Answer Keys to Unit Tests

Unit 1 • Patterns in Human Geography
Unit 2 • Economic Systems
Unit 3 • Migration
Unit Test for Patterns in Human Geography

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. settlement pattern  ____ c ____ a. A process where more and more people move to cities
2. site  ____ e ____ b. The pattern of where people live in the world
3. situation  ____ d ____ c. The way people live together in large and small groups, close together, and far away.
4. population density  ____ f ____ d. The location of a settlement in relation to surrounding area such as a river or ocean.
5. urbanization  ____ a ____ e. Where a settlement has been built
6. population distribution  ____ b ____ f. The measurement of the number of people in a particular area.
B. Short Answer Questions

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

1. It is predicted that by the year 2030 almost 60 per cent of all people will live in cities. List three factors that draw people to cities. Briefly explain why each factor draws people to cities.

   Social factors – people choose cities because they believe there is a higher standard of living and more opportunities in cities.

   Economic factors – people move to cities because there are more jobs due to the high demand for manufactured goods and services.

   Technology – this makes it easier for people to travel further distances for work or communicate from home. Agriculture technology has decreased the number of people required to run farms so more people leave the farm to find jobs in urban areas.

2. What are three natural factors and three human factors that affect population density?

   **Natural Factors**
   - landforms
   - resources
   - climate

   **Human Factors**
   - political
   - social
   - economic

3. Land can be used for many purposes. Identify two examples of each kind of land use. For example, institutional land can be used for hospitals. Students should identify any two of the following:

   a) residential land – houses, apartments, condominiums
   b) institutional land – schools, churches, hospitals, government buildings
   c) recreational land – parks, playing fields, sports arenas, green spaces
   d) industrial land – business offices, manufacturing plants, factories
   e) commercial land – shopping malls, grocery stores, restaurants
   f) agricultural land – farms, market gardens, orchards, vineyards
4. Think about what you know about the site and situation of a settlement. Identify four situation features of the place where you live. **Students should identify any four of the following:**

- geographic landmarks such as rivers, lakes, streams
- natural resources such as oil or iron ore
- climate
- vegetation
- soil
- location in relation to other settlements - near or far from another community
- location in relation to transportation systems (buses, trains, highways)

5. Most of Canada’s population live near the American border. Explain why most people live there.

Most of Canada’s population lives near the American border because the southern areas of Canada are near water, on flatter land, and warmer. The urban areas located here attract more people because there are more jobs, better transportation and availability of goods and services in these highly populated locations.

**C. Complete a Chart**

1. Make a sketch in each of the boxes below to show how each of the settlement patterns looks.

<table>
<thead>
<tr>
<th>Clustered Pattern</th>
<th>Linear Pattern</th>
<th>Scattered Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

**Students’ drawings should represent specific features for each settlement pattern:**

- **Clustered Pattern** – houses, towns, or villages grouped closely together; cities, towns
- **Linear Pattern** – houses or settlements narrowly grouped along a river, road, or valley
- **Scattered Pattern** – houses scattered, no settlement pattern; found mainly in rural areas

- **See page 4 of Patterns in Human Geography for illustrations of these three patterns.**
D. Reflect On Your Learning

Think about what you learned in this unit about patterns in human geography. Think about all of the factors that affect where people live. Imagine that you could live anywhere in Canada or the world or stay where you live now. Complete the chart by identifying the positives or negatives for each factor.

Students’ responses should reflect their understanding of the importance of various factors on quality of life related to patterns in human geography. Refer to the Study Notes on pages 19 and 29 for the important ideas and details.

<table>
<thead>
<tr>
<th>Where I live now:</th>
<th>Another place that I would like to live:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Factors</strong></td>
<td><strong>Factors</strong></td>
</tr>
<tr>
<td>Climate:</td>
<td>Climate:</td>
</tr>
<tr>
<td>Rural or urban:</td>
<td>Rural or urban:</td>
</tr>
<tr>
<td>Distance from family:</td>
<td>Distance from family:</td>
</tr>
<tr>
<td>Work opportunities for family:</td>
<td>Work opportunities for family:</td>
</tr>
<tr>
<td><strong>Lifestyle Factors</strong></td>
<td><strong>Lifestyle Factors</strong></td>
</tr>
<tr>
<td>Entertainment:</td>
<td>Entertainment:</td>
</tr>
<tr>
<td>Sports:</td>
<td>Sports:</td>
</tr>
<tr>
<td>Leisure activities:</td>
<td>Leisure activities:</td>
</tr>
<tr>
<td>Nearby attractions:</td>
<td>Nearby attractions:</td>
</tr>
</tbody>
</table>

What are the factors that made you come to this choice?
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. economic system  ____d____  a. Things people use, such as a bike
2. entrepreneur  ____f____  b. Things that are done for you, such as cutting your hair
3. primary industry  ____g____  c. Service industries
4. secondary industry  ____e____  d. Produces and distributes goods and services to consumers
5. tertiary industry  ____c____  e. Manufacturing industries
6. goods  ____a____  f. A person who organizes, operates, and assumes the risk for a business
7. services  ____b____  g. Industries based on natural resources
B. Short Answer Questions

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

1. Give a brief definition for each type of economic system.
   a) Traditional Economy – depends on the natural environment; people grow food and make things they need to survive, based on past traditions
   b) Command Economy – controlled by government, no competition, limited consumer choice
   c) Market Economy – no government control, much consumer choice, competition
   d) Mixed Economy – some government control (hospitals, road building, police), much consumer choice, competition

2. Explain why Canada’s economic system is called a mixed economy?

   Canada’s economy is called a mixed economy because we have a combination of government-controlled or owned services such as Canada Post and medical system as well as privately owned businesses that provide Canadians with most goods and services.

3. What are two examples of businesses that are controlled by the government in Canada? Students should identify any two of the following:

   The Royal Canadian Mint, Canada Post, Via Rail, Canadian Broadcast Corporation (CBC), GO Transit, Hydro One.

4. The success of the economy depends on the types of resources that a country has to produce goods and services. Describe each of the following kinds of resources:

   a. land resources – natural resources that come from the land or the sea. They include minerals, timber, oil, gas, grains, as well as the flow resources, water, wind and solar energy
   b. labour resources – the work that people do to produce goods and deliver services. They use physical, technical, and creative skills.
   c. capital resources – money or other assets needed to produce goods and services are the two types of capital resources. Machinery, buildings, and materials are one type and money for investment in research, production, and salaries is the other type.
   d. entrepreneurial resources – these are people who take risks to start new businesses or services. They think of new ways to use land, labour, and capital.
C. Complete a Chart

There are three types of industries. Complete the chart below by giving a definition for each type of industry. Give three examples of each type of industry. See page 22 for more detailed information about types of industries.

<table>
<thead>
<tr>
<th>Type of Industry</th>
<th>Definition</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Industry</td>
<td>Industries based on natural resources and raw materials</td>
<td>forestry, oil and gas mining, fishing agriculture, ranching</td>
</tr>
<tr>
<td>Secondary Industry</td>
<td>Manufacturing Industries that use the products created in primary industries</td>
<td>automobiles, electronics construction</td>
</tr>
<tr>
<td>Tertiary Industry</td>
<td>Service industries</td>
<td>retail stores, entertainment restaurants, health care transportation</td>
</tr>
</tbody>
</table>

D. Stating Your Opinion

An entrepreneur is someone who organizes a business enterprise and invests his or her own money, in the hope that there will be a profit. Read the following example of a Canadian entrepreneur and then respond to the questions.

Passchendaele

Canadian actor Paul Gross made a movie about a World War I battle in Belgium called Passchendaele, in which 15 654 soldiers were killed. Paul’s grandfather fought in the battle and told his teenage grandson stories, which Paul never forgot. Mr. Gross raised $21 million to make this Canadian film. As a tribute to his grandfather, he wanted it to be 100 percent Canadian and to tell the accurate and true story of the 1917 battle. Paul Gross wrote, directed, produced, and starred in the movie.

a. Why do you think it is important to have Canadians take risks such as this one?

Students’ answers should reflect an understanding of the importance of supporting Canadian identity and providing opportunities for Canadians to be part of a film production that remembers and celebrates Canadian soldiers in World War I.
b. How will Paul Gross’ s movie contribute to the Canadian economy?

*Passchendaele will contribute to the Canadian economy because it provided many job opportunities for Canadians in the film industry. The distribution of the film will help to promote the Canadian identity and may lead to other film opportunities for more Canadians.*

E. Reflect on Your Learning

Think about what you learned in this unit about economic systems. Complete each of the statements below.

*Use your own judgment when marking these reflections on learning. Turn to page 29 and 30 for study notes and the Unit Summary on page 30 to assist in this process.*

Four things that fit with what you already know or believe about economic systems:

a. ____________________________________________

b. ____________________________________________

c. ____________________________________________

d. ____________________________________________

Three points that are new learning for you:

a. ____________________________________________

b. ____________________________________________

c. ____________________________________________

Two facts or ideas that you want to know more about:

a. ____________________________________________

b. ____________________________________________

One idea or fact from this unit that connected to what is happening in the world today:

a. ____________________________________________
Unit Test for Migration

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. migration    _______  a. Social, political, economic, and environmental factors that drive people away from where they are living
2. push factors _______  b. The ability to move from one place to another
3. pull factors    _______  c. A way of life that is shared by a group of people
4. human mobility _______  d. Social, political, economic, and environmental factors that draw people to a new place to live
5. culture        _______  e. People from many different cultures living together
6. multicultural  _______  f. To absorb one culture into another
7. assimilation   _______  g. To move from one country or region to settle in another country or region
B. Short Answer Questions

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

1. There are many barriers that people face when they decide to migrate. Explain how each of the following barriers can make it difficult for people to migrate:
   a. physical barriers – barriers we can see such as oceans, mountains, and even tightly controlled borders
   b. financial barriers – without money people cannot travel to and to establish a new home in a new place
   c. legal barriers – each country has laws that control whether people can leave or enter; legal documents such as visas and birth certificates are also required
   d. political barriers – some governments have exit taxes to deter people from leaving the country, and other governments control the numbers of immigrants who can come to their country,
   e. emotional barriers – it can be very difficult to leave family behind and set out to make a new life in a new place.

2. Human mobility has increased due to changes in technology.
   a. What is an advantage of increased human mobility?
      
      An advantage of increased human mobility is that people can visit different countries and experience new cultures easily due to improved transportation.
   
   b. What is a disadvantage of increased human mobility?
      
      Some disadvantages of increased human mobility are an increased spread of germs that can make more people sick, and a need for increased security to protect people from international criminals or terrorists.

3. Why is Canada called a multicultural society?
   
   Canada is called a multicultural society because it is made up of people from many different cultures. Canada’s population has increased because immigration is higher in Canada than almost any other country.

4. Why do people leave one province or territory in Canada to resettle in another province or territory?

   The main reason people leave one province or territory to go to another is to find new jobs.

5. How does Canada benefit from immigrants moving to Canada?

   Canada benefits from immigration because it increases the population, adds to the skilled workforce, and boosts the economy.
C. Complete a Chart

1. Culture – You belong to many different cultural groups – as a Canadian, as a member of your family and part of its heritage, as a student in your school. Select one cultural group you belong to. Think about all the things around you that make up the culture of your group. Try to think of something for each letter of the alphabet. For each letter of the alphabet write one word or a phrase that represents something about your culture. For example, if you picked Canada as a cultural group you might write “multicultural” next to the letter “M”.

 Students’ completion of the alphachart should reflect their understanding of the important components of culture. This could include language, religion, holidays, foods, etc.

| Cultural Group | __________________________ |

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
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<tr>
<td>U</td>
<td>V</td>
<td>W</td>
<td>XYZ</td>
</tr>
</tbody>
</table>
2. Push and Pull Factors

There are factors that push people away from the place they live and factors that pull you toward a new place. State one example for each of the push and pull factors in the chart. For example, an earthquake might be an example of an environmental push factor.

<table>
<thead>
<tr>
<th>Push Factors</th>
<th>Examples of Push Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social</td>
<td>poor quality of life, poor schools or medical care</td>
</tr>
<tr>
<td>Political</td>
<td>safety threatened by government or war, lack of freedom</td>
</tr>
<tr>
<td>Economic</td>
<td>lack of jobs, poverty</td>
</tr>
<tr>
<td>Environmental</td>
<td>natural disasters (floods, famine, etc.), destruction of war</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pull Factors</th>
<th>Examples of Pull Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social</td>
<td>family living in new country, education or job opportunities</td>
</tr>
<tr>
<td>Political</td>
<td>rights and freedoms for all people</td>
</tr>
<tr>
<td>Economic</td>
<td>job opportunities, better standard of living</td>
</tr>
<tr>
<td>Environmental</td>
<td>better climate, better soil, more water, fewer disasters</td>
</tr>
</tbody>
</table>

D. Reflect on Your Learning

Students’ responses to the following points should reflect their understanding of the factors that make up ‘quality of life’ and a recognition of the benefits of living in a country like Canada. Go to pages 17, 29 for the study notes and Unit Summary on page 30 for specific information that might be included.

1. What do you think are the most important reasons for migrating?

2. Why is Canada a good choice for many immigrants?
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