

The World Cup

Its Geographic Impact on the World

By: Ernest L. Ruble
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Jac-Cen-Del High School
Osgood, Indiana



Estimated Sessions: This is planned to be a 2 week unit involving 9 - 10 (50 minute traditional schedule) sessions.

Grade Level(s): 9th to 12th (in addition to requiring all 9th graders to take the course as part of Core 40, we also offer Geography and History of the World in our Social Studies Electives to 10th, 11th, and 12th graders)

Purpose: The purpose of this unit is to heighten student awareness as to the role sports, with a particular focus on soccer's World Cup, has on world cultures using the tools of History and Geography to explain the impact.

National Geography Standards addressed:

- 1: How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.
- 2: How to use mental maps to organize information about people, places, and environments in a spatial context.
- 3: How to analyze the spatial organization of people, places, and environments on Earth's surface.
- 4: The physical and human characteristics of places.
- 5: That people create regions to interpret Earth's complexity.
- 6: How culture and experience influence people's perceptions of places and regions.
- 7: The physical processes that shape the patterns of Earth's surface.
- 8: The characteristics, distribution, and migration of human population on Earth's surface.
- 10: The characteristics, distribution, and complexity of Earth's cultural mosaics.
- 11: The patterns and networks of economic interdependence on Earth's surface.
- 12: The processes, patterns, and functions of human settlement.
- 13: How the forces of cooperation and conflict among people influence the division and control of Earth's surface.
- 14: How human actions modify the physical environment.
- 15: How physical systems affect human systems.
- 16: The changes that occur in the meaning, use, distribution, and importance of resources.
- 17: How to apply Geography to interpret the past.
- 18: How to apply Geography to interpret the present and plan for the future.

Indiana Social Studies Academic Indicators addressed:

Geography and History of the World

Standard 3: Population Characteristics, distribution, migration

- 3.5: Analyze population trends in the local community and suggest the impact of these trends on the future of the community in relation to issues such as development, employment, health, cultural diversity, schools, political representation, and sanitation. Propose strategies for dealing with the issues identified.

Standard 5: Urbanization

- 5.2: Describe, using maps, timelines, and/or other graphic presentations, the worldwide trend toward urbanization. Assess the impact of factors such as locational advantages and disadvantages, changing transportation technologies, population growth, changing agricultural production, and the demands of industry on this trend.
- 5.3: Analyze the changing functions of cities over time.
- 5.5: Analyze and assess the impact of urbanization on the physical and human environments in various parts of the world.

Standard 6: Innovations and Revolutions

- 6.2: Prepare maps, timelines, and/or other graphic representations showing the origin and spread of specific innovations. Assess the impact of these innovations on the human and physical environments of the regions to which they spread.
- 6.3: Map the spread of innovative art forms and scientific thought from their origins to other world

regions. Analyze how the spread of these ideas influenced developments in art and science for different places and regions of the world.

- 6.4: Analyze how transportation and communication changes have led to both cultural convergence and divergence in the world.

Standard 8: Trade and Commerce:

- 8.2: Prepare graphic representations, such as maps, tables, and timelines, to describe the global movement of goods and services between and among countries and world regions over time. Analyze and assess the patterns and networks of economic interdependence or lack of interdependence that result.
- 8.3: Detect how the physical and human environments have been altered in selected countries due to trade, commerce, and industrialization. Propose strategies for controlling the impact of these forces on the environments affected.
- 8.4: Analyze the impact of changing global patterns of trade and commerce on the local community. Predict the impact of these patterns in the future.

Standard 9: Human and Environmental Interactions: Resources, Hazards, and Health

- 9.1: Use maps to identify regions in the world where particular natural disasters occur frequently. Analyze how the physical and human environments in these regions have been modified over time in response to environmental threats. Give examples of how international efforts bring aid to these regions and assess the success of these efforts.
- 9.2: Identify regional resource issues that may impair sustainable, economic expansion, and/or diversification. Assess the impact of these issues on the physical and human environments of specific regions. Propose strategies for dealing with regional resources issues.
- 9.4: Distinguish and assess the human and physical factors associated with the spread of selected epidemics over time and describe the impact of this diffusion on countries and regions. Propose strategies for limiting the spread of diseases.

Standard 10: States, Nations, and Nation States

- 10.5: Use a variety of sources, such as atlases, written materials, and statistical source materials to identify countries of the world that are true nation-states. Draw conclusions about why certain regions of the world contain more nation-states than others.

Standard 11: Sports, Recreation, and Tourism

- 11.1: Use graphic representations, such as maps and timelines to describe the spread of specific sports and/or sporting events from their geographic origins. Analyze the spatial patterns that emerge.
- 11.2: Analyze the ways in which people's changing view of particular places and regions as recreation and/or tourist destinations reflect cultural changes.
- 11.3: Detect and assess the impact of sport and recreation on the human and physical environments in selected countries.
- 11.4: Analyze the changing patterns of space devoted to sports and recreation in the local community and region. Predict the impact of these patterns in the future. Propose strategies for dealing with the issues identified.
- 11.5: Analyze the impact of tourism on the physical and human environments of selected world regions. Predict the environmental impact of a continued growth in tourism in these regions.

Objectives: Upon completion of this lesson/activity, students will be able to

- create their own local Geographic Information System,
- create and place on a time line the origins of soccer throughout the course of history (to include map references),
- trace and place on a globe or map the past host countries of the World Cup,
- understand the value of Geographic Information Systems and how to use GIS to help explain the impact of the World Cup on the physical environment of an area,

- use data, readings, profiles, and technology to analyze how the World Cup has had cultural, economic, and physical impacts on a region,
- appreciate the history of South Africa and analyze where South African culture and economy are with relation to its' societal needs,
- place on a map of South Africa placement of stadiums throughout the country,
- use learned tools and techniques to analyze, compare and contrast, and determine the impact the World Cup could have, and is having, on South Africa through to 2010 and beyond, and
- use this study, in an extended project, to prepare their community for hosting the World Cup.

Background: Soccer (or *futbol* as it is known in most other parts of the world) is probably the truest word-wide team sport. In 2010, the World Cup will be coming for the first time to the continent of Africa, particularly to the Republic of South Africa. This is certainly an ambitious project for any country, but especially for a country rising from the ashes of *apartheid* and battling many problems, particularly AIDS.

So, why is South Africa taking such a risk? Why are they building soccer stadiums, upgrading neighborhoods in and around the facilities, infrastructure, and welcoming the world into the country when there are hundreds of thousands of its' citizens suffering from so many harsh conditions, battling life and death, without the full help the government should provide.? This study should provide an invigorating debate regarding these thoughts, and, to a more overarching investigation, the role of sports, recreation, and tourism play on a global level.

Materials Required:

- Globe
- Geography Text - Glencoe *World Geography*
- World History Text - Prentice Hall *World History: Connections to Today*
- Clear transparencies and transparency markers
- Large world map - political and physical features
- World map (black line) political for each student
- Sheets of world flag stickers.
- Small world flags and (or) flag pins (which may, or may not, be substituted for world flags and may be used with stickers).
- Copies of lesson handouts for each student and small group
- Geographic Information System (s) computer access and Indianapolis GIS handouts
- Computer access for both the internet and PowerPoint development
- Projector and screen for PowerPoint presentations
- Index cards for daily reflections
- Rubric for students to reference per instructor assessment
- Resources listed in the resource section at the bottom of this Unit Plan
- National Geography Standards
- Geography and History of the World Standards - Indiana Department of Education

Procedures:

Day 1 - Distribute and review Unit Scoring Rubric

1. Students will be introduced to Geographic Information Systems and the intention to use this tool in the investigation of soccer's influence in the physical environment of a place.
2. Student will access the Indianapolis GIS. Instructor will walk through layers of the GIS to allow students to understand how each, when put together, allows for analysis of both man made and natural features of the City of Indianapolis.

3. Divide students into groups of four. Provide overhead transparency and assign each group to focus on one aspect of their community and map it using different color codes (i.e. roads and streets are black, schools have small flags, rivers are blue, government buildings are red, etc.). This will allow students to build a GIS of the local community.
4. Students will write a short reaction expressing what benefits are gained by the use of GIS.
5. Instructor will share main thoughts from students in collect, comment, and break down the advantages of GIS through the student identifications.

Day 2

1. Distribute World Soccer Origins article. Students are to place mentioned locations in the article on the black line world map and develop a time line using the dates in the article. Students are then to find correlating events or persons in world history (using their world history text) to dates on their time line, to include pictures (printed or self created) of the events.
2. Students will then move into small groups, pick one of the events on their time line and compare it to an event in similar space. Student will try to establish if there is a link between the soccer history event and world history event. Students must also explain why they think there is a link.

Days 3, 4, 5

1. Distribute the ESPN World Soccer Stadiums article. Students are to take the article home, read it, and pick one of the stadiums to write a reflective essay from the perspective of a soccer fan in attendance at a soccer game in that stadium (from the time they wake up to the time they return home; the total experience.
2. Divide the class into 7 groups. Distribute The World's Game article from National Geographic Magazine by country profile, one per group. Have each group develop a PowerPoint of 6-7 slides describing the effect of soccer on the country profiled. Then each group is place on the World Map the flag of the country that they profiled.
3. Each group will present to the rest of the class. Upon completion of the presentations, the instructor will lead a class discussion of how each of the countries compare with regard to the impact of soccer on their cultures; differences and similarities (why is it the "World's Game").

Day 6

1. Form students in groups of 4. Have them read the article on Germany's Allianz Arena, host of the 2006 World Cup. Have students particularly focus on the data. Now have them access the satellite image of the stadium using the Googlesightseeing site below. Have them slowly pan out and answer the questions provided below. Instructor is to note answers provided.
2. When complete, analysis from group responses should form a list of the major factors in determining why this site was selected for the stadium and why the new technologies were provided to this stadium and site. Finally, what will be the future impact of the area as a result of this stadium development?

Questions to provoke thoughtful discussion and analysis:

1. Why was this site selected for the stadium?
2. How does the infrastructure play a role in the connection of the stadium to Munich?
3. What types of new technology were introduced to Allianz Arena? Why were they introduced? What impact will the technologies have on the surrounding community?
4. What impact did the World Cup event have on the Munich area?
5. Based on what you were able to read, view, and discuss, what is the projected physical, economic, and cultural future hold for this area because of the building of this arena?

6. Is there a similar sports related project in Indiana that has the potential to do the same thing as what has happened in Munich, Germany.? Please use Question 5 as a base to answer.

Day 7

1. Distribute the article from the Soccer Hall of Fame concerning the History of the FIFA World Cup. Discuss the article and have students place on the world map stickers for each country that has won the World Cup, one flag sticker per World Cup Championship. Have students discuss why they think some countries have produced more championships than others. Also, discuss why the United States has not won a World Cup.
2. Pass out the National Geographic article about South Africa, to be read for discussion in Day Eight.

Days 8, 9, 10

1. Do a class profile of the history of South Africa, with particular focus on the period from 1948. Break class into groups of 4. Have the groups discuss and take notes of the status of South Africa relative to its economy and AIDS issues.
2. Now distribute the articles and web sites noting South Africa and the World Cup and the economic impact of past World Cups on countries and South Africa.
3. Based on the previous discussions, student groups are to develop a detailed PowerPoint discussion that will be framed as an advertising campaign to either support and defend hosting the World Cup in South Africa or protest and present evidence to the contrary.
4. Complete the Unit with a summarization and student feedback (to be distributed at the end of Day 10).

Assessment: See rubric below.

Adaptations/Extensions/Call-Out:

- An extended, or alternate activity, would be for the class to plan to host a portion of the World Cup in their hometown/area.
- Foreign language classes could team with fine arts to develop posters advertising the World Cup on posters in the language that is being studied in the foreign language classes. Music classes could develop a World Cup anthem.
- Analyzing the cost to host a World Cup and trying to predict long-term benefits or losses of hosting such an event is great economic activity that can be used within the contest of the project, or by a dedicated economics class.
- Technological applications are many and varied that will allow for individualized and group maximized learning.

Resources:

- <http://www.ncge.org/publications/tutorial/standards/> - *National Geography Standards*
- <http://www.indianastandardsresources.org/standardSummary.asp?Subject=soc&Grade=GHW&Standard=#> - *Indiana Academic Standards for Geography and History of the World*
- <http://imaps.indygov.org/prod/GeneralViewer/viewer.htm> - *Indianapolis GIS*
- http://www.soccerhall.org/history/world_soccer_origins.htm - *Origins of Soccer*
- http://en.wikipedia.org/wiki/Allianz_Arena - *Germany's World Cup Soccer Stadium*
- <http://googlesightseeing.com/maps?p=953&c=&q=Allianz+Arena&ll=48.218576,11.624469&spn=0.005139,0.007832&t=k&hl=en> - *Allianz Arena Satellite*

- <http://spectrum.troy.edu/~aisfm/world%20cup.htm> - *World Cup Economic Impact Numbers*
- http://www.soccerhall.org/history/World_Cup_History.htm - *World Cup Soccer History*
- <http://www.sa-venues.com/2010/2010-stadium.htm> - *South African World Cup Stadiums*
- <http://www7.nationalgeographic.com/ngm/0606/feature1/index.html> - *National Geographic*
- <http://www.southafrica2010.org/> - *South African Government World Cup website*
- <http://sports.espn.go.com/travel/news/story?id=2597656> - *World Soccer Stadium history*
- http://www3.nationalgeographic.com/places/countries/country_southafrica.html - *South African History*

World Cup Unit Student Feedback Form

With a '4' Strongly Agree, '3' Agree, '2' Disagree and '1' Strongly Disagree, please circle your choice per item.

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|--|---|---|---|---|
| 1. My appreciation for sports and its' influence on an area increased because of this activity. | 4 | 3 | 2 | 1 |
| 2. I have a better understanding the influence of sports on culture. | 4 | 3 | 2 | 1 |
| 3. I know how a GIS works and can help to explain the evolution of a place. | 4 | 3 | 2 | 1 |
| 4. I have better knowledge of how a sport can allow regions to share cultural experiences. | 4 | 3 | 2 | 1 |
| 5. I have a better appreciation for balance between the interactions of people's needs and sports. | 4 | 3 | 2 | 1 |
| 6. I am more aware of spatial relationships as a result of this unit. | 4 | 3 | 2 | 1 |
| 7. I have become more sensitive to the plights of people in other part of the world. | 4 | 3 | 2 | 1 |
| 8. Instructions, applications, and grading criteria were clear. | 4 | 3 | 2 | 1 |
| 9. Where does this unit rate in terms of interest? | 4 | 3 | 2 | 1 |
| 10. Where does this unit rate in reference to other studies you have done? | 4 | 3 | 2 | 1 |

Additional Comments:

Assessment: The rubric below may be used to score each part of the Unit (please feel free to modify the rubric, as I am certain to as this unit continues to be refined)

Grading Criteria	20 points (Excellent Effort and Quality of Product)	15 points (Good Effort and Quality of Product)	10 points (Adequate Effort and Quality of Product)	5 points (Poor Effort and Quality of Product)
Short Reaction Paper to GIS (and development of local GIS)				
Time line activity (to include developed time line and correlation activity).				
Reflective Essay - Day out to Futbol				
PowerPoint - Soccer Culture (to include activity, map exercise, and presentation)				
Allianz Arena (analysis and discussion)				
Soccer Hall of Fame (discussion and activity)				
South Africa - Analysis and Profile (to include history discussion and issues & PowerPoint position presentation)				