



THE  
**WORLD  
TODAY**  
ITS PEOPLE AND PLACES

**David McDowell**

**Richard Harbeck**

**Linda Connor**

**Christopher Torrance**



PORTAGE & MAIN PRESS

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PORTAGE & MAIN PRESS

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# WELCOME TO THE TEACHER'S GUIDE TO THE WORLD TODAY

## The Compelling Why

What part of the typical K-12 curriculum prepares your students to live in an increasingly interconnected world? We hope that you will seize the opportunity to help your students acquire these basic skills for living in a global village.

The Teacher's Guide to the textbook *The World Today: Its People and Places* is designed to assist you, as a busy teacher, to handle the task of creating, through the grade 7 social studies curriculum, geographically literate and globally minded citizens.

The first two sections of the textbook are set up to give your students a solid introduction to the knowledge and skills of geographers. Students are expected to use this knowledge and these skills to understand such concepts as:

- quality of life
- human rights
- health issues
- citizenship
- world events
- power and wealth

The last two sections of the textbook examine various aspects of societies and the ecological effects of the way people in these societies choose to live. Watch for the overview of the subregions within each continent, and, after presenting the overview, choose one society within each continent for an in-depth examination.

Since your students will have come from a study of Canadian history in grades 5 and 6, and will go on to explore world history in grade 8, in the interest of time we strongly recommend that you minimize the North America aspects of the course. We also suggest that you give your students every opportunity to learn about the countries and people on the five continents other than North America. Save the details about North America for comparison. Keep in mind what your students will need when they study Canadian society in grade 9 and Canadian geographic issues in a world context in grade 10.

Research and experience tell us that social studies students in grade 7 like:

- hands-on activities
- role-play, simulation, and decision-making activities
- group discussions
- videos and/or films
- learning games that they can play with others
- projects that allow the flow of their creativity and result in "products"
- topics that relate to current events
- topics that relate to their interests
- interesting and funny stories
- thinking on their own

We have kept these points in mind when writing this guide.

## How this Guide Is Organized

The structure of this guide follows that of the textbook, and it includes:

- section and chapter overviews
- hands-on and minds-on activities to engage your students in acquiring and applying the information in each chapter (watch for an emphasis on vocabulary-building)
- note-taking guides for each chapter
- review activities (Cool-Downs)
- answers to the questions posed in the textbook (Teacher Reference Guides)
- suggested resources
- as well, there are maps, graphic organizers, and several major-project suggestions to supplement the textbook

To avoid frustrating experiences for both you and your students, make sure that you are familiar with the topic. We recommend that you preview the various parts of each chapter. This will help you to help your students think ahead about what they are going to study.

## The Activities

The introduction and guide to each chapter include a number of activities to assist you in creating geographically literate students. It is important that you choose the activities you think will best complement and expand the skills that your students already have. Note that the page numbers following the activity number and title refer to the place in the textbook where the topic is found.

### THE TYPES OF ACTIVITIES

- Activating
- Acquiring
- Applying
- Assessment
- Review

The three terms currently used for the cycle of instruction (the introduction of a topic, determining what students already know, and providing the steps for teaching are: *activate*, *acquire*, *apply*. Another term, *assessment*, describes the ongoing part of instruction when you assess what students already know, help them to add to that knowledge in the context of the topic being addressed, and assist them to recognize and overcome gaps in their knowledge and skills. A related term, *review*, describes a way of deepening the understanding and fixing the content in mind for future use. Each of the activities presented in this guide indicates which of these approaches we think is the most appropriate. The choice is still yours.

## The BlackLine Masters

A numbered BlackLine Master (BLM) is provided for most of the activities. BLMs are meant to be duplicated and are designed to be used for activating, acquiring, and/or applying the topics and skills presented in the textbook. We recommend that you work through each BLM before you have your students use it, in case your particular classroom situation calls for some adaptation. The BLMs for each chapter are included at the end of that chapter.

## Helping Students Keep Track

There are two kinds of activities that are meant to help your students absorb the content of the textbook and course. The first is the Note-Taking Guide (there is one for each chapter), in which students are asked to pick out the main points made in the textbook by filling in the spaces provided. The second is a review exercise, called a Cool-Down. You may use them both, or only one. Use them in their entirety or compile your own notes and reviews using these as guides.

## Teacher Reference Notes

The Teacher Reference Notes provided for each chapter will assist you to answer the questions that are raised in the textbook and will help you keep on top of the work the students are doing. Most of them are associated with an icon; however, some relate to more general questions raised in the

textbook. They are arranged according to the page numbers in the textbook.

## Manitoba Education, Citizenship and Youth Curriculum Outcomes

The outcomes for each chapter are listed in table format in the introductions to all four sections. We suggest that you first look over the section introduction, then begin using the activities. Every so often, go back and take a look at the list of outcomes that need to be met by each chapter, to help maintain your focus.

Since the textbook was written specifically for the social studies curriculum of Manitoba Education, Citizenship and Youth, which is comprehensive, there is more information in the textbook than needs to be presented to meet the outcomes defined by the curriculum. The curriculum states that there can be choices in sections III and IV to each section of this guide. Instructions for making these choices can be found in each section introduction.

## The World Today Website

The website that accompanies the textbook, < [www.theworldtoday.ca](http://www.theworldtoday.ca) >, is designed to give you and your students additional support and guidance to the curriculum, and it includes regular updates of links referred to in the textbook.

## The Teacher's Answer Book

Where activities require that students give specific answers, you may consult the section in this guide entitled "The Teacher's Answer Book," which appears as appendix 2.

## The Outline Maps

The study of geography requires that we regularly use and create maps. This guide provides both political and physical outline maps of the world and of the continents (see appendix 3). These are meant to be duplicated and might be more useful if you enlarged them.

## Suggestions for Increasing Students' Reading Skills

We know, from both research and experience, that it can be a challenge to present textbook material to students in ways that engage them. Furthermore, social studies textbooks can present reading problems for any students for the following reasons:

- There are many technical terms.
- Many names of people and places are based on other languages.
- There are many unfamiliar topics.

Therefore, this guide focuses on building verbal and symbolic skills. A student's success in content subjects such as social studies and science depends heavily on his or her ability to read well. Students who are not good readers, and even some students who are, can get bogged down in complicated text. Teachers often do the following:

- Make a list of difficult words and phrases. Students could build their own geodictionaries.
- Spend time using glossaries and dictionaries.
- Vary the type and timing of vocabulary exercises.
- Teach students various vocabulary strategies (e.g., word box, word wall, puzzles, context clues) and practise them as a class. When you provide strategies for all types of learners, no student is made to feel inadequate.
- Create games (e.g., word stories, word puzzles) that feature new or difficult vocabulary.
- Have the students work in small groups to discuss small sections of the text that have difficult vocabulary. Students often help each other more effectively than the teacher can.
- Give students opportunities to use new vocabulary in their writing.
- Teach some reading strategies (e.g., look for order in pieces of information, compare and contrast pieces of information, find cause and effect, identify problem and solution).
- Teach students to paraphrase or make diagrams of what they read.

- Teach students how to use any visuals that accompany the text to get clues about the content.

This guide has been created with many of the above suggestions in mind.

## Resources for Teachers

- specific print and electronic resources (suggested throughout, where they relate to a particular activity)
- atlases at the appropriate student level
- wall maps of various parts of the world
- outline maps (see appendix 3 of this guide)
- pictures of areas under study (calendars and posters from travel agents)
- travel brochures and magazines
- specific magazines such as *National Geographic*, *Canadian Geographic*, *Canada*
- newspapers

The following are four of the most useful general teacher resources for this course compiled by Manitoba Education, Citizenship and Youth; The bibliography, *Social Studies Kindergarten to Grade 8 Learning Resources: Annotated Bibliography: A Reference for Selecting Learning Resources (New Edition March 2007)* is available at <http://www.edu.gov.mb.ca/k12/learnres/bibliographies.html>. As document is large, there is a print version that may be purchased through the Manitoba Text Book Bureau, stock # 80559.

- *Success for All Learners (SFAL)*. Most schools will have copies of this book. If yours does not, you may order it from the Manitoba Text Book Bureau for about \$15 a copy (Stock #80320).
- *Tools for Learning*. This book includes teaching strategies, graphic organizers, and other ideas specifically designed for social studies. It is available from the Manitoba Text Book Bureau for about \$35 (Stock #2484).
- *Teaching Reading in Social Studies*. This book is available for about CDN \$30 (303357) from the Association for Supervision and Curriculum Development, 1703 N. Beauregard St., Alexandria, Virginia, 223-11-1714, tel. 800-933-2723 or 703-578-9600, fax. 703-575-5400.

- *GIS Resources for Grades 7 & 8: Mapping the Future of Education*. This is a new resource for implementing GIS with your grade 7 students. It is a CD-ROM that contains lessons, data, and resources designed to run with ArcView 3.x free to Manitoba schools through a provincial licence software. (The history items within this resource are more appropriate for Ontario grade 8 students than for Manitoba grade 7 students.) Cost: \$199. Contact ESRI Canada <k-12@esricanada.com> .

## A General Thinking Activity: Personal Thinking and Writing First (PTWF)

Whenever you see the abbreviation PTWF, there is an opportunity to use the following process. PTWF is an activity meant to set up a positive attitude for learning in your classroom. This scheme and process need coaching, and we advise that you do a trial run and training session on an easy topic (e.g., have students use this process to list as many birds as they know).

In this process, everybody gets to participate: the students provide the content inductively (from memory), and the teacher verifies and keeps the brainstorming on track.

### INSTRUCTIONS FOR THE TEACHER

Present your question or thinking task to the whole class as:

- a brainstorming challenge
  - a listing of multiple solutions to a problem
  - an open-ended, creative-thinking challenge
  - a series of point-form responses to questions on a handout (e.g., part of a notes guide)
1. Ask students to think alone and write down as many response points as possible to your question or thinking task. (Encourage your students to be bold. Encourage them to give an unusual response, or one that others may not think of.)
  2. Walk around and check your students' lists and, when you think all students have at least a partial list, have them share with a partner or in threes, taking turns, Ping-Pong style. If time permits, do a Challenge and Stretch by asking

each pair or group to add another new idea or two to their lists.

Challenge and Stretch is an activity for students who will benefit by going beyond the basic exercise.

- Now sample what each pair or group has generated. Have each group decide who will be “reporter,” and have each reporter give an “idea contribution.” If time allows, make a list for the class.
- Each time you repeat the exercise, start at a different spot, so that each group gets a chance to start the contribution list and others end up being the last to contribute.

Debriefing is an essential teacher strategy that, through a question-and-answer process, reinforces learning and clarifies what has been learned.

- Debrief by asking such questions as:
  - Why is it important to work individually at first?
  - Why do different students have different answers?
  - Why would you find some answers on most students’ lists?

## Getting to Know the Textbook

Do judge this book by its cover. It really speaks about the world today, with images from around the world: a Hindu woman from India, a shoreline with a golden sunset behind a cloud bank, a Maasai warrior from Tanzania, distinctive landforms in China, and refugees trudging along with their possessions on a donkey in Africa—five stunning “takes” of the world’s varied people and places.

Examine the table of contents and note that there are four sections, which match the curriculum: “Describing this Planet,” “Well-Being around the World,” “Societies and Ways of Life,” and “Ecological Effects of Modern Societies.”

Flip through the textbook and note the colour coding throughout, which separates the four sections, and be aware that the captions underneath the

illustrations contain information that is not in the main text. The information in the main text is presented in small portions. The textbook contains many excellent maps, which will help your students understand the Where? of geography.

The textbook features a unique set of icons, which are designed to be handy signposts that point the way to activities (see BLM W-1: Icons for Your Bulletin Board). We recommend running this on coloured card stock to use on your classroom bulletin board.



The backpack of the World Traveller icon indicates travel, and it suggests activities that students might keep in a travel souvenir folder, a “passport,” or a travel portfolio.



The microphone of the Speaker’s Corner icon suggests that students be encouraged to speak out about and debate ideas.



The square and compass of the Social Studies Skills icon suggest that students can “do geography” with maps, charts, and other visuals.



The computer images of the Internet Site icon indicate that there are websites that contain additional details about topics covered in the textbook. The website associated with the textbook < [www.theworldtoday.ca](http://www.theworldtoday.ca) > is regularly maintained to ensure that the information about a topic is up to date.



The printing images of the Media Literacy icon indicate that students may seek information from newspapers, magazines, radio, and television. Your students need to develop ways of judging the reliability of news sources and need to become careful consumers of the information presented in the media.

Encourage your students to go beyond the given categories—activate the “enquiring mind.” Have them group any items still to be solved under the question mark icon (or design something similar).

To help your students feel comfortable with the textbook, we suggest that you use one or more of the Getting to Know Your Textbook activities:

- BLM W-2: Getting to Know Your Textbook (Numbers)

- BLM W-3: Getting to Know Your Textbook (Words)
- BLM W-4: Getting to Know Your Textbook (Scavenger Hunt—Numbers)
- BLM W-5: Getting to Know Your Textbook (Scavenger Hunt—Words)

We recommend that you try the exercises yourself before duplicating them for your students, to ensure that you are aware of any potential frustrations they might encounter in them. Begin debriefing when most students are finished. Waiting for all to finish courts trouble from the unengaged. Where answers are required for any BLM, consult appendix 2: “The Teacher’s Answer Book.”

# Icons for Your Bulletin Board



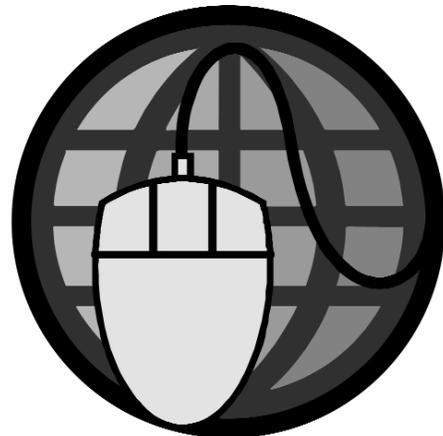
World Traveller icon



Speaker's Corner icon



Social Studies Skills icon



Internet Site icon



Media Literacy icon



**If you have any questions after reading the information in the iconed boxes, record them here.**

Design your own icon.



# Getting to Know Your Textbook (Words)

## Find the Words

Consult your textbook and complete the following questions (take care to spell the words correctly).

1. What is the last name of the first author of this book? \_\_\_\_\_ <sup>3</sup>\_\_\_\_\_
2. Read page 9 and give the name we use for the arrangement of things.  
\_\_\_\_\_ <sup>1</sup>\_\_\_\_\_ <sup>5</sup>\_\_\_\_\_
3. Read page 5. What do we call the symbols that are used in the textbook to guide you through the course?  
\_\_\_\_\_ <sup>8</sup>\_\_\_\_\_
4. Check the index for Live Aid, and state the name of the major organizer.  
\_\_\_\_\_ <sup>2</sup>\_\_\_\_\_ <sup>9</sup>\_\_\_\_\_
5. Read chapter 10. What are humans adapting to?  
\_\_\_\_\_ <sup>7</sup>\_\_\_\_\_ <sup>12</sup>\_\_\_\_\_ <sup>6</sup>\_\_\_\_\_ \_\_\_\_\_ <sup>14</sup>\_\_\_\_\_
6. Read pages 122 to 125 and give the last name of the man who coined the name *United Nations*.  
\_\_\_\_\_ <sup>15</sup>\_\_\_\_\_ <sup>11</sup>\_\_\_\_\_
7. Check out figure 3.3 (page 63 of the textbook). What is this kind of drawing called?  
\_\_\_\_\_ <sup>10</sup>\_\_\_\_\_
8. The first word in the index under P is: \_\_\_\_\_ <sup>4</sup>\_\_\_\_\_ \_\_\_\_\_ <sup>13</sup>\_\_\_\_\_

## A Riddle

1. Below, put letters that have fallen in the circles above in their numbered order.

\_\_\_\_\_

1    2    3    4    5    6        7    8    9        10    11    12    13    14    15

2. Write out the solution to the riddle in a sentence below.

\_\_\_\_\_

\_\_\_\_\_

Date \_\_\_\_\_

Name \_\_\_\_\_

# Getting to Know Your Textbook (Scavenger Hunt—Numbers)

## Steps

1. Form groups of 3 or 4 students. Each student needs to have a textbook to consult. Make sure to keep the other groups from knowing your group's discoveries.
2. In your textbook, find the answers to the questions below (A to Z).
3. Work out a group strategy for success—that is, finding the full answers.
4. When you are finished, send a group member to check your answers with your teacher.
5. Your teacher will let you know how many answers are wrong, but not which ones.
6. When all groups have had their answers checked, the teacher will declare the gold, silver, and bronze winners in order of successful completion.
7. Take part in the debriefing.

## The Hunt is On! Find the Numbers

- A. [     ] The number of flags flown today at the UN.
- B. [     ] Page number on which Michael Jackson is mentioned.
- C. [     ] If it is 6 a.m. in Winnipeg, what time is it in Hawaii?
- D. [     ] The upside-down world map is on this page.
- E. [     ] The page number where 4 famous landmarks are shown.
- F. [     ] A map showing countries heavily affected by HIV/AIDS is on this page.
- G. [     ] A picture of this person, who was awarded the Nobel Peace Prize, is on this page.
- H. [     ] The page number where an oblate ellipsoid is discussed.
- I. [     ] The rank of Canada as a country in terms of human development.
- J. [     ] Easter Island statues are illustrated on this page.
- K. [     ] UNICEF is discussed on one of these pages. List one.
- L. [     ] Life expectancy in Somalia as stated in a table in the text.

- M. [     ] Page on which you will find a famous Berlin landmark, last in the news when the famous wall fell.
- N. [     ] The dream of Dr. Israel Asper is illustrated on this page.
- O. [     ] Two maps showing different scales are on this page.
- P. [     ] Remembrance Day is a key story on this page.
- Q. [     ] The number of countries in the Commonwealth of Nations
- R. [     ] An illustration of a sandwich is on this page.
- S. [     ] The number of regions in Canada as defined in the textbook.
- T. [     ] The number of regions in Europe as defined in the textbook.
- U. [     ] The number of regions in Africa as defined in the textbook.
- V. [     ] The number of continents whose people on the whole lack truly “free” democracy.
- W. [     ] The page displaying Canada’s population pyramid.
- X. [     ] The number of sections that make up this textbook.
- Y. [     ] The number of chapters the textbook contains.
- Z. [     ] The number of authors who wrote this textbook.

## Challenge and Stretch

1. Create 3 additional numerical scavenger-hunt questions for your classmates.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

2. What do you now know about this textbook that you did not know before?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Date \_\_\_\_\_

Group Members \_\_\_\_\_

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# Getting to Know Your Textbook (Scavenger Hunt—Words)

## Materials

- a pack of sticky notes for each group of 4 (groups to be no larger than 4 students)
- 10 to 20 old newsmagazines for each group

## Scavenger-Hunt Objectives

- to show you that it is fun to explore a topic on world geography and issues
- to convince you that geographic concepts are everywhere, especially in popular media
- to build trust and cooperative behaviour skills
- to teach you group, organization, and/or problem-solving skills

## Steps

Look through the magazines that you have been given and locate as many of the items listed below as possible. Make a bookmark for each, write the highlighted words of the item on the upper end of the sticky note, and then attach the bookmark to the magazine in the appropriate page.

The hunt is on! Find the following:

1. a story about weather outside of North America
2. a map that shows a large part (more than half) or the whole of one continent
3. a story about a global health issue
4. a story about a multinational company
5. a letter to the editor that touches on a cultural issue
6. a picture of humans changing the natural environment
7. an advertisement that “clashes” with other information on the same or facing page
8. mention of a UN operation that is not military
9. a story about an NGO

## Challenge and Stretch

Out of all the groups in our class we finished in \_\_\_\_\_ place.

If you have time, briefly describe the following in the spaces below:

1. What strategies did your group use to successfully complete your task?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

2. If you had to do this task again, what adjustments would you make so that your group could have been even more successful?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

3. In light of the focus of our grade 7 course and textbook, create several more scavenger-hunt tasks for your classmates to hunt for in magazines.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## INTRODUCTION

# THINKING GEOGRAPHICALLY

Textbook pages 2–21

*The World Today* begins with the framework questions What is where? Why there? Why care? which are the basic organizers for geographic thinking today.

Since geography is a vocabulary-rich subject, you will find certain terms highlighted in the text and defined in the glossaries; some are explained in text boxes. Because teaching geography is like teaching a new language, we recommend that you accumulate these words on strips for a word wall or on cards for a word box. Word walls and word boxes make great five-minute reviews, definition bees, or sort-and-explain activities.

Geography is a spatial subject, and maps are important tools to describe place. Start your students off with figure 0.7, which provides a good example for examining, describing, comparing among, and drawing conclusions about geographic ideas. Have your students use and create maps at every opportunity to solidify the What is where? aspect of this course.

The other dimension to space is time. Being aware of changes over time is a key life skill. To help make the point about what was where then, and what is where now, obtain photographs of your school and district at various times in the past. Students are often quite adept at catching clues from these kinds of visuals. And take every opportunity to have your students examine the photographs in the textbook. Many aspects of geography can be found in a “study of the pictures.”

The textbook uses an organizer called the Five Themes, a method favoured by geographers in the

United States; it features a unique way of examining what people do in the world. We include activities 3 to 7 in this introduction to help you try out this way of doing geography.

The introduction of the textbook concludes with an examination of the tools of geography. Encourage your students to observe, record, organize and analyze, and display geographic details. Maps, tables, and descriptions are the traditional basic tools, but now satellite images, geographic information systems (GIS), and computer-generated maps help us do the work of geography in a significantly faster and effective way.

## Note-Taking and Cool-Down

See BLM I-1 (Note-Taking Guide for the Introduction), which is designed to assist your students to acquire the essential details as they proceed through the introduction with you. BLM I-2 (Cool-Down for the Introduction) is a review exercise, best used at the end of the introduction’s lessons.

### Activity 1: Where in the World?

■ Activating (pages 4–5 • no BLM)

Create a small version of activity 1 as a model for students. After they look at the model, they can do research and construct a much larger version of the activity. If students are involved in both stages, their learning is enhanced.

## MATERIALS

- travel brochures, magazines with photographs
- 3" x 5" or 5" x 7" index cards
- scissors
- glue sticks
- large, light-coloured sticky dots (to write on)
- world political outline map (11" x 17") (see appendix 3)
- sticky notes

## STEPS

1. Arrange students in groups and have them search out photographs of well-known places around the world, both natural wonders (e.g., Mount Fuji) and human-made structures (e.g., the Golden Gate Bridge).
2. Before students cut the photographs out of their sources, have them tag their choices with sticky notes for your verification. Ensure that each photograph is appropriate and that there are no duplications within the class.
3. Have students mount their approved choices on index cards and collect the cards. Apply one sticky dot to the front of each card. Use the dots to assign numbers (we recommend no more than 25 or 30). No information other than the visual and its number should be on the card. Write on the back of the card the source, date, page, and place (if known).
4. Prepare an answer map that has blank circles corresponding to locations of places of the world that are featured on the cards. Duplicate one map for each student.
5. Post the cards around the room and have students in pairs match the numbers on the cards with the correct spots on their map.
6. Review the correct answers with the class.

## ALTERNATIVES TO CONSIDER

1. Have students who finish more quickly than others create more cards.
2. Make this activity a challenge activity for another class.

## Activity 2: Everything Is Connected

### ■ Activating (no BLM)

The notion that everything is connected to everything else is often referred to as the first law of ecology. Geographers call this “looking for links.”

## MATERIALS

- 8 ½" x 11" piece of paper (one per person)
- one 11" x 17" sheet (to have the pieces mounted)
- glue sticks and Scotch tape
- scissors
- some yarn, any colour
- cut-out arrows (at least 16) different sizes and lengths

## STEPS

Have each student do the following:

1. Fold a piece of letter-size paper into 8 panels and write the following words on the paper, one in each panel.

highway	rain
truck	apple
ocean	soil
oil refinery	shopping centre

2. On each panel write two connections for each word to any of the other panels (e.g., *Water in oceans* evaporates and become rain over land).
3. Separate the panels, arrange them on a larger piece of paper, and glue them in place, ensuring that there is a reasonable space between each.
4. Look at the connections you wrote earlier on each slip and use them to connect the items with arrows, labelling each arrow accordingly.

## CHALLENGE AND STRETCH

1. Pick eight completely different words that you could have connected using the above method.
2. List three reasons showing why we should care about how things are connected.

### Activity 3: What Do Geographers Do? Part 1—What Is Where?

■ Activating (page 6 • BLM I-3)

See the maps on page 9 of the textbook.

### Activity 4: What Do Geographers Do? Part 2—Why There?

■ Activating (page 6 • BLM I-4)

See the maps on page 9 of the textbook and consult an atlas.

### Activity 5: What Do Geographers Do? Part 3—Why Care?

■ Activating (page 6 • BLM I-5)

### Activity 6: Space and Time in Geography

■ Activating (pages 8–9 • BLM I-6)

### Activity 7: Geography Has Five Themes

■ Acquiring (pages 10–17 • BLM I-7)

## MATERIALS

- one set of five theme handout pages for each working group (see BLM I-7)
- lots of recycled picture magazines and newspapers
- glue
- scissors
- 11" x 17" paper (as some pictures will need to be mounted on larger paper, this is optional)

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**Note:** The space left for the picture may not be sufficient, so encourage pasting on the back or on a separate page, to facilitate their use in a “gallery walk.”

---

We recommend that you have students do this activity in pairs. Much of the first unit of this text is based on what we know about the world through the eyes of geographers. The language and thought processes that geographers use are their unique way of understanding our world. Within the last two decades, scholars in the discipline of geography have taken deliberate steps to make it clear how this thinking and language are special to geography.

Your students should be constantly reminded and be aware of the five fundamental themes of geography. Each student needs to be aware that this is one way to give some order to information and to develop the skills to think geographically. Activity 7 will reinforce for students the skill of thinking like a geographer.

## STEPS

1. Explain each of the five themes briefly using your own illustrations. Use carefully selected pictures, not just words, for each theme.
2. Post several pictures in a prominent place in the classroom to illustrate each theme appropriately.
3. Provide students with clear verbal explanations about why each illustration is appropriate. Above all, model for your students how to do the assignment. Put all your examples on display in the classroom.
4. Divide students into groups (pairs are recommended) and give each group about 10 picture magazines or old newspapers.
5. Challenge them to find perfect pictures and stories that illustrate each of the five themes of geography. Have each group find illustrations for each of the five themes.
6. It is important that, as students paste their picture onto the prepared pages, they also explain in writing how each illustration explains the geographic theme.
7. As a concluding step, have each group post their project pages around the room. Place all the pages representing each theme in one spot. Watch for illustrations that are off-target and help student groups make corrections.

When debriefing, ask the following questions:

1. Why is knowledge of location important?
2. Which theme was most difficult to illustrate?
3. Which jobs or occupations have to use this kind of thinking?
4. What do you miss in life if you do not know how to think in these terms?
5. Do you agree that places and the people who live in these places are always changing?

---

**Note:** The explanation of geography's five themes in the following activities (8 to 12) has been adapted from the National Geography Society's work over the last decade.

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### **Activity 8:** Locating a Town (Location: The First Theme of Geography)

■ Acquiring (page 10 • BLM I-8)

### **Activity 9:** Describing a Place (Place: The Second Theme of Geography)

■ Acquiring (pages 11–12 • BLM I-9)

### **Activity 10:** What We Do to Places Human-Environment Interaction: (Third Theme of Geography)

■ Acquiring (pages 12–13 • BLM I-10)

### **Activity 11:** Movement or Flow (Movement: The Fourth Theme of Geography)

■ Acquiring (pages 14–15 • BLM I-11)

### **Activity 12:** Region (Region: The Fifth Theme of Geography)

■ Acquiring (pages 16–17 • BLM I-12)

You will need to gather a set of at least 18 varied scenic pictures from magazines for each group of three students. Store these in a large envelope.

### **Activity 13:** Partners Word Game for the Introduction

■ Review (pages 2–21 • BLM I-13)

Use Partners Word Games as reviews or as sort-and-predict activities. Also see Manitoba Education, Citizenship and Youth, *Success for All Learners: Word Splash or Word Wheel* for other ways to build vocabulary.

## **INSTRUCTIONS FOR THE TEACHER**

1. Gather the materials: enough letter-size envelopes to accommodate half your class (they will be arranged in pairs); the same number of copies of the BLM that contains the 18 words for this chapter and one copy of the first page per student.
2. The first time you use this, take the BLM in each chapter, paste the instructions on the envelope (should fit two sides) or run a copy per student. Cut the word tickets to be placed in the labelled envelope. (While time-consuming, it will make subsequent uses far easier—just go to your file.)
3. Have students sit in pairs facing each other. Students will work from memory; they do not use the textbook.
4. Explain to your students that they will need to come up with clues to explain specific words. The clues should be worded much like they would be in a crossword puzzle and must not give away the answer. Give them some examples of clues and explain that the clues should be presented in decreasing levels of difficulty. Examples of clues for the word *glacier* might be:
  - Clue 1: sometimes referred to as a “river of ice”
  - Clue 2: during the Ice Age, and even today, found at high elevations of mountains
  - Clue 3: large accumulations of snow that, because of its weight, turn into ice
5. Have the paired partners take turns selecting a slip out of the envelope and, without letting their partner see what is on the slip, give clues that will help the partner guess the word or term.
6. Put aside slips that have been guessed. Those slips that have not been successfully guessed also get put aside. If time permits, review the ones not guessed.
7. Have students put all the slips back into the envelopes for further review or future use.

## Teacher Reference Notes



Page	Icon	Description
2		There are several rhetorical questions posed on this page designed to start students thinking about geography. Encourage them to give their own examples of the concept of <i>six degrees of separation</i> . Have them answer these questions: Can a person travel around the world with only six connections? What are your six degrees of separation?
3		<p>How to Use this Book: Make a chart with the following questions and use it as an organizer each time you present a new topic.</p> <ul style="list-style-type: none"> <li>• What would a trip around the world be like from a perspective beyond the atmosphere? What would you notice? What would the important characteristics of the earth be, and how would you describe them?</li> <li>• What are the connections and what are the inequalities in the world when you think of it as a “global village”?</li> <li>• How do people live in this place? What do these people look like? What do they eat and drink? What clothing do they wear? What do they appreciate as art? How and what do they celebrate? What do they care about? Who are their neighbours?</li> <li>• What destination would you choose to visit, and what would you hope to learn there?</li> </ul>
4		Discuss with students what the world map with no place names means to them. Begin the process of country recognition by having students place map pins on the world map master (see appendix 3)—at India, Australia, Brazil, and France.
5		The Icons: Get to know these icons and use them as a way of quickly seeing what the focus of a particular section of the course is. Duplicate BLM W-1 on bright card stock, cut out the icons, and use them as headings on your bulletin board, where you can post student reports, pictures, and maps.
6		Geography Defined: Ask students what comes to mind when they see the word <i>geography</i> . Are their ideas consistent with the standard definition? Reinforce What is where? Why there? Why care? as the three organizing questions that are used throughout the course. Encourage the “map habit” (What is where?).
7		Figure 0.7: Note that the questions in the left-hand map are answered in the right-hand map.
7		<ul style="list-style-type: none"> <li>• grain farming: warmer areas of southern Canada</li> <li>• making wine: warm sunny areas, such as the British Columbia interior, southern Ontario, and southern Quebec</li> <li>• starting a remote-adventure travel company: the Yukon, Northwest Territories, or Nunavut</li> <li>• building a mega-mall: any large city</li> <li>• skiing: in the mountains of western Canada (Alberta and British Columbia) or eastern Quebec</li> <li>• starting a fishing camp: where there are good rivers or lakes, such as on the northern prairies, in northern Ontario and Quebec, or beside rivers in the Maritimes</li> </ul>

Page	Icon	Description																																				
9		<p>Have students study figure 0.9 and notice the kinds of changes that have occurred between 1965 and 2006. For example, the first six teams were in the biggest cities in the East. The league has grown larger in co-relation to the growth of cities and an increased interest in the game of hockey. Explain that a hockey player or an owner of a hockey team can make a great deal of money. (Think: Why there? Change over time.)</p> <p>There will certainly be changes in the future, depending on whether teams make or lose money and whether people are interested and can afford tickets. The Quebec Nordiques is an example of an NHL team that was created after 1965 but left Quebec City before 2006; this team moved to Denver, a better venue, and became the Colorado Avalanche.</p>																																				
9		Places change: This discussion would be easier if you accumulated actual pictures of your area in the past and present. Have pictures of apartments or big box stores or some futuristic-style buildings to use for the future aspect.																																				
10		<p>Examples of relative location could include such statements as:</p> <ul style="list-style-type: none"> <li>• Aswan is in southern Egypt, up-river from Cairo</li> <li>• Casablanca is on the coast, west of the Atlas Mountains</li> <li>• The Congo basin is west of the Rift Valley in the centre of Africa</li> <li>• Madagascar is an island off the southeast coast of Africa</li> </ul>																																				
12		Encourage students to add to this list.																																				
12		Create a work page to help students write clearly about the place they have chosen.																																				
12		The five questions of theme 3 listed in the textbook are discussed throughout the course, but it is a good idea to have students start thinking about them now. Create a poster with the five simplified questions listed on page 13 and use the poster to guide discussion.																																				
13		<p>Possible answers for figure 0.12:</p> <table border="1"> <thead> <tr> <th></th> <th>Canadian suburb</th> <th>Brazilian slum</th> </tr> </thead> <tbody> <tr> <td>1. climate</td> <td>mid-latitude</td> <td>tropical</td> </tr> <tr> <td>vegetation</td> <td>mixed (conifer, deciduous)</td> <td>large broad-leaf, tropical plants</td> </tr> <tr> <td>slopes</td> <td>a bit of a hill</td> <td>uneven (hills in background)</td> </tr> <tr> <td>drainage</td> <td>down-the-street drain</td> <td>likely down the street</td> </tr> <tr> <td>2. area suitable for building homes</td> <td>open laid-out street</td> <td>crowded</td> </tr> <tr> <td>homes</td> <td>permanent</td> <td>some permanent, some temporary</td> </tr> <tr> <td>3. materials for homes</td> <td>local and far away</td> <td>much from local area</td> </tr> <tr> <td>4. negative effects of building homes</td> <td>takes up cropland</td> <td>hard to keep sanitary and well-drained</td> </tr> <tr> <td>5. change to environment</td> <td>cleared forest, covered farmland</td> <td>cleared forest, covered farmland</td> </tr> <tr> <td>6. cope with extremes of weather</td> <td>built for winter cold, summer heat, likely to have snow removal</td> <td>likely too poor for insulation or air conditioning</td> </tr> <tr> <td>7. waste materials</td> <td>garbage, sewage, regular garbage and sewage disposal</td> <td>garbage, sewage, excess items rarely carted away</td> </tr> </tbody> </table>		Canadian suburb	Brazilian slum	1. climate	mid-latitude	tropical	vegetation	mixed (conifer, deciduous)	large broad-leaf, tropical plants	slopes	a bit of a hill	uneven (hills in background)	drainage	down-the-street drain	likely down the street	2. area suitable for building homes	open laid-out street	crowded	homes	permanent	some permanent, some temporary	3. materials for homes	local and far away	much from local area	4. negative effects of building homes	takes up cropland	hard to keep sanitary and well-drained	5. change to environment	cleared forest, covered farmland	cleared forest, covered farmland	6. cope with extremes of weather	built for winter cold, summer heat, likely to have snow removal	likely too poor for insulation or air conditioning	7. waste materials	garbage, sewage, regular garbage and sewage disposal	garbage, sewage, excess items rarely carted away
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Page	Icon	Description
14		Theme 4: Movement and Globalization: Geographic facts interact through the movement of people, goods, and ideas. Plan a field trip to a local store and have your students find items that show the origins of the goods. Return to the classroom, have students examine maps to identify the locations of origins, and brainstorm how the goods might get to that local store.
15		The cooking oil in the global village fusion noodles would be Canadian canola oil, California or European olive oil, or corn oil from the United States. The onion and garlic could be local in summer or imported from the United States, China, or Mexico in the winter. The ginger and hot pepper would be from Southeast Asia or California. The peanut butter would be made in the southern United States, as would the brown sugar. The refineries are usually near the sources—sugar cane from the tropics or sugar beets in mid-latitude agricultural areas such as in North Dakota’s Red River Valley. The lemons would be grown in Mediterranean countries, California, or Florida. Coriander is a Mediterranean plant, and cinnamon is the inner bark of the laurel tree, originally from Sri Lanka. The coconut milk would be from the Pacific islands. Pasta is made from Canadian prairie winter wheat. The vegetables could be local in summer or imported from warmer areas of the world in winter.
15		<p>Three reasons showing that the idea of the global village is meaningful in the context of the photographs in figure 0.14:</p> <ol style="list-style-type: none"> <li>1. the refugees in the camp in the top photograph might be getting food aid from Canada, and it might be the plastic bags containing that food that help form the shelters</li> <li>2. KFC is an American chain operating around the world</li> <li>3. we might get immigrants from both Kenya and China.</li> </ol> <p>Three reasons showing that the idea of the global village might be misleading:</p> <ol style="list-style-type: none"> <li>1. the people living in a refugee camp may not be aware of the <i>global-village</i> concept, since they are likely preoccupied with trying to survive from day to day</li> <li>2. people in China might get so used to KFC food that they might not remember that it is from the United States</li> <li>3. it might be hard in either place to get information about other parts of the world; the idea of a <i>global village</i> will not likely even have crossed the minds of the people there</li> </ol>
16		Region: Geographers often choose to divide the world into smaller, more manageable, units for study, and these are called regions. This is done by grouping like items together, while other items may be used to show difference from one place to another.
16		Figure 0.15 shows the provincial and territorial boundaries that divide Canada, since most data are gathered by province. The problem lies in where the edges of one characteristic change, such as prairie to parkland to forest; the borders may cross provincial boundaries, as they do along the Alberta–British Columbia border.
17		<p>The six regions in the photos of figure 0.16 are:</p> <ol style="list-style-type: none"> <li>1. rolling land with potatoes near and ocean—Prince Edward Island – Atlantic area</li> <li>2. old homes and narrow streets—Old Quebec City</li> </ol>

Page	Icon	Description
17		<ol style="list-style-type: none"> <li>3. tall Toronto or CN towers and Skydome near waterfront—Toronto</li> <li>4. rolling fields with bales and prairie sky clouds—Prairie provinces</li> <li>5. rugged snow-topped mountains, no trees—Far North—Northwest Territories or Nunavut</li> <li>6. rugged mountains, mist, and trees—British Columbia</li> </ol>
19		The two maps shown in figures 0.18 are drawn at different scales; this allows the cartographer to show more detail at the larger scale, or the surrounding area details on the second smaller-scale map.
20		A geographic fact that might appear in a uniform pattern is the series of fire hydrants in a city; they need to be a specific distance apart to be effective protection against fires. A geographic fact that might appear as a clustered pattern is the group of shops in a mall; the arrangement takes advantage of one main parking area for several businesses.
20		One television show that used GIS was “The District,” a police drama on CBS, aired in 2005-2006.
21		Encourage students to choose one of the applications listed in the textbox and draw a diagram similar to the one in figure 0.20. It should include all the relevant layers of geographic data—for example, school area roads, drainage, vegetation, shapes of buildings.
21		Arrange students in pairs or groups and have them look for characteristics and new or different ways of defining the subject of geography.

Date \_\_\_\_\_

Name \_\_\_\_\_

# Note-Taking Guide for the Introduction



1. In this class, you will be learning about social studies. There are 2 parts to social studies:

- \_\_\_\_\_
- \_\_\_\_\_

2. There are lots of important things that you will learn in social studies, and these will help you to:

- \_\_\_\_\_
- \_\_\_\_\_

3. This course is all about geography, and you are going to get a chance to learn skills that will help you to think geographically. Before you start, you need to discover the 3 main jobs that geographers need to do. What does your textbook say about each of the following:

(a) What is where?

- \_\_\_\_\_
- \_\_\_\_\_

(b) Why is it there?

- \_\_\_\_\_
- \_\_\_\_\_

(c) Why do we care?

- \_\_\_\_\_
- \_\_\_\_\_

4. A geographer uses 2 ways to look at the world around us.

(a) spatial \_\_\_\_\_

(b) temporal \_\_\_\_\_

5. A geographer needs to be able to mix the 2 viewpoints together to come up with answers to geographic questions. When geographers have to decide where something is, they have 4 ways of talking about its location. Location is the first theme of geography. The 4 parts of location are:

(a) absolute location \_\_\_\_\_

(b) relative location \_\_\_\_\_

(c) site \_\_\_\_\_

(d) situation \_\_\_\_\_

Now you know how a geographer would be able to find and describe any place on the earth.

6. The second theme that geographers like to use is *place*, which includes 2 main ideas:

(a) physical characteristics that include details such as:

- \_\_\_\_\_
- \_\_\_\_\_

(b) human characteristics that include details such as:

- \_\_\_\_\_
- \_\_\_\_\_

7. The third theme of geography is an idea that combines information from the first theme \_\_\_\_\_, and the second theme \_\_\_\_\_. This third theme is called *humans and environments*, and it looks at how people interact with the natural world around them.

When we think about the phrase *humans and environments*, there are 5 questions that help us to focus our thinking:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

8. Everything and everybody in the world moves around from place to place. What might be some problems if people and goods did not move around the world?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

9. Movement is the 4th theme that geographers use to examine the world. Movement goes hand in hand with globalization.

globalization means: \_\_\_\_\_

Geographers are people just like you, and, just like you, they need to make complicated things simple. We all know that it is easier to understand an idea when somebody has broken it down into smaller parts for your brain to work on.

10. The 5th theme of geography is region.

region means: \_\_\_\_\_

11. You have been introduced to the 5 themes of geography. Put each theme next to its number below, and add one thing you know about each theme.

First theme: \_\_\_\_\_

Second theme: \_\_\_\_\_

Third theme: \_\_\_\_\_

Fourth theme: \_\_\_\_\_

Fifth theme: \_\_\_\_\_

Congratulations! You are now an expert on the 5 themes of geography. Remember to think about these 5 themes as you go through this course and apply them to every question about geography that comes up.

# Cool-Down for the Introduction

## Fact Finders

Answer the following questions with the most appropriate term or idea learned in class.

1. \_\_\_\_\_ How many sections are there in this book?
2. \_\_\_\_\_ What is the term for “occupying space”?
3. \_\_\_\_\_ What is the term for “time-related”?
4. \_\_\_\_\_ In which country is the Taj Mahal located?
5. \_\_\_\_\_ What does the Speaker’s Corner icon look like?
6. \_\_\_\_\_ What are the 2 things that make up social studies?  
\_\_\_\_\_  
\_\_\_\_\_
7. \_\_\_\_\_ What are the 3 questions to keep in mind as you use this book?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
8. \_\_\_\_\_ What is the term for “precisely where a specific thing is on the surface of the earth”?
9. \_\_\_\_\_ What do the 2 words that make up the term *cartography* mean when they are translated into English?  
\_\_\_\_\_  
\_\_\_\_\_
10. \_\_\_\_\_ When geographers describe a part of the surface of the earth, what are they describing?
11. \_\_\_\_\_ What percentage of people do not live in the country of their birth?
12. \_\_\_\_\_ How many geographic regions are there in Canada?
13. \_\_\_\_\_ What does the abbreviation GIS stand for in geography?
14. \_\_\_\_\_ Name 2 remote sensing technologies.  
\_\_\_\_\_  
\_\_\_\_\_

## Challenge Questions

Provide fully explained answers to the following questions. The fuller your answer is, the higher your mark will be.

1. Why are maps a useful tool for discovering geographic information? Give 3 reasons.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

2. Explain 2 differences between the terms *site* and *situation*. Describe your house or apartment by talking about its site and its situation, using at least 3 pieces of information.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

3. Of the 5 questions that geographers use to focus on human and environmental relationships, which one do you think is the most important? Give 2 reasons for your choice.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

4. If you had to divide your school into regions using the technique described on pages 18 and 19 of the textbook, what are 3 ways that you could define the regions?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

5. Are there any questions you have after having read the introduction to the textbook?

- \_\_\_\_\_
- \_\_\_\_\_

# What Do Geographers Do? Part 1—What Is Where?

Geographers do special work that is of great value to people. This activity will show you the first stage, or task, that geographers do.

## Steps

1. Have handy the map on page 9 of your textbook: 1965 NHL teams and 2006 NHL teams. Geographers tackle the most basic task first. They find out What is where? In other words, they find out where certain things are located, such as where all NHL teams are located. Then they put their information on a map, like the ones on page 9 of your textbook. Once that is done, they study the map and see what it can tell them.
2. Think like a geographer now. Study the map on page 9 of the textbook, and describe in writing at least 3 patterns, or “truths” (observations that no one will dispute as correct). At this point, do not use any information that is not on the map. Write your 3 discoveries in the boxes below:


3. Take turns with a partner and share your “patterns” and “truths” one at a time. Add to your list any that you did not think of earlier.

## Challenge and Stretch

1. Other than NHL teams, list 3 things in North America that geographers could study and map in this way.  
• \_\_\_\_\_ • \_\_\_\_\_ • \_\_\_\_\_
2. Are you dealing with What is where? or are you dealing with Why there? Explain your choice.

---

---

Date \_\_\_\_\_

Name \_\_\_\_\_

## What Do Geographers Do? Part 2—Why There?

Geographers do special work that is of great value to people. This activity will show you the second stage, or task, that geographers do.

### Steps

1. Have handy the map on page 9 of your textbook (1965 NHL teams and 2006 NHL teams) and a population-density map of North America (preferably showing city sizes; to be found in a good atlas).
2. After having tackled the most basic task of What is where? geographers seek to find out Why there? In other words, after having recorded certain information on a map, they compare it to other information that they already know. Thus, geographers can predict or look for connections between what they have observed and what they already know. In addition to the “truths” that we gathered in class, consider your own “truths” from part 1, and pick 3 to create your hunches, to explain your findings. Write your 3 hunches and explanations of “Why there?” in the boxes below:


3. Take turns with a partner and share your hunches one at a time. Add to your list any hunches that you hadn't thought of before.
4. Use the North America population-density map and the map showing the location of NHL teams to improve your hunches.

### Challenge and Stretch

1. Other than the population-density map, what other maps could help explain your hunches?
  - \_\_\_\_\_
  - \_\_\_\_\_

# What Do Geographers Do? Part 3—Why Care?

Geographers do special work that is of great value to people, society, organizations, and governments. This activity will show you the third stage, or task, that geographers do.

## Steps

1. Have handy the map on page 9 of your textbook (1965 NHL teams and 2006 NHL teams), a population-density map of North America (preferably showing city sizes) (to be found in a good atlas).
2. Having tackled the most basic task of What is where? and Why there? geographers are in a position to find answers to questions that businesses and governments need answers to. Geographers also try to predict trends (Where next?), and, most important, ask themselves Why care? Consider your “truths” and those we gathered in class using BLM I-3 and BLM I-4. Pretend that you are a geographer who has been hired to recommend the location for 2 future NHL franchises. Write your two recommendations with explanations in the boxes below:


## Challenge and Stretch

1. What other maps may be of help to you in preparing your recommendations?  
• \_\_\_\_\_ • \_\_\_\_\_
2. Suggest some cities or regions that do not qualify for expansion considerations and explain your choices.  
• \_\_\_\_\_ • \_\_\_\_\_
3. Suggest why places and the people who live in these places are always changing. Explain your stand.  
• \_\_\_\_\_ • \_\_\_\_\_

Date \_\_\_\_\_

Name \_\_\_\_\_

# Space and Time in Geography

Places and the people who live in these places are always changing. Do you agree?

very little       somewhat       in a big way

## Materials

- writing and drawing supplies (you may draw your responses in this activity or use words, or do both)

## Steps

1. Make a list of some human and some natural features that you can see from your school.

Human	Natural
•	•
•	•
•	•

2. What do you imagine was on this spot 200 years ago?

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---



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3. Can you go farther back in time and imagine what was here about 10 000 years ago?

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4. Can you go even farther back in time? Describe how much farther back in time you are now thinking.

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5. Check the term or terms that describe the way you were thinking during this activity.

spatial       temporal       both spatial and temporal

# Geography Has Five Themes

## Geography Theme 1: Location

### Description

The location of a place answers the basic question—Where? Absolute and relative location are two different and acceptable ways of describing the positions of the earth’s physical and cultural features. For example, knowing the absolute (or exact) location of the volcano Mauna Loa tells us where the eruption occurred. A grid system representing latitude and longitude is one way of showing the absolute location of a place. The relative location tells us how that place (e.g., a city) is connected to other places. A map can provide a starting point for gathering information about the location of something.

**The location of Mount Robson can be described absolutely or in terms of other landmarks around it.**

### Example

### Explanation

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Date \_\_\_\_\_

Name \_\_\_\_\_

# Geography Has Five Themes

## Geography Theme 2: Place

### Description

All places on the earth have special features that distinguish them from other places. Geographers usually describe places by their physical and human characteristics. Vancouver, British Columbia, and its neighbouring communities, for example, are known for such physical characteristics as scenic mountains, a great harbour, and a mild climate. Human characteristics such as the density of population and its ethnic makeup also play an important role in shaping the image of Vancouver.

**What physical and human characteristics make the place you live in different from any other? How do these characteristics affect your life?**

### Example

### Explanation

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# Geography Has Five Themes

## Geography Theme 3: Human-Environment Interaction

### Description

People interact with their environments and change them in different ways. Large-scale agricultural development of the dry Colorado Plains, for instance, did not occur until the invention of circular irrigation systems that distribute water from underground wells. But such change has a price: The region's water supply is rapidly diminishing. Geographers examine how human-environment interactions develop and what their consequences are for people and the landscape.

**Look around you: How have people changed your environment? Why have they made such changes? What are the consequences of these changes?**

### Example

### Explanation

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Date \_\_\_\_\_

Name \_\_\_\_\_

# Geography Has Five Themes

## Geography Theme 4: Movement

### Description

People everywhere interact. They travel from place to place, they communicate, and they depend upon other people in distant places for products, ideas, and information. A good example of movement exists in the highly urbanized northeast corridor between Quebec City and Toronto. Here, people can quickly fly from one city to another or move by train. Farmers send products efficiently to restaurants and supermarkets by trucks and trains. Geography helps us understand the nature and effects of such movement.

**How do you and your family depend upon people in other places? How does movement affect what you can buy in stores in your city or town?**

### Example

### Explanation

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# Geography Has Five Themes

## Geography Theme 5: Region

### Definition

Regions are areas on the surface of the earth that are defined by certain unifying characteristics. These characteristics may be physical, or they may be human. The peaks and valleys of the Rocky Mountains, for example, form a physical region. The wheat belt, on the other hand, forms a human region. Large farms and similar crops unite several midwestern provinces and states into this region, where wheat has been the mainstay. Regions provide an organized way to study the earth's landscapes and peoples.

**Can you identify some physical and human regions in North America? Draw a map of these regions. Do any of them overlap?**

### Example

### Explanation

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Date \_\_\_\_\_

Name \_\_\_\_\_

# Locating a Town (Location: The First Theme of Geography)

## Warm-Up

1. Consider where in your community might be the best place for a new Tim Hortons restaurant. Identify the specific location, street corner, side of the street, and any other details you can think of.
2. What kind of things did you have to consider to pick this location?

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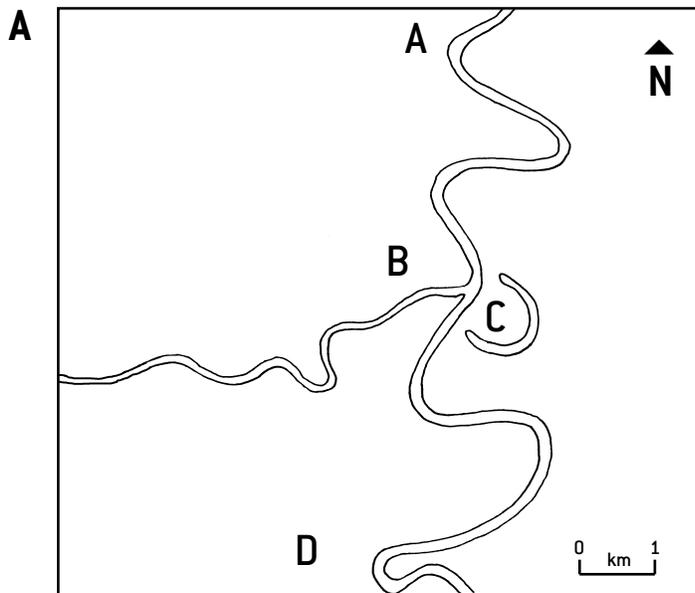


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## Five Decisions

Do you know that people in the past had to decide where to locate the city, town, or community in which you live? The five maps in this activity will ask you to make similar choices for specific historic times. For each location decision, you have to consider the special conditions of those times, including, for example, the technology available. They will be different from each other and from current times.

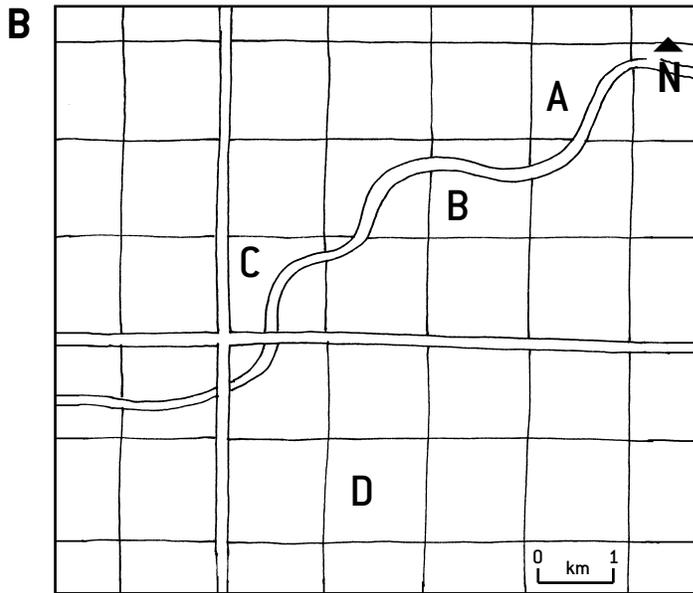
Given the map in box A below, make the decision about where to locate your first settlement and secure fort. Consider what might be a suitable second location. Write 1 beside your first choice and 2 beside your second choice on the map (A, B, C, or D).



Your key considerations for 1805.

- 
- 
-

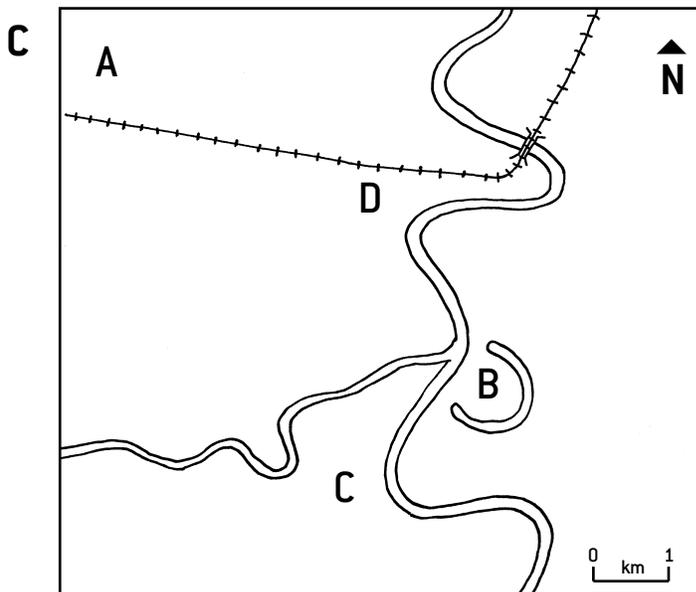
Given the map in box B below, make a decision about where to locate your first farm settlement in this area. Consider what might be a suitable second location. Write 1 beside your first choice and 2 beside your second choice on the map (A, B, C, or D).



Your key considerations for 1870.

- 
- 
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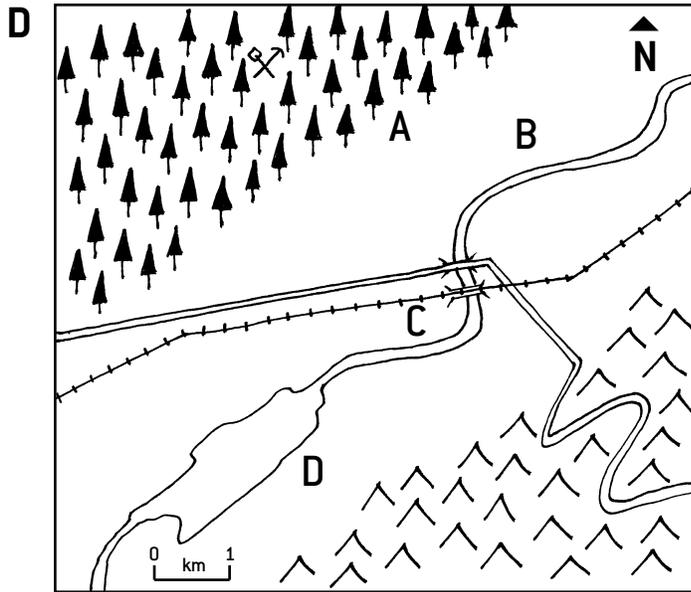
Given the map in box C below, make a decision about where to locate your first village settlement now that the railway has been built. Consider what might be a suitable second location. Write 1 beside your first choice and 2 beside your second choice on the map (A, B, C, or D).



Your key considerations for 1882.

- 
- 
-

Given the map in box D below, make a decision about where to locate your mining town. Consider what might be a suitable second location. Write 1 beside your first choice and 2 beside your second choice on the map (A, B, C, or D).



Your key considerations for 1900.

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- 
- 

### Review

Have you considered each site and each location? Be prepared to defend your top two of four choices given on each map (also ranked 1, 2).

List your number 1 choice here, and state why.

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Map Location

A 

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B 

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C 

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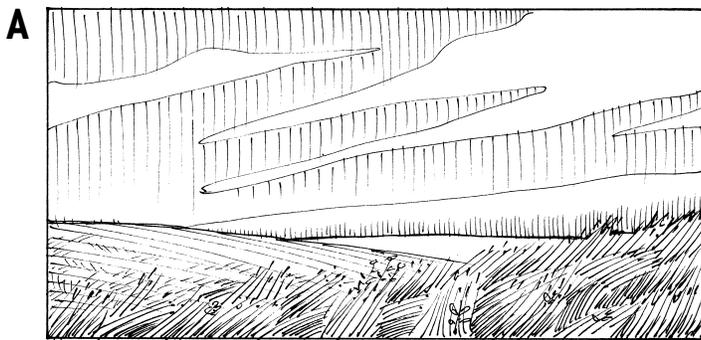
D 

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# Describing a Place (Place: The Second Theme of Geography)

What is it like there? Sometimes we have to describe a place for what it is, what makes it different, not just where it is. This activity will give you a real workout in describing places. The first peoples of this land specialized in describing places. Their lives often depended on their skills in describing places. Early explorers had to study and describe the places they explored so that decisions could be made for settling and using the land.

Have you ever watched “Sesame Street” on television? This activity asks you to think in “Sesame Street” terms: “One of these things is not like the other.” Study the following pictures of 3 different places and write down your observations in the spaces provided.

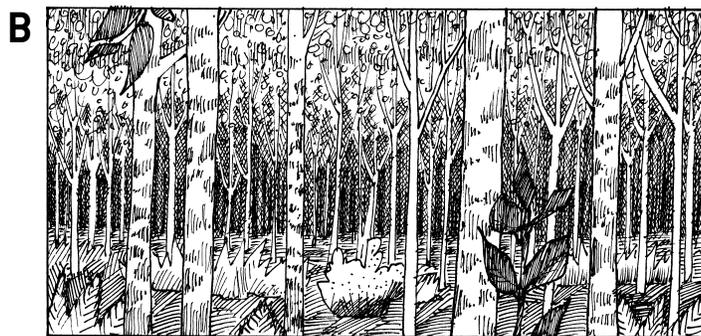


The environment of this place is not like the environment in B because:

- 
- 

The environment of this place is not like the environment in C because:

- 
- 

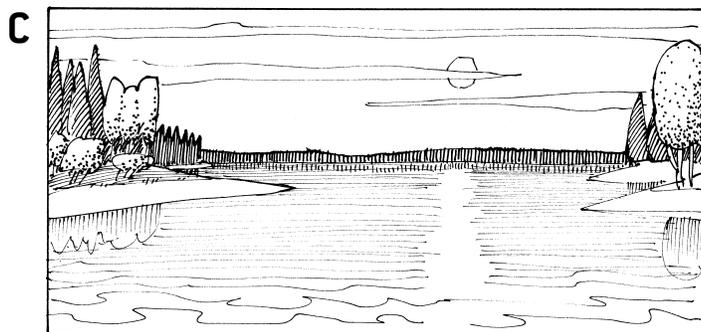


The environment of this place is not like the environment in A because:

- 
- 

The environment of this place is not like the environment in C because:

- 
- 



The environment of this place is not like the environment in A because:

- 
- 

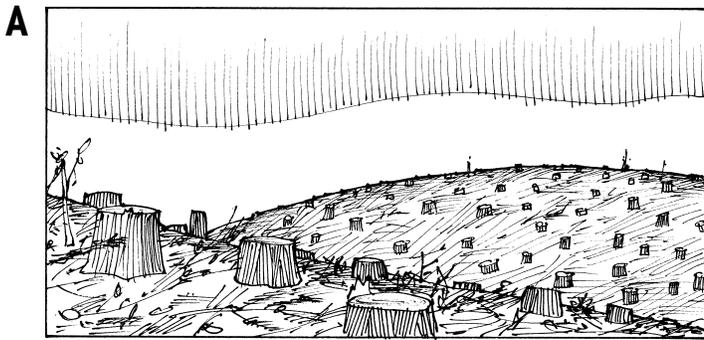
The environment of this place is not like the environment in B because:

- 
-

# What We Do to Places (Human-Environment Interaction: The Third Theme of Geography)

What is it like there? Sometimes we have to describe a place for what we humans do to the place and how our changes affect what we can do there. This activity will give you a real workout in describing how humans interact with their environment. Today, what humans do to this planet can be detected from space. Until recently, significant changes on the earth’s surface were a result of earthquakes, volcanic eruptions, landslides, or other such natural events. Today the new geographic force is us—humans.

Have you ever watched “Sesame Street” on television? This activity asks you to think in “Sesame Street” terms: “One of these things is not like the other.” Study the following 3 pictures of different places and write your observations about the changes made by humans in the spaces provided.

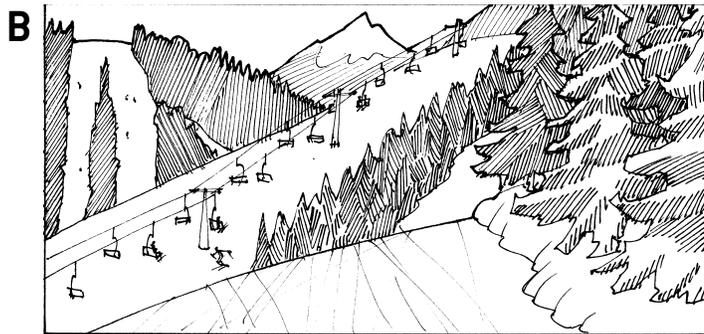


The environment of this place is not like the environment in B because:

- 
- 

The environment of this place is not like the environment in C because:

- 
- 

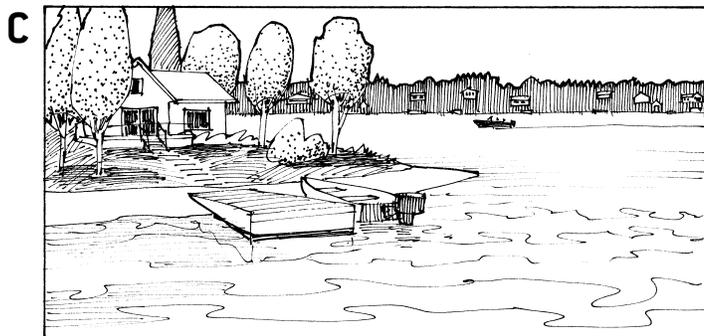


The environment of this place is not like the environment in A because:

- 
- 

The environment of this place is not like the environment in C because:

- 
- 



The environment of this place is not like the environment in A because:

- 
- 

The environment of this place is not like the environment in B because:

- 
-

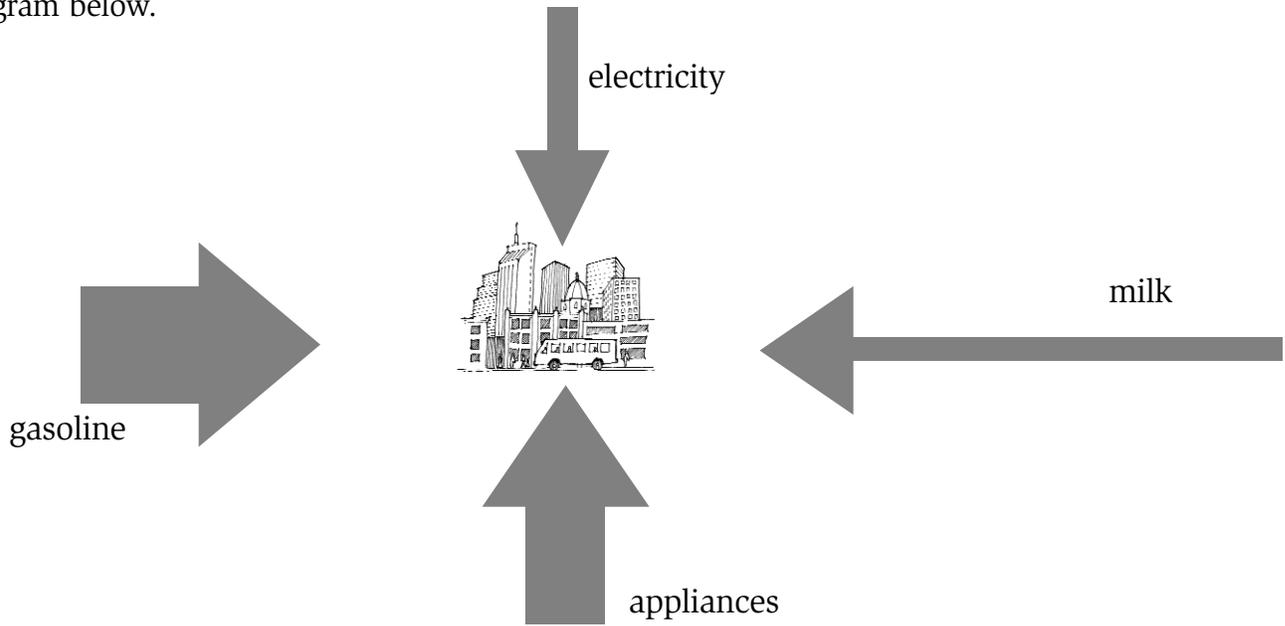
# Movement or Flow

## (Movement: The Fourth Theme of Geography)

How would your life be different if nothing could move toward or away from you and whatever might be around you could not move away from you?

Use your best detective skills to determine what kinds of very different things flow **into** a big modern city, possibly your own city. Add at least 8 labelled arrows of your own to the diagram below.

**IN**



### Challenge and Stretch

1. Describe at least 5 different ways that things move into a city.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

2. Number these in terms of which is the most essential (#1) to the least essential (e.g., #5). If you wish, make the arrows vary in size according to their importance to the city.

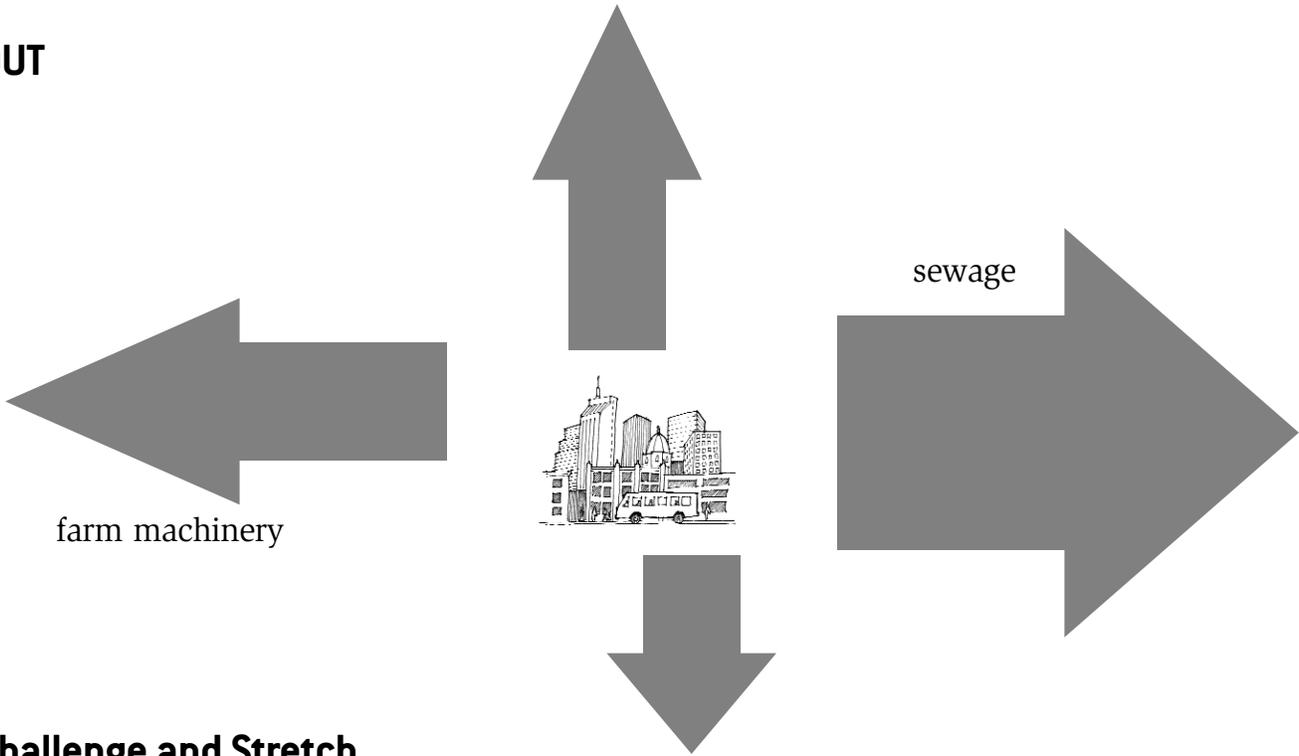
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Now, use your best detective skills to determine what kinds of very different things flow **out of** a big modern city, possibly your own city. Add at least 8 labelled arrows of your own to the diagram below. Size arrows proportionally if you wish.

**OUT**



**Challenge and Stretch**

1. Describe at least 5 different ways that things move out of a city.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

2. Number these in terms of which is the most essential (#1) to the least essential (#5). If you wish, vary the arrows in size according to their importance to the city.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

3. Describe 4 materials that deserve an arrow that points both ways.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

4. As a group project, create a large poster using the information from one of your arrow diagrams. Illustrate the various items with magazine pictures and/or your own drawings. Be prepared to present the finished poster to your class.

Date \_\_\_\_\_

Name \_\_\_\_\_

# Region (Region: The Fifth Theme of Geography)

When humans are faced with understanding something that has hundreds, perhaps even thousands, of pieces, they do a very special thing in their minds so that they can understand. They clump things together in families, or groups. If we put every detail of the landscape that is Canada on a map, we would have a very complex map to try to understand. This activity is designed to help you learn how to put many details into families, or groups.

## Materials

Your teacher will provide each group with a set of good-quality pictures from magazines.

## Steps

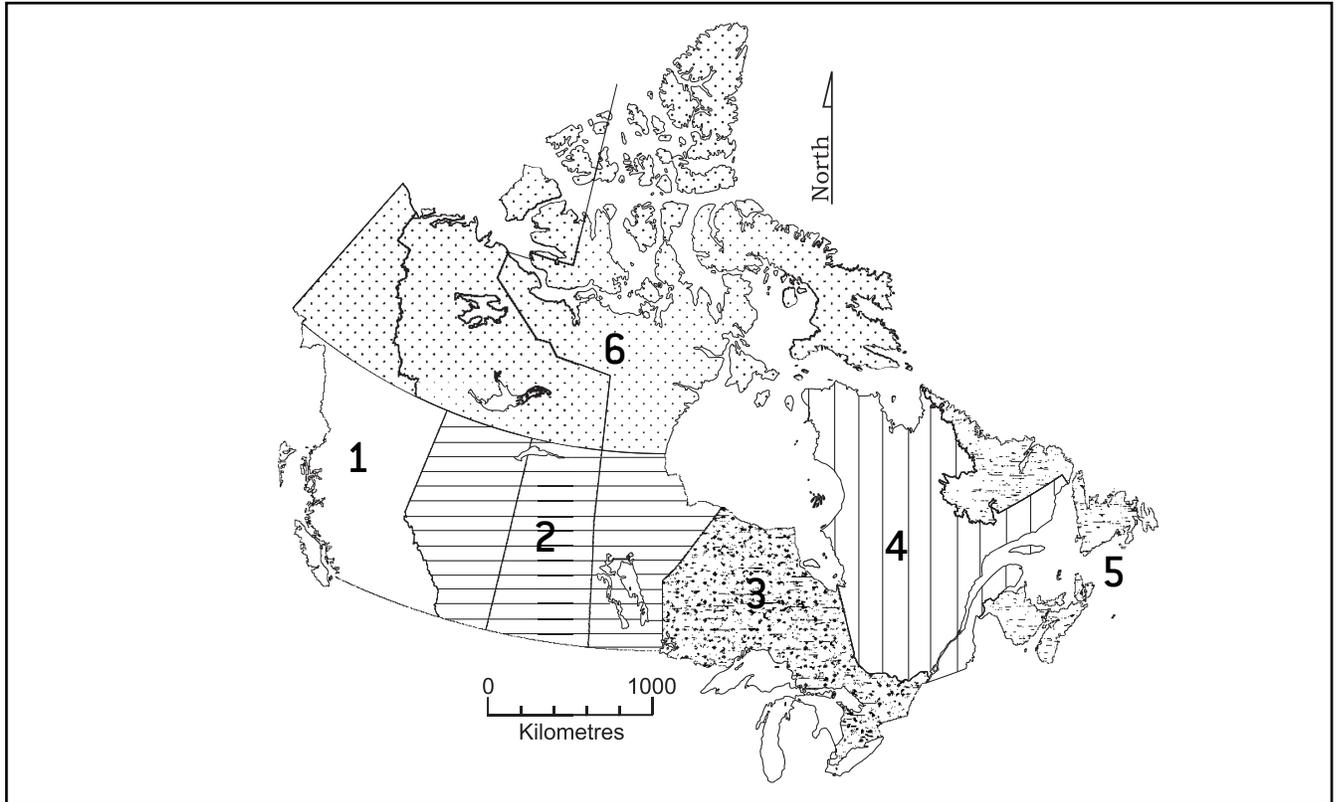
1. Arrange yourselves into groups of 3 and look at the pictures provided by your teacher.
2. Divide the pictures into 6 groupings (families) of 3 pictures that belong together that make sense to you and your group members.
3. Use 6 slips of paper and give each group of pictures a title, possibly one that geographers would use. Don't be shy: the titles you choose are as valid as the titles chosen by any other group.
4. At your teacher's signal, share your titles and picture groupings with another class group. In the left-hand column of the table below, write your best 6 titles. In the right-hand column, write the names for the 6 parts of Canada using the headings found in the footnote on page 17 of the textbook (make sure it corresponds to your own name/title).

Your Name for Each Grouping of Pictures	Name Geographers Would Give Each Grouping of Pictures

5. Write the term that describes what all of these place groupings are: \_\_\_\_\_
6. Would you agree with the following 3 statements about each group of pictures?  
Check yes or no.
  - The pictures display or hint at having similar plants and animal habitats.  Yes  No
  - Human activity here is special and shares common characteristics.  Yes  No

- Local weather and seasonal patterns are different here from what they are in the other 5 places.  Yes  No

7. On the numbered map below, place the name of each grouping of pictures in the best area of the 6 you find there.



8. Think back to the “Sesame Street” sentence “One of these things is not like the other.” Pick 2 of the special places represented by the groups of pictures that you used in point number 7 above, and list 3 ways each place is special and not like the others.

Your picture grouping 1 is not like group 2 because it has:

Your picture group 2 is not like group 1 because it has:

9. Would you agree that the 6 places we are describing could be part of place called *regions*? Now, in your own words, define what a region is.

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Date \_\_\_\_\_

Name \_\_\_\_\_

## Partners Word Game for the Introduction

Your teacher will ask you to arrange yourselves into pairs and will give each pair an envelope that contains 18 slips, each of which has a word on it or a term. The words have been chosen from the introduction and are words that you need to know to understand the ideas you have just studied. Work from memory; do not use the textbook for this exercise.

### Steps

Take turns fishing a slip out of your envelope and, without letting your partner see what is on the slip, give clues so that your partner can guess the word or term. Word your clues in the same way that crossword-puzzle clues are worded, and make sure that the clues don't easily give away the answer. After several clues, if your partner can't guess the word or term, put the slip aside. Also put in a separate pile the slips that have been guessed successfully. Your teacher will help you review.

### Challenge and Stretch

1. Make a list of which words or terms that gave you the most difficulty.

- \_\_\_\_\_ • \_\_\_\_\_
- \_\_\_\_\_ • \_\_\_\_\_
- \_\_\_\_\_ • \_\_\_\_\_

2. Find 3 words or terms from the chapter that are not in the envelope but that you think should be.

- \_\_\_\_\_ • \_\_\_\_\_ • \_\_\_\_\_

3. Make up a clue for each of these new words.

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_

(One copy of this page per student.)



<b>geographers</b>	<b>crops</b>
<b>boundaries</b>	<b>natural feature</b>
<b>soils</b>	<b>glacier</b>
<b>growing season</b>	<b>remote sensing</b>
<b>population density</b>	<b>spatial</b>
<b>temporal</b>	<b>map</b>
<b>site</b>	<b>situation</b>
<b>location</b>	<b>natural resources</b>
<b>climate</b>	<b>vegetation</b>

(One copy of this page per pair of students.)

## APPENDIX 2

# THE TEACHER'S ANSWER BOOK

### BLM W-2: GETTING TO KNOW YOUR TEXTBOOK (NUMBERS)

#### Answers

1. 3
2. 4
3. 6
4. 5
5. 6
6. 1 985
7. 9
8. 44
9. 307
10. 1.8

#### Calculations

1. 18
2.  $x 6 = 108$
3.  $+ 1\,985 = 2\,093$
4.  $- 9 = 2\,084$
5.  $44 = 91\,696$
6.  $- 307 = 91\,389$
7.  $1.8 = 164\,500.2$
8. round off to a whole number (164 500)  
(i) and subtract  $124\,425 = 40\,075$  km  
(check textbook page 25)

### BLM W-3: GETTING TO KNOW YOUR TEXTBOOK (WORDS)

#### Find the Words

1. Norton
2. spatial

3. icons
4. Bob Geldof
5. natural environment
6. Roosevelt
7. graph
8. Pacific

#### A Riddle

*People and Places* is the subtitle of the book

### BLM W-4: GETTING TO KNOW YOUR TEXTBOOK (SCAVENGER HUNT—WORDS)

#### Find the Numbers

- |        |              |              |
|--------|--------------|--------------|
| A. 191 | B. 89        | C. 2:00 a.m. |
| D. 27  | E. 4 or 5    | F. 207       |
| G. 132 | H. 25        | I. 5         |
| J. 304 | K. 93 or 131 | L. 47        |
| M. 225 | N. 31        | O. 19        |
| P. 30  | Q. 24        | R. 82        |
| S. 6   | T. 7         | U. 5         |
| V. 2   | W. 67        | X. 4         |
| Y. 20  | Z. 3         |              |

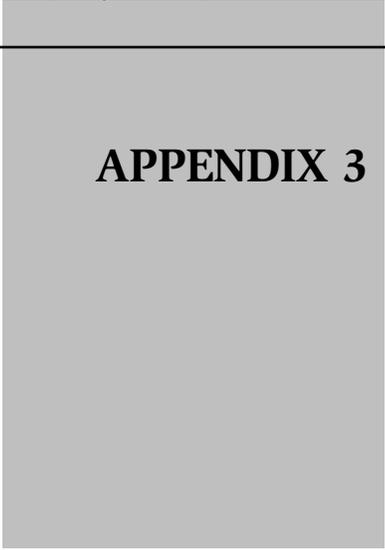
### BLM I-1: NOTE-TAKING GUIDE FOR THE INTRODUCTION

#### Answers

1. The 2 parts to social studies are:
  - human geography
  - history



**BLM MAPS**



**APPENDIX 3**

Date \_\_\_\_\_

Name \_\_\_\_\_

# Asia

