Answer Keys to Unit Tests

Unit 1 • The Five Themes of Geography
Unit 2 • Patterns in Physical Geography
Unit 3 • Natural Resources
A. Understanding Key Vocabulary

Match each word on the left with the correct definition from the column on the right. Place the alphabet letter of the correct definition in the space next to the vocabulary word.

1. absolute location   _______  a. Everything around us, such as plants, animals, air, water, land
2. relative location   _______  b. When human actions affect the environment in either positive or negative ways
3. movement           _______  c. The flow of people, products, or information from one place to another
4. region             _______  d. A more general way to describe where a place can be found. It describes how one place relates to another.
5. environment        _______  e. A part of the Earth’s surface that has similar human or physical characteristics
6. interaction         _______  f. The exact spot or position where a place is found
B. Short Answer Questions

Write a short response to each of the following questions. Include only the important points in your answers.

1. a. What are two physical characteristics of the place where you live?
   
   Students must identify features of the place where they live, both built or natural features. For example: lakes, rivers, bridges, roads, etc.

   b. What are two human characteristics of the place where you live?
   
   Students must identify features of the people where they live. For example, language, religion, culture, politics, etc.

2. Describe where you live.

   a. What is its absolute location? student’s address
   
   student’s home is described according to landmarks, i.e. a block from the school, beside the foot bridge

   b. What is its relative location?

3. Systems are developed to help move products, people, and information. Identify two examples of systems for moving each of the following: Students should identify any two of the following for each category:

   a. People public transit, including buses, trains, subways, etc. and roads and highways

   b. Products transportation systems such as air, sea, and road routes as well as hydro systems and water systems to move electricity and water

   c. Information communicated by satellite, moving through telephone lines and the Internet

4. A region is an area with a specific set of characteristics. Identify one example of each of the following kinds of regions (Refer to pages 16-17 in Unit 1):

   a. physical region an ecozone, such as the Rockies

   b. human region time zones and regions defined by telephone area codes

   c. functional region regions used for a particular purpose. The Prairies and the St. Lawrence Lowlands are examples of farming regions. Urban regions include major cities.
5. What is the natural environment?

The natural environment is everything we find around us in the natural world. The four parts of the environment include the air, water, earth’s crust and life.

C. Complete a Chart

1. People interact with the environment to meet their needs. There can be positive and negative effects when these interactions happen. Complete the chart below to show your thinking.

<table>
<thead>
<tr>
<th>Positive Results of Interaction</th>
<th>Negative Results of Interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>plants for food</td>
<td>people destroying land through mining and the lumber industry</td>
</tr>
<tr>
<td>plants for making clothing</td>
<td>pollution</td>
</tr>
<tr>
<td>trees for building homes</td>
<td>destruction of homes/death from extreme weather</td>
</tr>
<tr>
<td>rivers for fishing and recreation</td>
<td>human death from challenging situations (mountains, the North)</td>
</tr>
<tr>
<td>rivers and lakes for transportation</td>
<td></td>
</tr>
</tbody>
</table>
D. Reflect On Your Learning

1. Think about what you learned about the five themes of geography in this unit. Below, identify the most important things you learned about each theme.

Students need to identify a key concept from each of the following five themes of geography.
Note: Refer to the study notes on pages 15 and 29, as well as the Unit Summary, on page 30 to assist you with marking students’ reflections.

2. Take one item from your sticky notes (above) and write it below. Then tell how you can make a connection between this item and something about where you live. Students’ selection of one thing learned and connection to something about where they live should also fit with the specific concepts outlined in the study notes, page 15, 29 and Unit Summary, page 30.

a. One thing I learned:

b. One connection I can make:
A. Understanding Key Vocabulary

Match each word on the left with the correct definition from the column on the right. Place the alphabet letter of the correct definition in the space next to the vocabulary word.

1. landforms  __________ a. An area of the Earth that has one main landform feature
2. landform region  __________ b. All the streams and lakes that connect to the main river body
3. river systems  __________ c. Growing crops or raising livestock
4. climate  __________ d. The pattern of weather conditions that occurs over a period of time
5. natural phenomena  __________ e. Plant life that is native to a region. The plants have not been brought to the region from other parts of the world
6. natural vegetation  __________ f. The physical features of the Earth such as mountains and shields
7. agriculture  __________ g. An event that takes place in nature, such as a hurricane, that is not caused by people
B. Short Answer Questions

Write a short response to each of the following questions. Include only the important points in your answers.

1. Briefly explain the theory of continental drift.

   The theory of continental drift explains why world landform patterns occur. Scientists believe that millions of years ago, the Earth was one landmass. The pressure of forces inside the Earth pressed upward and broke the landmass into pieces. These pieces formed the continents as we know them today.

2. What is the difference between weather and climate?

   Weather conditions are the temperature, amount of rainfall, wind, humidity and cloud cover. Climate is the pattern of weather conditions that occur over a period of time in a specific area.

3. What six factors affect climate?

   a. latitude  
   b. global wind systems  
   c. altitude  
   d. air masses  
   e. ocean currents  
   f. nearness to large bodies of water

4. Identify how natural disasters can affect people and the environment.

   • homes are destroyed
   • people are killed
   • hydro lines, roadways, and communication systems are damaged
   • people can be trapped without food, water, or a way to communicate
   • threat of disease caused by lack of sanitation
   • crops can be destroyed, affecting food supply
   • water can be contaminated
   • animal habitats can be destroyed
5. Give a brief definition for each of the following types of agriculture:

a. subsistence agriculture

takes place in parts of the world that are isolated and where people need to grow their own food. There is usually little farm technology or machinery, and the soil is often not good enough to grow more than the family can use.

b. commercial agriculture

People who produce agricultural products for profit do not usually use the products themselves. Often the product (grain or meat) is sold to other countries around the world.

c. specialized agriculture

There is a focus on one type of product. The product grows in a certain region because the climate and soil conditions are just right.

C. Making Diagrams

1. Explain how the actions of tectonic plates form mountains and volcanoes. You can draw a sketch with labels to explain your thinking.

See page 5 for an explanation and illustrations of how the action of tectonic plates can form mountains and cause volcanoes. Students should be able to draw specific details of a volcano (molten rock, plates, mantle) and formation of mountains (plate tectonics, mantle) that show the plates’ movements.
2. Make two sketches below to show the difference between dendritic drainage and trellis drainage in river systems. Use labels to explain your diagrams.

<table>
<thead>
<tr>
<th>Dendritic Drainage</th>
<th>Trellis Drainage</th>
</tr>
</thead>
</table>

See page 14 for a representation and explanation of the differences between the two types of drainage. Dendritic drainage patterns have lots of tributaries or streams that look like branches of trees. Trellis drainage patterns are more uniform, evenly spaced, and perpendicular to the river.

D. Reflect on Your Learning

1. Think about what you learned about climate and global warming in this unit. What connection can you make between what you read and what is currently happening in the world? Explain your thinking.

   Students’ responses should connect what they learned about climate and global warming to things that are currently happening.

   See pages 19, 35, 45 and the Unit Summary on page 46 for more information on key concepts.
A. Understanding Key Vocabulary

Match each word on the left with the correct definition from the column on the right. Place the alphabet letter of the correct definitions in the space next to the vocabulary word.

1. resource  __d__ a. Non-renewable resources such as coal, oil, and natural gas
2. natural resource  __c__ b. Using science to solve problems and to meet the needs of people
3. technology  __b__ c. Something in nature that helps people meet their needs such as water, air, plants
4. fossil fuels  __a__ d. Something that is useful to people
5. sustainability  __e__ e. The belief that we are all responsible for keeping the Earth healthy
6. economy  __f__ f. A system that is based on the supply of products and demand for those products
B. Short Answer Questions

Write a short response to each of the following questions. Include only the important points in your answer.

Refer to map, page 11 in Unit 2, Patterns in Physical Geography, for examples of landform regions, and pages 8 and 9 in Unit 3 for maps of their natural resources.

1. Landforms can be used to predict what kinds of natural resources are found in a particular region on Earth.
   a. Give an example of a landform region. (One of)
      rocky formation (shield), mountains, plains and lowlands
   b. What kind of natural resource might be found there?
      minerals such as nickel and copper, forests, oil and gas, fish, and fresh water

2. If we do not practise sustainability, what negatives effects might this have on the Earth?
   • People will not be able to produce enough food
   • Famine and food shortages will affect the health of people
   • Water quality will become very poor
   • There will be nowhere to dump our garbage
   • People will not be able to meet their basic needs

3. What is one thing you can do as an individual to practise sustainability?

   Everyone can practise sustainability by reducing the amount of waste they make, reusing materials for different purposes, and recycling.

4. Why are natural resources important to Canada’s economy?

   Natural resources are important to Canada’s economy because they are needed in the production of goods that people need and want. Products from natural resources are sold to Canadians and exported to other countries. The manufacturing of these products creates jobs for people. A strong economy depends on the ability to produce goods and employ people. Canada’s natural resources are an important part of our economy.
5. Identify some of the natural resources and products made from natural resources that Canada exports to other countries?

*Canada exports minerals and mineral products such as petroleum, natural gas, and aluminum.*

*See page 25 for other examples of Canada’s exports.*

6. Think about what you learned about fossil fuels and non-renewable resources. Do you think food such as soy should be used to replace fossil fuels? Explain your thinking.

*Fossil fuels and non-renewable resources cannot be replaced once they have been taken from the earth. Soy is a renewable resource because it is a plant that can be grown and, therefore, replaced. It would be a more sustainable form of fuel. It would also create less pollution.*

C. Complete a Chart

1. There are three kinds of natural resources. Complete the chart below to identify the characteristics of each type of natural resource. Give an example of each type of resource.

<table>
<thead>
<tr>
<th></th>
<th>Characteristics</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Renewable Resources</td>
<td>Cannot be replaced when taken from the environment</td>
<td>oil, coal, natural gas, minerals</td>
</tr>
<tr>
<td>Non-renewable Resources</td>
<td>Can be replaced when taken from the environment</td>
<td>trees, fish</td>
</tr>
<tr>
<td>Flow Resources</td>
<td>Neither renewable or non-renewable; must be used where it occurs in nature</td>
<td>water, wind, solar energy</td>
</tr>
</tbody>
</table>
D. Complete a Diagram

The diagram below shows how technology affects our use of natural resources. Each step of the process is labelled. Under each label give a brief description of what happens at that stage.

1. Think about what you learned in this unit on Natural Resources. What was one thing you learned that helped you make a connection to something that is happening in Canada today? Explain your thinking.

Students’ responses should reflect understanding of a key concept from this unit and a connection to something that is happening in Canada today. See study notes on pages 13, 29 and the Unit Summary on page 30 for key concepts.