? Global warming is melting glaciers and making winters shorter and less cold than in the past

Tourism depends largely on the possibility to enjoy the diversity of our planet. Skiing or surfing on the ocean waves are activities based on climate conditions. In recent decades the average global temperature has been rising constantly producing important changes in the behavior of the atmosphere and even causing natural disasters.

We have to analyse and understand climate change and global warming to adopt strategies to face their impacts on tourism and also decrease our contribution to greenhouse effect.

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## Objectives

You will:

- Learn about climate change and global warming;
- Acquire information on the WEB about the effects of global warming on tourism;
- Locate some of the places in the world where global warming is affecting tourism more;
- Express your opinion about the future climate changes in the alpine area.

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## Critical Thinking Skills

- Remembering
- Classifying
- Locating
- Comparing and contrasting
- Deducting
- Evaluating

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## Tasks

1. Refresh your knowledge about climate change and global warming, focusing on the greenhouse effect and the indicators that measure it;
2. Select new vocabulary paying attention to the specific language used to describe the climate in the different parts of the planet;
3. Examine some examples of global warming in different locations in the world, identifying them on a map;
4. Prepare a list of foreseeable effects of global warming on alpine tourism. Consider, primarily, which season would suffer the most from a more variable and warmer climate.

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## Prior Knowledge activation

### *What is climate change and global warming?<sup>1</sup>*

Global warming and climate change refer to an increase in average global temperatures. Natural events and human activities can contribute to an increase in average global temperatures. This is caused primarily by increases in “greenhouse” gases such as Carbon Dioxide (CO<sub>2</sub>) and others.

In the following picture you see the main indicators of the climate change. White upwards arrows indicate a raising indicator, black, downwards arrows the falling ones.



### *What Is The Greenhouse Effect?*

The term greenhouse is used in conjunction with the phenomenon known as the greenhouse effect. Energy from the sun drives the earth's weather and climate, and heats the earth's surface; In turn, the earth radiates energy back into space; Some atmospheric gases (water vapour, carbon dioxide, and other gases) trap some of the outgoing energy, retaining heat somewhat like the glass panels of a greenhouse; These gases are therefore known as greenhouse gases; The greenhouse effect is the rise in temperature on Earth as certain gases in the atmosphere trap energy.

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<sup>1</sup> These information come from the website [www.globalissues.org/](http://www.globalissues.org/)

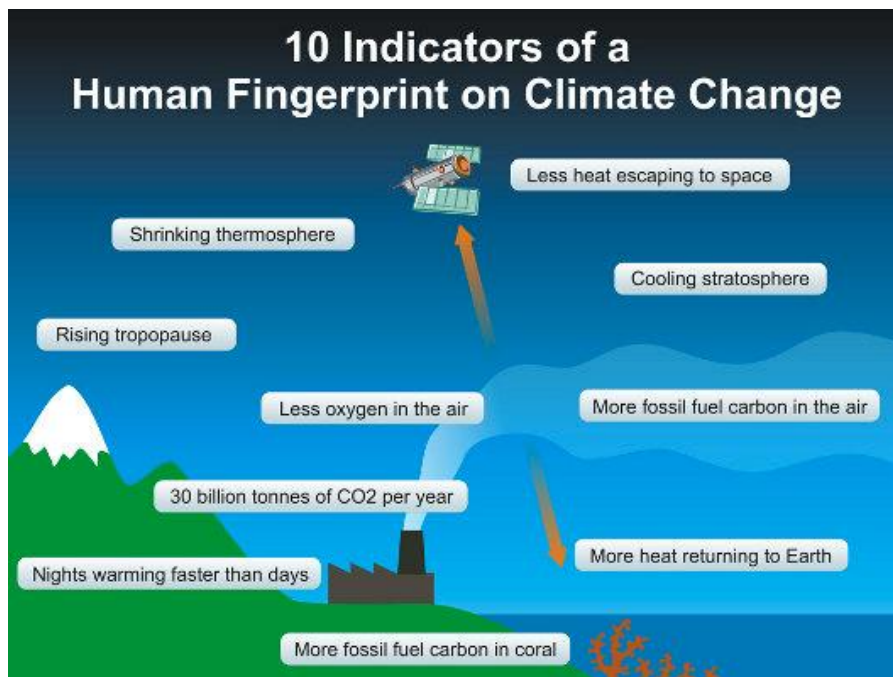
## *Human influence on greenhouse effect<sup>2</sup>*

In addition to the natural fluxes of carbon through the Earth system, anthropogenic (human) activities, particularly fossil fuel burning and deforestation, are also releasing carbon dioxide into the atmosphere.

When we mine coal and extract oil from the Earth's crust, and then burn these fossil fuels for transportation, heating, cooking, electricity, and manufacturing, we are effectively moving carbon more rapidly into the atmosphere than is being removed naturally through the sedimentation of carbon, ultimately causing atmospheric carbon dioxide concentrations to increase.

Also, by clearing forests to support agriculture, we are transferring carbon from living biomass into the atmosphere (dry wood is about 50 per cent carbon).

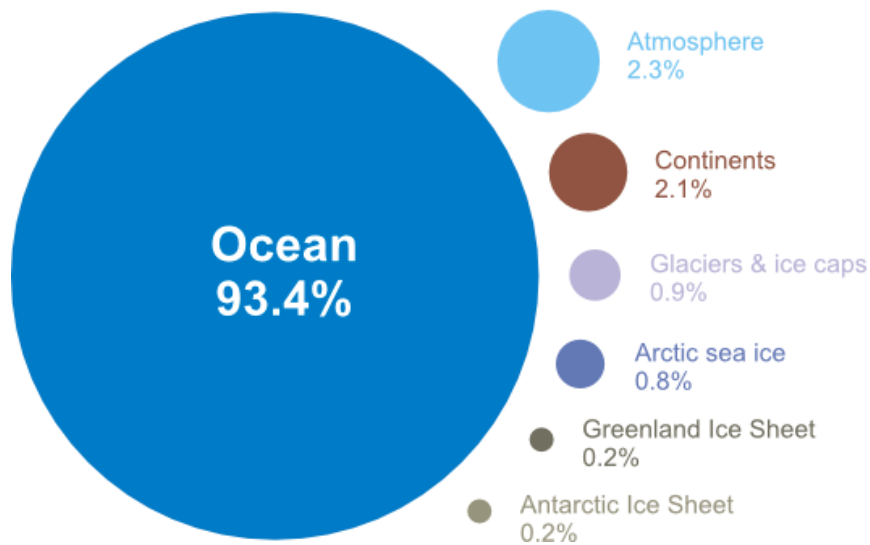
The result is that humans are adding ever-increasing amounts of extra carbon dioxide into the atmosphere. Because of this, atmospheric carbon dioxide concentrations are higher today than they have been over the last half-million years or longer.



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<sup>2</sup> The Carbon Cycle; The Human Role, Earth Observatory, NASA

# Where is global warming going?



*Global warming will impact mountain areas in a particularly severe way, posing a very serious threat to Alpine nature<sup>3</sup>*

Over the last century, global warming has caused all Alpine glaciers to recede. In 2006, the volume of water stored as ice was still almost 10% greater than that present as liquid, but the margin is continuing to narrow.

*Glacier recession* has led to an upward migration of Alpine plants at a rate of 0.5 - 4 m per decade. In the long run, lowland plants will displace Alpine species to ever-higher altitudes until they simply have nowhere to go at all, effectively forcing them into extinction.

The expansion of exotic species from parks and gardens is another potential threat posed by climate change and can already be observed in the Southern Alps where *evergreen trees* (even palm trees!) are invading the natural forests.

The species composition of plant communities could change with consequences as yet unknown for the whole food chain.

The invasion of southern *pathogens*, bringing diseases against which the flora and fauna of the Alps have no defense, could also be a consequence of global warming.

Global warming will also bring about changes in rain and *snowfall patterns* and an increase in the frequency of extreme meteorological events, such as *floods* and *avalanches*.

Higher temperatures will degrade the *permafrost layers*, causing *slope instability* and *rock falls* and *landslides*.

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<sup>3</sup> Text extracted from the website <http://wwf.panda.org/>

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## Vocabulary related to climate change<sup>4</sup>

### *Climate*

The average weather conditions in a particular location or region at a particular time of the year. Climate is usually measured over a period of 30 years or more.

### *Climate change*

A significant change in the Earth's climate. The Earth is currently getting warmer because people are adding heat-trapping greenhouse gases to the atmosphere. The term "global warming" refers to warmer temperatures, while "climate change" refers to the broader set of changes that go along with warmer temperatures, including changes in weather patterns, the oceans, ice and snow, and ecosystems around the world.

### *Global warming*

An increase in temperature near the surface of the Earth. Global warming has occurred in the distant past as the result of natural causes. However, the term is most often used to refer to recent and ongoing warming caused by people's activities. Global warming leads to a bigger set of changes referred to as global climate change.

### *Weather*

The condition of the atmosphere at a particular place and time. Some familiar characteristics of the weather include wind, temperature, humidity, atmospheric pressure, cloudiness, and precipitation. Weather can change from hour to hour, day to day, and season to season.

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## A telling about effects of climate change in the Alps

**Reading this text will give you a picture about what is happening in the Alps under the pressure of global warming. Use this document to answer the task n. 4**

*Written by Erla Zwingle National Geographic's Green Guide*

Around mid-June the Pitztal Glacier in Austria goes on summer vacation. That is to say, it begins to melt, racing down Tyrolean mountainsides in frigid streams that eventually lose themselves, like Europeans in August, at a beach somewhere. But if you are the owner of a ski resort on a glacier, four months of melting is a major cause for concern.

So one day the owners of the Pitztal Glacier ski resort decided to try something radical. They ordered a supply of what are basically huge white blankets and spread them across 15 acres (0.1 square kilometers) of the glacier to keep it cold through the summer. It seems to be working: The melting has slowed. So now ski areas in Germany and Switzerland are also wrapping at least part of their glaciers. The glaciers may not feel better, but the resort owners certainly do.

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<sup>4</sup> Information coming from [www.epa.gov/climatestudents](http://www.epa.gov/climatestudents)



One July morning I went up the Stubai Glacier with glaciologist Andrea Fischer and her team of students from the University of Innsbruck. They were there to give the glacier its weekly check-up, measuring how much it had melted under the various types of protective fabric—large squares of wool, hemp, plastic, and combinations of these that lay in rows across the slushy ice.

One experimental square, made of plastic, had dropped almost a foot in a week. "It's quite normal that glaciers are gaining or losing mass," Fischer said. What's not normal, say climatologists, is how fast it's happening today. Fischer and her students made note of which material had slowed the melting most effectively. Various materials, including a new white fleece, had slowed the melting to an impressive two inches.

You can't wrap a whole mountain range in a blanket. But with so much riding on Alpine ice and snow—skiing, tourism, service industries, and the livelihoods of probably millions of workers—it's easy to see why some people might want to. Yet it will take more than blankets to shield the Alps from the environmental and human pressures facing them today.

This month the Winter Olympics will unfold in the ranges outside Turin, Italy, and television will replay the old Alpine themes—Heidi, yodeling, cheese with holes in it—while focusing on vistas in which nature still appears omnipotent and largely undisturbed.

That is an illusion. Arrayed across the heart of Europe, the Alps have been intensely used for centuries, and even today only 17 per cent of their 74,000 square miles (191,660 square kilometers) are protected as parks. Their usable space is so limited that the average Alpine valley is an orgy of multitasking: factories, train tracks, hotels, houses, churches, ski lifts, farms, parking lots, lumberyards, stores, restaurants, and boutiques, all bundled together by swooping concrete parabolas of roads. And while the Alps may look empty on television, nearly 14 million people live there, two-thirds of them in urban areas and some in areas with a greater population density than the Netherlands.

But the sentimental stereotypes are hard to give up, and people almost instinctively blot out the lumber mills, construction cranes, and power lines. Andreas Goetz, executive director of the International Commission for the Protection of the Alps, recognizes this. "A lot of people come to the Alps looking for the old man with the beard, content with himself, smoking a pipe," he told me, a little ironically, in his solar-heated house in Switzerland. "We produce our chocolate and cheese and are happy all day long."

# Culture and food

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What is the importance of food in contemporary cultures?

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## Objectives

You will:

- understand the relationship between cultures, religions and foods and dishes;
  - compare the approach to the food for different societies and communities;
  - discover and describe the “holy foods” for the most important religions in the world.
- 

## Critical thinking skills

- Understanding
  - Classifying
  - Locating
  - Compare and contrasting
  - Hypothesizing
  - Reasoning
  - Evaluating
- 

## Tasks

- Firstly you have to read the materials given in the “Prior Knowledge Activation” section and then define the concept of “food ritual”;
- Then, search on the WEB some articles concerning the food rituals in Christianity, Judaism and Islam and after having read them, you should explain:
  - o the significance of the different celebrations to those religions
  - o what are the foods commonly associated with the celebrations
  - o other general food customs or beliefs of those religions
- Finally you should list, for each of the three religions, the foods and the most important elements of the “rituals”. Afterwards, you must create a table with three columns and as many rows as you need. In each cell indicate a food, an element of the ritual or habits and laws of the religions connected with food.

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## Prior Knowledge Activation<sup>1</sup>

### *Basic concepts*

1. dietary laws
2. eating habits
3. food traditions
4. eating customs
5. eating patterns

### *Vocabulary*

<b>Christian</b>	<i>Noun</i>	People and culture focused on the teachings of Jesus and his followers.
<b>Christianity</b>	<i>Noun</i>	Religion based on the teachings of Jesus of Nazareth.
<b>Easter</b>	<i>Noun</i>	Most important celebration in the Christian religion, marking the day when the deity Jesus rose from the dead.
<b>Eid al-Fitr</b>	<i>Noun</i>	Festival that ends the Muslim fasting month of Ramadan.
<b>Halal</b>	<i>Adjective</i>	Food that has been prepared according to Muslim dhabihah law.
<b>Hametz</b>	<i>Noun</i>	Food forbidden for use by Jews during the festival of Passover, especially a baked food. Also called chametz or chometz.
<b>Iftar</b>	<i>Noun</i>	Meal eaten by Muslims to break their fast every evening during Ramadan.
<b>Islam</b>	<i>Noun</i>	Religion based on the words and philosophy of the prophet Mohammed.
<b>Jew</b>	<i>Noun</i>	Person who practices the Jewish religion.
<b>Judaism</b>	<i>Noun</i>	Religion based on the holy book of the Torah and the teaching surrounding it.
<b>Kosher</b>	<i>Adjective</i>	Food that has been prepared according to Jewish kosher, or kashrut, law.
<b>Matzo</b>	<i>Noun</i>	Unleavened, cracker-like bread, eaten especially by Jews during Passover.
<b>Maundy Thursday</b>	<i>Noun</i>	Thursday before Easter.
<b>Muslim</b>	<i>Adjective</i>	Having to do with Islam, the religion based on the words and philosophy of the prophet Mohammed.

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<sup>1</sup> The following information come from the BBC Learning English website

<b>Passover</b>	<i>Noun</i>	Weeklong Jewish festival marking the exodus of ancient Jews from slavery in Egypt. Also called Pesach.
<b>Ramadan</b>	<i>Noun</i>	Ninth month in the Muslim calendar, when Muslims fast during daylight hours.
<b>Ritual</b>	<i>Noun</i>	Series of customs or procedures for a ceremony, often religious.
<b>Seder</b>	<i>Noun</i>	Jewish religious service, including a ceremonial dinner, held on the first or first and second evenings of Passover.
<b>Suhoor</b>	<i>Noun</i>	Light meal eaten by Muslims prior to daybreak every day during Ramadan

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## Background Information

In the Christian religion, Easter is one of the most holy holidays, celebrating the resurrection of Jesus Christ. Many Christian denominations (Catholics, Orthodox, some Anglicans) do not eat meat on Fridays during Lent. Families from around the world have food rituals involving Easter. In America, many families have an Easter ham or turkey and hard-boiled coloured eggs. This is also a major tradition in eastern Christianity, where eggs are coloured dark red and decorated. In nations of central and Eastern Europe, some foods are prepared on the last days of Holy Week and are blessed by a priest on Holy Saturday or Easter Sunday. Common Christian Easter foods are lamb, breads, hot cross buns, meats, and sausages.

Kosher designates which foods may be consumed and how they must be prepared according to Jewish dietary law (kashrut). The main rules are:

1. No pork, rabbit, eagle, owl, catfish, sturgeon, shellfish, most insects (locusts may be kosher!), reptiles. Other meat and fowl must be slaughtered by authorised personnel who follow certain procedures (slitting the throat of the animal and draining the blood). Meat may not be consumed, for example, if the animal was strangled, killed in hunting, or found dead.
2. Meat and dairy products may not be consumed at the same meal.
3. If a kosher food is combined with a non-kosher food, it becomes non-kosher.

In the Jewish tradition, Passover is one of the most holy holidays, commemorating the Jews' exodus from Egypt and bondage. It consists of a seven-day ritual. The first night of Passover is marked by a home ceremony called the seder, and is a time that parents teach their children about their deliverance from Egypt. The seder meal usually consists of cakes of matzo, a roasted egg, and shank bone; a dish of saltwater; lettuce or horseradish; and hairiest (a paste made from almonds, apples, and wine). All of these items symbolise different beliefs commemorated by the Jews. Common Passover foods also include lamb, unleavened bread, honey, nuts, fruit, bitter herbs, and wine.

Halal (which means "permissible" in Arabic) designates which foods may be consumed according to Islamic law, and in the case of meats, how animals must be slaughtered. The main rules are:

No pork or pork by-products, blood or blood by-products, alcohol, carnivorous animals, birds of prey, land animals without external ears.

Other meat and fowl must be slaughtered following certain procedures (slitting the throat of the animal and draining the blood). Meat may not be consumed, for example, if the animal was strangled, killed in hunting, or found dead.

Ramadan is one of the most holy holidays celebrated by Muslims, and is celebrated throughout the ninth month of the Muslim calendar year. Ramadan is considered holy because it is the month that the Qu'ran, the Muslim holy book, was first revealed to the Prophet Muhammad, and that the gates of Heaven are open and the gates of Hell are closed during this month. During Ramadan, healthy adults must abstain from food and drink during daylight hours. Meals are eaten before sunrise and after sunset. Just after sunset the fast is broken at iftar (traditionally by eating three dates, followed by a bountiful meal). Fresh fruits, vegetables, and halal meats are eaten. Eid al-Fitr marks the end of Ramadan. Common foods include lamb, vegetable dishes, rice dishes, kebabs, dates, fruit, and nuts. Ramadan is a very spiritual event, during which one evaluates and purifies all aspects of his or her life.

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## Additional information

### *Food, Culture and Tradition<sup>2</sup>*

In all cultural traditions, food is only one aspect but yet it is probably one of the most persistent. There is no cultural group and no individual for whom at least one specific food - the memory, taste, or smell of which - does not evoke a pang of loving nostalgia. Food plays an inextricable role in our daily lives. Without food we cannot survive. But food is much more than a tool of survival. Food is a source of pleasure, comfort and security. Food is also a symbol of hospitality, social status, and religious significance. What we select to eat, how we prepare it, serve it, and even how we eat it are all factors profoundly touched by our individual cultural inheritance.

Peoples of differing cultures inhabit most countries of the world. The human habit of migrating is as old as the history of humans. It is accepted that people move from place to place for reasons of religious or political freedom, for personal and family security, for a sense of adventure. What is often overlooked is something more basic; many peoples of the world have migrated to find food. Historically, this has frequently resulted in the necessity of relinquishing customary tastes according to what foods, seasonings, and even cooking methods are available to them in the new location. Finding new foods and new sources of foods and seasonings also motivated many adventurers and explorers and swelled the economy of countries.

Because of the centrality of food in our lives, many cults and religions impose feast days and fast days, and may list acceptable and prohibited foods. Special occasions, from funerals to weddings, from festivals and fairs to political holidays and religious celebrations - all of these would diminish in pleasure and importance if food were not a consideration. Various foods are given symbolic and even transformative connotations, and there is still no shortage of publications promising that a "magic food" will alleviate pain, increase sexual function, and promise almost everything but life after death. The ability to control one's appetite, in many aspects of life, but especially regarding food, may also be indicative of social status, and more recently is seen as critical for health and longevity.

Even a cursory glance at diets around the world reveals the strange fact that people do not only eat what is available, they eat only what they consider to be edible. What is considered a delicacy in one area and by one group may be considered an abomination by others. Sheep's brain and eyeballs, frog's legs, hot tea with fermented yak butter, or animal blood are not considered to be universal foods - nor are insects, but they are relished by some people. Further, eating foods with one's

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<sup>2</sup> Text extracted from <http://www.food-links.com/>

fingers may be considered ill-mannered by some, while others may consider eating with a knife and fork barbaric.

Increasingly, awareness of the food traditions, and indeed the incredible variety of herbs and spices, fruits and vegetables, the countless enticing ways of food preparation and food service have enriched our individual food horizons and expanded our views of what constitutes a healthy diet. After all, healthy survival is not the possession of any one group.

Increasingly, too, it is becoming obvious that an understanding of many aspects of the cultures of others, including their food traditions, is indispensable in any human communication. This is true not only for professionals in the fields of education, medicine, social work, public health and nutrition, commercial food services, but is clearly recognized today in the global marketplace.

### *List of foods with religious symbolism<sup>3</sup>*

#### **Christianity**

1. Baklava - in Greece, it is supposed to be made with 33 dough layers, referring to the years of Christ's life
2. Cattern cake - small individual cakes with caraway seeds, made on St. Catherine's Day (25 November) to celebrate St Catherine of Alexandria.
3. Christopsomo - a type of Tsoureki bread served at Christmas in Greece; Christmas symbols, and a cross, are traditionally incorporated into the loaf using dough shapes; it is flavoured with figs.
4. Easter biscuit - associated with Easter, particularly in parts of England.
5. Easter egg - associated with Easter, as a symbol of new life.
6. Fanesca - Soup eaten during Holy Week in Ecuador. It contains twelve types of beans representing the Apostles and salt cod representing Jesus Christ.
7. St George cake - individual fairy cakes with white icing, and a red icing cross, eaten on St George's Day (23 April).
8. Hot cross bun - traditionally eaten on Good Friday after the Good Friday Liturgy, to break the fast required of Christians on that day.
9. Koulourakia - pastry dessert served on Easter Day in parts of Greece.
10. Lammas loaf - ordinary bread, but baked using flour from the first cut of the new harvest, for the eucharist of Lammas Festival (1 August).
11. Lampropsomo - a type of Tsoureki bread, flavoured with ground cherry stones, served at Easter in Greece; the name signifies the light of Christ, and red-painted hard boiled eggs are inserted as a symbol of Christ's blood (often three eggs, symbolic of the Holy Trinity).
12. St Lucia buns (St Lucy buns) - a saffron bun with raisins, associated with St Lucy's Day (13 December) celebrations, especially in the countries of Scandinavia.
13. Michaelmas cake or St Michael cake - served at Michaelmas (29 September) this cake is identical to a butterfly cake, but the 'wings' represent angels rather than butterflies.
14. Pancakes - traditionally eaten on Shrove Tuesday to symbolise the end of rich eating before Lent (which begins the following day).
15. Pretzel - Southern France monks (610 AD) baked thin strips of dough into the shape of a child's arms folded in prayer.

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<sup>3</sup> List from [http://en.wikipedia.org/wiki/List\\_of\\_foods\\_with\\_religious\\_symbolism](http://en.wikipedia.org/wiki/List_of_foods_with_religious_symbolism)

16. Religieuse - a type of éclair common in France, made to resemble a nun (which is the meaning of its name).
17. Simnel cake - symbolically associated with Lent & Easter and particularly Mothering Sunday (the fourth Sunday of Lent).
18. Stollen - a German fruit bread with marzipan, eaten during Advent; it recalls a special Advent tradition restricted to Germany, granted by the Pope in the so-called "butter letter" (1490).
19. Święconka - a savoury meal, each element of which is symbolic, blessed in churches on Holy Saturday, and eaten on Easter Day, in Poland.
20. Vasilopita - Saint Basil's or King's cake, traditionally eaten on New Year's Day in Greece. It is baked with a coin inside, and whoever finds the coin in their slice is considered blessed with good luck for the whole year.
21. Wine - one of the elements of consecration used in the sacrament of the eucharist.

## **Judaism**

1. Apples and honey - eaten on Rosh Hashanah, to symbolize a sweet new year; other foods with a symbolic meaning may be served, depending on local custom, such as the head of a fish to symbolize the "head" of the year.
2. Bread - two loaves of bread (lechem mishneh), usually braided challah, the blessing over which the Sabbath meals commence, symbolic of the double portion of manna that fell for the Israelites on the day before Sabbath during their 40 years in the desert after the Exodus from Egypt.
3. Cheese blintzes, cheese kreplach, cheesecake, cheese sambusak, atayef (a cheese-filled pancake), a seven-layer cake called siete cielos (seven heavens) and other dairy foods are traditionally eaten on Shavuot, and have various symbolic meanings all connected to the giving of the Torah on Mount Sinai celebrated on this holiday.
4. Charoset - a sweet paste eaten at the Passover Seder, symbolically representing the mortar made by the Jews in Egyptian slavery.
5. Hamantash - a triangular pastry filled with fruit, nuts, or seeds (especially poppy seeds) and eaten at the festival of Purim, being symbolic of the ears of the defeated enemy.
6. Latkes - potato pancakes, known as latkes in Yiddish, especially among Ashkenazi families, Sephardi, Polish and Israeli families eat jam-filled doughnuts (pontshkes), bimuelos (fritters) and sufganiyot, all of which are fried in oil, eaten on Hanukkah, to commemorate the miracle of a small flask of oil keeping the flame in the Temple alight for eight days.
7. Maror - a bitter herb eaten at the Passover Seder meant to remind of the bitterness of slavery
8. Matzo - a type of unleavened bread eaten at the Passover Seder (and the following week), symbolically recalling the Jews leaving Egypt in too much haste to allow their bread to rise in the ovens.
9. Wine - for the recitation of kiddush at the beginning of Shabbat and Festival meals, at the Havdalah service at the conclusion of the Sabbath, and for the Seven Blessings of the wedding ceremony.

## **Islam**

1. Baklava - associated with the fasting month of Ramadan and Eid ul-Fitr by the Balkans and Ottoman Empire.
2. Dates - traditionally dates are eaten at the Iftar meal to break the fast of Ramadan, symbolically recalling the tradition that the prophet Muhammad broke his fast by eating three dates.

3. Halva - on the 7th and 40th days and first anniversary following the death of a Muslim, the semolina or flour helva is offered to visitors by relatives of the deceased; it is known in Turkish as "helva of the dead". The ritual is also performed in Afghanistan, Turkey, Iran.
4. Ketupat - packed rice wrapped in a woven palm leaf. Associated with Eid ul-Fitr among Muslims in Southeast Asia.
5. Rendang - spicy meat dish of Minangkabau. The ingredients of the food contains symbolism of the Minangkabau culture: the chili symbolizes ulama and sharia, the meat symbolizes clan leaders, the coconut milk symbolizes teachers, spice mixture symbolizes the rest of Minangkabau society,

### ***Hinduism***

1. Ghee - sacred food of the Devas. Burnt in the ritual of Aarti, offered to gods, and used as libation or anointment ritual.
2. Pongal - a Tamil dish associated with many Hindu rituals and feast such as the Pongal feast.

### ***Taoism***

1. Dumpling - symbolizes wealth because the shape is similar to money-related instruments such as the tael (Chinese weight measure) or Chinese ingots (especially the jau gok). They are eaten at midnight of Chinese New Year.
2. Noodle - symbolizes longevity, usually served in the Chinese New Year's Eve

### ***Shinto***

1. Tofu - the abura-age (soybean curd) is a favorite food of the god Inari and is offered to him.



# Ecotourism & sustainable tourism

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## How to merge modern tourism with ecological sustainability?

Our planet is under threat from a progressive exploitation of natural resources. Tourism also contributes to this process, using for its purposes some of the most beautiful and fragile ecosystems in the world.

Nevertheless, local inhabitants need the benefits that tourism brings to them and, and furthermore, there is the possibility to develop new ways of travel and accommodation that are more compatible with nature and the environment.

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## Objectives

You will:

- Learn about the most generally accepted definition of ecotourism;
- Locate the main global destinations to practise ecotourism;
- Acquire information to create you own opinion about the sustainability of tourism in natural territories;
- Appreciate the difference between ecotourism and sustainable tourism.

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## Critical Thinking Skills

- Remembering
- Classifying
- Locating
- Comparing and contrasting
- Deducting
- Evaluating

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## Tasks

1. Read all the documents the teacher provides you to learn about basic concepts of sustainable tourism and ecotourism;
2. Analyse the case study about Costa Rica, extracting the information you consider the most important to define strengths and weaknesses of tourism in natural contexts;
3. Make a list of the ten (10) most important keywords you find in the text concerning “carrying capacity”.

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## Prior Knowledge activation<sup>1</sup>

**Please note. Reading the text, try to define the words in bold**

Many people think that ecotourism or sustainable tourism is not possible. Most tourists arrive at their destinations by planes, which are a major contributor to the **greenhouse** effect. **Deforestation** will have taken place to build many hotels and resorts and the hotels and resorts will create areas of private land that will disturb local flora and fauna. Tourists will put pressure on local electricity and **water supplies** and create **waste** that has to be treated and/or disposed of. They may demand products that are not found locally and could introduce new **diseases** or alien species. Because of this some people say ecotourism should be known as ego-tourism. This is when people go on holiday so that they can show off to the friends when they get home of what a fantastic time they had and tell them what a remote location they visited, while also caring for the environment.

### *Ecotourism*

Ecotourism is responsible travel to fragile, pristine, and usually protected areas that **strive** to be low **impact** and (often) small scale (as an alternative to mass tourism).

### *Sustainable tourism*

Sustainable tourism is tourism attempting to make a low impact on the environment and local culture, while helping to generate future employment for local people. The aim of sustainable tourism is to ensure that development brings a positive experience for local people, tourism companies and the tourists themselves. Sustainable tourism is not the same as ecotourism.

### *Carrying capacity*

The maximum number of people that may visit a tourist destination at the same time, without causing destruction of the physical, economic, socio-cultural environment and an unacceptable decrease in the quality of visitors' satisfaction. We usually split carrying capacity into environmental carrying capacity and perceptual carrying capacity. Environmental carrying capacity is the maximum number of visitors before environmental harm is done. Perceptual carrying capacity is the maximum number of visitors before visitors consider an impact like noise to be excessive.

Possible Ecotourism Destinations	Possible Ecotourism Activities
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<sup>1</sup> The following text comes from the Greenfieldgeography website

<p>Rainforests (Amazon)</p> <p>Antarctica</p> <p>Coral Reefs (Australia and Belize)</p> <p>Deserts (Sahara and Atacama)</p> <p>Savanna (areas of grassland - common location to do safari in Africa)</p> <p>Mountain ranges (Himalayas and Andes)</p> <p>Remote islands (Galapagos Islands)</p> <p>Some countries like Belize and Costa Rica market themselves as ecotourism destinations</p>	<p>Bird watching</p> <p>Walking</p> <p>Cycling</p> <p>Rafting and kayaking</p> <p>Safari (looking for animals)</p> <p>Restoring water ways</p> <p>Flora and fauna surveys (counting and cataloguing species)</p> <p>Cleaning beaches and reefs</p> <p>Hot air ballooning</p> <p>Horse riding</p> <p>Surfing</p> <p>Tree planting</p> <p>Swimming and diving</p>
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People often get sustainable tourism and ecotourism confused, but there are some unique differences between the two. You will learn more about sustainable tourism at the end of this unit but some of the main similarities and differences include.

<b>Similarities Between Ecotourism and Sustainable Tourism</b>	<b>Differences Between Ecotourism and Sustainable Tourism</b>
<p>Both attempt to minimise the impact on the environment</p> <p>Both attempt to minimise the impact on local populations. With ecotourism this might include indigenous groups.</p> <p>Both aim to create a unique and enjoyable experience for tourists.</p> <p>Both aim to educate tourists about responsible travel</p> <p>Both hope to be sustainable over the long-term.</p>	<p>Ecotourism is usually on a smaller scale, whereas sustainable tourism can be on a much larger scale</p> <p>Sustainable tourism also focuses on the economic needs of areas</p> <p>Ecotourism is usually to remote areas of natural beauty, where sustainable tourism can be to any location e.g. cities or beaches</p> <p>Ecotourism usually involves physical activity.</p> <p>Ecotourism is a type of tourism that is included under the umbrella of sustainable tourism</p>

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## How to be Sustainable

ENVIRONMENTAL SUSTAINABILITY	ECONOMIC SUSTAINABILITY	SOCIAL/CULTURAL SUSTAINABILITY
<p>Use renewable energy sources to power tourist facilities</p> <p>Promote use of public transport or non-polluting transport methods e.g. cycling, walking and kayaking</p> <p>Avoid deforestation or damage to any natural habitat when building tourist facilities</p> <p>Recycle all waste (plastic, paper, glass, metal)</p> <p>Minimise waste e.g. packaging for hotel toiletries</p> <p>Conserve water (half flush toilets, showers, reduction in washing by reusing towels).</p> <p>Educate about importance of biodiversity, energy reduction, conservation, etc.</p>	<p>Employ local workers and provide them with training programmes.</p> <p>Only buy local products so to support local economy.</p> <p>Reinvest all tourist company profits in the local economy to minimise economic leakage.</p> <p>Use local guides and companies</p>	<p>Ensure that all tourist facilities are able to be accessed by locals and that they are affordable.</p> <p>Promote local food, dance, music, costumes, language, etc.</p> <p>Educate about local history and culture</p> <p>Preserve historical and archaeological sites (ruins, churches, castles, etc.)</p>

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## Ecotourism Case Study - Costa Rica - Monteverde Cloud Forest

Costa Rica, located in Central America, often advertises itself as an ecotourism location. The government has actively promoted ecotourism to create jobs and income in a country, which has seen a decline, the primary sector. Small-scale sustainable tourist developments have been promoted in **protected areas**. One of these areas is the Monteverde cloud forest.

The cloud forest is at an altitude of about 1700 meters. It has extremely diverse flora and fauna (over 100 species of mammals, 2,500 plant species over 400 bird species and over 120 reptile and amphibian species). Tourism was initially developed by a population of about 5,000 Quakers (Christian Community) living in the area. Tourist developments included the local population who had an interest in the maintenance of the forest.

In 1972 the 'Tropical Science Centre' purchased an area of forest (320 hectares) to be managed by the Quakers for tourism activities. In 1974 the area only received 471 visitors but by the 1990's tourism was averaging about 50,000 a year. To try and stop tourism growing too big, locals asked for the roads not to be paved. To this day the only access is by dirt road (30km of bumpy track only really accessible by 4x4s). This growth in tourism has created numerous benefits:

- 80 new businesses have opened in Monteverde since 1970's
- The Reserva Biológica Bosque Nuboso Monteverde now covers over 10,500 hectares
- The large Santa Elena reserve (300 hectares) has also been established
- Many much smaller reserves have also been created, increasing the size of the protected area e.g. Arenal Conservation Area
- There are 400 full-time and 140 part-time jobs directly related to tourism - there are many more indirect jobs.
- The Monteverde reserve employs over 50 staff
- The reserve actually budgets to train and educate locals and tourists about ecotourism and protection of the reserve
- Access to the cloud forest is strictly controlled. **Trails** in both reserves are only limited to certain areas, allowing **wildlife** to exist undisturbed elsewhere.
- Locals arts and **crafts** have been rejuvenated
- An increase in the quantity and variety ecotourist activities e.g. **canopy** walks
- Local population and private sector value the cloud forest as it creates income. It is worth more standing than being cut down.

As with most things that have been a few problems:

- Land prices have increased;
- People have migrated into the area looking for jobs placing pressure on the local infrastructure;
- Atmosphere has changed away from local Quaker community to a tourist center;
- Tourists are demanding more and more facilities and greater luxury. These facilities can use more electricity, although the majority of Costa Rica's energy is produced from renewable sources;
- 40% of Monteverde's **amphibians** have become extinct (including the Golden Toad). Not directly blamed on tourism but probably climate change;
- Many areas close to the trails have less **wildlife**, showing that humans do disturb and have an impact on them;
- Some activities don't necessarily appear sustainable e.g. monorails through the canopy and zip lines;
- Because of the dirt track road, most tourists arrive in 4x4s that use more petrol. In addition the large amounts of 4x4s create a lot of dust that can disturb plant and animal life.



## Carrying Capacity

The idea of carrying capacity does come in for some criticism. The main argument is that facilities and technology change and all tourists behave differently. For example 10 cyclists, cycling and camping in a forested area are going to have a very different impact compared to 10 hunters travelling through a forest in 4 x 4 vehicles. Also an areas carrying capacity may increase with the building of a new resort, the development of renewable energy or the opening of a desalination plant. Despite its criticisms it can be useful for explaining the possible impacts from tourism. Carrying capacity is often divided into

- Ecological/Environmental/Biological/Biophysical: This deals with the extent to which the natural environment is able to tolerate interference from tourists. This is made more complicated by the fact that because it deals with ecology, which is able to regenerate to some extent, so in this case the carrying capacity is when the damage exceeds the habitats ability to regenerate.
- Economic: This relates to a level of unacceptable change within the local economy of a tourist destination. It is the extent to which a tourist destination is able to accommodate tourist functions without the loss of local activates e.g. a souvenir store taking the place of a shop selling essential items to the local community. This might also involve a cost-benefit analysis of income generated versus added costs from inflation.
- Perceptual or Social: This relates to the negative socio-cultural affects related to tourism development. Perceptual and social carrying capacity may have been reached when the local tolerance for tourism decreases or tourists enjoyment is reduced.
- Physical: This is the maximum number of people that an area is actually able to support/hold. In the case of an individual tourist attraction it is the maximum number that can fit on the site at any given time and still allow people to be able to move. For a tourist destination this might mean also mean the total number of rooms available or incoming flights e.g. Easter Island only has five flights a week and there is no other way of getting there.

Problems if a destination exceeds its carrying capacity include:

1. Inflation

2. Tensions between locals and tourists
3. Deforestation
4. Congestion
5. Water pollution from increased waste
6. Water shortages from increased demand
7. Air pollution from increased cars and flights
8. Footpath erosion
9. Damage to archaeological sites
10. Power black-outs
11. Visual and noise pollution
12. Disturbance of wildlife
13. Reduction in visitor numbers

# The Geography of Afghanistan

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## A crossroad in the center of Asia

Afghanistan is a large country in the center of a strategic area connecting the peninsula of India to the Middle East and Eastern Europe. Its history has been marked by the heavy influence of the neighboring powers like India and Russia and even now Afghanistan has inner divisions amongst ethnic groups.

Although Afghanistan is not a popular tourist destination, it is really important to learn its geography and recent social history to understand the processes that influence a large part of Southern Asia.

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## Objectives

You will:

- Be able to locate and identify Afghanistan and its neighbors on a map.
  - Identify major geographical landmarks on a map.
  - Explore ethnic distribution in Afghanistan and Pakistan.
- 

## Critical Thinking Skills

- Remembering
  - Locating
  - Comparing and contrasting
  - Deducting
  - Reasoning
- 

## Tasks

Before beginning the lesson, you should have read “Afghanistan’s People and History.”

1. Read all the documents the teacher provides you to learn about the main elements of Afghanistan’s geography;
2. Refer to the map as you continue reading in order to immediately locate the information given by the text;
3. Record the dates of significant events described in text on the map where they took place.
4. Answer these questions:
  - a. How does geography affect Afghanistan?
  - b. What geographic feature divides Afghanistan into four regions?
  - c. How have the different regions of Afghanistan been influenced by or connected with neighboring countries throughout history?

Complete your work with a map memorizing the Afghanistan neighboring countries. Try to think about with which of them Afghanistan has the most important connections.



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## Warm-up

### *Ethnic group*

A social group or category of the population that, in a larger society, is set apart and bound together by common ties of race, language, nationality, or culture. [from *Encyclopedia Britannica*]

### *Life expectancy*

Estimate of the average number of additional years that a person of a given age can expect to live. The most common measure of life expectancy is life expectancy at birth. Life expectancy is a hypothetical measure. It assumes that the age-specific death rates for the year in question will apply throughout the lifetime of individuals born in that year. [from *Encyclopedia Britannica*]

### *Crop*

In agriculture, a plant or plant product that can be grown and harvested extensively for profit or subsistence. By use, crops fall into six categories: food crops, for human consumption (e.g., wheat, potatoes); feed crops, for livestock consumption (e.g., oats, alfalfa); fiber crops, for cordage and textiles (e.g., cotton, hemp); oil crops, for consumption or industrial uses (e.g., cottonseed, corn); ornamental crops, for landscape gardening (e.g., dogwood, azalea); and industrial and secondary crops, for various personal and industrial uses (e.g., rubber, tobacco). [from *Encyclopedia Britannica*]

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## Handouts

The hand-outs consist in two types of materials<sup>1</sup>:

1. a text explaining “Afghanistan’s People and History”;
2. a series of maps illustrating the physical geography, the ethnic borders and territories and the relationships with the neighboring countries especially Pakistan.

The teacher will project during the lesson a video explaining the current daily life in Afghanistan.

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<sup>1</sup> The given texts and maps come from the [www.choices.edu](http://www.choices.edu) website

## Part I: Afghanistan's People and History

For most of us, it is difficult to imagine what Afghanistan is like for the people who live there. Yet, as debates about Afghanistan's future continue, some fundamental questions deserve exploration. What is life like in Afghanistan? What is society like? How does history affect events in Afghanistan today? Part I of the reading provides a brief overview of the people and history of Afghanistan.

### *What is life like in rural areas of Afghanistan?*

Afghanistan's population today is about thirty million people. More than 75 percent live in rural areas, most in small villages. Life expectancy is low, around forty-five years. Most rural Afghans are either subsistence farmers or pastoralists, which means they graze small herds of animals.

Life in rural Afghanistan is difficult for many people. Family members rise before dawn to begin working. Men typically labor on small, family-owned plots to sow and harvest wheat, barley, rice, fruit, or nuts, most of which are saved for family consumption. Women often manage the household, collect water and firewood, and take care of children. Electricity is extremely rare as is mechanical farm equipment. Except in the mountain regions, most rural villages depend on irrigation and are located near water sources. Farmers without irrigation depend on rainfall to water their crops.

Life for pastoralists also tends to be difficult. Pastoralists are nomadic, which means they migrate according to the season. By some estimates more than one million nomadic pastoralists live in Afghanistan today. They raise sheep and camels and move from pasture



Eric Kanalsstein/UNAMA.

A farmer gathers wheat in Bamiyan, Afghanistan, August 11, 2009.





U.S. Army Staff Sgt. Russell Lee Kilka.

A bazaar in Kabul, Afghanistan, February 2009.

to pasture. Although the term nomad conveys the idea of wandering aimlessly, in fact these groups have set patterns of movement and play an important role in the economies of towns and cities. They sell meat, butter, cheese, and animal skins in city markets, and purchase grains and other goods from farmers and manufacturers.

Close social and economic connections between people are important in rural Afghanistan. Families, neighbors, and local communities depend on each other for survival. For example, communities maintain village irrigation systems and repair them after floods. These close ties have helped Afghans to weather the storms of political upheaval and invasion throughout their country's history.

### ***What is life like in towns and cities in Afghanistan?***

Today, life in rural Afghanistan is undergoing rapid change, particularly as many Afghans are migrating to Afghanistan's cities.

Currently, about 23 percent of Afghanistan's population lives in cities, but this number has been rising rapidly in the last decade. Life in cities in Afghanistan is less physically demanding than it is in the countryside. Education levels are higher, there are wide variations in levels of wealth, and a wide range of kinds of work.

The relationships between towns and cities, rural villages, and nomadic groups are close knit. Each depends on the others to procure the goods they need. For example, town and city dwellers depend on grain and agricultural products produced in the countryside. People in rural areas depend on the towns and cities for manufactured goods. All come together on "bazaar days" in towns, when goods are bought and sold at the markets. Afghanistan's cities are connected to neighboring countries and the global economy through trade.

## The Regions of Afghanistan

The geography of Afghanistan plays an important role in the country's history and culture. There are two massive mountain ranges called the Paropamisus and Hindu Kush that dominate the center of Afghanistan. The mountain ranges' snowmelts are a source of water for rivers and irrigated agriculture throughout much of Afghanistan. None of the rivers have enough water year-round to transport cargo or connect to the sea.

Afghanistan is a land-locked country. The rugged terrain and the presence of few roads makes travel through the region difficult. The dramatic changes in altitude mean that there are wide variations in climate. Farmers in different regions can produce a variety of fruits, nuts, and other crops.

The mountain ranges divide Afghanistan into four regions, each with a main city and distinct characteristics. Each of the four regions have economic and cultural connections to bordering countries. In spite of the ruggedness of the terrain, over the centuries trade routes have gone through the mountains to connect countries and regions beyond Afghanistan.

**Herat:** In western Afghanistan the city of Herat lies close to the Iranian border. An ancient city, it may have once had a population as large as one million before it was annihilated by invading Mongols in the twelfth century. It was once part of the Persian Empire, and most residents speak Dari, a dialect of Persian (the language spoken in Iran today).

**Qandahar:** The city of Qandahar has been at the center of politics and economics in southern Afghanistan for over five centuries. Large portions of southern Afghanistan are desert and as a consequence the population is relatively small for such a large region. The land around Qandahar itself is very productive agriculturally, producing cotton and varieties of fruit. Today, it also is where most of Afghanistan's opium poppies are grown, essential for the production of the illegal drug heroin.

Historically, Qandahar was a center of trade with India and the site of struggle between the Indian and Persian Empires. Qandahar is also the site of the founding of modern Afghanistan. There, in 1747, Ahmad Shah Durrani became the leader of a dynasty (a succession of family kings) that ruled Afghanistan until 1978. His successors moved the capital to the city of Kabul. Pashtuns make up the majority of Qandahar's population and speak the Pashto language. The Pashtuns are Afghanistan's largest ethnic group and have played a central role in Afghanistan's government for more than 250 years.

**Mazar-i-Sharif:** Mazar-i-Sharif is a city in northern Afghanistan. Because it is north of the Hindu Kush mountain range it was not influenced by Iran or India. Instead, it interacted more closely with the Turkish-speaking empires of Central Asia. Over thousands of years, countless Turkish speakers migrated to the region and assimilated with the Persian speakers who were already there. Today the region's inhabitants are ethnic Tajiks and Uzbeks and who speak Dari and Uzbek. It is the site of a major Islamic shrine and is a center of pilgrimage for Muslims.

**Kabul:** Kabul is the largest city in all of Afghanistan and is the capital of the country. For thousands of years Kabul has connected the passes through Afghanistan's mountains with trade routes through India. Eastern Afghanistan is the most densely populated region of the country. Four to six million people live in the city of Kabul. This region is the most ethnically diverse region of the country. Pashtuns, Tajiks, and Hazaras are the largest groups in the region.

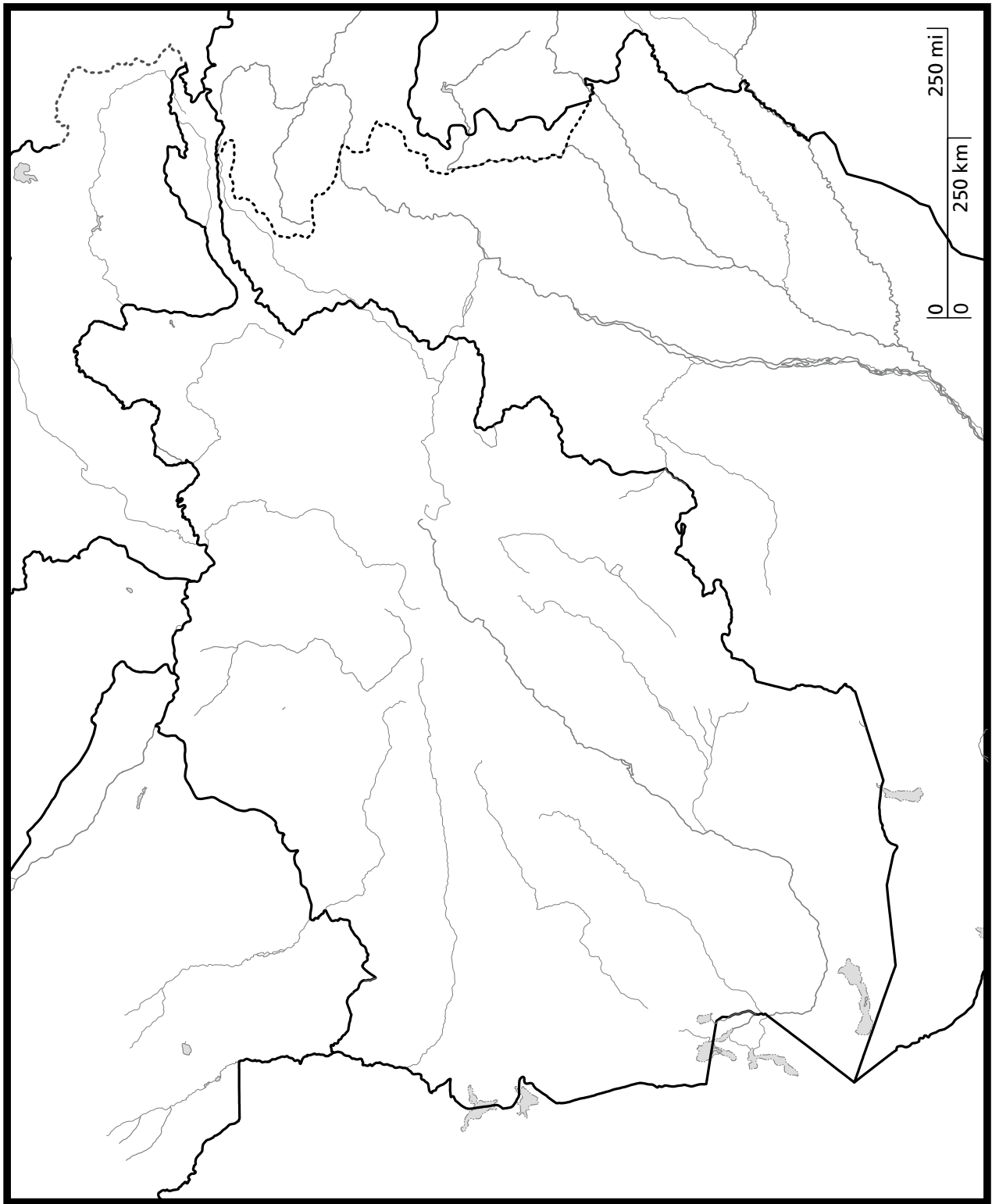
The geographic divisions of Afghanistan have always contributed to how the country is ruled. The central government in Kabul has had less control over remote regions. The different regions have often been dominated by different ethnic groups, and within ethnic groups by different tribes and clans (extended families).

## Afghanistan and its Neighbors



Name: \_\_\_\_\_

## Afghanistan



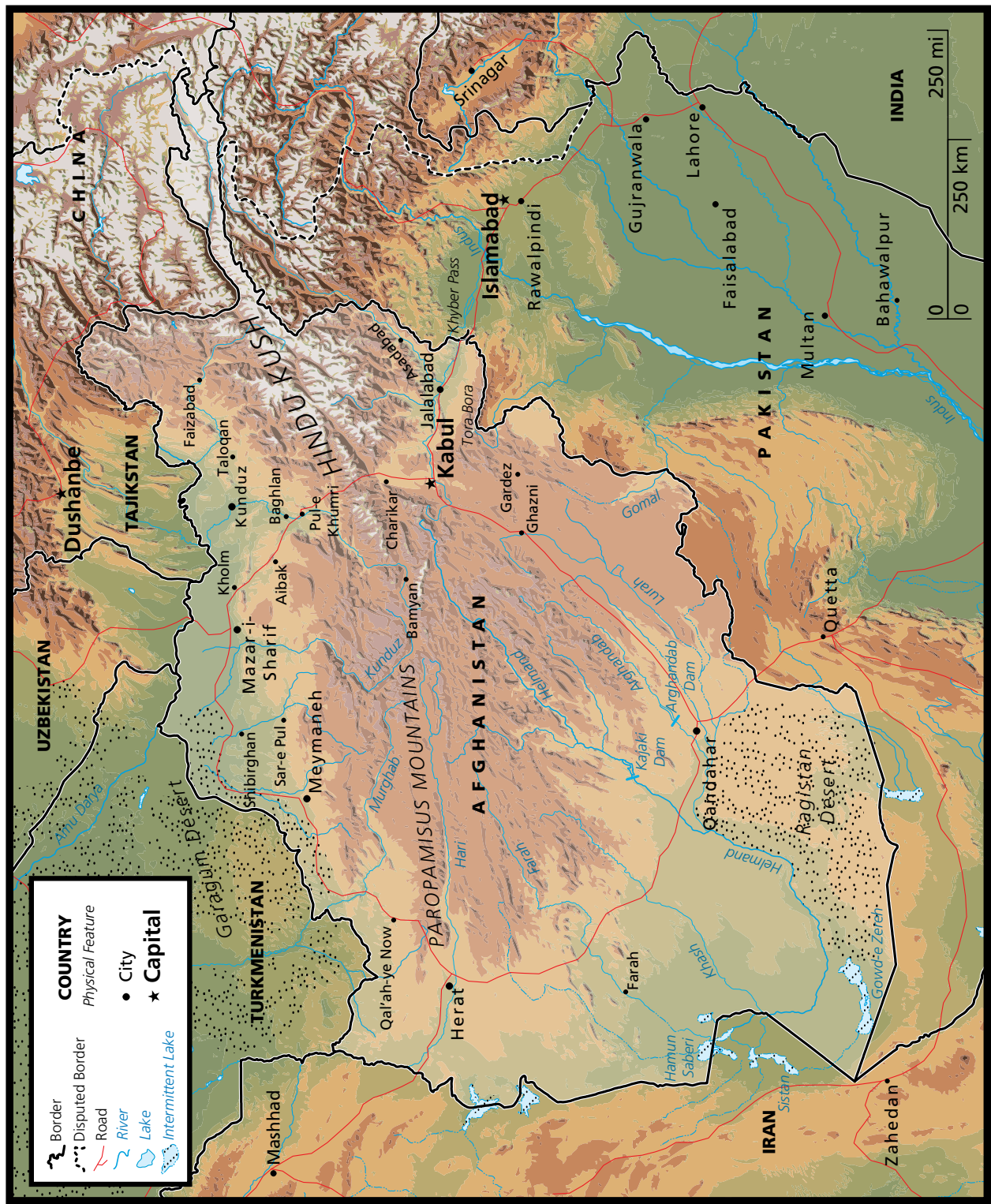


## Afghanistan and its Neighbors



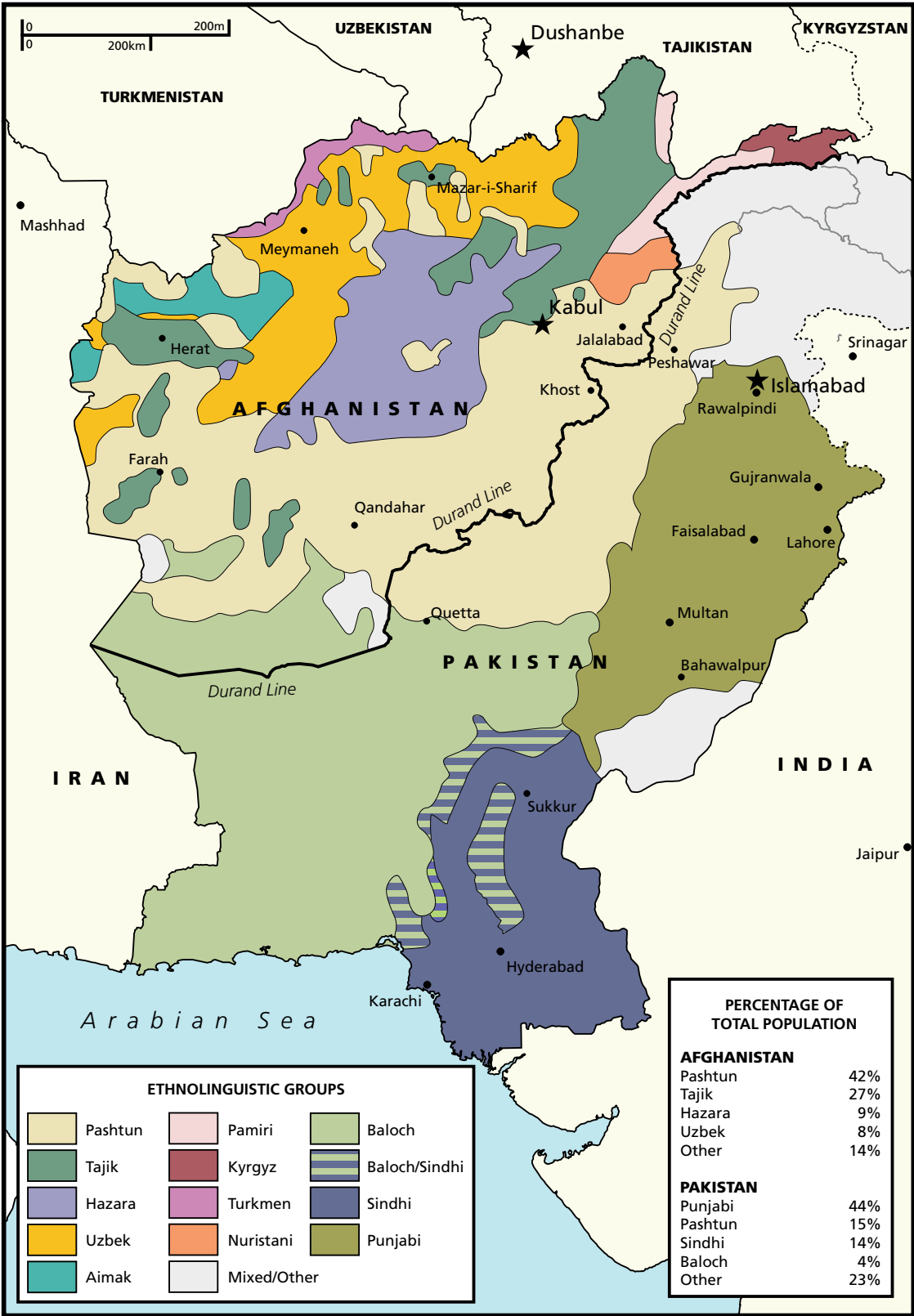
Name: \_\_\_\_\_

# Physical and Political Map of Afghanistan





Ethnic Groups in Afghanistan and Pakistan



# Geography of China

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One of the most important states in the world is also an amazing tourist destination. But you have to plan your journey so as not to be lost in its huge territory and diversity

China is not an easy to visit destination. Ruled by strict regulations towards tourists and foreign people it offers an immense territory stretching from the ocean to some of the highest mountains in the world. Its culture dates back to the remote past and the history of its empire holds contradictions and amazing tales. At the dawn of the third millennium China has to assume its responsibilities in managing a rapid development, risking to damage an extremely rich and fragile environment.

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## Objectives

You will:

- learn about the diverse physical features of China. You will analyze the impact of China's geography on the ability of the Chinese government to rule its people and protect its borders;
- analyze the geographic, political, economic, religious, and social structures of the civilizations of China;
- become aware of the problems that affect the future of a population that is now nearly 1,410,500,000 people.

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## Critical Thinking Skills

- Remembering
- Understanding
- Locating
- Hypothesizing
- Reasoning

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## Tasks

1. Produce a brief overview of the basic geographic features of China. Locate geographic features and places on a map. Work in pairs with a classmate and create a tour with the most important places you found.
  - a. Technology Connection: You can use Google Earth® or Google Maps® to locate, view, and bookmark sites.
2. Choose where the best place to live in China would be for farming, for industry, for trade, and why. Analyze the difficulty of governing a vast and physically diverse country and how different people would contribute to the governing process.

- a. Technology Connection. WEB Search in demographic and political databases.
3. Create a travel brochure advertising the geographic features of China. The brochure should include a description and image of each region and a discussion of the impact the geography has on the ability to farm, travel, communicate and trade.
  - a. Technology Connection: You can use any publishing software or web-based tool to create a brochure.

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## Warm-up

- What continent is China on?
- What ocean and seas borders China?
- What countries are neighbors to China?
- What is the capital of China?
- What do you know about China culture and food?

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## Extended Learning

### *Geography of China*<sup>1</sup>

China stretches some 5,026 kilometers across the East Asian landmass. China is bordered by seas in waters eastward, with the East China Sea, Korea Bay, Yellow Sea, Taiwan Strait, and South China Sea, and bordered by landmasses on its 3 other sides, from North Korea to Vietnam. China has been officially and conveniently divided into 5 homogeneous physical macro-regions: Eastern China (subdivided into the northeast plain, north plain, and southern hills), Xinjiang-Mongolia, and the Tibetan-highlands. Its physical features are multiples. The eastern and southern half of the country, its seacoast fringed with offshore islands, is a region of fertile lowlands and foothills with most of the agricultural output and human population. The western and northern half of China is a region of sunken basins (Gobi, Taklamakan), rolling plateaus, and towering massifs, including a portion of the highest tableland on earth (Tibetan Plateau) with lower agricultural possibilities and thus, far less populated.

Traditionally, the Chinese population centered on the Chinese central plain and oriented itself toward its own enormous inland market, developing as an imperial power whose center lay in the middle and lower reaches of the Yellow River on the northern plains. More recently, the 18,000-kilometers coastline have been used extensively for export-oriented trade, making a power shift, with the coastline provinces becoming the leading economic center.

With an area of about 9.6 million km<sup>2</sup>, the People's Republic of China is the 3<sup>rd</sup> largest country in total area behind Russia and Canada, and very similar to the United States. This figure is sometimes challenged by border disputes, most notably about Taiwan, Aksai Chin, the Trans-Karakoram Tract, and South Tibet.

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<sup>1</sup> Extract from Wikipedia

## *6 Days Beijing to Lhasa Train Tour<sup>2</sup>*

### ***Day.1: Board Train to Lhasa from Beijing,Shanghai,Chengdu etc***

Board overnight train to Lhasa from Beijing/Shanghai. Go to the train station at least one and a half hours before the train departure for it takes about one hour to check in. The Beijing-Lhasa train starts at 20:00pm; Shanghai-Lhasa train starts at 19:36pm. Your Tibet Permit will be checked when you check in.

### ***Day.2: On the train to Lhasa***

Today, you will spend the whole day on the train to Lhasa and enjoy changeful sceneries along the railway. Today's journey is from Beijing/Shanghai to the starting station of Qinghai-Tibet Railway, Xining, the capital city of Qinghai provincial. The big changes will be witnessed from China's most developed cities to the remote region in the west.

### ***Day.3: Railway sightseeing & arrival in Lhasa***

Today, you will witness breathtaking scenery along Qinghai-Tibet Railway, the land of snows, desert, grassland, snow-capped mountains, lakes, etc.; then you will arrive in Lhasa in late afternoon. Your tour guide will meet you at Lhasa railway station and take you to your hotel in Lhasa for a good rest.

### ***Day.4: Lhasa Sightseeing: Potala Place,Jokhang Temple,Barkhor***

In the morning, you will visit the holist temple in Tibet, the Jokhang Temple, built during songtsen gonpo's reign by princess wencheng of tang dynasty, 647 A.D, and its famous Barkor Kora, where you can buy or appreciate traditional Tibetan artifacts, religious implements, antiques, books, Tibetan music instrument, Thangkas, and tradition Tibetan clothes etc. you will have chance to get close to appreciate how the artists draw Thangkas at the Thakangka workroom at Barkor.

In the afternoon, after having lunch and a break in your hotel, you will visit the Sera Monastery, which was founded in 1419 by Tsongkapa's disciple Jamchen Choeje. The most attractive is that Monks debating is held there in the courtyard at around 5-6:30 in the afternoon section most of the time.

### ***Day.5: Lhasa sightseeing-Sera Monastery and Drepung Monastery***

Today, you will explore Tibet's two greatest monasteries, Drepung and Sera. which once housed about 10,000 monks. Drepung monastery is situated at the foothill of a mountain and was founded by Jamyang Choeje in 1416. The monastery is divided into two different colleges that is Drepung loselling and Drepung Gomang college. The Ganden podrang is famous among them as it is the government centre during fifth Dalai Lama and later moved to the famous Potala palace during fifth Dalai Lama. In the afternoon exploring the Sera monastery, which was founded in 1419 by Tsongkapa's disciple Jamchen Choeje. The whole monastery is divided into two colleges and there are Sera 'jhe' and Sera 'may' respectively. Among them there is 'Tsokhang chenmo' where the monks from all the colleges assemble and pray together there. You can also see monks debating there in the courtyard at around 3:00-5:00 in the afternoon section.

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<sup>2</sup> Extract from the website <http://www.chinatibettrain.com/tibet-tour-by-train/beijing-to-lhasa-train-tour.htm>

## ***Day.6: Departure from Lhasa***

Your driver will take you to Lhasa airport or train station. Tibet tour ends.

### ***China's Disastrous One-Child Policy<sup>3</sup>***

Since 1979, China has engaged in a gigantic social experiment the likes of which humanity has never seen. Stemming from fears of overpopulation and an inability to feed its own people, the communist Chinese government imposed a one-child policy. Recently, China relaxed the policy; any couple can now have two children, provided that one of the parents is an only child.

What lessons should the world take away from China's experiment? An analysis by Michael Gross in *Current Biology* is worth reading, though it misses one key point.

First, the part that Gross misses: He claims that the one-child policy was "successful in averting an imminent population disaster." That certainly might be true, but China's government bears an enormous responsibility for putting the country in such a wretched state to begin with. Communism has not been good to China. The following figure compares the GDP per capita of the United States and China for the years 1960 to 2012 (adjusted to U.S. dollars in the year 2000):

As shown in the figure, China was almost a completely impoverished nation until very recently, when GDP per capita started to climb. (For dramatic images comparing the Shanghai skyline in 1987 to that in 2013, [click here](#).) Today, the Chinese economy is doing much better, largely thanks to reforms that helped liberalize the economy. Yet, hundreds of millions of Chinese citizens are still desperately poor. That is one reason why China's GDP per capita is still far lower than that of the U.S.

So, while it may be true that the one-child policy averted immediate disaster, it was a bad government solution to a problem largely created by bad policies. The far better option would have been to implement even greater economic reforms, encouraging faster growth. A growing economy will create wealthier and more educated people, and those types of people tend to have fewer children. Europe, for instance, has a very low fertility rate, and Europeans have chosen to do this of their own volition; no population control policies were required.

Gross goes on to discuss three important demographic challenges that the one-child policy created: A generation of "little emperors," an inversion of the age pyramid, and skewed gender ratios.

The "little emperor" generation refers to the fact that so many young Chinese people grew up as the only child. The effect of having a society full of people without any siblings is just now beginning to be understood. According to Gross, the "little emperor" generation is "less altruistic, less trusting, less trustworthy, more risk-averse and less competitive than the generations born before 1979."

The inversion of the age pyramid is the second major demographic problem that Gross identifies. Basically, it means that there are too many elderly people and not enough young, working people to support them.

Finally, Gross touches upon a third, and perhaps China's biggest, demographic challenge: There is a "shortage" of women due to the one-child policy. Typically, normal biology produces about 105 to 107 human males for every 100 females. But, in China, that ratio is skewed to 115 males for every 100 females. This is because Chinese parents prefer to have boys, and they selectively abort baby

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<sup>3</sup> Extract from <http://www.forbes.com/sites/alexberezow/2014/03/25/chinas-disastrous-one-child-policy/>

girls. In some regions, the ratio is as lopsided as 130 to 100. How Chinese society will respond to this problem remains to be seen.

Gross correctly concludes that "the best hope for tighter population control is probably that development will naturally reduce the family size everywhere." It's too bad that the Chinese government did not figure that out 35 years ago.

## ***Sacred Animals<sup>4</sup>***

*Task: search pictures for each of the following symbols on the WEB*

### ***Dragon***

The dragon is commonly called Lóng in China. As a primitive totem of the Chinese people it can date back to the Neolithic period. This sacred animal in the ancient Chinese legend, it is referred to as the divine mythical creature that brings with it ultimate abundance, prosperity and good fortune. Its benevolence signifies greatness, goodness and blessing; it symbolizes excellence, valiancy and boldness, heroism, perseverance, nobility and divinity. Chinese Dragon Actually, the Chinese dragon is an imaginative combination from different parts of the animals. For example, its horns are from the deer, head from the buffalo, noses and teeth from the lion, palps from the shrimp, body from the snake, scales and tail from the fish, and claws from the eagle etc. This creature can run, fly and swim, even stir up the clouds and bring rain to the people if they pray it for. According to the Chinese legends, the dragons live in the heaven, the rivers, the wells, lakes and the seas. They usually hide not appear at random, they fly to the heaven in spring and hide in the water in fall.

### ***Nine Dragon Screen (Nine Dragon Wall) in Beijing Forbidden City***

In China, the dragon permeates through the great Chinese civilization because the people have special worship to the dragon. In the old dynasties, the dragon was the emblem of the emperor and the imperial power. It was referred to something about the emperor, such as, the royal court was called dragon court, the imperial robe was called dragon robe, the son of the emperor was call dragon son, the face of the emperor was called dragon face, emperor's head was called dragon head...very interesting; dragon ranks the fifth among the twelve animals in the animal Chinese birth year; this animal is considered celestial in China, numerous dragon shrines and altars are set up across the country; the images of dragon are usually seen in the Chinese lanterns, the dragon boats, bridges, temples, the emperors' clothes and equipages, and royal buildings etc; there are many current idioms and literary quotations are related to the dragon in China; some Chinese people even take the character of dragon ( 龙 Lóng) as their family name; nearly all the Chinese parents hope their sons become dragons (means become a useful person) when they grow up and possess the energetic, decisive, optimistic, intelligent and ambitious like the dragon.

Dragon has been comparable as the symbol of the Chinese nationality itself from time immemorial. Currently, the Chinese people around the world proudly proclaim themselves the "Descendents of the Dragon". But now when people mention the Chinese dragon it is usually associated with China and the Chinese culture. Usually, the most directly way to know Chinese totem to the dragon is to watch their dragon dance performances during the Spring Festival or visit the Beijing Forbidden City.

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<sup>4</sup> Text extracted from <http://www.chinafacttours.com/facts/culture/chinese-symbol-sacred-animals.html>

## ***Phoenix***

Phoenix is a sacred bird in China. In Chinese, the male bird is called feng and the female bird is called huang, and the bird couple is usually called together Fenghuang. As the china dragon, this mystical bird was invented according to the parts of different animals or birds. Its head is from that of the wild goose, chin from the swallow, beak from the chicken, neck from the snake, body from the tortoise, feather from the scale of the dragon, buttocks from the female unicorn, tail from the fish and peacock. In Chinese legends, this bird is secular and known as the king of the birds. It represents the female though it has the male and female. Phoenix is also the symbol of the emperor power in China. It attached to the dragon and used by the queen and concubines of the emperor. This bird is the emblem of wisdom, goodliness, peace, luck and harmony. Therefore, the Chinese parents often pin their hopes on their daughters to become a phoenix. Today, the images of the phoenix can be found in many Chinese folk arts. This imaginative bird had played a very important role in the ancient Chinese civilization.

## ***Chinese QilinQilin***

The Chinese Qilin also spelled Kylin or Kirin, is one of the four sacred animals of ancient China and reversed by the Chinese people. This fictitious animal has moose body, buckhorn, fish scales, buffalo's tail and the horse hoof. In China, Qilin is a good omen that can bring peace and prosperity. It also symbolizes the more children, the more happiness so the ancient legends about the Qilin sending a son to the no-son family are frequently told today China. The Qilin can be found in many Chinese buildings and paintings. If you have an opportunity to visit the Forbidden City or the Summer Palace you can see its stone or bronze statues. Wonderfully, the traditional paper Qilin dance performances still can be seen in some rural areas during the Spring Festival.

## ***Sacred Tortoise***

Sacred tortoise was also called divine tortoise or efficacious tortoise in ancient China. Of the Four Chinese Sacred Animals only the sacred tortoise is real. It is considered the longest lived among the animals and can foretell the future. The Chinese people regard it as the symbol of longevity. In the ancient times, when the great events were held the wizards used to burnt the tortoise shells to judge good or ill luck by the crack. The sacred tortoise was ever paid great respect in China. Its stone or bronze carvings and statues were found in the ancient royal palaces, emperors' tombs and common people's houses. It symbolizes the age-long of the Chinese empire, the brightness and knowledge.

## ***Lion***

Lions are said to be guardians to human in Chinese legends and myths. They guard people's houses and drive away the evil spirits. Lion statues are widely used and very common in China. Today, In some China towns, on TV, or during the traditional Chinese festivals or some great events, you may watch Chinese worship this sacred animal by lion performance dance.

## ***Red-crowned Crane***

Red-crowned crane was once the symbol of Chinese in ancient times. In traditional Chinse painting, the painters like this bird very much and frequently draw it on their paper. As early as the Spring & Autumn and the Warring States Periods (772-475 B.C.), the red-crowned crane figures were found in the bronze wares and many sacrificial vessels. In Taoism, this bird stands for longevity and the immortal.

# Understanding Modern Human Migrations

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What are the causes of some modern human migrations?

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## Objectives

You will:

- acquire more and new information about human migrations
  - compare and contrast modern and ancient human migrations
  - identify and explain causes of modern human migrations
  - trace modern human migration routes on a map
  - discuss and motivate your opinion about the problems related to contemporary migrations
- 

## Critical Thinking Skills

- Remembering
  - Applying
  - Understanding
  - Locating
  - Hypothesising
  - Reasoning
- 

## Tasks

### *1. Introducing the topic of modern human migrations*

Review some of the causes of ancient human migrations, e.g. considering the movements from Africa to Europe and Middle Asia.

What are some examples of migrations that took place in the last few hundred years?

Record your ideas.

Do you think these modern migrations differ from ancient migrations? How?

Discuss and list possible differences such as cause, distance, duration, and method of travel.

### *2. Research topics*

You will work in small groups of four or five. Each group has a modern migration to research, using the hand-outs provided by the teacher and searching on the WEB

Select from the following modern human migrations:



1. Migrations of the Romani people since the 1400s
2. Migration of Italian people in the early 20<sup>th</sup> Century
3. Migration of Jews to Palestine in the 20<sup>th</sup> Century
4. Migration of Afghans after the Soviet invasion in 1979

### *3. Research and trace modern migration routes on a map*

Read about the modern migration and take notes on the following questions:

1. Where did it start and end?
2. What were the reasons for the migration? Were there push factors or pull factors?
3. What challenges did humans face on the migration?

Use a world map to trace the migration route(s).

#### **Tip**

To trace the route use Google Maps. With your Gmail account it is possible to access the menu functions that allow the creation of paths on a specific map. You can even share your map with your classmates and with the teacher.

### *4. Discuss the findings*

Each group has to display their map and give a brief report on their findings.

Use green marks to denote the starting point of each migration and red marks to indicate the end.

Each group has to make a list of reasons for the migrations and a list of challenges humans faced during the course of their migrations.

Using the lists of the reasons and challenges the whole classroom has to create a mind map containing an extensive picture of migrations as permanent phenomenon of modern society.

#### **Tip**

Before creating the mind map, group together the different topics concerning reasons & challenges. Also consider other elements you have in mind coming from your general knowledge of issues related to migrations.

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## Extended Learning

Ask your teacher to compare and contrast the causes and characteristics of ancient and modern migrations and to give you additional information about the contemporary migrations in the world.

You could make a research about other modern human migrations:

- Migrations caused by environmental factors; for example desertification, floods, drought, natural disasters;
- Migrations caused by economic and political factors; for example Mexican people moving to the USA, the migrations amongst European countries or the people moving under the threat of the wars in the Middle East and North Africa (Syria, Libya)

Name \_\_\_\_\_

Date \_\_\_\_\_

# Migrations of the Romani People

Read the text below.

The Romani are a people and culture mostly native to central Europe. There are many sub-groups of Romani people including, Roma, Sinti, Kale, and Manush. Sometimes, Romani people are called Gypsies, although this is not the preferred term.

The origins of the Romani people were a mystery until the 18th century. In 1763, a Hungarian theology student named Stefan Valyi met three Indian students whose speech patterns were similar to Gypsies he knew in Hungary. Valyi published a paper on his findings, which prompted other scholars to analyze the Romani language. They traced it back to Sanskrit, an ancient language spoken in India. Historians now agree that Romani culture originated in northwest India.

## Early Migrations

The Romani began to leave India about 1,000 years ago. They probably left to escape the invasion of Afghan general Mahmud of Ghazni early in the 11th century. Mahmud's troops likely pushed the Romani out of northern India and into the area that is now Pakistan, Afghanistan, and Iran.

The Romani did not have a strong tradition of written or oral history, so scholars studied their language to piece together the path of their migration. (The Romani borrowed words from people they met in their travels.) In Iran, they split into two groups. One group went south, through Syria to northern Africa and Greece. The other group went north through Armenia before arriving in what is today Bulgaria, Romania, and Serbia. Many Romani stayed in these Balkan countries, while others migrated farther west into Europe.

In addition to language, Romani migration patterns can be documented in the written accounts of people who met them on their travels. Europe's earliest record of the Romani may be in the writings of a monk at Mount Athos, Greece, in 1100. German officials wrote about encountering Romani near Hamburg in 1417. People wrote about the Romani in Barcelona, Spain, in 1425. By the early 1500s, Romani were living in Sweden, England, and Scotland.

## Modern Migrations

Europeans who first encountered the Romani people greeted them warmly. Aristocrats who met Romani in the 15th century gave them letters of protection to travel from one country to another.

Romani adapted to the surrounding culture wherever they went. For instance, most Romanis adopted the dominant religion of the area. Today, many Romanis in the Middle East and Iran are Muslim. In South America, most are Catholic. In North America and Western Europe, they are Protestant.

## Migrations of the Romani People, continued

Romani kept many of their traditions, however. Performing arts and metalworking were skills suitable to migration. Sculpture, jewelry-making, and practical metal arts continue to be a strong component of Romani culture. Romani are often recognized as excellent musicians and dancers. For example, flamenco, a song and dance style still popular today, originated from Romani in the Andalucia region of southern Spain.

The early goodwill toward Romani migrants eventually disappeared. Europeans began to resent Romani who refused to fully integrate into society. Romani were blamed for begging, thievery, kidnapping, prostitution, and witchcraft.

Beginning in the Middle Ages, many European countries enslaved the Romani people. In 1445, Vlad Dracul—the man who would become the basis for Dracula—captured more than 10,000 Bulgarian Romani and sent them to Romania as slaves.

In the 1700s, Portugal became the first country to deport Romani slaves to work in colonies in India, Brazil, and Africa. The French sent Romani servants to plantations in the Caribbean. The Spanish shipped Romani to colonies in North and South America. In North America, many were brought over as indentured servants. Most of these Romani were single people seeking a wealthier, more independent lifestyle in the New World.

The greatest number of Romani who came to the United States and Canada arrived in the 19th century. These immigrants fled famine, conflict, and political oppression in Russia and the Balkans.

During World War II, Romanis were victims of the Holocaust. Nazis isolated Romanis and forced them to wear identification patches—either black or green triangles. They were rounded up in concentration camps and executed. About 1.5 million Romani died during the time they call *O Porraimos*, or The Great Devouring.

In 2010, the French government began to break up camps of Romani people living in the French countryside. Under the program, hundreds of Romani holding Romanian passports are deported back to Romania—accused of illegal immigration into France. Currently, the deportation is a voluntary program, but it has stirred up a lot of anger between the French and Romanian governments.

Today, there are an estimated 12 to 15 million Romani. They live on every continent except Antarctica, some maintaining nomadic lifestyles and some in settled communities. The largest concentration of Romani is in southeastern Europe and Russia.

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*World Book Encyclopedia*. 2009.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Migration of Jews to Palestine in the 20th Century

Read the text below.

The Jewish people historically defined themselves as the Jewish Diaspora, a group of people living in exile. Their traditional homeland was Palestine, a geographic region on the eastern coast of the Mediterranean Sea. Jewish leaders trace the source of the Jewish Diaspora to the Roman occupation of Palestine (then called Judea) in the 1st century CE. Fleeing the occupation, most Jews immigrated to Europe.

Over the centuries, Jews began to slowly immigrate back to Palestine. Beginning in the 1200s, Jewish people were expelled from England, France, and central Europe. Most resettled in Russia and Eastern Europe, mainly Poland. A small population, however, immigrated to Palestine. In 1492, when King Ferdinand and Queen Isabella expelled all Jewish people living in Spain, some refugees settled in Palestine.

At the turn of the 20th century, European Jews were migrating to Palestine in large numbers, fleeing religious persecution. In Russia, Jewish people were segregated into an area along the country's western border, called the Pale of Settlement. In 1881, Russians began mass killings of Jews. The mass killings, called pogroms, caused many Jews to flee Russia and settle in Palestine.

Prejudice against Jews, called anti-Semitism, was very strong in Germany, Austria-Hungary, and France. In 1894, a French army officer named Alfred Dreyfus was falsely accused of treason against the French government. Dreyfus, who was Jewish, was imprisoned for five years and tried again even after new information proved his innocence. The incident, called The Dreyfus Affair, exposed widespread anti-Semitism in Western Europe.

The Dreyfus Affair convinced Theodor Herzl, an Austrian Jewish journalist, that Jewish people needed to have their own homeland to be free of religious persecution. He organized the First Zionist Congress in 1897 and is credited with starting the Zionist movement. Zionism holds that an independent Jewish state is the only way for Jewish people to escape anti-Semitism.

By the mid-1900s, anti-Semitism had developed into a powerful political force in Europe. In the early 1930s, more than 100,000 Jewish refugees came to Palestine from Nazi Germany and Poland. Zionism gained popularity.

Zionists always considered Palestine to be the site of their independent Jewish state. It is the historical homeland of the Jewish people. Many sites identified in the Hebrew holy book, the Torah, remained cities and towns in early 20th century Palestine. Many scholars say the Iron Age kingdoms of Israel and Judah, with their capital in Jerusalem, were Jewish kingdoms. By the time of the Roman occupation, Judea was a largely Jewish settlement.

In the early 1900s, Palestine was controlled by the Ottoman Empire. It was a sparsely populated territory, mostly inhabited by Arabs. Arabs are an indigenous culture throughout

Name \_\_\_\_\_

Date \_\_\_\_\_

## Migration of Jews to Palestine in the 20th Century, continued

North Africa and the Middle East. Most Arabs in Palestine are Muslim or Christian. (Jews native to Arab areas are known as Mizrahi Jews.)

Arabs opposed Zionism, which they associated with the migration of European Jews to Palestine. This opposition was motivated by anti-Semitism, as well as fear about the loss of their own Arab or Ottoman identity, rights, and property.

After World War I, the Ottoman Empire dissolved and Palestine became part of the United Kingdom. The United Kingdom supported Zionism.

Palestinians revolted, and the conflict between Arabs and Zionists continued throughout World War II, as more Jews tried to flee the Holocaust in Europe.

In 1947, the United Nations split Palestine up into Arab and Jewish areas. The nation of Israel was created on May 14, 1948. The next day, the countries surrounding Israel declared war on the new nation. Israel has been in an almost permanent state of internal conflict ever since. Many Palestinians moved to refugee camps. Conflict between Jews, who identify as Israeli, and Arabs, who identify as Palestinian, broke out again in 1956, 1967, 1987, and 2000.

Today, Israel is a land of immigrants. About 7.6 million people live in Israel, almost 80 percent of them Jewish. Most are Ashkenazi Jews, who migrated from Europe. Sephardic Jews migrated from the Iberian Peninsula. Bukharan Jews migrated from Central Asia.

Israel continues to welcome Jewish immigrants. The nation's Law of Return grants full Israeli citizenship to all Jewish people. More than 100,000 Jews from sub-Saharan Africa, for instance, have immigrated to Israel since 1980.

### Sources

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Name \_\_\_\_\_

Date \_\_\_\_\_

# Afghan Migration After the Soviet Invasion

Read the text below.

On December 25, 1979, the 40th Army of the Union of Soviet Socialist Republics (USSR) arrived at Afghanistan's Kabul Airport. Soviet leaders said the government of Afghanistan invited them to assist in a crisis. Most world leaders recognized the massive troop movement as an invasion.

Afghanistan had recently undergone a communist revolution. The left-leaning government was supported by the Soviet Union, while the rebel mujahideen militias were supported by the United States. The Soviet invasion and occupation of Afghanistan lasted from 1979 until 1988.

Internal conflict and the Soviet invasion started waves of migration. Most Afghans fled to the neighboring nations of Pakistan and Iran. The invasion also caused massive internal migration within the country's own borders.

Afghans left their homeland in four waves of migration.

## First Wave

The first wave occurred during the 1979 Soviet invasion. Some refugees left Afghanistan for their own safety. Conflict between Afghan soldiers, Soviet soldiers, and the mujahideen created an unstable environment in which to work or raise a family.

Others left in response to a call for *hijra*. *Hijra* is an Arabic word meaning "flight" or "migration." A spiritual call for *hijra* required an Afghan to leave his or her country because it had been taken over by people who were not followers of Islam. (Nearly all Afghans are followers of Islam.) The new government of Afghanistan and its Soviet supporters separated church and state.

Many Afghans moved to different parts of the country to escape conscription. Conscription is being forced to enlist in the military. Thousands of people moved from rural areas to urban areas. (In cities, young men could more easily avoid conscription.) During the first wave of migration, the population of Kabul, Afghanistan's capital, increased from about 600,000 to more than 2 million.

At the peak of the first wave, about 6 million Afghans were forced to migrate. About 3.5 million went to Pakistan, 2 million fled to Iran, and the rest went to other countries.

## Second Wave

The second wave of Afghan migration started when the Soviet military withdrew from Afghanistan in 1989. This time, Afghans who supported the Soviet Union were forced to leave. Some government officials, including the deposed president, immigrated to Russia. Many others settled in India.

At the same time, refugees who had fled the Soviet invasion returned home. About 2 to 3 million people returned to Afghanistan after the Soviets left.



Name \_\_\_\_\_

Date \_\_\_\_\_

## Afghan Migration After the Soviet Invasion, continued

A civil war that erupted after the Soviet withdrawal created new refugees. At the end of the second wave, 5 million Afghans left the country and another 800,000 moved somewhere else within its borders.

### Third Wave

The third wave started with the end of the civil war and the takeover of the Taliban in 1994. The Taliban is an extremely conservative Islamic group. Many members of the Taliban are former mujahideen rebels who fought against the Soviets.

The Taliban based their government on a restricted reading of sharia, or Islamic law. They outlawed many forms of food and music, persecuted non-Islamic religions, and restricted women's rights.

Women, the educated, religious minorities, and political moderates fled Taliban persecution. Many refugees fled to the United States, Canada, Australia, and other Western nations that offered stable democracies and a broad range of human rights.

### Fourth Wave

The fourth wave started after the fall of the Taliban in 2002. The Northern Alliance, a group of Afghan rebels supported by the United States and other Western nations, forced the Taliban out of power. The U.S. and allied countries worked with the Northern Alliance to bomb Taliban-controlled areas in Afghanistan.

Many Afghans, including former Taliban leaders, tried to flee to Pakistan and Iran. However, those borders were officially closed to new Afghan refugees. Many recent Afghan refugees have fled across their northern border to Turkmenistan.

The end of Taliban rule brought many civic leaders back to Afghanistan. Refugees who fled political repression returned to high-ranking political and business positions in the new government. The president of Afghanistan as of 2012, Hamid Karzai, returned from Pakistan during this time.

Most migrants in this fourth wave are internal, however. For the first time since 1979, internal migration has flowed away from cities and into rural areas. This migration has occurred for several reasons: to escape bombings from U.S. and NATO forces, which focus on urban areas; to avoid conscription by Taliban forces; and to flee to camps for internal refugees.

About 6 million people have migrated out of Afghanistan since 1979, settling in South and Central Asia, Europe, and the U.S.

Afghans make up the largest refugee population in the world. One in four of Afghanistan's 26 million citizens is or has been a refugee at some point in their life.

### Sources

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# History of Italian migration to USA<sup>1</sup>

## Who traveled to America?

Italian immigrants to the United States from 1890 onward became a part of what is known as “New Immigration,” which is the third and largest wave of immigration from Europe and consisted of Slavs, Jews, and Italians. This “New Immigration” was a major change from the “Old Immigration” which consisted of Germans, Irish, British, and Scandinavians and occurred throughout the 19th century.

Between 1900 and 1915, 3 million Italians immigrated to America, which was the largest nationality of “new immigrants”. These immigrants, mostly artisans and peasants, represented all regions of Italy, but mainly came from the mezzogiorno, Southern Italy. Between 1876 and 1930, out of the 5 million immigrants who came to the United States, 4/5 were from the South, representing such regions as Calabria, Campania, Abruzzi, Molise, and Sicily. The majority (2/3 of the immigrant population) were farm laborers or laborers, or contadini. The laborers were mostly agricultural and did not have much experience in industry such as mining and textiles. The laborers who did work in industry had come from textile factories in Piedmont and Tuscany and mines in Umbria and Sicily.

Though the majority of Italian immigrants were laborers, a small population of craftsmen also immigrated to the United States. They comprised less than 20% of all Italian immigrants and enjoyed a higher status than that of the contadini. The majority of craftsmen was from the South and could read and write; they included carpenters, brick layers, masons, tailors, and barbers.

1913 was the year where a record high of Italian citizens immigrated to the United States. Most of these emigrants came from Northern Italy, but more came per capita from the South. Due to the large numbers of Italian immigrants, Italians became a vital component of the organized labor supply in America. They comprised a large segment of the following three labor forces: mining, textiles, and clothing manufacturing. In fact, Italians were the largest immigrant population to work in the mines. In 1910, 20,000 Italians were employed in mills in Massachusetts and Rhode Island.

An interesting feature of Italian immigrants to the United States between 1901 and 1920 was the high percentage that returned to Italy after they had earned money in the United States. About 50% of Italians repatriated, which meant that often times the immigrants did not care about learning English or assimilating into American society because they knew that they would not remain in America permanently. The work system into which Italians entered demonstrates this fact clearly. For, the newly arrived immigrants found a *padrone*, a boss and middleman between the immigrants and American employers. The *padrone* was an immigrant from Italy who had been living in America for a while. He was useful for immigrants because he provided lodging, handled savings, and found work for the immigrants. All in all, he helped American employers by organizing a supply of labor.

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<sup>1</sup> Extract from <https://www.mtholyoke.edu/>



## Facing prejudice

Both contadini and tradesmen faced economic as well as ethnic prejudices upon entering the labor force in America. The economic-caused hostility derived from Italian immigrants' roles as "strikebreakers" and "wage cutters" from 1870 onward. American workers feared the new machinery introduced to multiple industries, therefore they held strikes and the Italians filled their jobs as scabs. Prejudices were especially aimed at Southern Italians who became scabs during strikes in construction, railroad, mining, long shoring, and industry. Often times these southern Italian workers were called derogatory names such as "guineas" or "dagoes" and were the only workers to work along side black people.

Employees often preferred Slovaks and Poles to Italians; railroad superintendents "ranked Southern Italians last because of their small stature and lack of strength" (Vecoli 262). In the mining industry especially there was an ethnic hierarchy: English-speaking workers held the skilled and supervisory positions while the Italians were hired as laborers, loaders, and pick miners. Even educated and skilled immigrants could not obtain other jobs besides labor. It was not until the 1920s that Italians became more integrated into the American working class. More immigrants started to work semi-skilled jobs in factories as well as skilled positions. However, one-third of the population remained unskilled.

Even the tradesmen faced prejudice in the workplace where they were subordinate members in trade unions. Meetings were held in English and Italians were not elected to official positions.

## Why immigrate?

Poverty was a main reason for immigrating, but political hardship and the dream to return to Italy with enough money to buy land were motivators as well. For 80% of Italians, agriculture was their livelihood. Many of the farming tools were inefficient due to their antiquity and lack of modern technology, which did not allow for prospects for improvement. Often the farmers lived in harsh conditions, residing in one-room houses with no plumbing or privacy. In addition, many peasants were isolated due to a lack of roads in Italy. Landlords ruled the land—and charged high rents, low pay, and provided very unsteady employment. The idea of immigrating to America was attractive because of the higher wages American workers received. For example, agricultural workers who farmed year-round would receive a meager 16-30 cents per day in Italy. A carpenter in Italy would receive 30 cents to \$1.40 per day, making a 6-day week's pay \$1.80 to \$8.40. In America on the other hand, a carpenter who worked a 56-hour week would earn \$18. Besides the already unfortunate situation of many Italian farmers, a 19th century agricultural crisis in Italy led to falling grain prices and loss of markets for fruit and wine. Specifically a disease, phylloxera, destroyed grape vines used to produce wine. Therefore, the United States was pictured as a nation with abundant land, high wages, lower taxes, and interestingly enough, no military draft.

Many Italians wanted to acquire land in Italy. Therefore, they moved to America to work and earn money, then repatriated.

Political hardship was also a factor in motivating immigration. Starting in the 1870s the government took measures to repress political views such as anarchy and socialism. In general, Italians came to the United States to escape political policies.

# New Zealand

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## Geography, culture and current problems of a partly unknown Oceania country

Located in the center of the Pacific Ocean, with some links to Australia, New Zealand is a land with specific characteristics and strong contrasts from seaside to high mountains. Even now the local society remembers the tough fights between Maori and European colonizers. New Zealand is undoubtedly a place to visit to discover Oceania wild spirit.

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## Objectives

You will:

- learn where New Zealand is located, its climate, vegetation, animal life, landforms, and other natural resources;
- discover the original New Zealand inhabitants, the Maori, and study their history, how they used resources and how they worked with the land;
- acquire information about how and when Europeans arrived, and analyze why they stayed, and how it affected the Maori, the natural resources of the islands, and the wildlife;
- decide what problems New Zealand has nowadays, such as cultures clashing, extinction of species, or resources being used up, and write a brief note proposing a way to solve these problems, or to change the negative aspects into a positive perspective for the country.

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## Tasks

- You will be working with maps and specific information on New Zealand. You will answer a series of questions checking your general understanding of the country's geography.
- You should search information allowing you to either: discover tension between the Maori and European descendants, and develop a plan to help New Zealanders overcome this tension. Firstly you have to read material provided by your teacher in the "Extended Learning" section. You should take notes so as to be able to answer a quiz concerning general geography of the country.
- Consider the following questions that serve to address you in the comprehension of the general situation of New Zealand:

- Where are the important cities and landmarks in New Zealand? What are the two major cultures? Religions? What is the weather like?
- Compare Maori culture before and after European colonization. How does the New Zealand climate, flora and fauna compare with ours?
- Organize a plan that helps preserve the natural flora and fauna, and predict its impact on New Zealanders and the ecosystem.
- Discuss the pros and cons of the European colonization of New Zealand. How can you explain the extinction of the Moa and the endangerment of many other flightless birds?
- If you were to set up a tour for Europeans traveling to New Zealand, what would you do? Develop a tour to visit the important historical and cultural sites, landmarks, and fun tourist spots.

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## Warm-up

### *Key words and concepts*

**Oceania** collective name for the islands scattered throughout most of the Pacific Ocean. The term, in its widest sense, embraces the entire insular region between Asia and the Americas. A more common definition excludes the Ryukyu, Kuril, and Aleutian islands and the Japan archipelago. The most popular usage delimits Oceania further by eliminating Indonesia, Taiwan, and the Philippines, because the peoples and cultures of those islands are more closely related historically to the Asian mainland. Oceania then, in its most restricted meaning, includes more than 10,000 islands, with a total land area (excluding Australia, but including Papua New Guinea and New Zealand) of approximately 822,800 square km. *[from the Encyclopedia Britannica]*

**Maori** member of a Polynesian people of New Zealand. *[from the Encyclopedia Britannica]*

**Pacific Ring of Fire** also called Circum-Pacific Belt or Pacific Ring of Fire, long horseshoe-shaped seismically active belt of earthquake epicenters, volcanoes, and tectonic plate boundaries that fringes the Pacific basin. For much of its 40,000-km length, the belt follows chains of island arcs such as Tonga and New Hebrides, the Indonesian archipelago, the Philippines, Japan, the Kuril Islands, and the Aleutians, as well as other arc-shaped geomorphic features, such as the western coast of North America and the Andes Mountains. Volcanoes are associated with the belt throughout its length; for this reason it is called the "Ring of Fire." A series of deep ocean troughs frame the belt on the oceanic side, and continental landmasses lie behind. Most of the world's earthquakes, the overwhelming majority of the world's strongest earthquakes, and approximately 75 percent of the world's volcanoes occur within the Ring of Fire. *[from the Encyclopedia Britannica]*

**Settler** a person who settles in an area, typically one with no or few previous inhabitants *[from Oxford English Dictionary]*

**Landmark** an object or feature of a landscape or town that is easily seen and recognized from a distance, especially one that enables someone to establish their location [*from Oxford English Dictionary*]

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## Extended Learning<sup>1</sup>

### *New Zealand Worksheet 1*



Locate or draw the following: North Island, South Island, Stewart Island, Chatham Islands, Auckland Islands, Cook Islands, Wellington, Auckland, Palmerston North, Whangarei, Napier, Tauranga, Dunedin, Christchurch, Invercargill, Nelson, Lake Taupo, Tasman Sea, South Pacific Ocean, Cook Strait, Auckland Volcanic Field, Mount Rangitoto, Mount Tongariro, Mount Ruapehu, Mount Cook, Southern Alps.

1. Why is the temperature range so small? What is it?

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<sup>1</sup> The contents of this section come from different webpages

2. What kinds of animals are native only to Australia? What is so special about them? What is happening to them?
3. What is the Pacific Ring of Fire, and how does it affect the lands that lie on it?
4. List some of the major natural resources and exports. Why do you think these exports are important to New Zealand's economy? Do they make as much of an impact as money from tourism?
5. Why are New Zealanders transforming the outlying islands into conservatories for natural wildlife? How does this impact their plant and animal life?

### *Map Quiz: New Zealand*



1. Locate these islands: Stewart Island, North Island, South Island
2. Draw in the Southern Alps, Mount Cook, Auckland Volcanic Field, Mount Tongariro
3. Locate the following bodies of water: Tasman Sea, the South Pacific Ocean, Lake Taupo, Cook Strait
4. Locate these important cities: Wellington, Invercargill, Christchurch, Dunedin, Auckland, Palmerston North, Nelson, Tauranga, Napier, Whangarei

## *New Zealand Worksheet 2*

Research and answer these questions. Use valid sources either online or from an encyclopedia, and fill out your sheets.

1. Who were the first settlers of New Zealand? When, where, and how did they arrive?
2. How did Maori culture affect the New Zealand landscape and resources?
3. How, where, and when did the Europeans arrive? Who were they?
4. How did the European settlers change New Zealand? What were the positive and negative effects to the Maori culture and tribes?
5. What are New Zealanders doing to reverse the negative effects their ancestors had on the ecosystem? Are things changing?
6. Do you know of anything from New Zealand, or anything that reflects their culture that is worldwide? Do they have an impact in agriculture, industry, travel, film, technology, or anything else?

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## *Maori traditional history<sup>2</sup>*

Their traditional history describes their origins in terms of waves of migration that culminated in the arrival of a “great fleet” in the 14th century from Hawaiki, a mythical land usually identified as Tahiti. This historical account provides the basis for traditional Maori social organization and is generally supported by archaeological discoveries, which have dated Maori arrival in New Zealand to about 1300 ce. Members of each tribe (iwi) recognized a common ancestry (which might be traced through either or both parents) and common allegiance to a chief or chiefs (ariki). Traditionally, at the day-to-day level, the most important social groups were the hapuu (subtribe), which was the primary landholding group and the one within which marriage was preferred, and the whaanau, or extended family.

This social order was in force when Abel Tasman, the first European contact, arrived off the coast of New Zealand in December 1642. In 1769–70 Captain James Cook circumnavigated the two major islands and wrote about the intelligence of the Maori and the suitability of New Zealand for colonization. Whalers, sealers, and other Europeans seeking profit were initially welcomed by the Maori. With the introduction of muskets, disease, Western agricultural methods, and missionaries, Maori culture and social structure began to disintegrate. By the late 1830s New Zealand had been joined to Europe, and European settlers landed by the score.

*[EDITOR'S NOTE- This period was followed by a numerous wars ending with the victory of European troops]*

## *Maori culture in the 21st century*

To most Maori, being Maori means recognizing and venerating their Maori ancestors, having claims to family land, and having a right to be received as taangata whenua (“people of the

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<sup>2</sup> Text from Encyclopedia Britannica

land”) in the village of their ancestors. It means the acceptance of group membership and the shared recognition, with members of the group, of distinctly Maori ways of thinking and behaving. There has been some revival of the teaching of the Maori language, and in 1987 Maori was made an official language of New Zealand.

Many Maori cultural practices are kept alive in contemporary New Zealand. All formal Maori gatherings are accompanied by oratory in Maori; action songs; formal receptions of visitors, accompanied by the hongi, or pressing together of noses on greeting, and sometimes by ritual challenges; and cooking of food in earth ovens (haangi) on preheated stones. Carved houses, which serve as centres of meeting and ceremony in Maori villages, are still being erected.

For many Maori people, the most significant issue in New Zealand remains that of the land. Acutely conscious of the injustices of European land dealings in the 19th century, they are suspicious of any moves toward changes of land law that are initiated by the government. Formerly, land defined as “Maori land” could be sold by its owners only after the approval of a special court, but later legislation made it easier for Maori to sell their ancestral land. There is a strong body of Maori opinion, however, which holds that land is held in trust by one generation for the next. Maori groups recovered significant land settlements from the New Zealand government in the late 20th and early 21st centuries, most notably a 1997 settlement of \$170 million (New Zealand) with South Island’s Ngai Tahu tribe and a 2008 land exchange worth more than \$ 420 million (New Zealand) with a group of seven North Island tribes.

Maori have played a role in the governing of New Zealand since the mid-19th century, when Maori members first entered Parliament. Seven seats out of a total of 120 are reserved for Maori in the New Zealand Parliament. All voters who claim Maori ancestry may vote in a Maori electoral district, but a Maori may register in either a Maori or a non-Maori (general) district.

# Discovering U.S. National Parks

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The National Parks in the U.S. are facing a rapid transformation under the threat of climate change and inner management issues

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## Objectives

You will:

- Acquire more information about the problems related to the management of natural protected areas;
  - Analyze the features of some of the most famous U.S. National Parks;
  - Locate in the U.S. territory the most important National Parks.
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## Critical Thinking Skills

- Remembering
  - Understanding
  - Locating
  - Analyzing
  - Applying
  - Evaluating
- 

## Tasks

1. Use the texts provided in the Extended Learning section and extract the main concepts and keywords concerning the threats affecting the situation of North America National Parks nowadays. Make a list, classifying the different elements according to the following criteria:
  - a. Environmental issues
  - b. Economic issues
  - c. Management issues
  - d. Tourists behaviour issues
2. Work in couple with a classmate and discuss your findings, focusing on the importance of natural protected areas for biodiversity conservation;
3. Think about the natural parks existing in your region/country and analyse the differences or the similarities with those in the U.S..



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## Extended Learning

### *U.S. National Parks—Today's Challenges<sup>1</sup>*

America's national parks boast a very rich history, but their stewards always have an eye toward protecting them for the future.

Today the parks face a daunting array of challenges, from land development and climate change to budget shortfalls and the changing culture of America itself.

"One of the greatest challenges we face is in making the National Park Service relevant to all Americans," explains David Barna, public affairs chief for the National Park Service.

Barna cites a need to inspire new generations of urban youth with the wonders of nature. He also warns of a loss of cultural literacy. That problem poses a serious threat to a system in which two-thirds of the parks were designated because of their historic or cultural relevance.

Those Americans who do love to visit the parks are choosing to use them in more conflicting ways. Off-road drivers and backpackers, snowmobilers, and stargazers each have their own vision of how best to enjoy America's parks. But these diverse activities and attitudes create usage conflicts that must be managed to provide the best experience for all while preserving the parks' ecosystems and natural characters for the future. (See the top ten issues facing the national parks.)

### ***An Eye on Climate Change***

Of course, nature itself never stands still, so no park can be preserved unaltered. But climate change may rapidly shift the ecology of many parks. Extended droughts and fire seasons, low-flow rivers, and rising air and water temperatures may force plant and animal species alike to adapt or perish.

Park managers must also adapt to this shifting landscape if they are to protect it. To do so they must first understand the changes that are taking place.

"Good science is essential to the well-being of parks, and it is something that Director [Jonathan] Jarvis insists on," Barna says. "Peer-reviewed science will play a foundational role in management decisions, especially in confronting climate change."

Tackling the many serious challenges facing the national parks will take funding. Unfortunately, the current economy means that, like everyone else, the Park Service must tighten its fiscal belt.

"It is incumbent upon us—regardless of our budget—to look for innovative approaches that allow us to do our work more effectively and efficiently," Barna says.

### ***Huge Maintenance Backlog***

One daunting economic hurdle is a staggering \$9.5 billion maintenance backlog tied to needed improvements for roads, buildings, trails, water and sewer systems, and other infrastructure. Barna says the backlog is a burden, but one that can be managed.

"Just like most people who own a home, or any small town, there are always going to be projects that are in need of completion," he says.

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<sup>1</sup> Text coming from <http://travel.nationalgeographic.com> website

“Depending on your funding, you take care of the most essential ones first. However, if your pipes burst or the roof leaks, your priority list changes and things that were on the top of the list get pushed further down the list. The national parks are very much like the average homeowner or small town with the exception that we have a backlog for 392 towns, small and large.”

Some help has arrived, he says. “The American Recovery and Reinvestment Act has been very helpful to us in taking care of a number of high priority projects across the country.”

Critical help will also come from the millions of Americans who cherish their national parks and make it a priority to support them by visiting, donating funds, or giving their time as volunteers. With their continued support the parks should only grow stronger despite the problems they face.

“We see being America’s best idea as a challenge to live up to,” Barna says. “Not a title to be content with.”

## *Top 10 Issues Facing National Parks*

### ***Untold Stories***

The term “national park” conjures up thoughts of big, natural landscapes like Grand Canyon and Yosemite. But two-thirds of the National Park Service’s 392 areas were created to protect historic or cultural resources, from colonial Boston to New Mexico’s Chaco Canyon. And many of those parks lack the money and staff to use those resources to their fullest.

“We have an incredible collection of museum artifacts, and 45 percent of the Park Service collections have not even been catalogued,” says James Nations of the nonprofit National Parks Conservation Association (NPCA). “We’ve got stuff, and we don’t even know what we’ve got, and we don’t have places to store it. We’re missing opportunities to tell the story of America through our national parks.”

### **Crumbling History**

National parks protect the historic buildings in which America’s history was made, places like Independence Hall, Ellis Island, and the San Antonio Missions. But some of these hallowed edifices are crumbling and in desperate need of repair. They’re a big part of a \$9.5 billion maintenance backlog that plagues the park system.

“We need to preserve and maintain those buildings because the stories are written in the stone and the bricks,” NPCA’s Nations says.

### ***Wildlife Management***

No park exists in isolation, and that fact is becoming increasingly clear as the areas surrounding parks are developed for living space, agriculture, mining, forestry, and more. The iconic species protected inside the parks don’t recognize boundaries and must often move in and out of the parks to feed, mate, or migrate. If larger ecological wildlife corridors can’t be maintained to include the lands outside of parks, many species may not survive within them either.

### ***Foreign Invaders***

National parks are inviting places, especially for non-native species that can cause havoc once they move in. Plants and insects often hitchhike to our shores on boats or airplanes while other species, like snakes, are intentionally imported for the exotic pet trade. When turned loose with no

competition, invasive species can run amok in an ecosystem and send a park's native residents toward extinction.

More than 6,500 non-native invasive species have been found in U.S. national parks. Seventy percent of them are plants, which encroach on a staggering seven million acres (2.8 million hectares) of our national parklands.

### ***Adjacent Development***

A Canadian company hopes to site North America's largest open-pit gold and copper mine right next to Alaska's remote Lake Clark National Park. Uranium prospecting is currently under way on the rim of the Grand Canyon. Sugar producers have long fouled waters with phosphorus pollution and disrupted critical flows to the Everglades.

What happens on a park's borders can dramatically impact the environment inside the park itself. Mining, petroleum prospecting, clear-cut lumbering, and other developments are generally prohibited inside parks—but they still pose serious threats to water quality, clean air, and other vital aspects of the park environment.

### ***Climate Change***

If Earth's climate continues to change as scientists predict it will, the national parks will be impacted like the rest of the planet. Glaciers may melt away, as indeed they are at Glacier National Park in Montana. Fire seasons may grow in length and severity, and the landscape may shift under the feet of the parks' wild residents.

"Changes in temperature and precipitation can push species out of their previous ranges towards softer temperatures, either upwards in elevation or northward," says Nations. "But they don't recognize where the boundary is and in many cases that land is owned by someone else."

### ***Water Issues***

Some parks are already feeling drier these days, as increasing human demand shrinks supplies on which aquatic species depend. In Florida's Biscayne National Park, where freshwater arrives from the highly compromised Everglades ecosystem upstream, a freshwater shortage is becoming an issue even though 95 percent of the park remains covered with seawater.

Ten parks are touched by the Colorado River and its tributaries, which are being drained of water by the growing cities and farmlands of an increasingly thirsty West. Less reliable precipitation on a warmer, drier Earth would make this growing problem worse.

### ***Air Pollution***

Great Smoky Mountains National Park in the Southeast was not named for its smog, but it is one of many parks seriously affected by the problem. Air quality issues originate outside the parks. At Great Smoky, power plant and industrial emissions are blown by winds to the southern Appalachians and trapped there by the mountains.

Air quality problems choke off views, poison plants, and even foul water. Recent air quality data show a glimmer of hope—visibility and ozone concentrations are stable or improving in most parks. However, in too many cases, stable means simply preserving a subpar status quo.

## ***Transportation Troubles***

National parks are the destination of many a great American road trip. But too many roads within the parks themselves are in disrepair and some pose a real danger to drivers. The same goes for many parts of the parks' transportation infrastructure, from shuttle buses to hiking trails.

Repairs are always under way but it will take time and money to truly set things right. More than half of the Park Service's \$9.5 billion maintenance backlog is earmarked for the transportation infrastructure that enables people to actually visit the parks.

## ***Visitor Experience***

Popular parks like Yosemite face overcrowding issues that would have amazed John Muir. Managers must balance open access with negative impacts on visitor experience and on park environments.

Today's visitors also use parks in new ways. Snowmobilers prowl Yellowstone and pilots fly visitors over the Grand Canyon. Mountain bikers, motor boaters and many others all hope to enjoy their favorite pastimes in their favorite parks.

Does allowing such activities enhance the park experience or detract from it? Managing preferences and park usage conflicts is a growing challenge for administrators—but NPS Chief of Public Affairs David Barna says the top priority is clear.

"When we have to make a choice between recreation and preservation, we will always choose preservation," he says, "and our decision will be based on our mandate, policies, and good science."

## ***State of the Park: Yellowstone National Park***

America's first national park remains one of the system's standouts. Yellowstone boasts a classic western landscape populated by North America's iconic mammals: grizzlies, wolves, bison, elk, antelope, and mountain lion.

The park is vast, but it is finite. "Even in a fairly remote place like Yellowstone we have felt the changes that are going on around the park. They do impact us," explains Yellowstone spokesman Al Nash.

Nash first visited Yellowstone on a family trip in the early 1960s. "I've seen a big change in the amount of development that surrounds Yellowstone," he says. "Our growing challenge is the ability to work with an increasing variety of park neighbors so that we all can meet our various needs."

## ***Controlled Fires***

Fire management is one inflammatory issue. Fires are an important part of the park's ecosystem and nature's cycle of regeneration. But neighbors, understandably, want to see potentially dangerous blazes stamped out as quickly as possible. The balance between managing fires for their resource benefit while posing no threat to people and property is a greater challenge than Yellowstone faced in the past.

## ***Alternative Energy Sources***

The park is also a hot spot—quite literally, in the geological sense. Yellowstone is home to an amazing half of the planet's hydrothermal features, including more than 300 geysers.

As America seeks alternative energy sources, the natural power beneath Yellowstone periodically draws attention.

"Congress passed a law protecting this region from geothermal exploration," Nash says. "But that doesn't mean the issue doesn't get raised on occasion."

## ***Wildlife Protection***

Yellowstone's animals roamed the area long before the park existed, and they must move through large corridors of natural habitat to breed and feed. In doing so they regularly cross park borders to newly developed lands—where protections may be fewer or even nonexistent.

"Managing wildlife that spends at least a high percentage of its time inside the park, over a variety of jurisdictions and agencies with differing missions, creates the potential for more conflicts," Nash says.

The park's bison are a prime example. When the species was nearly hunted to extinction Yellowstone was the sanctuary that saved them. Today many members of the park's herd, the only U.S. wild population to survive the 19th-century purge, may be slaughtered by state officials when they leave the park's protection in search of winter forage.

Ironically the animals are killed for fear they will infect local livestock with brucellosis, a disease that the bison first acquired from European cattle before it was eradicated in livestock.

## ***Invasive Species***

Yellowstone also has issues with species moving into the park. Those not native to the ecosystem can wreak havoc.

Outbreaks of invasive bark beetles have savaged Yellowstone pine trees, as they have in many western forests, and other non-native species have brought disease into the park. Whirling disease, which is attacking the park's native cutthroat trout population, is caused by microscopic parasites that render fish unable to feed normally. The ailment originated in Europe, reached Pennsylvania in the 1950s, and somehow wound up in Yellowstone Lake—where native trout are further stressed by introduced lake trout.

## ***Snowmobiles***

The park's popularity causes usage conflicts, none more notorious than snowmobiling. The Park Service is currently preparing a long-range plan for use of the park in winter. The decisions made soon on access for snowmobiles or snow coaches, and even possibly plowing roads, will greatly impact the future park experience for visitors—and for the animals that live there.