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Geography Education Program Grade Seven and Eight

Includes:
Curriculum Instructional Manual
Literature Review
Final Research Report
Bibliography

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Geography Education Program: Grade Seven and Eight

Abstract:

Researchers prepared a comprehensive geography education program for students in grades seven and eight in keeping with Ontario curriculum requirements, intended for use at Galt House Private School. The program includes lesson plans and classroom activities accompanied by informative overviews of the topic of study. Units for grade seven include: themes of geographic inquiry, patterns in physical geography, and natural resources. Units for grade eight include: patterns in human geography, economic systems, and migration. Also included with the curriculum is a final report, including a review of literature related to geography education theory, and recommendations to Galt House, including a recommendation for ideal textbooks to use with the geography program.

Keywords: geography, place, location, environment, region, climate, landform, river systems, agriculture, natural resources, renewable, sustainable, education, curriculum, lesson plan, worksheet, intermediate, Grade 7, Grade 8

Geography Education Program
Grade Seven and Eight
Erin James and Megan Gallant
Fourth Year Honours Project

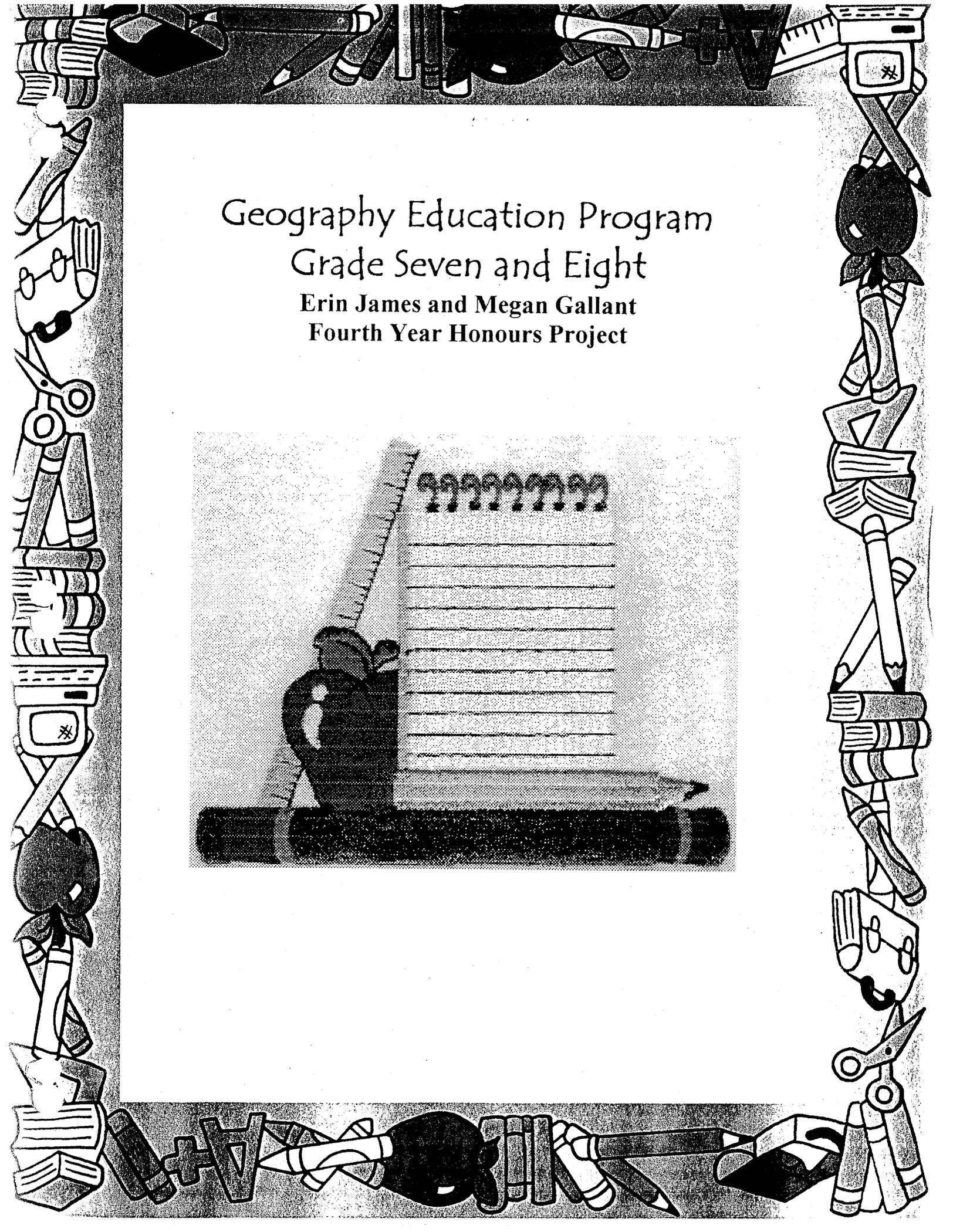
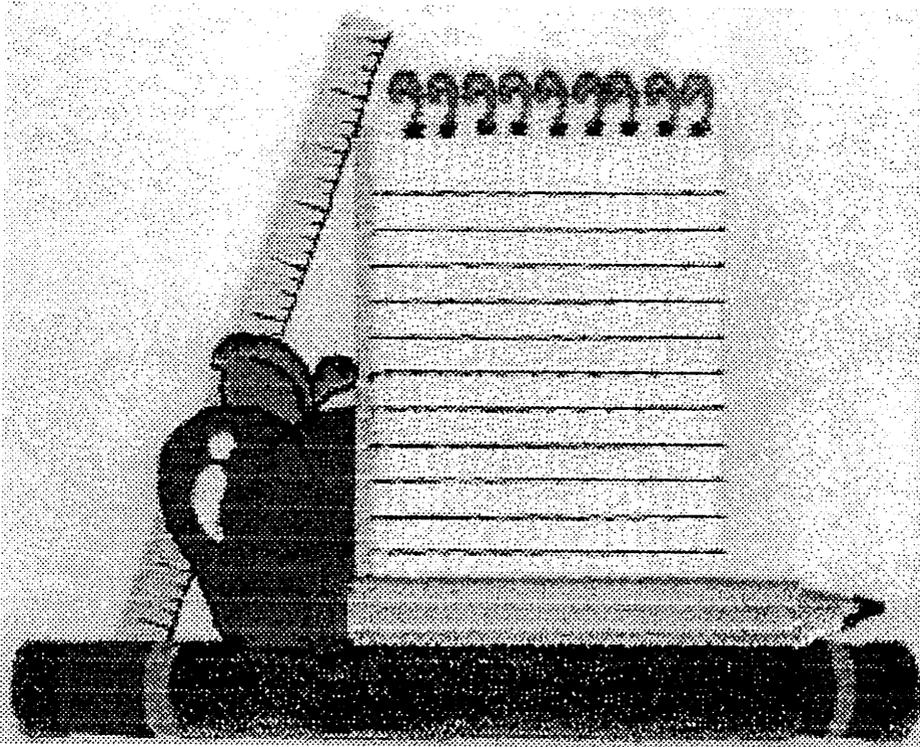


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Themes of Geographic Inquiry Grade Seven

The Ontario Government Geography curriculum begins in Grade Seven. The opening topic is the Themes of Geographic Inquiry and there are main themes that are outlines: **location/place, interaction, movement, environment and region**. A definition of these terms will allow for an understanding of the topics that will be discussed in the assignments and activities included.

Term	Definition
Location	This term refers to the exact position of the place. This is determined by a grid of imaginary lines on the earth surface with parallels (latitude lines) and meridians (longitude lines). This grid coordinate is used to find the absolute location. A second type is relative location. This is where the place is relative to other places. Relative location focuses on how places interact.
Place	Place refers to the characteristics that make a place different than any other. This can be environmental, cultural and social characteristics. Examples of this could architectural design, patterns of livelihood and land use patterns.
Environment	This term refers to everything on the earth's surface and surrounding. There are four components: atmosphere, hydrosphere, lithosphere and biosphere.
Movement	This is the movement of people, resources, products, information etc from one location to another. One must be aware of how these movements affect the environment.
Regions	This term refers to a particular area that has certain characteristics. Examples of these characteristics could be physical, human or cultural.
Interaction	This term is defined as the way that the environment and humans interact with each other. For example: the weather, natural landscape, and natural hazards. The human interacts with the environment and they have to deal with the changes that occur in the natural setting (ex: Waste management)

Sources: www.radford.edu/~geog-web/whatgeog.html

Themes of Geographic Inquiry

Contents

Activity #1: Learning by Definition (see worksheet)

Activity #2: Discover the World

Activity #3: What is Place/ Location?

Activity #4: What is environment?

Activity #5: What is region?

Activity #6: What is movement?

Activity #7: What is interaction?

Cover sheet source: Draper, Graham et al. *Physical Geography Discovering Global Systems and Patterns*. Toronto: Gage Learning Corporation, 2000 p 4-91.

Activity #1: Learning by Definition

Overview

The students are going to be looking up the key terms in the dictionary. They will fill out the definition on the worksheet that is attached. In each space, the students are to write the definition and also find example of this either on the radio or TV. They will be required to write the date and situation that they observed, read or heard the word being referred to.

Purpose

The purpose of the activity is to introduce the themes of geographic inquiry. The student needs to understand the key terms that will be apparent throughout the unit. Also, the purpose is to reintroduce the use of the dictionary. The students will be asked to work individually to find the key terms in the dictionary. The purpose of the second part of the article is to be able to understand the terms when they are used in a real world setting.

Objectives

Expectations reached

- Identify themes that geographers use to organize their inquiries: location/place, environment, region, interaction and movement.
- Locate relevant information from a variety of primary sources (interviews, statistics, live telecasts)

Materials

- Pen
- Paper
- Dictionary
- Radio or television source or newspaper source
- Literature of choice
- **Worksheet: Themes of Geographic Inquiry**

Lesson Plan

The time frame for this lesson will depend on the detail that is required and the access that students have to these multimedia tools. This is the introductory lesson and activity so they are going to have to get orientated with the reasons for the topic and also its uses in the everyday world.

Opening Discussion: What aspects of your environment do you notice on your way home from school? What part of town are you from? These are questions for them to realize their place in the town and society.

The terms can then be introduced with the worksheet. The sheets would be best given to them without any further information because they are going to independently learn the definitions of the key terms. The sheets are to be distributed to each student. They are to work on the lesson independently. The task will be to complete the definitions in the class time provided and the primary examples will be part of the homework assignment. All of the sheet should be filled out without spaces open. Each student will be asked to present one of his or her primary examples to the class. The sheets will be collected to ensure that everybody was able to find all of the different definitions.

Themes of Geographical Inquiry

Name: _____

Place/Location: _____

Date: _____

Example: _____

Environment: _____

Date: _____

Example: _____

Region: _____

Date: _____

Example: _____

Interaction: _____

Date: _____

Example: _____

Movement: _____

Date: _____

Example: _____

Activity #2: Discover the World

Overview

This activity will be the large assignment that completes the unit. It will be introduced after the introductory activity, so that the students can be working on it throughout the duration of the unit. Each student will choose a country and they will explain the five themes of geographic inquiry for that country. They will have to identify place/location, region, movement, environment, and interaction.

Purpose

The purpose of this assignment is to allow the students to complete independent work about the topic. Also, it is important that students are able to see examples for what they are learning. This assignment will encourage map use because a map including all of the themes will be necessary for the completion of the activity.

Objectives

Expectations Reached

- Demonstrate an understanding of the environment theme
- Demonstrate an understanding of region theme
- Demonstrate an understanding of movement theme
- Demonstrate an understanding for place/location theme
- Demonstrate an understanding of interaction theme
- Produce maps for a variety of purposes

Materials

- Research material
- Paper
- Word processor to type project
- Atlas

Lesson Plan

This activity should be given to the class at the beginning of the term. There should be a list of potential countries, but they should be able to choose. Learning is believed to be better if the student is able to relate to a particular topic. Introduce this assignment by encouraging the students to pick a country that is related to them.

Activity #3: What is Place/Location?

Overview

The use of maps has been proven to be very successful for students learning about geographic subjects. This assignment will allow the students to print a map of the local area and then locate key places on the map. They will place key landmarks for the community. This will show the absolute location of the place and then in words they have to explain where this place is in relation to other landmarks in the community.

Purpose

The purpose of this assignment is to get the students working with maps. If they learn on a map of an area that they are familiar with then they will be able to really understand where the items are on the map. The students will learn the idea of absolute location and also relative location through this assignment.

Key Geographical Terms

Relative location: This term refers to where something is compared to something else. This is not an exact term but helps with understanding where a location is.

Absolute location: This term refers to where a place is exactly on the earth's surface.

Draper, Graham et al. *Physical Geography Discovering Global Systems and Patterns*. Toronto: Gage Learning Corporation, 2000 p 8-9.

Objectives Expectations Reached

- Produce maps for a variety of purposes
- Locate relevant information from a variety of primary and secondary sources
- Demonstrates understanding of place/location theme

Materials

- Map of community
- Colouring Pencils
- Pencil
- Paper

Activity #4: What is environment?

Overview

Environment is based largely on scientific information. Using the decision-making model (see attached) analyze an environmental issue that has affected Canada. The issue should be broken down into the sections of the model. After marking the activity, these analyses should be presented by the students to the class.

Purpose

The purpose of this assignment is to gain understanding about a particular environmental issue, but also learn the basics and implement the decision-making model. Try and find as many different issues so that the overall class learns more in the end.

Objectives

Expectations Reached

- Analyse, synthesize and evaluate data by applying a decision-making model to an environmental issue.
- Communicate the results of inquiries stating different points of view on an issue using media works, oral presentations, written notes and reports, drawings, tables charts and graphs
- Communicate an understanding that various individuals and groups have different opinions on environmental issues
- Demonstrate understanding of environment theme

Materials

- Understanding of decision-making model
- Pen
- Paper
- Primary and Secondary Sources

Lesson Plan

For this unit the textbook will explain all of the terms. But, it is crucial to go through the different ideas in the textbook. This section might take more than one lesson to teach. This assignment will be an activity that they can work on throughout the duration of the time on environment. The actual lesson could be introduced as with devising a list of environmental issues that they have heard about. Then, each student will pick a topic.

The next section is to teach the decision-making model. It is key to go through this step by step. A copy of the process is attached.

The ideas can then be brought together to complete the assignment. The students will use newspaper, encyclopaedia and textbooks.

* See attached for a copy of the decision making model

Decision Making Model

Question	The question should be thoroughly discussed so that its meaning is fully understood.
Developing Alternatives	Alternative answers should be suggested. Brainstorm some ideas and then reduce the list to a workable number, perhaps between three and eight. Other alternatives may be added later when you're researching choices.
Data Collection	Information is collected about each of the alternatives.
Arriving at a Conclusion A B C D	This is the most important and most difficult stage because there are two steps involved. The first step is to determine some factors to compare the alternatives. The second step is to set up a framework.
Answering the conclusion	Once the conclusion has been reached, go back to the original question and determine if it has been adequately answered. Does the answer seem logical? Have better alternatives come up in your research?
Expressing your conclusion	Now explain what led you to your conclusion. You might do this in written or oral form and support your reasoning with pictures, videos, or software.

Draper, Graham et al. *Physical Geography Discovering Global Systems and Patterns*. Toronto: Gage Learning Corporation, 2000 p 271.

Activity #5: What is a Region?

Overview

There are three different types of regions when referring to residential organization of an area.

Wilderness Region: This is an area where no people live and also where there are vast amounts of vegetation and natural landscape.

Rural Region: Open fields and country landscape characterize this region. There is not as much need for the rural regions because as a society we do not need as many farmers. This has been attributed to the increase in technology.

Urban Region: Urban regions have very little countryside. The population density is much higher as the people and structures are located much closer together.

These types of regions are scattered across Canada.

Draper, Graham et al. *Physical Geography Discovering Global Systems and Patterns*. Toronto: Gage Learning Corporation, 2000 p 20-21.

Purpose

The purpose of this activity is to increase the understanding of the term region. There will be a worksheet of questions that they will use their textbook to answer. Each textbook is a bit different, but the questions that are asked here are the crucial and prominent ideas that the students should be taking from the literature.

Objectives

Expectations Reached

- Identify themes that geographers use to organize their inquiries
- Demonstrate an understanding for the region theme
- Use appropriate vocabulary

Materials

- Textbook material/reading source
- **Worksheet: What is a region?**
- Pen and paper
- Overhead copy of region map of Ontario

Lesson Plan

Begin the lesson with trying to allow the students figure out what this term means on their own. Give examples of potential places to the area that are regions. Try and get them to define their region as a person. Show overhead map and outline the regions in Ontario and get them to identify which one that they are in. The teacher does not want to give away the answer to the question on the worksheet. The questions are handed out and then the answers are taken up as a class.



What is a REGION?**Name:** _____**1. Name the three main types of regions around the world.**

2. How many landform regions are there in Canada?

3. List the regional characteristics of the town that you live in. For example: political region, landform region, and time zone region.

4. Define Ecozone.

Activity #6: What is Movement?

Overview

This activity is going to focus on immigration and people moving from one country to another. The students are going to learn the terms push and pull factors.

Push Factor: These are the reasons for wanting to leave a country.

Migration: This term is defined as a large number of people moving from one part of the earth to another.

Pull Factor: These are the attractive features of a country.

The students are going to look on the Statistics Canada website for update stats about where people are coming from. Each student is to choose two countries that immigrants come from. The students will research these countries and state what they think the push factors are. Also, they will research why immigrants want to come to Canada. Each student will have to mark his or her two countries on a world map.

Draper, Graham et al. *Physical Geography Discovering Global Systems and Patterns*. Toronto: Gage Learning Corporation, 2000 p 42-43.

Purpose

The purpose of this assignment is to both understand the concept of movement, but also learn more about the sources available on the Statistics Canada website. (www.statscan.ca). The students will develop their mapping and research skills. They will present their findings to each other in small groups.

Objectives

Expectations Reached

- Demonstrate an understanding of the movement theme
- Use appropriate geographic vocabulary
- Locate relevant sources from primary and secondary sources
- Produce maps for a variety of purposes
- Communicate the results of inquiries stating different points of view on an issue using oral presentation

Materials

- Internet Connection
- Pen
- Paper
- Secondary and Primary sources

Lesson Plan

This activity will require class time to complete this assignment. The students should be encouraged to choose countries that are of interest to them. They should be also reminded that they should be open-minded and treat the other countries with respect. Before beginning this assignment the students should have a clear understanding of what they key terms are.

Activity #7: What is Interaction?

Overview

This activity will focus on the definition of interaction. This is defined as the way that humans interact with the environment. The students are going to focus on the three environment pollution problems: ozone layer depletion, acidic precipitation, and smog. The students will divide into groups of three to four people and choose one of the problems. They are going to research the following questions:

- 1) What causes this problem?
- 2) What can we do to stop it?
- 3) How does this problem affect the human?

Purpose

The purpose of this activity is to improve the group work skills of the students. Also, this information will be presented to the class. The final report should include graphs and statistics to help prove what they are trying to say.

Objectives

Expectations Reached

- Demonstrate an understanding of the interaction theme
- Communicate results through oral presentation
- Locate relevant primary and secondary sources

Materials

- Primary and secondary sources
- Word Processor (if available)

Lesson Plan

The students should be placed into groups. This assignment could either be very large or small. There are three questions and that would be the ideal group size. These questions will encourage the students to think critically about the materials. The teacher should be looking to see if the students are really grasping the information.

Patterns in Physical Geography Grade Seven

The second unit in Grade Seven geography is called Patterns in Physical Geography. The units are moving away from theoretical ideas to more concrete and tangible ideas. This unit will look closely at four geographical patterns: **landforms, climate and vegetation, rivers and agriculture**. A definition of these terms will allow for an understanding of the topics that will be discussed in the assignments and activities included.

Term	Definition/Concept
Landforms	There are six different types of landforms that are looked at in grade seven. They are volcanoes; fold mountains, plateaus, shields, plains and valleys . A landform is a natural phenomenon in the earth's surface. (Pages 98-113)
Climate and Vegetation	Climate is the long term changes in the weather. There are seven global climate factors that are considered extremely important in shaping the climate of a country: latitude, wind systems, air masses, ocean currents, altitude, mountain barriers, and bodies of water. Vegetation is greatly affected by the climate that is in the area. For vegetation to grow, it requires light, moisture and heat. (Pages 114-133)
Rivers	Rivers: This section focuses on the rivers systems in Canada. A river has different parts: source is the beginning of the river. Drainage Basin, where the water flows from the highest to lowest parts. (Pages 134-143)
Agriculture	Agriculture: There are three types of agriculture: subsistence, commercial and specialized. The importance of agriculture has changed over history as equipment has become more and more important. (Pages 144-159)

**Patterns in Physical Geography
Contents**

Activity # 1: Introduction to Physical Patterns

Activity # 2: Up and Down: Across the land

Activity # 3: Climate Graphs: Reading and Drawing

Activity # 4: River Systems

Activity # 5: Agriculture Affects all Corners of the World



Figure: To show the various landform regions.

Activity # 1: Introduction to Physical Geography

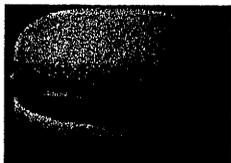
Overview

This first assignment in the unit is going to be one that is based on paragraph writing. The students are required to write a paragraph about the landforms, rivers, agriculture, climate and vegetation in the country and area that they live in. The students are to write about what they see in their immediate environment. This will be the large assignment for the unit. As the students progress through each part of the unit, they will gain a better understanding of the terms and will be able to complete that section of the assignment. The length should be determined by the teacher depending on the class.

Purpose

The purpose of this assignment is to bring the unit together. The students will also have to become aware of their surroundings. Also, the students will have to work on their paragraph skills. This assignment will be written in proper paragraph form.

Proper Paragraph Writing Form (Hamburger Format)



Top Bun- Introduction

Fixings- Details

Burger- "Meat" of the paragraph

Bottom Bun- Conclusion

Draper, Graham et al. *Physical Geography Discovering Global Systems and Patterns*. Toronto: Gage Learning Corporation, 2000 p 273.

Objectives

Expectations Reached

- Recognize patterns as an important concept in geography
- Use appropriate vocabulary, including correct geographic terminology to describe their inquiries and observations
- Analyze, synthesize and evaluate data

Materials

- Paper
- Computer processor (if available)

Lesson Plan

For the students to complete this assignment, they are going need a background lesson to define the terms. There should be a lesson where the instructor defines these terms and then the students should read the chapter in the grade seven textbook that the class is using. By explaining this in two manners, audio and in text, the students will be starting to understand the terms. Introduce this assignment early in the unit because the students can begin watching for the needed information. As each of the following lessons are taught, the students will gain a better understanding of the terms and will be able to answer that part of the paragraph. Brief overviews of the terms that are part of this assignment are included in the cover sheet that is attached with this unit.



Figure: Landform Regions of Canada

Activity # 2: Up and Down: Across the Lands

Overview

This activity is going to focus on the landforms of Canada. The landform regions are starting from west to east: **Western Cordillera, Interior Plain, Canadian Shield, Great Lakes-St. Lawrence Lowlands and the Appalachians**. As one can tell from the title of the activity, the students are going to learn how the Canada differs from its west coast to its east coast. The first part of the activity will involve the students coloring and labeling the regions on a map. After there is an understanding of where the regions are located, then students will be required to make comparison between the regions. Throughout the discussions regarding the landforms section, the students will be handed out a worksheet that they will be able to write the distinguishing features about each type of landform.

Purpose

The purpose of this activity is to get the students working with maps. Throughout research, it was found that when students are able to place the work on a map, they will be able to understand the ideas more clearly. Another technique for learning is for the students to be able compare the different features of the land. The students will also have to outline the key ideas about each landform. The students will have to distinguish what they feel is important.

Objectives

Expectations Reached

- Identify and explain how landforms are used to delineate regions
- Analyze, synthesize and evaluate data
- Construct maps to organize data

Materials

- Copy of landform map of Canada
- Worksheet: **Landforms of Canada**

Lesson Plan

It is believed that the students will understand ideas more clearly if they have a connection to the place that is being taught. By learning about the landforms in Canada, they will have an understanding about what the map of Canada looks like. The map of Canadian landforms should be presented and explained to the students with a description of each. This map is available in the textbooks published for grade seven geography. With a written source, the students are then given both the map and the worksheet to complete. The assignment should be handed out once they have an understanding about the landforms and their location and description. The handout can be given to the students as a double-sided sheet.

Landforms of Canada Name: _____

Draw and Label each of the following:

1. Western Cordillera
2. Interior Plain
3. Canadian Shield
4. Great Lakes-St. Lawrence Lowlands
5. Appalachians



Describe each landform.

*1. Western
Cordillera*

*2. Interior
Plain*

*3. Canadian
Shield*

4. Great Lakes-St. Lawrence Lowlands

5. Appalachians

Activity # 3: Climate Graphs: Reading and Drawing

Overview

This activity will introduce the map and graph to students. This is a really important idea in geography in general because theorists believe that graphic displays are excellent ways to teach large ideas. There are five steps to drawing a climate graph.

1. **Examine the climate data. Temperature and precipitation are shown, usually for each month.**
2. **Set up the two vertical axes and the horizontal axis.**
3. **Draw a line graph for the average monthly temperatures. (The temperature scale is on the left vertical axis.)**
4. **Use a series of bars to represent the average monthly precipitation. (The precipitation scale is on the right vertical axis.)**
5. **Add a title (the name of the place) and label each axis of your graph.**

The students will be asked to complete various climate maps from information provided to them. Attached are some statistics from Canadian cities. If this information is available from the particular area that you are in then that would be beneficial. The closer the material is to the students the more that the student will understand from the lesson.

Draper, Graham et al. *Physical Geography Discovering Global Systems and Patterns*. Toronto: Gage Learning Corporation, 2000 p 115.

Purpose

The purpose of this activity is to introduce climate graphs. This will also introduce the idea of displaying information in chart format. The students will be able to learn how to read these graphs and also how to make them. Climate graphs are important because the visual learning will be able to grasp the information because of the format that the lesson is in.

Objectives

Expectation Reached

- Construct and compare climate graphs
- Make and interpret climate graphs

Materials

- Climate graph sheets
- Pencil
- Coloring pencils

Lesson Plan

This is a very difficult topic because the graphs can be confusing. It is important to take these lessons slow and make sure that the students understand each step. The students should be first taught how to read these graphs because then they will have an understanding of how they are set up. The second part of this section should be making these charts. There should be many examples for the students to complete.

Activity # 4: River Systems

Overview

This is going to be a mapping exercise where the students will be able to map and also use the atlas. The activity will consist of the students looking for ten major rivers in Canada and marking them on a map of Canada. The students should be given a map of Canada that has very limited markings on it so that the students have to be able to try and locate the river in its proper location.

Purpose

The purpose of this assignment is to enforce the use of maps and atlases in the student's work. It is important for the students to use maps because it gives them a visual representation of the work that they are doing on this topic. Also, they will learn more about the landscape of Canada.

Objectives

Expectations Reached

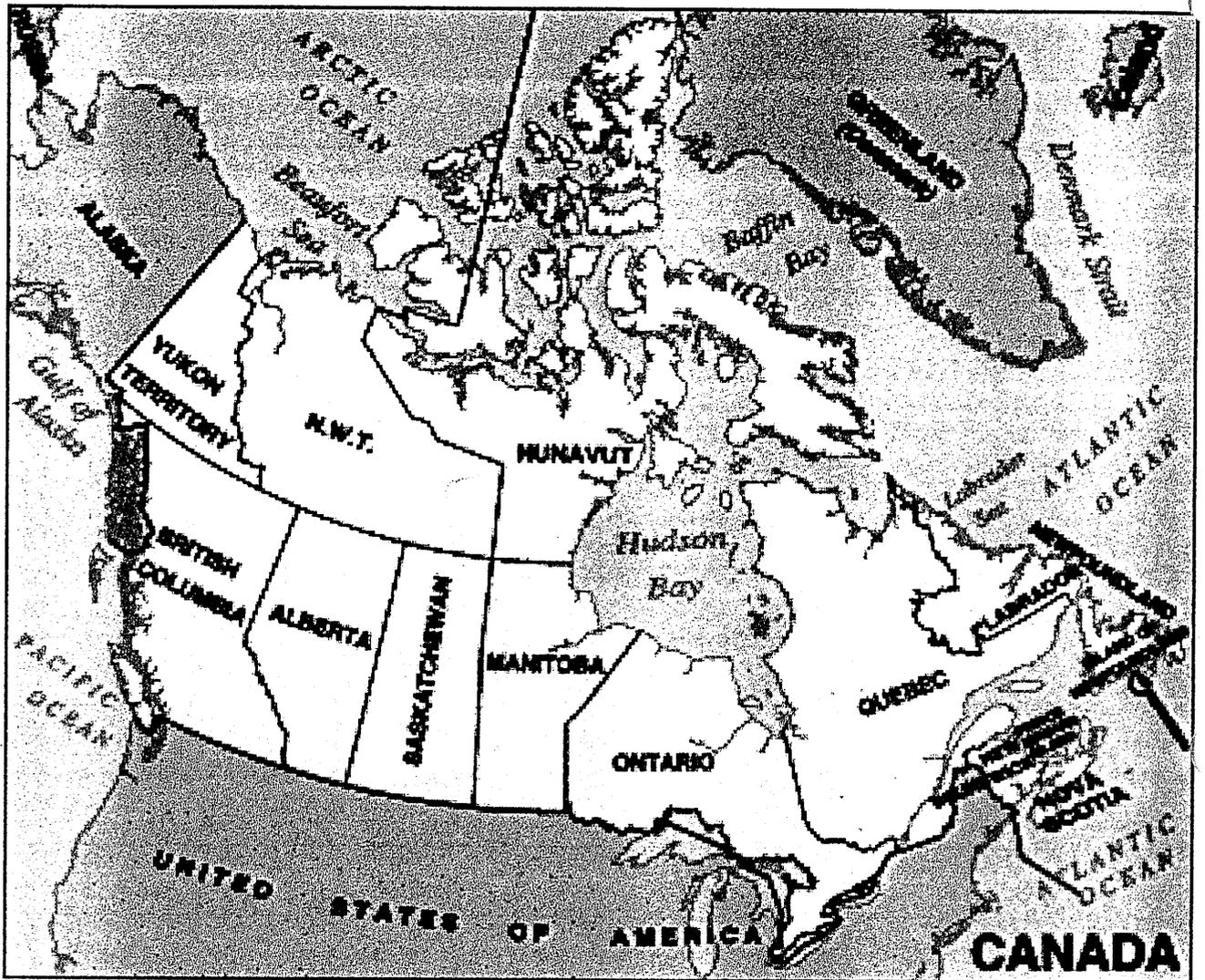
- Identify major river systems
- Identify patterns in physical geography
- Locate relevant information from a variety of secondary sources

Materials

- Colouring Pencils
- Map of Canada
- Atlas

Lesson Plan

For the activity, the students will have to have an understanding on how to use of atlas and how to colour a map. These rules should be reviewed. Hand out the atlases to begin students and get each student to pick ten large rivers in Canada. Then, hand out the map so that they can draw them on the map that the teacher hands out for the students. By the students having both the map and the atlas, they will be able to see different formats of maps and make comparisons between the two types.



Name: _____

Outline 10 major rivers in Canada on the map.

Name each of the ten rivers.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Activity # 5: Agriculture Affects all Corners of the World

Overview

There are three different types of agriculture that occur around the world.

Subsistence: This type of agriculture means that the food that is grown is only for the survival of the family. There is no excess food that can be sold; all that is grown is eaten by the people of that family.

Commercial: This means that food is grown for profit. There is a concise and effective process, so that the food is developed efficiently. There are six factors that affect commercial agriculture: transportation, raw materials, market, location, climate, and labour.

Specialized: this term means that only one type of agriculture is grown. There is no diversity in what the climate and soil is capable of growing.

The agricultural section also focuses on the processes that occur to produce the food that is needed.

Draper, Graham et al. *Physical Geography Discovering Global Systems and Patterns*. Toronto: Gage Learning Corporation, 2000 p 147-155.

Purpose

The purpose of this activity is for the students to learn where their food they eat comes from. They will learn the differences between the foods that they eat and also how and where it is processed. This lesson is also supposed to help encourage the students to appreciate the foods that they eat.

Objectives

Expectations Reached

- Demonstrate an understanding of three types of agriculture (subsistence, commercial, specialized) and their relation to climate topography and soil
- Locate relevant information from a variety of primary sources and secondary sources

Materials

- Lunch
- Worksheet: My Lunch

Lesson Plan

The students will first have to learn the key terms that will be discussed in the lunch activity. On the day of the lunch analysis, each student should clean their desk and then take out their lunch. With the worksheet, the student's will write down everything that is there. They will then have to fill in the information that is necessary to complete the sheet. The students may have to do further research to be able to answer all of the

Natural Resources Grade Seven

The third unit in grade seven geography is called Natural Resources. There are three types of natural resources looked at in the grade seven curriculum: **renewable, non-renewable and flow resources**. Another key term in this section is sustainable development. The following chart will give an overall definition of these terms.

Term	Definition/Concept
Renewable Resources	A resource that can be regenerated if used carefully. (Example: fish and timber)
Non-Renewable Resources	A finite resource that cannot be replaced once it is used up. (Example: petroleum, and minerals)
Flow Resources	A resource that is neither renewable nor non-renewable, but must be used when and where it occurs or it will be lost. (Example: running water, wind and sunlight)
Sustainable Development	Development that meets the needs of the present generation without compromising the ability of future generations to meet their needs. (Page 223)

Draper, Graham et al. *Physical Geography Discovering Global Systems and Patterns*. Toronto: Gage Learning Corporation, 2000 p 165.

Natural Resources
Contents

Activity # 1: How do Natural Resources Affect Me?

Activity # 2: Once They Are Gone They're Gone!

Activity # 3: Renewable Resources

Activity # 4: Flow Resources

Activity # 5: What is Sustainable Development?



Activity # 2: Once They Are Gone They Are Gone!

Overview

There are four types of non-renewable resources that come from the earth's surface and once they are used up they cannot be replenished. The following chart will be available to the students for their notes and then they will be required to find a common material that would be made of each resource. They can either state a product that is made from the material or a use of the material.

Types of Non-Renewable Resources

	Metallic	Non-metallic	Structural	Fossil Fuels
Description	Have a metallic Shine; good conductors of heat and electricity	Have a dull appearance; break apart easily	A sub-group of non-metallic minerals; used in construction	Raw materials for a wide variety of products
Examples	Iron, gold, nickel, aluminium, zinc	Salt. Potash, asbestos	Limestone, sand and gravel, gypsum, sandstone	Petroleum, coal, natural gas
Formation	Usually found in rocks that have cooled from magma	Usually found with sedimentary rocks	Associated with sedimentary rock	Formed from the remains of plants and animals buried underground

Draper, Graham et al. *Physical Geography Discovering Global Systems and Patterns*. Toronto: Gage Learning Corporation, 2000 p 177.

Purpose

The purpose of this activity will be to allow the students to see which products are non-renewable. Also, they will learn where the products originated and what the resources are made of. This assignment will demonstrate how important it is to recycle, reduce and reuse.

Objectives Expectations Reached

- Analyze and synthesize data
- Locate and record relevant information from a variety of primary and secondary sources
- Use appropriate vocabulary, including correct geographic terminology to describe their inquiries and observations

Materials

- Worksheet: Types of Non-renewable Resources
- Pen
- Textbook
- Internet Connection

Lesson Plan

This activity should be introduced in a very straightforward manner. This assignment is to be introduced and then students would be left to work independently. The students will then work on the functioning and researching skills. This lesson should be taken up as a group to allow students to have the correct answers in their workbooks. This would be a prime opportunity to allow the students to use electronic technology such as the Internet for research.



Types of Non-Renewable Resources

	Metallic	Non-metallic	Structural	Fossil Fuels
Description	Have a metallic Shine; good conductors of heat and electricity	Have a dull appearance; break apart easily	A sub-group of non-metallic minerals; used in construction	Raw materials for a wide variety of products
Examples	Iron, gold, nickel, aluminium, zinc	Salt, Potash, asbestos	Limestone, sand and gravel, gypsum, sandstone	Petroleum, coal, natural gas
Formation	Usually found in rocks that have cooled from magma	Usually found with sedimentary rocks	Associated with sedimentary rock	Formed from the remains of plants and animals buried underground

Draper, Graham et al. *Physical Geography Discovering Global Systems and Patterns*. Toronto: Gage Learning Corporation, 2000 p 177.

- Refer to the Example section of this chart to answer the following chart.
- In the space provide state a use of each material.

Material

Iron _____

Natural Gas _____

Gold _____

Asbestos _____

Nickel _____

Limestone _____

Aluminium _____

Sand and gravel _____

Zinc _____

Gypsum _____

Salt _____

Sandstone _____

Potash _____

Petroleum _____

Coal _____

Activity # 3: Renewable Resources

Overview

Renewable resources will replenish themselves when controlled properly. The two main types of these renewable resources are animals and plants. Students will get into groups of two and will choose an industry that works with these resources. The second part of the activity will be for them to research what that industry does to help protect the resources. They could also make suggestions about how to protect the industry.

Purpose

The students will again be required to work on their research and Internet skills and such tools may be extremely useful in this section. The students will also be learning key ideas about industries that greatly affect their lives. Also, the purpose of this activity is for the students to work on their group skills. An underlying purpose of this activity is to get the students working with other people. This is a way of life that they will encounter no matter what avenue of life that they will lead.

Objectives

Expectations Reached

- Analyze and synthesize data
- Locate and record relevant information from a variety of primary and secondary sources
- use appropriate vocabulary, including correct geographic terminology to describe their inquiries and observations

Materials

- Internet source
- Research material
- **Worksheet: Renewable Resources**

Lesson Plan

The activity should be explained to the students along with the key terms and ideas that pertain to this topic. The students should be divided into pairs and then if available have access to an Internet source. The students should look for all of the answers that are on the workshop sheet about the industry that they chose. The resources that the students use should be both primary and secondary.

Activity # 4: Flow Resources

Overview

Running water is a vital part of human society and students may not realize how important it is to them. The students will first make a list of what they think that they use water for. The next section the students will be given the map called “**Ways That We Use Running Water.**” The students will then have to pick one way that water is used and find someone that is involved in that use. This can be anybody from someone who owns a boat to someone who works in an industry. The students will be required to answer the questions on the attached worksheet.

Purpose

The purpose of this activity is to get students learning from people in their community through the process of the interview. Also, the process of them contacting the person will be an excellent experience for them. The students will have to devise two questions on their own to ask their contact. It is thought that completing fieldwork activities increases the knowledge retention that the students has.

Objectives Expectations Reached

- Locate and record relevant information from a variety of primary sources (eyewitness interviews)
- Demonstrate an understanding for flow resources
- Formulate comparative and speculative questions to identify issues and define problems regarding study topic.

Materials

- **Worksheet: Flow Resources: Interview**
- Pen
- Clipboard

Lesson Plan

The students will first have to develop their own list of water uses. Then, the students will learn from the diagram the various uses of water in the community. The students then are instructed to complete an interview with someone that is involved with the use of water. This should be then presented to the class after completion, so that each student can tell the class what they learned.

Flow Resources

Name: _____

What do I use water for?

- 1. _____
- 2. _____
- 3. _____
- 4. _____

- 5. _____
- 6. _____
- 7. _____
- 8. _____

Interview- Name: _____ Water Use _____

1. How do you use water?

2. How do you protect the quality of the water?

3. Question #1: _____

4. Question # 2: _____

Ways That We Use Running Water

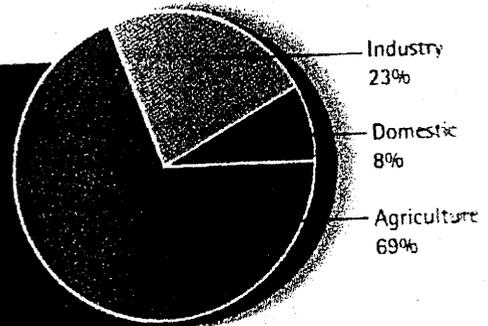
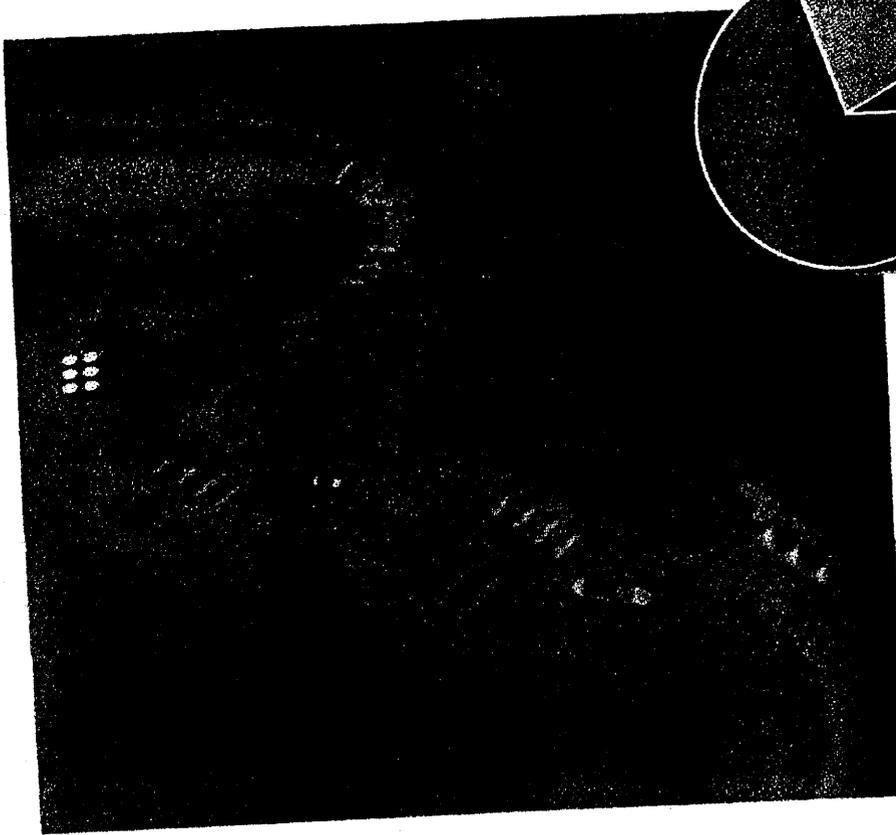


Figure 13.5

Name one use for each of the three categories shown in this circle graph.

Figure 13.6

What might be some ways that we could stop rivers from becoming polluted?

Fact File

One Canadian uses on average 390 litres of water per day. This is equal to about four bathtubs full of water.

Activity # 5: Sustainable Development

Overview

Sustainable development is a very important term in society. The purpose of this activity will be to allow the students to take control and do what they think will help our environment and resources. Each student will develop a program for the school to follow to help reduce the use of resources and the amount of waste in the school. Each student will have to present his or her plans to the class in an oral presentation.

Purpose

The purpose of this activity will be to get the students working on a plan that will affect their direct environment. The students will have to be innovative and will also have to do research to complete this task. This assignment was designed to allow the student's imagination to expand and try to be as creative as possible.

Objectives

Expectations Reached

- Demonstrate an understanding of the concept of sustainable development and its implications for the environment
- Communicate the results of inquiries for specific purposes and audiences, using media works, oral presentations, written notes and reports, drawings, tables, charts and graphs.

Materials

- Resource material (textbook)
- Colouring Pencils
- Creative materials

Lesson Plan

The students should be encouraged to be creative. The teacher should begin the class by leading a discussion to brainstorm some ideas so that the students understand what they are supposed to do. The students should include maps and visual descriptions of their plans. Again, time should be allotted in class so that each student has time to present their ideas to the rest of the class.

Grade Eight: Human Geography**Units**

- **Patterns in Human Geography**
- **Economic Systems**
- **Migration**

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Patterns in Human Geography Grade Eight

The Ontario Government Geography curriculum began in Grade Seven by examining human activities affected by physical features. In Grade Eight they extend this understanding to examine human patterns in Human Geography. The introductory themes are: **global population distribution, patterns in settlement, and land use.** A definition of these terms will allow for an understanding of the topics that will be discussed in the assignments and activities included.

Global Population Distribution	<p>Population Distribution: the patterns of where people live, these can be broken down into three main factors:</p> <p>Natural Environment: Places with arable land, ample natural resources and moderate climate are ideal for establishment.</p> <p>Economic Development: a region's level of economic development has a great impact on settlement.</p> <p>History: history of the land influences the number of people that settle there.</p>
Settlement Patterns	<p>There are three main patterns of settlement:</p> <p>Linear: referred to as strings. There are groups of houses or villages that form a line, can be straight or wavy.</p> <p>Scattered: also called dispersed. Plots of land sit separate from each other, sometimes a great distance from their neighbour.</p> <p>Clustered: groups of houses close together, as found in villages or hamlets.</p>
Land Use	<p>Land uses in typical city: residential, recreational, institutional, commercial, industrial, and agricultural.</p>

Draper, Graham et al. *Human Geography: Discovering Global Systems and Patterns.*
Toronto: Gage Learning Corporation, 2000 p 7-55.

Patterns in Human Geography

Contents

Activity #1: Settlement in Canada (see worksheet)

Activity #2: Pen Pal Letter-Final Assignment

Activity #3: World Population Distribution (see worksheet)

Activity #4: Population Characteristics

Activity #5: Ecological Foot Print

Activity #1: Settlement in Canada

Overview

Students will be writing three short paragraphs (use hamburger model), following the outline of the hamburger model. To begin the activity the students will use their textbook to define the three factors affecting population distribution. These terms can be defined as:

Natural Environment: Places with arable land, ample natural resources and moderate climate are ideal for establishment.

Economic Development: a region's level of economic development has a great impact on settlement.

History: history of the land influences the number of people that settle there.



Hamburger Model:

Top Bun- Introduction

Fixings- Details

Burger-“Meat” of the paragraph

Bottom Bun- Conclusions

Draper, Graham et al. *Physical Geography Discovering Global Systems and Patterns*. Toronto: Gage Learning Corporation, 2000 p 273.

After the student has defined the terms, they will choose a Canadian city and explain the basis of its population distribution. On worksheet attached the students will define all three terms as well as find a Canadian example using either primary or secondary sources.

Purpose

The purpose of this activity is to introduce the key factors affecting population distribution. The student needs to understand why cities have formed the way that they have. This exercise is designed to get students to work independently from their textbook and use retained information to define key terms. The second part of this assignment determines whether students are able to locate information from primary and secondary sources and then apply their findings to describe the forming of a Canadian city.

Objectives

Expectations reached

- Demonstrate an understanding of the factors affecting population distribution.
- Locate relevant information from a variety of primary sources (print materials, statistics, Internet)

Materials

- Pen
- Paper
- Textbook
- Primary and Secondary sources
- Worksheet: Settlement in Canada

Lesson Guidelines

The time frame for this lesson will depend on the detail that is required and the access students have to multimedia tools. This is an introductory activity so students will have to get orientated with the units objectives and its connections in their everyday world. The terms can be introduced with the worksheet. It would be best to give the students the sheets without any further instruction because students are asked to independently learn the key terms from their textbook. Their task will be to complete the definitions within the class time provided and the primary examples will be part of the homework assignment.

Name: _____

Settlement in Canada

Define:

Natural Environment:

Economic Development:

History:



Activity #2: Pen Pal Letter

Overview

This activity will be the final assignment that completes the unit. It will be introduced after the first activity, to give the students ample time to working on it throughout the duration of the unit. Each student will have to write a Pen Pal letter from a personal perspective (a student in a developed country) to a student in a developing country. This letter will give a thorough description of what Canadian encounter within our daily interactions. Furthermore, student will have to read their letter to the classmates upon completion. The students will have to carefully identify and explain patterns in human geography and how human activities are affected by these patterns. Within their letter they will have to identify global distribution, patterns of settlement and land use.

Purpose

The purpose of this assignment is to get students to complete independent work relating the unit's topics. Also, it is important for students to able to describe examples to express what they are learning. This assignment will encourage a variety research, presentation and communication skills because an overall use of skills and concepts leading to successful learning.

Objectives

Expectations Reached

- Identify the three main patterns of settlement
- Demonstrate an understanding of factors affecting population distribution
- Identify and describe types of land use
- Demonstrate an understanding of the terms of population characteristics
- Demonstrate an understanding of employment patterns and trends
- Communicate the results of inquiries using oral presentation and written report.
- Locate relevant information from a variety of sources.

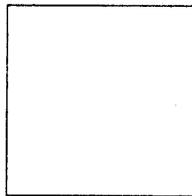
Materials

- Primary and Secondary research materials
- Paper
- Pen
- Computer
- Atlas
- Internet



Lesson Guidelines

This activity should be given to the students at the beginning of the term. Students should be able to select the developing nation they want to write to. Learning is believed to be better if the student is able to relate to a particular topic. Introduce this assignment by encouraging the students to pick a country that is related to them.





Activity #3: World Population Distribution

Overview

The use of maps has been proven to be very successful for students learning about geographic subjects. For this assignment the students will be given a world map to display its population distribution. After observing the information on the map it is the student's job to identify and interpret the patterns.

Purpose

The purpose of this assignment is to encourage students to work with maps. Being able to successfully read a map creates new ways of interpreting various types of knowledge through visual images. The map of world will be given to the students. Students will be responsible for displaying population distribution by using shading techniques (darkest being of highest density). Students should also identify which parts of the world are inhabited. After observing the map, students have to use a World Atlas or thematic map to help identify countries with the highest densities. The students will have to identify any patterns they observe and give justification as to why they believe these patterns occur. Secondly, use the World Atlas or thematic maps to display other factors such as climate, landforms, waterways, and soils. Compare these findings with the regions of dense, moderate, and sparse populations on world map.

Objectives

Expectations Reached

- Produce maps for a variety of purposes
- Locate relevant information from a variety of primary and secondary sources
- Analyze, synthesize, and evaluate data
- Construct a variety of graphs, charts, diagrams, and models to organize information.

Materials

- Map of the world
- Colouring Pencils
- Pencil
- Paper
- Atlas/thematic maps

Lesson Guidelines

The students will print a map of world and identify countries with high and low density by using a World Atlas or thematic maps. The second part of the activity will be to observe any patterns present on the map. Furthermore, identify which parts of the world are uninhabited. Using a World Atlas or thematic maps (e.g. landforms, waterways, climate and soils) and compare them to dense, moderate, and sparse populations on the map of world. This assignment will require class time and can also be a take home assignment. Some resources such as Internet and Atlas may not be available for the students to use at home.

Activity #4: Population Characteristics

Overview

Changes in population are influenced by population characteristics. Choosing from a list of seven population characteristics and thirteen countries students are asked to analyze how population characteristics vary around the world. The main objectives of this activity are to use scatter graphs and make a comparison between developing and developed countries.

Purpose

The purpose of this exercise is to use statistical information obtained from the National Geographic website and display it in a scatter graph. Students will choose two population characteristics from the list below to graph. Upon choosing two population characteristics the students will then use the list of thirteen countries below to draw a scatter graph and plot the locations of the countries in it. Afterwards, the students have to write an explanation of the correlation between the two characteristics and differences between developed and developing countries.

Website: <http://plasma.nationalgeographic.com/mapmachine/countryprofiles.html>.

Students Choices:

Population Characteristics

Life expectancy, per capita income, doubling time, literacy rate, birth rate, infant mortality, and net migration.

Countries

Albania, Australia, Brazil, Canada, China, Germany, Guatemala, India, Indonesia, Mexico, Rwanda, Tunisia, Yemen.

Draper, Graham et al. *Physical Geography Discovering Global Systems and Patterns*. Toronto: Gage Learning Corporation, 2000 p 24-25.

Objectives Expectations Reached

- Analyze, synthesize and evaluate data
- Communicate the results of inquiries stating different points of view on an issue using media works, oral presentations, written notes and reports, drawings, tables charts and graphs
- Locate relevant information from primary sources.

Materials

- Worksheet: Scatter Graph information
- Primary resources
- Computer with Internet
- Pencil
- Paper/Graph Paper
- Ruler
- Colouring Pencils

Lesson Guidelines

Scatter graphs can be an effective way to display information. But, it is crucial to go through an instructional process to ensure graphs are plotted properly. This assignment can be completed throughout a short or long duration of time but both school and home time are essential for completion. Just remember students may need access to a computer to find statistics, so class time should be allotted. Teachers may want students to look for primary research materials the night before the assignment is distributed (if students have access to the Internet at home) or the teacher may need to locate some sources for class distribution. Furthermore, students may require help when locating data on statistical databases so make sure to allow time for extra help within the classroom. Students should be able to guide themselves through this assignment other than scatter graph instruction this activity is independent.

Activity #5: Ecological Foot Print

Overview

The students will record all their actions for the next school week. This exercise was created to help students acknowledge the impacts we have on earth due to our daily routines. This activity will require students to keep track of their actions for a school week (five days), describe how their actions effect the environment and then make suggestions as to how they can reduce their personal impact on the earth's surface. The student's results can be tallied in a chart, but the environmental effects and suggestions must be written with proper sentence structure (refer to hamburger model). If the teacher desires students can complete an actual ecological footprint test on the website provided below. <http://www.environment.govt.nz/footprint/personal.html>.



Hamburger Model:

Top Bun- Introduction
Fixings- Details
Burger- "Meat" of the paragraph
Bottom Bun- Conclusions

Draper, Graham et al. *Physical Geography Discovering Global Systems and Patterns*. Toronto: Gage Learning Corporation, 2000 p 273.

Ecological FootPrint: measures how much land is required to supply a particular country, region, city, business or individual with their living and lifestyle needs.

Definition from *Environmental Reporting Programme*

Purpose

The purpose of this activity is to assist students in recognizing how their daily interactions affect the environment. Students are asked to record, analyze and make suggestions based on their observations. This exercise aims for students to think critically based on sheer observation. Furthermore, students are asked to display information in a chart format and present suggestions in paragraph form. Students may need primary or secondary sources to help link their actions to the environmental impacts.

Objectives Expectations Reached

- Produce maps for a variety of purposes
- Locate relevant information from a variety of primary and secondary sources
- Analyze, synthesize, and evaluate data
- Construct a graph to organize information

Materials

- Pencil
- Paper
- Computer (if want word processor or Internet)
- Chart: **Daily Tally**

Lesson Guidelines

The teacher will have to clearly define what an ecological footprint is before assigning the project, giving examples maybe helpful. Students will have to complete most of this activity outside the classroom, but their teacher should educate his or her students about environmental impacts and how they affect our planet.

Name: _____

Ecological FootPrint**Daily Tally Chart**

<u>Day</u>	<u>Place</u>	<u>Action</u>
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Economic Systems Grade Eight

The second unit in grade eight geography is called Economic Systems. This unit focuses on understanding economic systems and factors that influence them. This unit closely examines five main themes: **types of economic systems, economic resources, manufacturing systems, and three types of industry.** A definition of these terms will allow for an understanding of the topics that will be discussed in the assignments and activities included.

Term	Definition
Economic Systems	<p>The economic systems around the world can be grouped into four categories;</p> <p>Traditional: Decisions are made based on what has been done in the past. People organize their economic choices following custom and tradition.</p> <p>Command: Decisions are made by central authority, such as dictator or the government. Citizens are required to carry out these decisions.</p> <p>Market: Decisions are made by all members of the society based on their own needs and desires. Citizens make economic choices through buying and selling in the marketplace.</p> <p>Mixed: Decisions are made within a system that has aspects of both command economies and market economies. Governments, businesses, and individuals are all included in economic planning and decision making. (Page 132)</p>
Economic Resources	<p>The economic resources we use to provide goods and services include:</p> <p>Land: all the natural resources people have available for economic activities.</p> <p>Capital: money used to promote economic activities.</p> <p>Labour: human effort that goes into producing goods and services.</p> <p>Technology: Resources used in economic activities that are not natural resources. (Page 130)</p>
Manufacturing Systems	<p>Manufacturing systems can be defined as:</p> <p>Inputs: components used to produce outputs such labour, capital and technology.</p>

	Together these terms define how mechanization and technology have changed Canadian economy. (Page 143)
Types of Industries	Every type of job is categorized into one of these three industries: Primary: extracting natural resources from the environment to make them into semi-finished products. Secondary: taking semi-finished products from primary industries and manufacture them into finished goods for consumer use. Tertiary: providing personal and business services to consumers. (Page 167)

Definitions from: Draper, Graham et al. *Human Geography Discovering Global Systems and Patterns*. Toronto: Gage Learning Corporation, 2000.

Economic Systems

Contents

Activity #1: Economic Systems (see worksheet)

Activity #2: Measuring the Wealth of a Country (see worksheet)

Activity #3: Top Trading Countries

Activity #4: Employment Patterns and Trends (see worksheets)

Activity #5: Economic Resources

Activity #6: Globalization

Activity # 1: Economic Systems

Overview

This activity will require students to write a case study about a country that follows one of the three types of economic systems:

Traditional: Decisions are made based on what has been done in the past. People organize their economic choices following custom and tradition. (No modern national examples exist, so students cannot write a paper on this system).

Command: Decisions made at central authority, such as dictator or the government. Citizens required to carry out these decisions, personal choices are few.

Market: Decisions made by all members of the society based on their own needs and desires. Citizens make economic choices through buying and selling in the marketplace.

Mixed: Decisions are made within a system that has aspects of both command economies and market economies. Governments, businesses, and individuals are all included in economic planning and decision making.

Definitions from: Draper, Graham et al. *Human Geography Discovering Global Systems and Patterns*. Toronto: Gage Learning Corporation, 2000 p 132.

Suggestions for Case Study Outline:

- Examine the history of the selected country and describe how its economic system began.
- Include a map and pictures.
- Identify numerous economic characteristics of the country such as (area, population, GDP per capita, important industries, farm land, foreign trade-imports & exports and military spending)
- Identify population characteristics such as (birth rate, life expectancy etc.)
- Include graphs and charts where possible to display information.
- Make sure case study includes paragraph form answers. List any advantages or disadvantages within the country. Identify any occurring problems, and predict future situations.

Purpose

The purpose of this activity is for students to examine a country's economic system. First, students have to define what all four economic systems are. Furthermore the activity requires the student to write a case study on a country of their choice. This

involves the students to look at numerous sources and display information in written, chart and graph form. The object of this activity is for the students to be able to relate their knowledge of a researched country into a case study. The students will be asked to submit a rough draft to the teacher for review before submitting a final copy to allow students to recognize grammatical and spelling errors. Secondly, to ensure the students obtain examples from all three systems they will be put into groups to share their paper with other students. Furthermore, the teacher will have to define examples of traditional system because present examples are not available.

Objectives Expectation Reached

- Locate relevant information from a variety of sources.
- Analyze, synthesize, and evaluate data.
- Construct a wide variety of graphs, charts, diagrams and models to organize information.
- Communicate the results of inquiries for specific purposes and audiences using media works, oral presentations, written notes and reports, drawing, tables, charts, and graphs.

Materials

- Primary and Secondary resources.
- Pencil
- Coloring pencils
- Maps
- Pictures
- Computer with Internet
- Worksheet: **Economic Systems**

Lesson Guidelines

It is very important for the students to understand all four types of activities. It is important to give students a descriptive lesson prior to giving them the assignment. This activity helps the student to relate to another countries economic practice. The students should be able to complete this assignment as part of their homework but if students do not have access to a computer they may need to do research using the school's library or computer lab.

Name: _____

Economic Systems

Traditional:

Command:

Market:

Mixed: _____

Activity #2: Measuring the Wealth of a Country

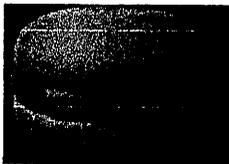
Overview

The use of statistics has proven to be a very successful method for students learning about geographic subjects. This assignment will allow the students to gather information on Gross Domestic Product (GDP) and Gross National Product (GNP) from the World Bank website or another data provider.

World Bank website: www.worldbank.org/data.

Purpose

The purpose of this assignment is for students to define both GNP and GDP. Afterwards students will read statistical information for both high and low-income countries from the World Bank website (listed above) or another data provider. Next, students will use a world map to display their findings and use shading techniques to show differences. Write a paragraph (use hamburger model) to describe what they observe.



Hamburger Model:

Top Bun- Introduction

Fixings- Details

Burger- "Meat" of the paragraph

Bottom Bun- Conclusions

Draper, Graham et al. *Physical Geography Discovering Global Systems and Patterns*. Toronto: Gage Learning Corporation, 2000 p 273.

Key Geographical Terms

Gross National Product: measures all the wealth earned by citizens of the country in one year.

Gross Domestic Product: measures the value in dollars of all goods and services produced in one country in one year.

Gross Domestic Product per capita: average earnings per person.

Definitions from: Draper, Graham et al. *Human Geography Discovering Global Systems and Patterns*. Toronto: Gage Learning Corporation, 2000 p 125.

Objectives Expectations Reached

- Produce maps for a variety of purposes
- Locate relevant information from a variety of primary and secondary sources
- Compare characteristics of both developed and developing countries.

Materials

- Map of the world (see attached)
- Colouring Pencils
- Pencil
- Paper
- Computer with Internet
- World Bank website or data provider
- Worksheet: **Measuring the Wealth of a Country**

Lesson Guidelines

Teachers may want to ask students to look up statistics the night before for homework if they have access to the Internet. If not students can look up data in the school's computer lab. Furthermore, teachers may want to provide data to students instead of getting their students to collect it. This assignment will require class time and also from home.

Name: _____

Measuring the Wealth of a Country

Define the following:

Gross National Product:

Gross Domestic Product:

Activity #3: Top Trading Countries

Overview

The third assignment of the unit will be the project that completes the unit. The students will be put into small groups (depends on the size of the class). The students will examine one of the top trading countries in the world and the reasons for their success. Some of the top trading countries to choose from are: Canada, United States, Japan, China and Mexico. This will be a large assignment so ample in class time should be given. As the students learn each section of the unit, they will gain a better understanding of which aspects are important for a successful economy and therefore be able to complete each section of the assignment thoroughly. The teacher should determine the extensity or detail of the project.

Purpose

The purpose of this assignment is to bring the unit together. The students will require knowledge in regards to how trading occurs within a country; also they will have to bring together all aspects of the unit. The students will be strengthening their presentation, group work, research, and organization skills throughout this assignment. This assignment will be presented to the class by all members of the group on large chart paper and after posted on the classroom walls. Pictures, charts and graphs should be added wherever possible.

Objectives

Expectations Reached

- Recognize patterns as an important concept in geography
- Use appropriate vocabulary, including correct geographic terminology to describe their inquires and observations
- Analyze, synthesize and evaluate data
- Investigate and describe the advantages and disadvantages of economic association.
- Work successfully within a group.
- Describe economic relationship between Canada and the global community.
- Demonstrate an understanding of economic systems and the factors that influence them.

Materials

- Primary and Secondary resources
- Chart Paper
- Marker
- Computer with Internet

Lesson Guidelines

In order for the students to complete this assignment, they are going need a thorough understanding about what is involved in trade. This should be done through an instructional lesson, which defines it, and the students should use the corresponding chapter in the textbook for further background information. By explaining this in two manners, audio and in text, the students should understand the terms and how they relate to economic systems. Introduce this assignment early in the unit to allow the students lots of time to work on the project during class time. As each of the following lessons are taught, the students will gain a better understanding of the terms and will be able to answer their assigned questions.

Activity #4: Employment Patterns and Trends

Overview

There are three major types of industry, which can be defined as:

Primary Industry: Economic activities that extract natural resources from the environment and make them into semi-finished products.

Secondary Industry: Economic activities that take semi-finished products from primary industries and manufacture them into finished consumer goods.

Tertiary Industry: economic activities that provide services to consumers such as auto repairs, hairdresser, and accountants.

These types of industry are scattered across Canada.

Draper, Graham et al. *Human Geography Discovering Global Systems and Patterns*. Toronto: Gage Learning Corporation, 2000 p 167.

Purpose

The purpose of this assignment is to identify employment patterns, types of industry and gender differences within employment and also learn about the sources available on the Statistics Canada website within the *Income and Work* section. (www.statscan.ca). The students will be asked to look up statistics on their hometown and present the information within a bar, line, circle graph or population pyramid (example attached). There will be a worksheet of questions that they will use the website to answer.

- 1) Create two graphs (bar, line, circle or population pyramid) to display the distribution of your community employed in primary, secondary and tertiary industries, one graph for males and one for females.
- 2) Create two graphs of the same data but for the province of Ontario.
- 3) Analyze your graph in paragraph form:
 - Which type of industry is most prominent in your community? Which is the least?
 - Is there any difference between the distribution of males and females? If so what do you think is the reasoning for this?
 - Do your community statistics differ from the provincial ones?

Objectives Expectations Reached

- Locate relevant information from Statistics Canada website.
- Analyze, synthesize, and evaluate data on website.
- Construct a variety of graphs, charts, diagrams, and models to organize information.
- Communicate the results of inquiries using graphs, charts and written report.

Materials

- Population Pyramid example (attached)
 - Worksheets: **Industry Types & Employment Patterns and Trends**
 - Pen
 - Paper/Graph Paper
 - Ruler
 - Colouring Pencils
 - Computer with Internet
 - Statistics Canada

Lesson Guidelines

Begin the lesson by asking the students to define what these terms mean. After a class discussion give the students the proper definitions. Try to give the students examples from within their local environment. Introduce the activity to the students.

Name _____

Employment Patterns and Trends
Industry Types

Define the three major types of industry and provide example for each:

Primary: _____

Secondary: _____

Tertiary: _____

Name: _____

Employment Patterns and Trends

Using the Statistics Canada website (www.statscan.ca) identify employment patterns, types of industry and gender differences within the *Income and Work* section.

- 4) Create two graphs (bar, line, circle or population pyramid) to display the distribution of your community employed in primary, secondary and tertiary industries, one graph for males and one for females.
- 5) Create two graphs of the same data but for the province of Ontario.
- 6) Analyse your graph in paragraph form:
 - Which type of industry is most prominent in your community? Which is the least?
 - Is there any difference between the distribution of males and females? If so what do you think is the reasoning for this?
 - Do your community statistics differ from the provincial ones?

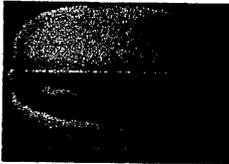
Activity # 5: Economic Resources

Overview

This fifth assignment in the unit is going to be based on paragraph writing. The students are required to write a paragraph about the land, labour, capital, and technology within their municipality. The students are to write about what they observe in the immediate environment. If possible the students should be taken on a walking tour either of the area surrounding the school or various areas within the city to observe what resources make up the city's economic system. The length should be determined by the teacher depending on the class.

Purpose

The purpose of this assignment is to enhance student's knowledge in regards to what makes their city economically successful. The students will also have to become aware of their surroundings. Also, the students will have to work on their paragraph skills. This assignment will be written in proper paragraph form (see hamburger model below).



Hamburger Model:

Top Bun- Introduction
Fixings- Details
Burger- "Meat" of the paragraph
Bottom Bun- Conclusions

Draper, Graham et al. *Physical Geography Discovering Global Systems and Patterns*. Toronto: Gage Learning Corporation, 2000 p 273.

Objectives Expectations Reached

- Recognize patterns as an important concept in geography
- Use appropriate vocabulary, including correct geographic terminology to describe their inquires and observations
- Analyze, synthesize and evaluate data

Materials

- Paper
- Computer (if available)
- Pen

Lesson Guidelines

For the students to complete this assignment, they are going need a background lesson on the terms involved. During a lesson the instructor should define these terms and then students should read the corresponding chapter in the grade eight textbook. By explaining this in two manners, audio and in text, the students will start to understand the terms. Introduce this assignment early in the unit to allow the students to begin watching for the needed information. As each of the proceeding lessons are taught, the students will gain a better understanding of the terms and will be able to answer that part of the paragraph.

Activity #6: Globalization

Overview

The sixth assignment is the last assignment of the unit. Its main focus is globalization. Each student will work individually on creating a concept map that will display both the positive and negative aspects associated with globalization. In addition, the students will also have to define what North American Free Trade Agreement (NAFTA) is and what are the main points of the agreement. To complete this assignment students will have to look through the newspaper until they can find two articles relating to globalization and write a short paragraph stating why they choose it and how it relates to globalization.



Hamburger Model:

Top Bun- Introduction
Fixings- Details
Burger-“Meat” of the paragraph
Bottom Bun- Conclusions

Draper, Graham et al. *Physical Geography Discovering Global Systems and Patterns*. Toronto: Gage Learning Corporation, 2000 p 273.

Key Geographical Terms

Globalization: the increasing trend to do business on an international level. Trading countries must take into account all the forces that are at work around the world to compete.

North American Free Trade Agreement (NAFTA): created a trading bloc among Canada, the United States, and Mexico to encourage greater economic co-operation among the three countries.

Definitions from: Draper, Graham et al. *Human Geography Discovering Global Systems and Patterns*. Toronto: Gage Learning Corporation, 2000 195.

Purpose

The purpose of this assignment is to introduce students to the use of concept maps to display information and to allow them to identify what are the positive and negative aspects of globalization. Also, to identify NAFTA and the main agreements of the trading bloc. Lastly, to complete the assignment students are asked to bring in two articles from the newspaper relating to globalization.

Objectives Expectations Reached

- Recognize patterns as an important concept in vocabulary, including correct geographic terminology to describe their inquiries and observations
- Analyze, synthesize and evaluate data
- Investigate and describe the advantages and disadvantages of economic associations.

Materials

- Paper
- Textbook
- Newspaper
- Pen
- Primary or Secondary resources
- Computer with Internet (if students want to use)
- Worksheet: **Globalization**

Lesson Guidelines

For the students to complete this assignment successfully, they are going need a background lesson to define the terms. The instructor should define these terms and then there is a chapter in the grade eight textbook if the students need to read further. By explaining this in two manners, audio and in text, the students will be starting to understand the terms. Introduce this assignment early in the unit because the students can begin watching for the needed information. As each lesson is taught, the students will gain a better understanding of the terms and will be able to answer the questions thoroughly.

Name: _____

Globalization

Define the Following:

i) North American Free Trade Agreement (NAFTA):

ii) Main components of the Agreement:

Migration Grade Eight

The third unit in grade eight geography is called Migration. This unit examines the major types of migration and factors affecting mobility. This unit focuses on **patterns in migration** and **analyses how it effects Canadian communities**. A definition of these terms will allow for an understanding of the topics that will be discussed in the assignments and activities included.

Migration	<p>Migration: is the movement of people, animals, or things from one place to another. Three factors that push or pull people to migrate:</p> <p>Social: people choose or are forced to migrate based on welfare and safety especially of their children (e.g. education). Economic: most people move for economic reason such as employment and well being. Political: people migrate because of their religion, skin colour, nationality or language. Forced Migration: people leaving their homeland against their will (e.g. slavery). (Page 206-220)</p>
Barriers to Migration	<p>Emigrate: to leave a country Immigrate: to enter a new country There are many barriers to migration some examples include:</p> <p>Physical: distance, oceans, and mountains. Economic: not having enough money to move. Political: laws prohibiting emigration. Legal: limits in number of people allowed to immigrate into new country. Procedural: passports and visas. (Page 228)</p>
Culture	<p>Culture can be defined in numerous ways but here it is identified as a way of life shared by a group of people. Culture gives us our identity and helps sustain us. It has the ability to change over time. Some elements of culture are language, religion, social practices, shared experiences and activities, forms of shelter, economic activities, education systems, art, music, and dance. (Page 246)</p>

Migration

Contents

Activity #1: Why do People Migrate? (see worksheet)

Activity #2: Ideal Place to Live (see worksheet & decision-making model attached)

Activity #3: Barriers to Migration

Activity #4: Canadian Culture

Activity #5: Immigration & the Development of Canada (see attachment)

Activity #1: Why do People Migrate?

Overview

This is an introductory assignment to the unit. Its main concept is to get the students to research the three key factors influencing migration. Students can summarize in point form, the factors that influence people's decisions to move. Use these headings to organize your points

- Social Factors
- Political Factors
- Economic Factors

Additionally, there are several key pressures on people to migrate: drought/starvation, political conflict, resource/environmental loss, and social/economic conditions. Students need to copy attached chart into their notebook to clearly display and understand these pressures. For each pressure, identify an event of that relates and where around the world it happened. Students can use secondary sources to collect the necessary data needed to complete the chart.

Purpose

The purpose of the activity is to examine the three key factors responsible for influencing people to migrate. It is necessary for the students to understand what the key factors of migration are in order to understand why it occurs. The students will be asked to work collect secondary sources to find examples. The purpose of the second part of the exercise is for the students to learn how to display information in an affective chart form.

Objectives

Expectations reached

- Identify factors that affect migration and mobility.
- Locate relevant information from a variety of secondary sources (maps, illustrations, print materials, videos, CD-ROMS, Internet)
- To construct a chart to organize relevant information

Materials

- Pen
- Notebook
- Textbook
- Computer
- Secondary sources of choice
- Worksheets (2): **Why do People Migrate?**

Lesson Guidelines

The time frame for this lesson will depend on the detail that is required and the students accessibility to multimedia tools. This is the introductory activity to provide a foundation for your students. It is important for the students to understand the basics before they can progress to the next lesson. The worksheets are to be distributed to each student. They are to work on the lesson independently. The task will be to complete the definitions in the class time provided and the primary examples will be part of the homework assignment.

Name: _____

Why do People Migrate?

<u>Pressures</u>	<u>Events</u>	<u>Location</u>
<u>Drought/Starvation</u>		
<u>Political Conflict</u>		
<u>Social & Economic Conditions</u>		
<u>Resources & Environmental Loss</u>		

Name: _____

Why do People Migrate?

Social Factors

Political Factors

Economic Factors

--	--	--

Activity #2: Ideal Place to Live

Overview

This activity will be the large assignment that completes the unit. It will be introduced after the first exercise, so the students can be working on it throughout the duration of the unit. The object of this activity is for the students and their family to determine three countries they would move to other than Canada and the United States. Each student will conduct a survey of his or her family criteria for success, health and happiness in another country. Upon completing this task students will be asked to collect data of the selected countries in regards to the criteria presented by their family. For full overview of assignment see attached outline.

Idea taken from: Draper, Graham et al. *Human Geography: Discovering Global Systems and Patterns*. Toronto: Gage Learning Corporation, 2000 p 286.

Purpose

The purpose of this assignment is to allow the students to incorporate all aspects of the unit by using numerous research and communication skills. Also, it is important that students are able to relate to this assignment because it involves creation of personal criteria. Furthermore, this assignment will encourage students to explain material learnt in class to their family and work together to decide what is considered to be important criteria if they were a migrating family.

Objectives

Expectations Reached

- Identify factors that affect migration and mobility
- Demonstrate an understanding that migration results from decision people make about conditions and events around them.
- Use a decision-making model to select an ideal place to live in and present this decision to other members of the class.
- Locate relevant information from a variety of primary sources (e.g. maps, illustrations, print materials, videos, CD-ROMs, Internet).
- Construct a wide variety of graphs, charts, diagrams, and models to organize information.
- Communicate the results of inquires for specific purposes and audience, using media works, oral presentations, written notes and reports, drawings, tables, charts, and graphs.

Materials

- Paper
- Computer with Internet
- Primary and Secondary resources
- Chart Paper
- Textbook
- Worksheet: **Ideal Place to Live**
- Bristle Board
- Decision-making model information (see attached)

Lesson Guidelines

This activity should be given to the class at the beginning of the term. Students will be asked to work with their family to complete this assignment so ample time should be given to coordinate time with their family. After the initial family survey is completed students can work during class time on their project.

Ideal Place to Live

Outline:

You and your family have four days to decided where in the world you are going to live other than Canada and the United States. As the student you have to task of helping your family determine which country you would like to live. You have to explain to your family the important factors that should be considered to ensure they make the right decision. Remember to think about things such as language spoken, health care, education, jobs, political systems and stability of the environment.

Task:

- 1) Conduct survey of your family to help decide what are important factors for your family to be happy, successful and healthy in your new home. Aim for eight to ten factors.
- 2) Pick three countries that would be at the top of your list.
- 3) Collect data on the factors you have chosen. Record your findings in a chart form.

Example:

<u>Factor</u>	<u>Country 1</u>	<u>Country 2</u>	<u>Country 3</u>
Language	Australia	Ireland	Japan

- 4) Transfer data from your chart onto chart paper. Decide from examining the data which country you would recommend to your family (use the decision-making model to guide decisions).
- 5) Write a one page description of your decision making process that shows how you chose your criteria and various factors that influenced your choice. Include how your family may influence the culture that you would be moving to.
- 6) Create a map of your chosen country displaying its physical features and cities. Add the map, pictures and information on bristle board.
- 7) Poster will be presented to the class and you will describe your decision-making process. Hang poster up to display.

Decision Making Model

Question	The question should be thoroughly discussed so that its meaning is fully understood.
Developing Alternatives	Alternative answers should be suggested. Brainstorm some ideas and then reduce the list to a workable number, perhaps between three and eight. Other alternatives may be added later when you're researching choices.
Data Collection	Information is collected about each of the alternatives.
Arriving at a Conclusion A B C D	This is the most important and most difficult stage because there are two steps involved. The first step is to determine some factors to compare the alternatives. The second step is to set up a framework.
Answering the conclusion	Once the conclusion has been reached, go back to the original question and determine if it has been adequately answered. Does the answer seem logical? Have better alternatives come up in your research?
Expressing your conclusion	Now explain what led you to your conclusion. You might do this in written or oral form and support your reasoning with pictures, videos, or software.

Draper, Graham et al. *Physical Geography Discovering Global Systems and Patterns*. Toronto: Gage Learning Corporation, 2000 p271.

Activity #3: Barriers to Migration

Overview

This assignment focuses on students examining the immigration process that is followed by Citizenship and Immigration Canada. Students will be able to examine barriers that exist for people trying to migrate into Canada. Students will be asked to complete the tests entitled, Skilled Worker Class Immigration, Business Class Immigration, and Family Class Immigration. Students will complete the tests with the teachers present so they teachers can talk them through the tests to ensure they are completed properly. After completing the tests students will then be asked to write a short write up describing what they observed.

Citizenship and Immigration Canada:
<http://www.cic.gc.ca/english/immigrate/index.html>

Purpose

The purpose of this assignment is for students to understand the process that immigrating citizens have to go through went trying to live in Canada. Furthermore to examine barriers that are encountered first hand when immigrants are trying to migrate into Canada.

Objectives

Expectations Reached

- Identify factors that affect migration and mobility
- Demonstrate an understanding that migration results from decision people make about conditions and events around them.
- Locate relevant information from a variety of primary sources (e.g. maps, illustrations, print materials, videos, CD-ROMs, Internet).
- Communicate the results of inquires for specific purposes and audience, using media works, oral presentations, written notes and reports, drawings, tables, charts, and graphs.

Materials

- Paper
- Computer with Internet
- Primary resources

- Statistics Canada website

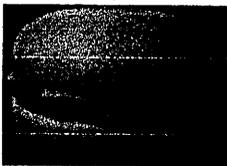
Lesson Guidelines

This activity was designed for teacher and student interaction. The teacher should be present in the computer lab talking his or her students through the process. These tests could get a bit confusing but they are excellent examples when displaying social, political, economic, legal and procedural barriers. Students will have to collect all observations in class but they can make notes and take the results home to complete the write up. Furthermore, prior to teaching this activity ensure that your students have an understanding of the definition of social, political, economic, procedural and legal barriers to migration.

Activity #4: Canadian Culture

Overview

Culture can be defined in numerous ways. This assignment will allow the students to create a collage identifying what they feel represents Canadian culture. Students will have to take elements such as language, religion, social practices, shared experiences and activities, forms of shelter, economic activities, education systems, art, music, and dance into consideration just to name a few. After the collage is completed the students will have to write a paragraph (follow hamburger model) describing why they chose the items they did to represent Canadian culture.



Hamburger Model:

Top Bun- Introduction

Fixings- Details

Burger-“Meat” of the paragraph

Bottom Bun- Conclusions

Draper, Graham et al. *Physical Geography Discovering Global Systems and Patterns*. Toronto: Gage Learning Corporation, 2000 p 273.

Purpose

The purpose of this assignment is to get the students to incorporate the cultural factors discussed in class. With this assignment student will have the ability to express what they believe are important aspects. Students will get to work with illustrations and photographs from magazines to present their ideas. This exercise will be interesting because the classroom may represent varying ethnic backgrounds, which can create numerous interpretations of the Canadian image. After completion the students will be able to observe different perceptions.

Objectives

Expectations Reached

- Identify distribution patterns of culture
- Locate relevant information from a variety of secondary sources (e.g. maps, illustrations, print materials, CD-ROMs, Internet)
- Communicate the results of inquiries for specific purposes and audiences, using media works, oral presentations, written notes and reports, drawing, tables, charts, and graphs.
- Demonstrate an understanding of the ways in which cultures are affected by migration.

Materials

- Magazines, Newspaper
- Colouring Pencils
- Markers
- Paper
- Chart or Construction Paper
- Computer with Internet (if students want)
- Pen
- Scissors
- Glue

Lesson Guidelines

The students will all be given either chart or construction paper and secondary sources to use to help identify Canadian culture. The teacher may want to give some examples about what aspects the students should be examining (examples listed above). This assignment will require class time and also some work from home. If available, Internet use may be helpful to try and find pictures or illustrations.

Activity #5: Immigration and the Development of Canada

Overview

The last assignment of the unit involves the students writing an essay on the effects that migration has had on the development of Canada. Students are required to complete independent research and to write an essay following the essay guidelines provided. The students will submit a rough draft, which they will exchange with a peer to look over. After the peer evaluation the teacher should look over the essay and make and necessary changes or suggestions before returning it to the student.

Purpose

The purpose of this assignment is to observe whether the students can complete independent work on an assigned topic. Also, it is important that students are able to recognize examples relating to what they are learning. This assignment will encourage a variety research methods both primary and secondary, peer editing and communication skills because an overall use of skills and concepts leads to successful learning.

Objectives

Expectations Reached

- Identify factors that affect migration and mobility.
- Locate relevant information from a variety of primary sources (e.g. surveys, statistics, interviews, field studies) and secondary sources (e.g. maps, illustrations, print materials, CD-ROMs, Internet)
- Communicate the results of inquiries for specific purposes and audiences, using media works, oral presentations, written notes and reports, drawing, tables, charts, and graphs.
- Demonstrate an understanding of the effects that migration has had on the development of Canada.

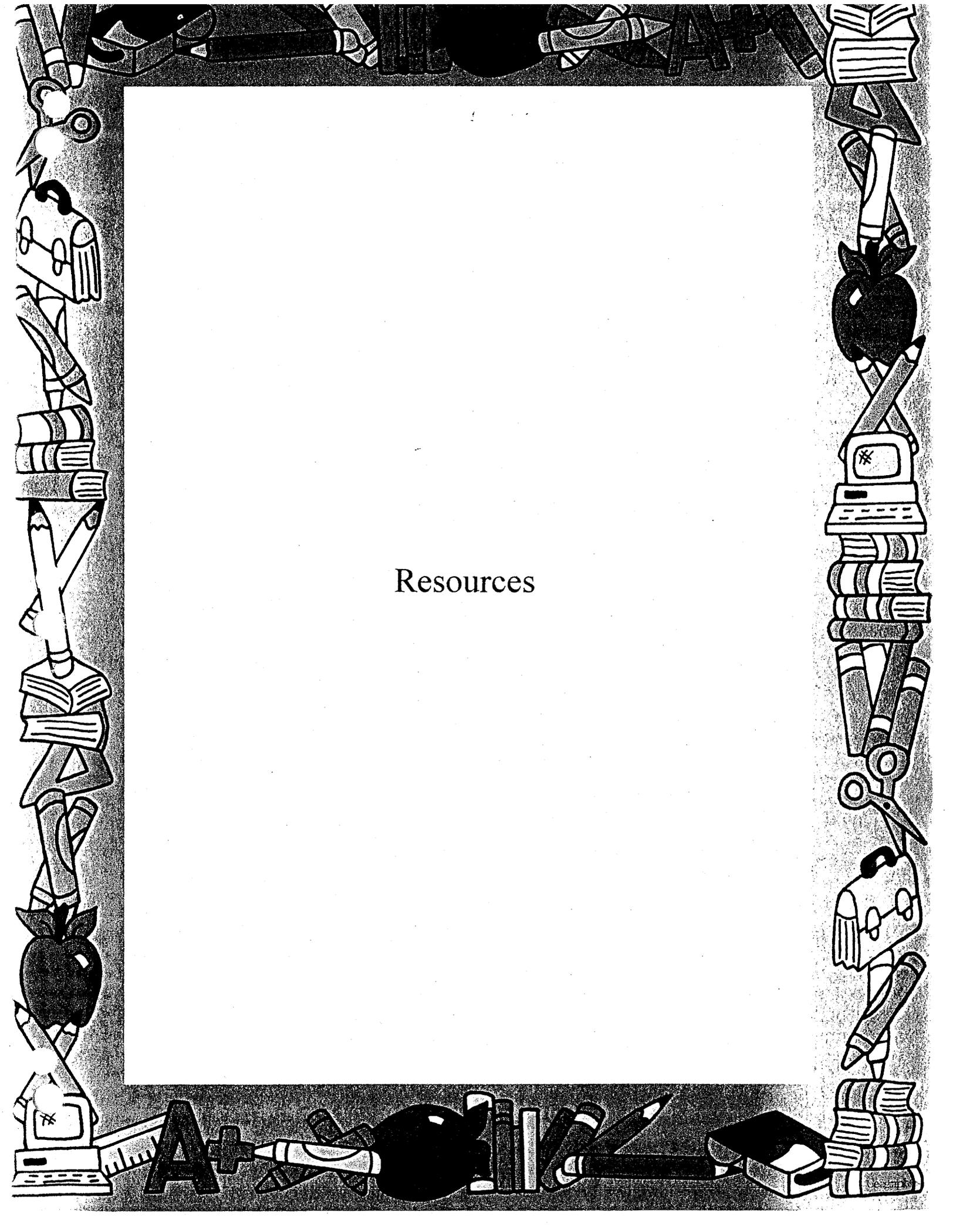
Materials

- Primary and Secondary resources
- Paper
- Computer with Internet
- Pen

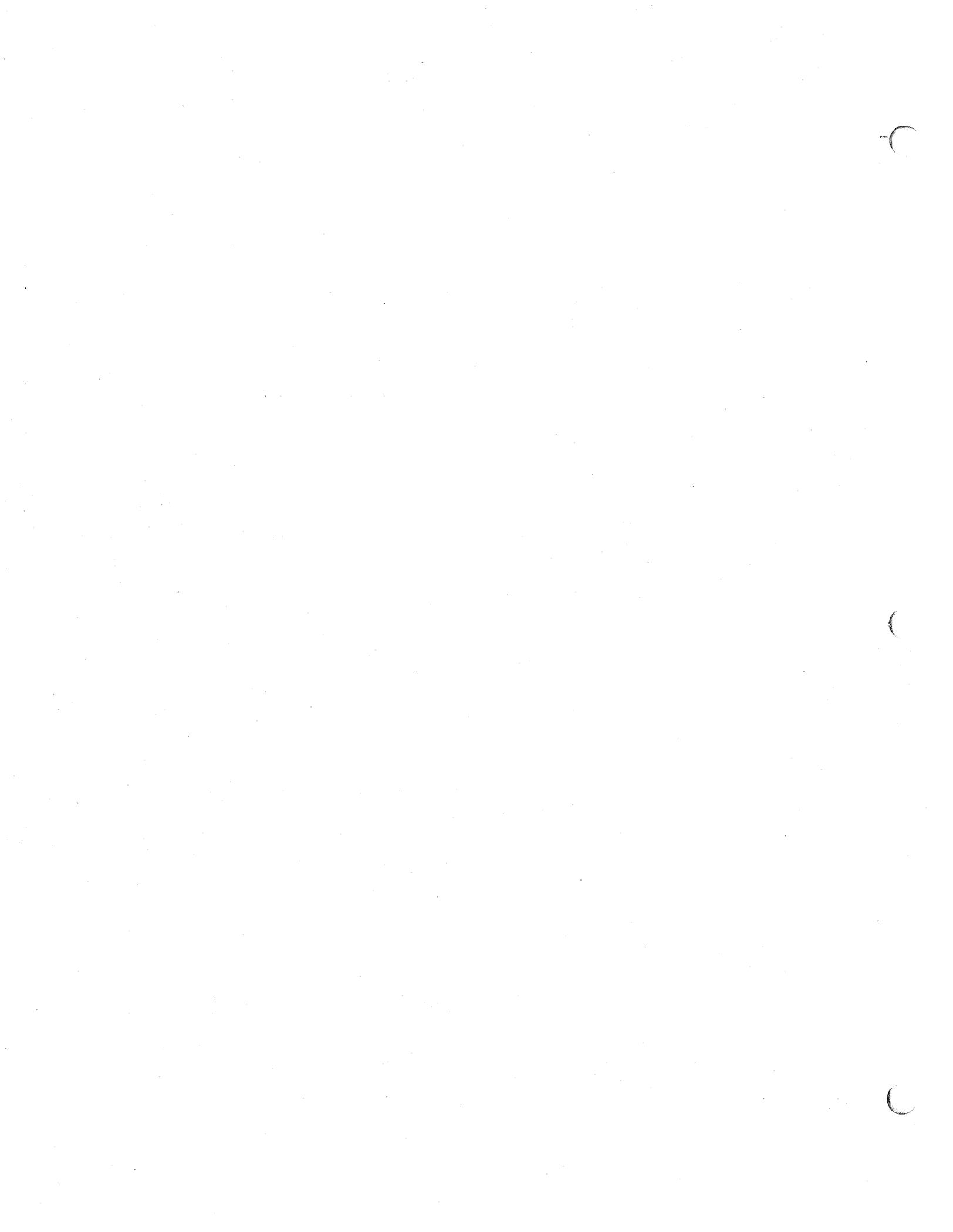
- Essay Guidelines (see attached)

Lesson Guidelines

Upon being given instruction the students will begin their researching. Students should be given time at school and time should be allotted within their homework schedule. Teachers need to ensure that students understand the essay guidelines given and an example should shown for the students to view prior to writing.

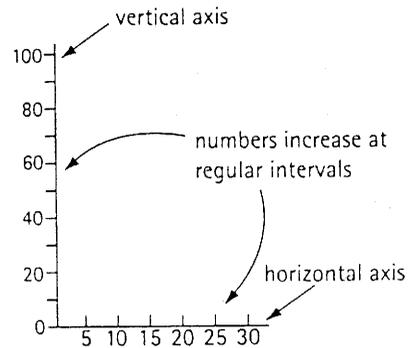


Resources



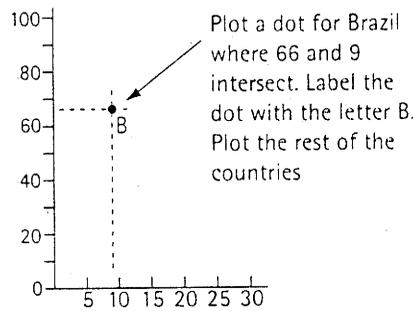
Drawing a Scatter Graph

Step 1: Draw the axes.

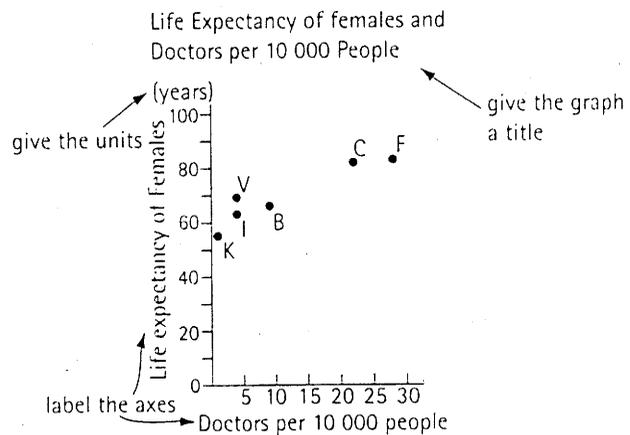


Step 2: Plot the data.

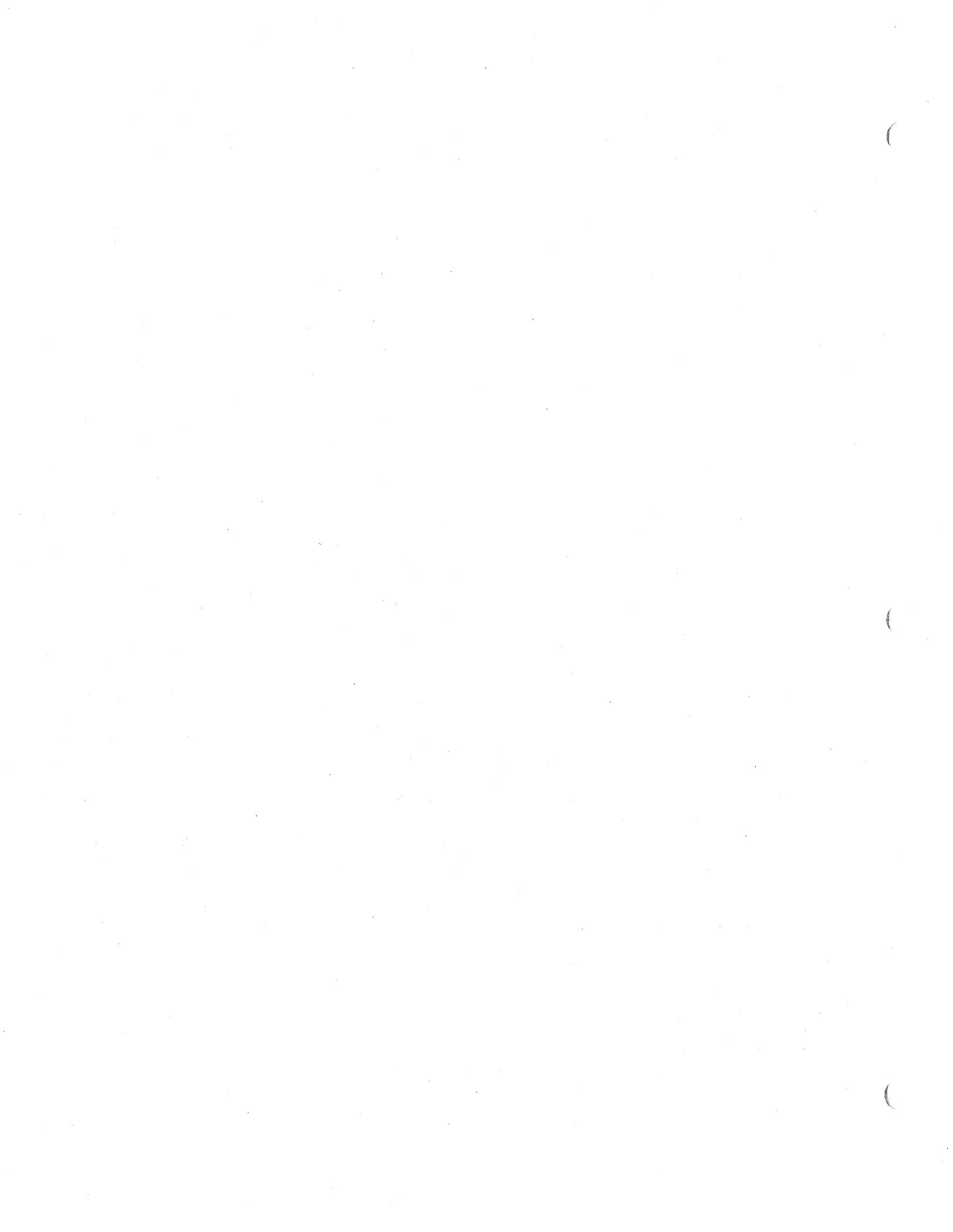
Country	Life Expectancy (in females)	Doctors per 10,000 People
Brazil	66	9
Canada	82	22
India	63	4
France	83	28
Kenya	55	1
Vietnam	69	4



Step 3: Finish the graph.



Taken from: Draper, Graham et al. Human Geography Discovering Global Systems and Patterns. Toronto: Gage Learning Corporation, 2000, p. 314.



Writing an Essay

Step 1: Plan your essay.

An essay should have three parts:

- | | |
|--------------|---|
| Introduction | <ul style="list-style-type: none">• sets the tone for the essay• states the purpose• identifies the research question (the thesis) |
| Body | <ul style="list-style-type: none">• this is the largest part of the essay• presents the information you have found to answer your research question (hypothesis) |
| Conclusion | <ul style="list-style-type: none">• reminds the reader of the purpose of the essay• sums up the evidence that was produced in the body of the essay |

Step 2: Outline your essay.

The Causes of the Greenhouse Effect

INTRODUCTION

- to identify the important causes of the greenhouse effect
- research question: What are three most important causes of the greenhouse effect?

BODY

Cause #1

- burning fossil fuels
- identify fossil fuels (coal, oil, natural gas)
- identify the impact on the environment of burning them (produces carbon dioxide)

Cause #2

- burning tropical forests

Cause #3

- releasing freon into the air (spray cans, air conditioners, refrigerators)
- harmful gas
- other types of appliances that are not harmful

Step 3: Write your essay.

You need to make a first draft that you carefully edit and improve. In the first draft you edit for spelling or grammatical errors, statements that aren't supported by facts, clarity, and completeness. Then, write the final good draft.

Taken from: Draper, Graham et al. Human Geography
Discovering Global Systems and Patterns. Toronto: Gage
Learning Corporation, 2000, p. 327.

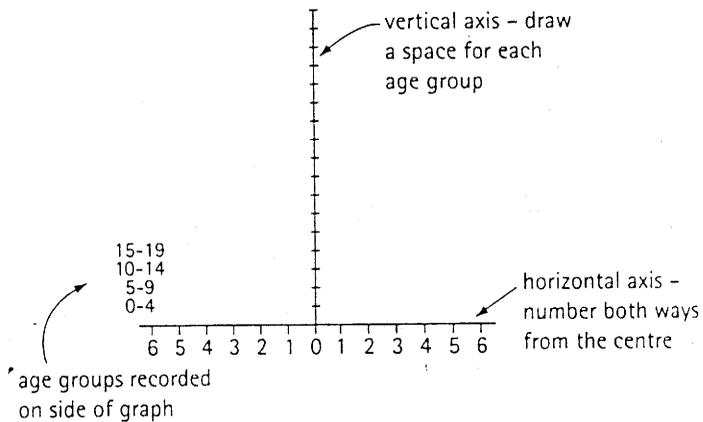


Drawing Population Pyramids

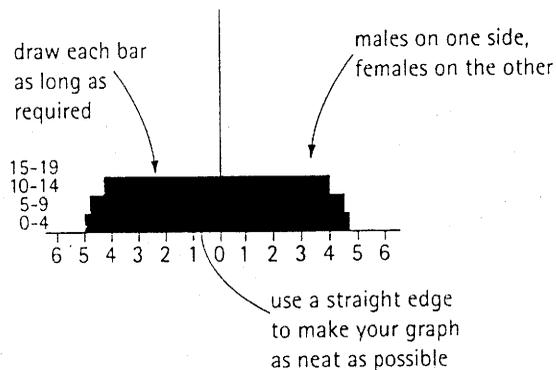
Population for China

Age Group	Males (%)	Females (%)
80+	0.3	0.5
75 - 79	0.5	0.6
70 - 74	0.9	1.0
65 - 69	1.3	1.3
60 - 64	1.7	1.6
55 - 59	1.9	1.7
50 - 54	2.1	1.9
45 - 49	2.7	2.5
40 - 44	3.6	3.4
35 - 39	3.6	3.3
30 - 34	4.5	4.1
25 - 29	5.3	5.0
20 - 24	5.1	4.9
15 - 19	4.0	3.8
10 - 14	4.3	4.0
5 - 9	4.8	4.5
0 - 4	5.0	4.7

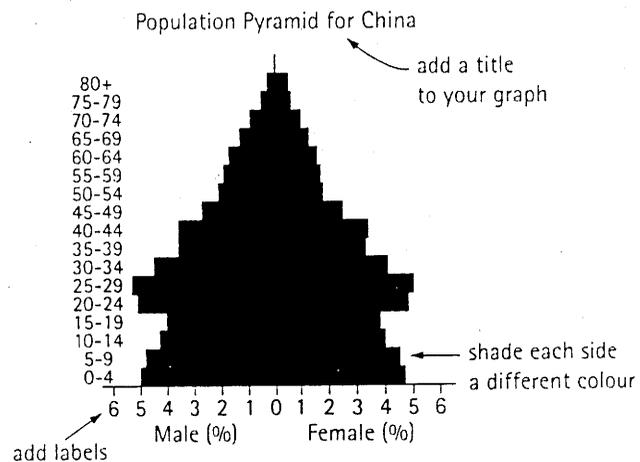
Step 1: Draw the axes.



Step 2: Plot the data.



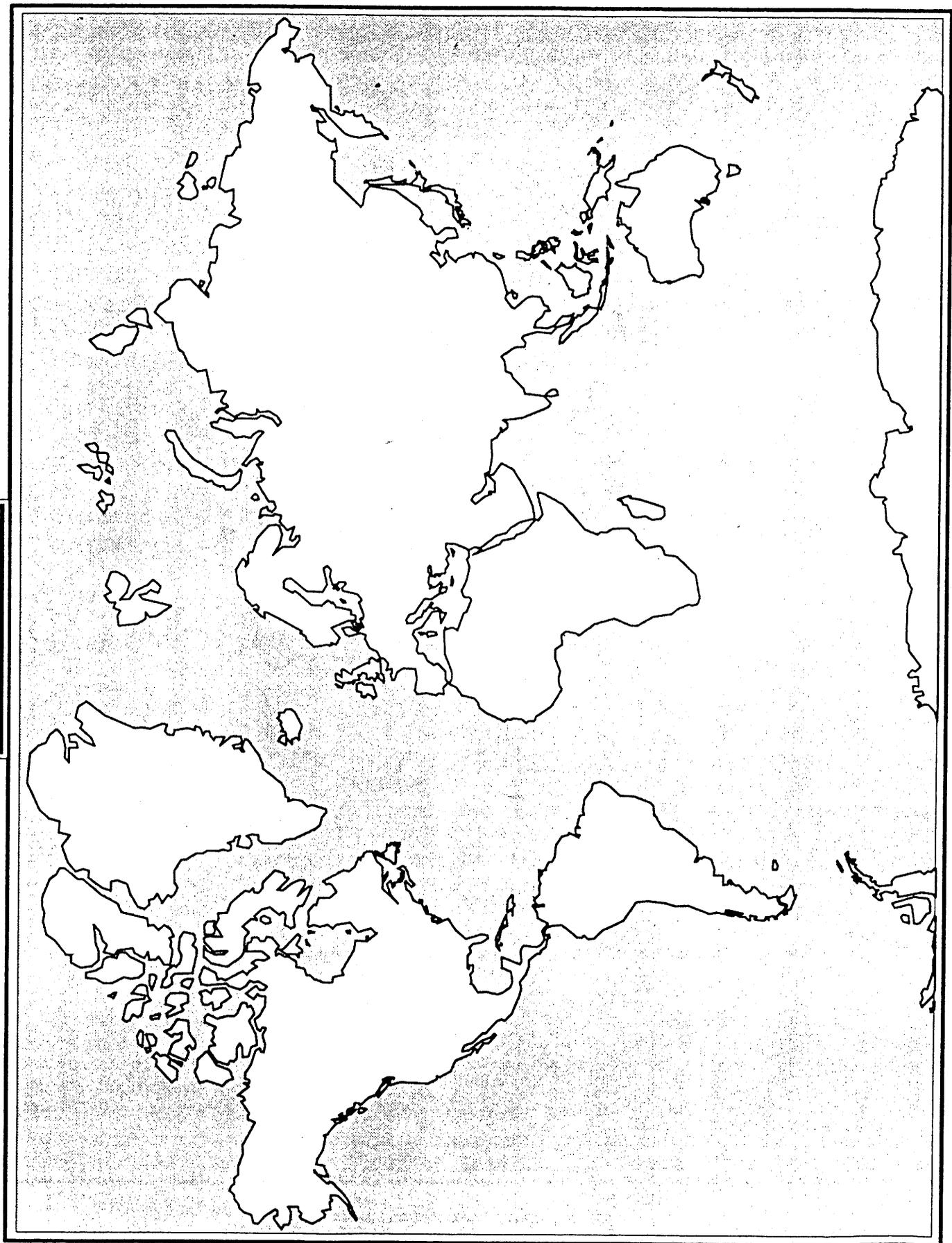
Step 3: Complete the graph.



Taken from: Draper, Graham et al. Human Geography Discovering Global Systems and Patterns. Toronto: Gage Learning Corporation, 2000, p. 316.

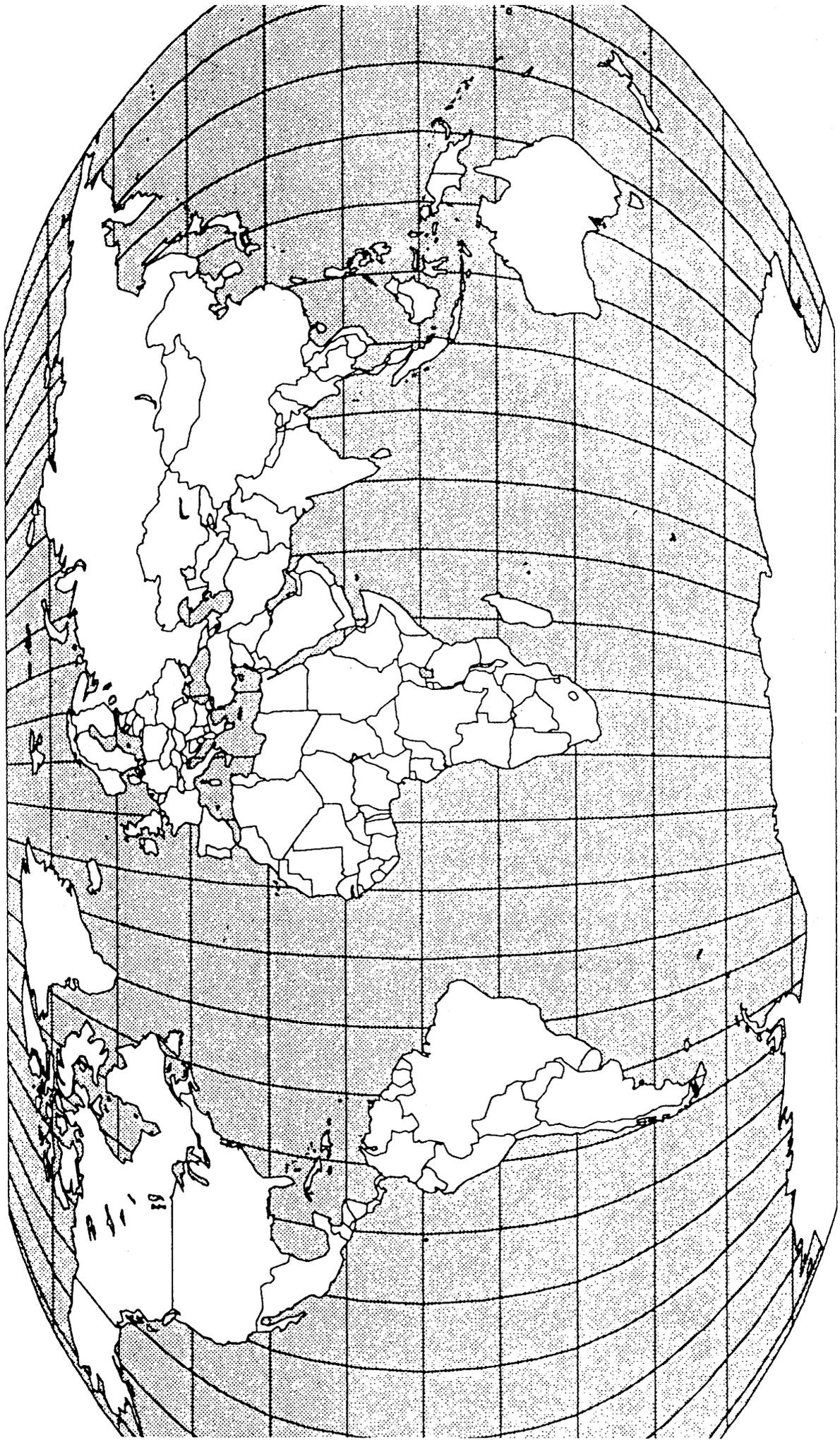


World

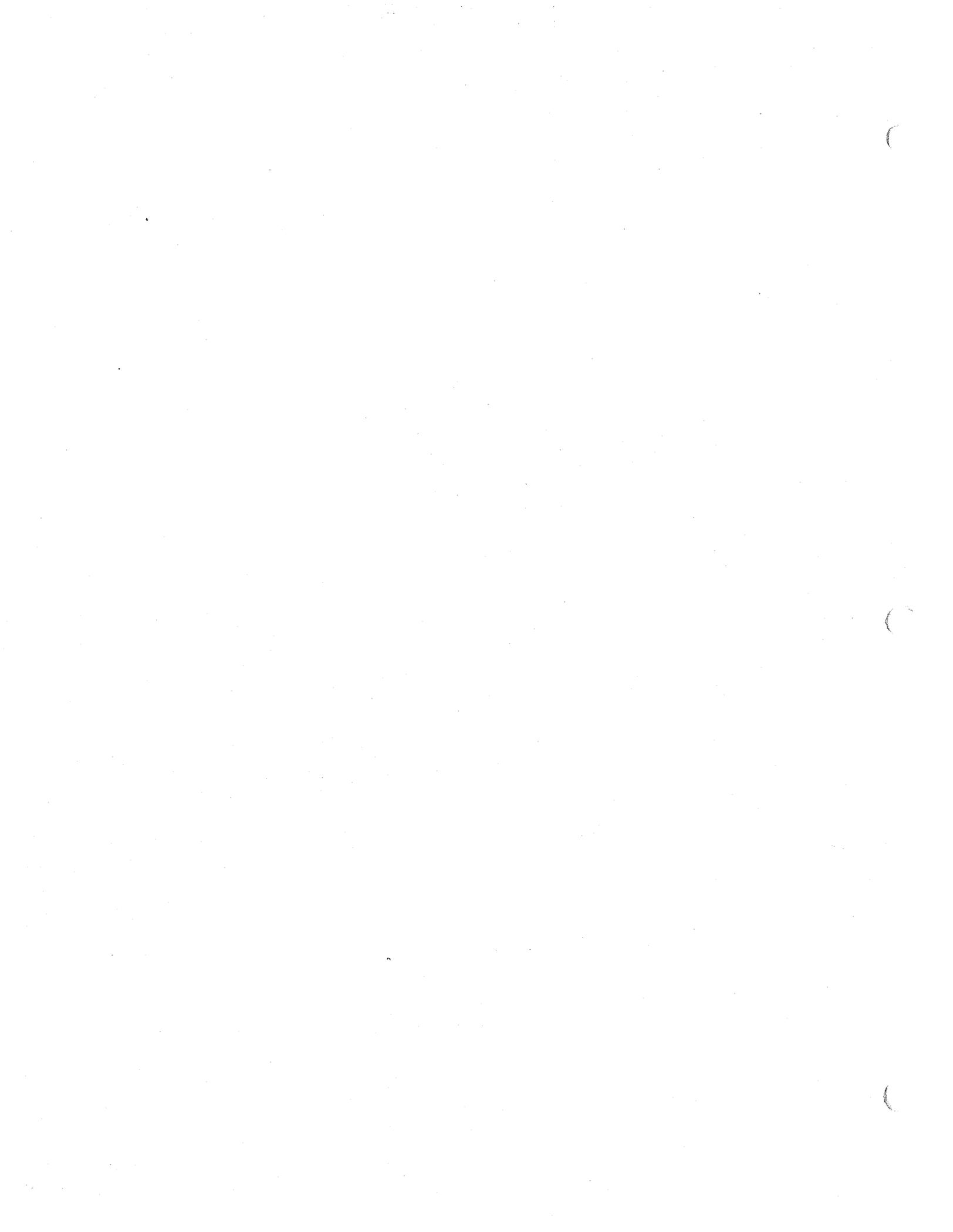


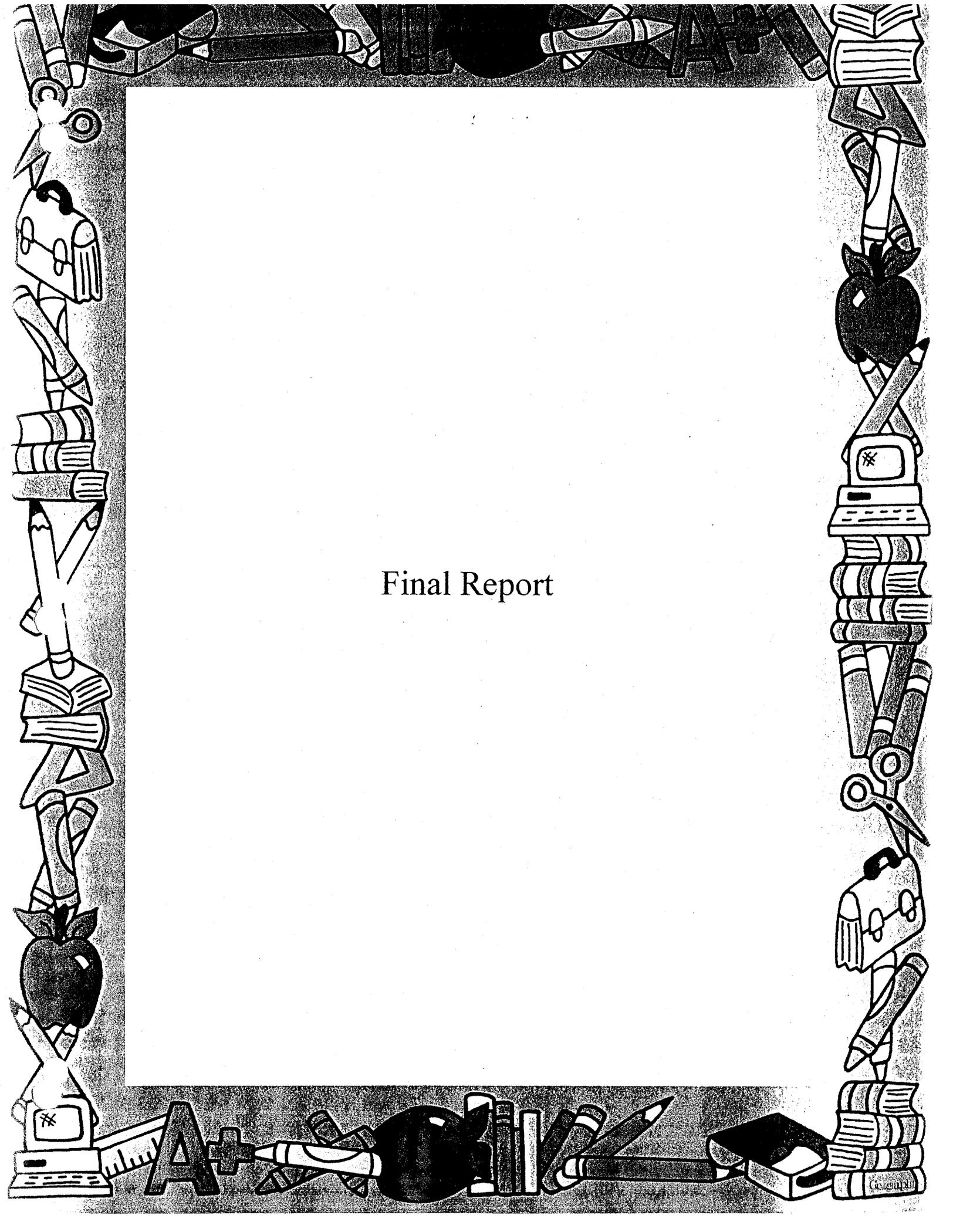


World Map



Source from : Matthews Hall Private School, London, Ontario.





Final Report

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1

**Trent University Department of Geography
and
the Community-Based Education Program**

Research Proposal/Agreement

Section A: Party to the Agreement

Project Title: Geography Education Program for Grade Seven and Eight

Department/Course Number and Name: 470 Research in Human Geography

Student

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Host Organization

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Introduction

Geography becomes its own discipline in grade seven and eight. The curriculum in the earlier grades groups social studies into one class. The grade seven curriculum focuses on physical geography and grade eight on an introduction to human geography. This project is going to be two-pronged as there will be extensive research both into the geographical and educational aspects of the project. This research project is mainly research based, as we will be greatly focusing on the literature in the field. The literature review will mainly focus on what is required to be known at each level in geography and also the techniques for effective teaching. This analysis will focus on both techniques in general and in geography specifically. This information must be obtained before we can begin the literature specifically referring to the geography information.

Section B: The Project

The purpose of this project is: The purpose of the project is to produce a Global issues/ Geography based education program for the grades seven and eight Geography curriculum set by the Ontario government. The purpose is to present this program with

the appropriate materials through a final report, instructional manual, workshop, if time permits a website.

The key research question(s) is: What are the best curriculum-gearred, effective, geography education materials available, and what is the best way to make them accessible to Galt House London, Ontario teachers and teacher candidates?

Specific Research Questions:

- 1) What geography topics and learning outcomes are required by grade seven/eight curriculum?
- 2) What features/characteristics are essential to effective teaching and learning for the age/education level?
- 3) What characteristics make these resource materials most appropriate (age/education level appropriate for grade seven/eight, how current or accurate).
- 4) What geography resource materials will be most efficient (videos, texts, worksheets, websites etc)
- 5) What format will be most efficient and useful for teachers?

A description of the study area (include map): The geographical area is the whole world. There will be a focus on the different physical and human patterns of the world. As this project has two areas to it, Geography and Education, the geographical area that will be examined in detail will be Ontario, but the national and global scale will also be looked at throughout the materials. The location that will be receiving this information is Galt House, which is located at 520 Wellington Road in Downtown London, Ontario. The school is non-denominational and teaches grades Kindergarten through grade eight. The school has approximately thirty students and they are taught in two rooms with Kindergarten to four in one and five to eight in another.

Definitions of terms relating to this research project:

Curriculum: This term refers to the necessary learned material for grades seven and eight set out by the Ontario government.

Appropriate Material: This refers to the material and information that we are going to provide to Galt House. All materials and information will be provided to allow them to implement this into the regular classroom.

Instructional Manual: Booklet to be provided to host and participants of workshop to use as a resource for teaching grade seven and eight curriculum.

Global Education: This term means that the material that is going to be learned are issues that are on a global level. There will be some focus on the global scale and not just local information. Also, this terms means that the materials and activities provided will be current issues.

Curriculum-Geared: This term refers to the idea that the materials that we will be referring and including in the project will all satisfy the curriculum for Ontario. Each subject has a document that outlines what each student has to learn and Geography is broken down into headings. For grade seven: Themes of Geographical Inquiry, Patterns in Physical Geography, and Natural Resources. For Grade eight: Patterns in Human Geography, Economic Systems, and Migration

Education Program: This means that the materials that we provide will allow the teachers to teach the required materials. There will be appropriate activities to complete these grades.

Physical Geography: Spatial analysis of all physical elements and processes that make up the environment: energy, air, water, weather, climate, landforms, soils, animals, plants and Earth itself. Source: Robert W Christopherson, *Geosystems*, 2000

Human Geography: the study of spatial organization of human activity and of people's relationship with their environment.

Source: *Places and Region in Global Context Human Geography*, Paul.L.Knox and Sallie A. Marston, 1998

The placement will begin: October 7, 2003 **and end:** March 30, 2003

The schedule for completion of the project will be as follows:

Task	Outcome	Hours	Due Dates
Classroom Observation	Final Output	3	October 31, 2003
Research Effective Education and Information	Literature Review	10	November 25, 2003
Write Literature Review	Literature Review	5	December 2, 2003
Book Place for Workshop	Workshop	1	February 13, 2004
Prepare Workshop Activities	Workshop	5	March 1, 2004
Research Geography Contents of Grade Seven and Eight	Final Project	10	March 15, 2004
Write material for instructional manual	Instructional Manual	15	March 15, 2004
Develop worksheets for Grade Seven and Eight	Instructional Manual	5	March 15, 2004
Assess Available Teaching Materials	Final Project	7	March 25, 2004
Deliver Workshop with setup and take down	Workshop	4	To Be Announced

Write Final Report	Final Report	15	March 25, 2004
Proofread because two writing styles	Entire Project	5	April 2, 2004

Each student will complete the amount of hours listed. These hours will be multiplied by two.

Sources and Approaches

Source	Location	Use
Internet Education and academic geographical website	World Wide Web	There are a variety of interesting geographical websites where we can see what the students out there are learning. There are unit plans and education resources that talk about effective teaching material.
Academic Journal Articles and Books	World Wide web Trent University Library Inter-library loans	Academic perspectives on the topics at hand
Classroom Observation	Galt House Other Grade Seven and Eight Classrooms	First hand observation
Written Encounters-experiences of teachers	Educational Magazines Journal Articles	Allow us to learn from the teacher's mistakes and also try and implement some of the ideas that they might have had.
Available teaching materials (videos, books, maps, graphs etc)	World Wide Web Books Teacher's Sources Educational libraries	This will allow us to see what sources we can make part of our final project.

Project Analysis

The analysis will involve an intense look at the research materials to devise the most informative Geographical education program possible. We are going to closely look at literature of teachers that have written about teaching this topic in Grade Seven and Eight. This project will be mainly researched based, as we will focus on the literature that has been written on this topic.

Total hours required to complete this project: 175 hours

Project budget and resources required:

Expense	Cost	Party Paying
Travel Trips to London	\$210.00	Megan Gallant and Erin James
Phone Calls Daytime	\$ 20.00	Megan Gallant and Erin James
Photocopies	\$10.00	Galt House Private School
Binding of Instructional Manual	\$20.00	Galt House Private School TCCBE
Classroom Observation	No cost	Megan Gallant and Erin James

Project Deliverable(s):

The first deliverable of the project will come in the form of the literature review which we will provide to both the professor and the host as part of the final report and instructional manual. This is important as it gives the host an understanding of the material that is available in the subject area. The main part of the project will come in the form of an instructional manual that will outline in great detail the educational program. This will be a bound document of about 30-40 pages. This will be an education program for the teaching of grade seven and eight geography. This information will also be presented in the form of a workshop (approx time 45 minutes plus question and answer). We are going to tape out workshop and ask that this be part of our final assessment. If time permits a website will be launched with all the materials listed. A final report will also be presented: the literature and the instructional manual will be brought together.

Introduction

Education is a crucial aspect of a child's development. It is important that each student is taught in a manner that will allow him or her to succeed to the best of their ability. The purpose of this project is to develop an education program for grade seven and eight geography based on the Ontario curriculum. Geography becomes its own discipline in grade seven; before this point, geography is incorporated into social studies. This research project had to be researched from two different angles. First, there was an analysis of the proper teaching techniques and formats for instructing geography. The second part of the research was focused on the actual geographical topics that are looked at in the grade seven and eight curriculum.

The client for this project was Ruth Smith at Galt House Private School in London, Ontario. Galt House has students enrolled in Kindergarten through to grade eight, but there are only approximately thirty students. She requested this project because geography is a topic that teachers struggle with because of the lack of training in the subject. She stated that it would be extremely beneficial if the teachers could be supplied with an instructional manual to help and direct their teaching.

There are key definitions that are critical to state for the overall understanding of the project. Each term is defined in the following section.

Curriculum: This term refers to the necessary learned material for grades seven and eight set out by the Ontario government.

Appropriate Material: This refers to the material and information that we are going to provide to Galt House. All materials and information will be provided to allow them to implement this into the regular classroom.

Instructional Manual: Booklet to be provided to host and participants of workshop to use as a resource for teaching grade seven and eight curriculum.

Global Education: This term means that the material that is going to be learned are issues that are on a global level. There will be some focus on the global scale and not just local information. Also, this term means that the materials and activities provided will be current issues.

Curriculum-Geared: This term refers to the idea that the materials that we will be referring and including in the project will all satisfy the curriculum for Ontario. Each subject has a document that outlines what each student has to learn and Geography is broken down into headings. For grade seven: Themes of Geographical Inquiry, Patterns in Physical Geography, and Natural Resources. For Grade eight: Patterns in Human Geography, Economic Systems, and Migration

Education Program: This means that the materials that we provide will allow the teachers to teach the required materials. There will be appropriate activities to complete these grades.

Physical Geography: Spatial analysis of all physical elements and processes that make up the environment: energy, air, water, weather, climate, landforms, soils, animals, plants and Earth itself. Source: Robert W Christopherson, Geosystems, 2000

Human Geography: the study of spatial organization of human activity and of people's relationship with their environment.
Source: Places and Region in Global Context Human Geography, Paul L. Knox and Sallie A. Marston, 1998

This final report is going to be divided into nine sections: introduction, purpose, literature review, results, recommendations to client, conclusion, acknowledgements, and a complete bibliography. An instructional manual will be included at the end of the paper this includes six units with a total of thirty-three activities. These activities will provide the instructor with a break down of the activity and with geographical information to improve their geographical knowledge.

Purpose

The purpose of this project is to develop a global issues/geography based education program for the grades seven and eight geography curriculum set by the Ontario government. The final project will be presented in three different forms, a report, instructional manual and workshop.

This purpose of this project was to answer the following questions:

The key research question(s) are: What are the best curriculum-gearred, effective, geography education materials available, and what is the best way to make them accessible to Galt House London, Ontario teachers and teacher candidates?

Specific Research Questions:

- 1) What geography topics and learning outcomes are required by grade seven/eight curriculum?
- 2) What features/characteristics are essential to effective teaching and learning for the age/education level?
- 3) What characteristics make these resource materials most appropriate (age/education level, appropriate for grade seven/eight, how current or accurate).
- 4) What geography resource materials will be most efficient (videos, texts, worksheets, Websites etc)
- 5) What format will be most efficient and useful for teachers?

This project is necessary because geography is an essential aspect within the school system. For those without geographical background, it is extremely difficult to understand the topics covered. This project stands separate from any other unit plans that are available because of the secondary research that has influenced the activities included in the instructional manual. This project brings both theoretical philosophies and teaching techniques together with the geographical information being taught.

Methodology

The methodology of the study will be described in this section. It provides an outline of the research approaches and the associated methods and techniques used for data collection. For this project the methods used in the research were mostly secondary, but there is an array of interpretative techniques. These techniques are useful for

understanding the fundamental dynamics of geography education and are critical in determining what is involved in an effective curriculum. For this reason, the education program has been divided into five subsections: literature review, classroom observation, curriculum analysis, textbook selection and unit development.

Aims and Objectives of Study

The aims are:

To produce a Global issues/ Geography based education program for the grades seven and eight Geography curriculum set by the Ontario government.

To present this program with the appropriate materials through a final report, instructional manual, and educational workshop.

Literature Review

To thoroughly analyse background information pertaining to geographical education this project began with a literature review. This review was divided into themes to consider relevant issues in the study, and for ease of understanding. Six themes were researched to attain the knowledge required for successful completion. The research had to be organized from general to specific to fulfill recognized research techniques. The strategy used at this stage was note taking and observations based on the literature being reviewed. This provided the opportunity for personal insights in the selected areas of study, and in their later analysis. The components of the research were as follows: theory and philosophical background, teaching experiences, geography teaching techniques, teaching materials and content, lesson development, and curriculum requirements. The research was set up in this manner because each level had to be completely understood before progressing to the next. To identify a theoretical and philosophical background it was essential to find theorists of geographical education. The sources that coincide with

this section are based on global examinations, enabling a total grasp of geographical education from international perspectives. This is a crucial technique because geography curriculum designers must realize the importance of geography education.

The theme entitled "Teaching Experiences", presents a wide range of information. Advice from experienced teachers will be offered through periodicals written for new teachers to assist with all educational aspects from assignments to worksheets.

Stages of Research

In developing a geography curriculum, five methods plus a literature analysis were used because different approaches to the study were considered useful and thorough. The different methods fulfilled all the important aspects of the study. Each method, tool or technique had its own unique strengths and weaknesses and there was an inevitable relationship between the data collection methods and the results obtained. The five methods began with a literature review and then followed with textbook selection, classroom observation, curriculum analysis, geographical units and workshop.

Textbook Selection

To complete the textbook selection, we had to analyze several textbooks to ensure that we chose an appropriate text. The process by which we researched and selected the textbooks was in-depth in order to offer constructive recommendations to the client. This process began with developing a procedure to make these textbook selections. Secondary resources indicated the importance of selecting the right textbook to teach students geography. We began with reading as many sources as possible to define important aspects of a textbook. We compared the research from all the texts to outline the key ideas that were evident. Ideas that were prominent in both parts of the research were

made into a checklist. This checklist was used for the purpose of this project, but also will be available to the client.

The checklist will allow the user to mark “yes” or “no” in conjunction with the associated themes; this process will allow for an effective rating of potential textbooks. Comments can be made by the educators using this resource to make reference to key features of the selected text. The checklist is made one page specifically for convenience of the user, so that the information could be kept clear about all of the different sources that were analyzed.

The selection process involved collecting textbooks from schools currently being used, but to be able to compare the layout previously studied in geography we reviewed past texts. Also, not all schools have purchased new textbooks for their students, so it is useful to see what students are potentially using. Each textbook was looked at thoroughly by filling out the checklist. Comments were made about each textbook to allow for comparison between sources (See Appendix).

One of the guidelines in the checklist is whether or not this textbook would stimulate learning for the students. To answer this section, each of the textbooks was given to a student at the grade eight level; and they were to state whether or not the textbook presented to them would encourage them to learn more.

The comment sheets were collected and the observations and answers were collaborated to decide which textbook would be the one chosen for the purpose of the project. The textbook selection was an important aspect of the research because these resources are essential for teaching geography. This selection process also answers one of the key research questions: What characteristics make these resource materials most

appropriate? This checklist may be used to test any resource for the classroom and not just a class text.

Classroom Observation

Classroom observation was a vital part of the methodology of this project. It was important that we were comfortable within the classroom setting. Through practical positions, we were able to observe the classroom to see how activities are instructed and learned by the students. In addition, we were able to observe what teaching methods were most successful in grasping the students' attention. By doing research we were able to determine in a classroom setting which activities would be effective teaching strategies. These observations were not necessarily made in a geography class, as they should apply to all curricula. The classroom observation results were applied to the development of the units.

Curriculum Analysis

The fourth stage was to analyze the geography curriculum document published by the Ontario Ministry of Education and Training. This document outlines the knowledge and skills that are appropriate within a grade seven and eight geography classroom. It was essential to thoroughly examine the objectives of the grade seven and eight levels to ensure the education program followed the curriculum requirements. Furthermore, the curriculum documents identified the main themes to be researched throughout the program. Once the main themes were identified we were able to start brainstorming about how the themes could be presented through an activity.

Geographical Units

The main purpose of the report was to develop an instructional manual for teachers. This manual includes activities that are appropriate for grade seven and eight geography set out by the Ontario government curriculum and each unit is outlined as such. Three units for each grade have been developed to give teachers ideas on how to educate their students in both physical and human geography. The activities were developed with the intention of educating students in a way that will appeal to them individually in order for them to absorb the information.

Each activity was made by bringing together the secondary sources collected in the literature review with the curriculum document to create a stimulating lesson for the student. The geography curriculum sets precedence for what lessons need to be taught to the class. This report analyzes the requirements and applies them in an interesting teaching fashion through activities. This section of the project was crucial, as we had to combine both the curriculum requirements and stimulating activities to the classroom that they will be applied to. There were thirty-five activities in total created using this process.

Each unit includes an information sheet that outlines the important terms and ideas for that unit. These are presented in chart form for the user so that they can be effective. These charts are meant to provide a quick reference section for the teacher.

Workshop

The results of this project were presented in a workshop to teacher candidates. In order to present this information in an effective manner, we had to devise activities that would illustrate what we are trying to accomplish through this education program.

Initially, a central location had to be chosen to hold the actual event. The geography lab

was selected because it was accessible by all of the Trent students and there was a lot of room for the activities to be completed and it was based in a classroom setting. Also, this room provided the appropriate technology to present a successful workshop.

An interactive activity was assigned to the attendance so they could grasp the ideas that were being introduced to. Secondary research was implemented when developing the workshop to ensure that the teaching techniques were successful.

Each of the participants in the workshop were asked to complete a peer evaluation sheet at the completion of the presentation. The evaluation indicated what key ideas were learned through the presentation and offered suggestions for both improving the workshop and the instructional manual.

Literature Review

Geography in the Ontario curriculum becomes its own discipline in grade seven. The Provincial government issued new guidelines in 1998 and many of the previous course requirements have changed. The Ontario Ministry of Education and Training defines geography as “the study of place. It examines the earth’s physical systems and the people in them (1998, 3).” The emphasis of the grade seven curriculum is physical geography and in grade eight the introduction to human geography. The main objective of the review literature is to examine the teaching of geography in a systematic manner beginning with general concepts and then progressing into more specific geographical themes. There are five main components to this literature analysis: theory and philosophical background, teaching experience, effective geography teaching techniques, geography content materials, and primary documents laid out by the Ontario government.

Theory and Philosophical Background

Both educators and geographers have developed theories on geographical understanding and teaching. The understanding of geography has very specific approaches and methodologies. Within the Canadian education system, history and geography are interconnected disciplines up until grade six. This grouping is called social studies. Mayo (1985) states that Canada and Australia are the only two countries that group these disciplines together. He believes that this approach is inappropriate because history and geography are dissimilar in regards to how they are approached and understood. According to the Ontario Ministry of Education and Training this is not the case. "History involves the examination of individuals and unique events, as well as of groups, movements, institutions, nations, and eras. Geography is the study of place. It examines the earth's physical systems and the people in them. It also investigates how people and environment affect each other (Ministry of Education & Training 1998, 2)." As clearly demonstrated history and geography are interconnected because simultaneously they acquire knowledge about space and the individuals within these places. Geography is an important aspect in the education system, and many studies have been completed examining how the discipline has been taught and learned.

At the time of colonial development, students would have had a great interest in learning geography because of the focus on exploration. The young people in the communities would be interested in geography because of all of the territorial discoveries being made in the world (Mayo, 1965). However, throughout our research, the point made by Mayo has been contradicted. Educator Norman Graves (1984) clearly stated that geography is not a key form of understanding. He describes its ideas and concepts as not

original, but derived from multiple disciplines such as mathematics, history, physical science and aesthetics. The work completed by geographers is used as a basis for the fields of economics, history, politics, and sociology. Geography has been declared a field and not a specific form of knowledge such as the physical sciences. "To be a geographer it is necessary to be initiated into many, if not all, of the forms of knowledge" (Graves and Simons 1966, 32). Geography educator, William Pattison, outlines the four traditions of geography as the spatial, area studies, man land, and earth science. He declares these as the basis for geographical development and comprehension (1973,83).

Balchin and Coleman (1965) identified the traditional themes of education as reading, writing and arithmetic and developed them into what they define as modern versions of old concepts. The new concepts should be based on articulacy, literacy, and numeracy but a fourth component, graphicacy should also be added. Graphicacy is a type of knowledge, which involves the use of maps, plans and graphs etc. within an education system.

Many studies have found that researchers feel maps are effective ways of displaying discoveries because they can be used as a representation of scholarship in and experience of the landscape. Christopherson (2000) describes maps as, "a generalized view of an area, usually some portion of Earth's surface, as seen from above and greatly reduced in size (p.23)." Cartography is essential tool within a classroom because it illustrates spatial information and analyzes spatial relationships therefore, allowing students to intertwine learning with surrounding environment. Additionally, using local environments as examples allow students to link existing personal knowledge with what they are learning in the classroom (Graves).

Theories have been derived about how students learn the 'art of interpreting and using maps' (Harvey, 1972). Research has found that learning is a difficult and long process that is best to begin at a very young age. The teacher is mainly focused on developing a student's understanding of the link between a map and their actual milieu as opposed to using maps that hold no personal value.

A collection of essays called *The Social Sciences and Geographic Education* focuses on the theoretical understanding of teaching. In the work written by Brian A. Johnson, he discusses the use and importance of models in teaching geography. This can also be seen in the Gage Publishing textbooks. The use of models is important because it outlines the student's learning structure and direction.

William D. Pattison's essay called "Changing attitudes in the High School Geography Project" discusses the requirements of high school assignments. This is important because these are the types of activities that the students in the grade seven and eight classes should be preparing for.

Teaching Experiences

There are many education-based publications available for reading on a regular basis. These magazines are available in a variety of teaching disciplines. Some of these sources are generalized because they include teaching instructions for numerous disciplines instead of just one specifically. An example of this is *Scholastic Instructor*, which is published on a monthly basis. A wide range of information is provided within this periodical ranging from assignments to worksheets and advice from experienced teachers. However this source is not classified as academically credible because it lacks a theoretical basis. Although, it is valuable because they provide first-hand knowledge from practicing teachers. These publications examine different learning styles and

techniques that are most effective. It has been stated that the learning retention for lectures is five percent, reading ten percent, audio visual twenty percent, demonstration thirty percent, discussion group fifty percent, practice by doing seventy-five percent and teaching others/immediate use of learning is ninety percent (Scholastic Instructor, 2003,9).” In another issue of *Scholastic Instructor* an article entitled, “My Neighborhood My World” explains activities that involve getting students into their community and working with maps (2003).

Geography Teaching Techniques

Zoe A. Thralls, author of *The Teaching of Geography* outlines how important it is for the instructor to have adequate knowledge about the subjects they are teaching. If the teacher increases his/her understanding of the teaching material this will allow the transfer of information from the teacher to their students to be more successful and effective. For example the teacher’s knowledge will assist students about how to use and read charts, graphs, and maps accurately. The author also makes reference to how the use of local landscape examples will increase the comprehension of the students. The students are able to make a connection to their previous knowledge about the location. Many references describe the importance of teachers integrating visual aids into their lessons. Thralls emphasizes how maps activate the mental processes helping students to attain essential components for the lecture. She explains how each visual representation can be presented in three different themes: the natural, cultural and natural-cultural features of the landscape. These perspectives allow the students to learn about both physical and human geographical aspects, which will be very useful because there has to be a link between the information learned in grade seven and grade eight. She makes reference to the idea of using current events as practical examples for the students.

Again, they are able to make a connection to the knowledge that they already have. She does warn against using strictly popular publications such as magazines and newspapers because this can lead to misunderstanding of the topic. These sources may lead the students away from the academic components.

Both Thralls and Long outline different but similar features useful for evaluating geography textbooks. Thralls supplies key factors that an effective learning manual should entail. She goes into ample detail about how important the arrangement of maps and pictures are within the appropriate text (Thralls, 1958). Additionally, Long (1966) stresses the significance of texts being accurate and up to date. These are a few of the aspects essential to a proper textbook evaluation which allow an educator to thoroughly assess the quality of potential geography textbooks to determine whether the texts would be effective tool to use within their classroom.

An abundance of sources focused on the importance of different teaching locations and styles. Three types of geographical instruction are lectures, fieldwork and projects. All three styles encourage interactivity between the students and the teacher, but also amongst the students themselves. The fieldwork allows the students to be able to get out into the environment and see exactly what they are learning (Gold, 1991).

Additional references separate teaching styles into more specific sections. N.J. Graves places great emphasis on the importance of using different scale maps when teaching numerous topics. He states that medium to large-scale maps should be used throughout geography education to help to increase the use of maps and the application of them to specific topics being taught. Graves also stresses the importance of students' discovering new information through their visual observation of maps, graphs and pictures etc. It is important for students to learn how to develop their own ideas.

An important factor of teaching geography is collecting and assessing work from the student to gain an indication of what material they are grasping. Literature focuses on the structure of these assessment tools. The geographical educators focus on the format of tools that pertain to their discipline. There is great emphasis placed on the use of observation and maps (UNESCO, 1965).

When learning geography at the grade seven and eight level, it is important that the students understand the key terms and vocabulary of the unit. This allows them to obtain the main objectives of the lessons. Also, the educator has to be aware of which teaching methods students in their classroom respond to effectively. Marlow Ediger emphasizes the idea that there are five key themes to be examined thoroughly: location, place, human environmental systems, movement and regions. These key ideas are linked very closely to the Ontario curriculum, and have to be abided by in order to present an overall understanding of geography.

Morris's book entitled, *Methods of Geographic Instruction* focuses on the development of units to help separate information learnt throughout the course of the school year (Morris, 1968). This allows the student to understand the whole term in manageable sections. The Ontario curriculum is an example of this because it is divided into sections and there has been research completed about the use of units.

In the realm of primary education, a division exists between work in the rural and urban worlds. Morris elaborates on the types of learning within different environments, with emphasis on the different types of land uses and landscapes (1968). Both rural and urban environments need to be understood as important aspects when observing geography as a whole. These two subsections are substantial components when dealing with the awareness of both physical and human geography (Pemberton, 1970).

Research has been completed on the teaching of geography in primary and secondary education. The information found in both sources provided useful information in regards to effective teaching methods. Many of the same ideas are prominent through both types of work. It proves to be important to look at both levels of education because grade seven and eight are the transition years between elementary and secondary.

Teaching Materials and Content

Textbooks are excellent sources for researching both the geographical content and effective teaching techniques. Many different textbooks have been published for the grade seven and eight geography curriculum. Every school completes a selection process of the textbooks appropriate for each subject. An analysis of random textbooks determined which sources are most effective and useful for the grade levels. Before a textbook or a specific technique is chosen it is essential to know the geography requirements expected from the Ontario government. Furthermore, the textbook chapters should correspond directly with the titles noted in the curriculum document. The Gage textbooks written by Craig, Draper and French (2000) focus on the theories currently presented within the Ontario curriculum. The article by Marlow Ediger stresses the importance of understanding the five main themes of geography: location, place, human-environmental interaction, movement, and region. The Ontario Ministry of Education and Training recognizes these five themes as fundamental aspects of effective geography teaching. The Gage textbook uses these themes as the basis of their literature.

The content of the textbooks is important for two reasons. First of all, the information provides an understanding of the learning materials but it also exhibits the academic level required by the grade. A textbook must clearly outline the expectations anticipated from a student of this grade. In addition, it is important to ensure the

availability of the textbook and also whether or not the information is based on the Canadian context.

The Internet provides many additional sources with respect to both teaching techniques and content information. For example the Ontario Nature website (2000) has a list of potential sources for teachers to use in both grade seven and eight classrooms. These sources were reviewed carefully to ensure that they fulfill the requirements of the curriculum and it is apparent that they do. The Teachgeography.ca website focuses on the assessment tools used to grade the work. This source displays a wide range of works all effective because it displays how textbooks need to outline the mark breakdown and criteria for each activity. This source also provides examples that pertain directly to the Ontario curriculum.

Additional sources refer to teaching techniques in general. Research has been completed on the structure of lesson plans and materials available to provide guidance in planning and outlining effective lesson formats. When teaching various activities and topics there is an expectation that each procedure will require different techniques and it is important to pay close attention to these when designing the manual. A wealth of credible literature is available on the World Wide Web for teachers of grade seven and eight, these resources introduce unique activities and concepts to be used in the classroom.

The Teaching of Geography in Canada written by Harold A. Wood talks about how ideas are taught throughout Canada. The belief systems of each province differ in many areas and these are taught to the students. For example, in the Maritimes, the Americas are not seen in the same manner as they in the rest of Canada. This is credited to their location and accessibility to United States (1953).

An article written by Dieter L. Boehn explains a controversy in the world of teaching geography. He outlines the idea of dividing the world into cultural regions. He questions this idea because of the cultural implications that this could cause. By labelling a specific area, this excludes other people and cultures that live in those spaces. Also, he states that it is not possible to respectfully label a culture. This pertains to teaching geography because the author states that this is an effective way of explaining these ideas to students. First of all, they will be misled with the region labels and also, the students will not understand the world as a whole, but more that it is divided in two different areas.

A manual called *Teaching to the Standards: A K-12 Scope and Sequence in Geography* explains the geographical information that is learned throughout elementary school geography. This explained the content requirements for each grade level. This was a very useful source for the actual understanding of the material.

Lesson Development

There are numerous sources that have been created to help teachers format lessons. These sources come in different forms from large conceptual manuals to individually structured lessons. Barrie Bennett and Carol Rolheiser from the Ontario Institute for Studies and Education at the University of Toronto wrote the manual entitled, *Beyond Monet: The Artful Science of Instructional Integration*. This document was created as a new approach for Ontario teachers to use in their classroom. It offers alternate teaching styles that present conceptual learning and teaching techniques. For example, mind and concept mapping are both effective methods to be used within geographical lessons. Also, the focus of this book is referring to the importance of knowledge both about the materials being taught and the instructional techniques and

settings. It enforces the belief that a creative and knowledgeable teacher will result in a successful learning environment. It will be crucial for the lessons that are developed to be creative and comprehensive. This requires continual learning on the part of the teacher. The textbooks selected as appropriate learning materials for grade seven and eight geography are published by Gage Learning entitled *Physical Geography: Discovering Global Systems and Patterns* and *Human Geography: Discovering Global Systems and Patterns* use these mapping as a form of displaying information.

The Internet provides various lesson structures that help format our final curriculum units. The lesson planning techniques are not universal, so it is important to look at what each one has to offer (Honolulu website). The Ontario Government publishes a *Curriculum Unit Planner* for teachers in the province. This involves a very detailed structure of how a unit is to look. This source was followed closely, but alternate ideas were also be included and research. The purpose of this project is to not only look at the Ontario Government publications, but to include ideas from all over the world.

Teacher candidates in the Concurrent Education program are given materials that help develop their lesson structure. These sheets are beneficial because again they show a shorter format for developing an activity. There is very little detail to these forms, but they played a huge role in developing the format for the activity outlines.

Curriculum Requirements

The most specific form of literature is the document entitled *The Ontario Curriculum Social Studies Grades 1 to 6 History and Geography Grades 7 and 8* (1998). The document begins with defining why Geography is important and key terms are crucial for understanding the material. The work clearly states that Geography is important in developing educated and diverse citizens. It describes in detail that structure

of the document and how it should be used and followed. The guide goes into great detail in outlining why changes were made in the overall Ontario education curriculum. The specific criteria for each grade are now clearly identified for all students in Ontario. Many changes have been made to introduce concepts at earlier ages and emphasis is given to certain ideas and topics. Overall, more detail has been placed on prominent topics throughout the discipline of Geography.

The Ontario government states that there should be more use of both local examples and world issues in the course outlines. This follows along with many of the theories presented earlier. The connection between the two grades is essential because it prepares students for future secondary studies in Geography. Specifically referring to grade seven geography, the main topics that are looked at are the themes of Geographic Inquiry, Patterns in Physical Geography, and Natural Resources. The areas of studies within the grade eight Geography curriculum are Patterns in Human Geography, Economic Systems, and Migration. The document outlines different expectations associated with each topic, both overall and specific, and ends with an index defining people, places, and terms discussed throughout the literature.

The Statistics Canada (2003) website is a crucial source for both local and national information to the students. The website has connecting links to specific documents that fit into the grade seven and eight curriculum. The site links directly to the relevant information that can be used in the classroom setting. The Statistics Canada website is up to date and follows the current Ontario standards within the education system. The website is divided into subsections displaying materials for each grade. In addition, this source is credible because the Canadian government publishes it.

Literature Review Conclusion

This literature review has focused on the theory and philosophy of teaching geography, teaching experiences, effective teaching methods, content material and curriculum requirements. This allows for a thorough understanding of the importance of teaching geography and the skills and methodologies used. The next step in the research will be to focus more on the curriculum content. It was important to gain this foundation before proceeding with the construction of the geography instructional manual. As this is a literature-based project, the research did not stop but was a continual process. Each step had to be completed thoroughly before one can progress to the next. Many educators and geographers have completed research about the importance of geography in the education system. Geography is dependent on the use of visual images and maps for a complete understanding. The discipline of geography will continually be researched to help discover and enhance the range of educational material.

Results

The results section is going to be divided into four parts that focus on the classroom observation, geographical units, textbook selection, and workshop. This section of the paper will analyze what was found throughout the project. Due to the format of the project, the results are derived mainly from secondary research. The classroom observation and the workshop are methods of primary research collection. The completed instructional manual defines our results for this project, because that is where all of the ideas are brought together. Under each of the categories of the instructional manual are the reasons why each activity is set up in the way that it is.

Classroom Observation

The classroom observation was used to help develop creative and effective activities. This is not a large section of the research collection, but it is important as it allows us to become familiar with the classroom setting. The results are evident in the activities that we created for each unit. The classroom observation indicates what types of activities and materials are appropriate for teaching geography. Our units consist of many worksheets because they are an effective device for collecting information from students. The sheets ask for concise information from the students. These sheets also ensure that the students are learning certain information that is required through the curriculum.

In order to maintain the interest level of the students we reviewed their attention span through our classroom observations. The classroom observations allowed us to take into account the different ways of teaching that we have discussed in the literature review. Examples of these are lectures, fieldwork, group discussion or group work.

Geographical Units

This is the largest section because of the number of activities that were developed for the instructional manual. The format of the manual is set up in a very user-friendly manner. Each section has a contents page followed by a cover sheet that explains the key definitions that are part of the unit. There are five to seven activities for each unit which all meet the curriculum requirements by the Ontario Government. The units in the grade seven curriculum are Themes of Geographic Inquiry, Patterns of Physical Geography and Natural Resources. The units for grade eight geography are Patterns in Human Geography, Economic Systems, and Migration. This clear format was chosen for the units to allow easy comprehension by the teacher. The manual is double sided making it

compact for the teacher to transport. Each section has a bolded title, so that the ideas are clearly laid out for the user. The worksheets that are necessary for each activity are included in the manual, so the teacher can have quick access to the needed material.

Each lesson is divided into five sections. The first two, Overview and Purpose are used to explain the activity and to outline why the activity is set up the way that it is. This is where the secondary research plays an important role. The purpose of this project is to satisfy the requirements of the Ontario government. The expectations that each activity accomplishes are listed directly in the unit. The materials are listed, so that the teacher can ensure that they are prepared for the activity. The lesson guidelines at the end of the activity provide useful reminders for the teacher of key ideas and issues that might arise.

The activities are based on the secondary research, classroom observation, curriculum requirements and geographical content, which reflect the mental process that went on for each of the thirty-three units:

The first unit in grade seven geography is **Themes of Geographic Inquiry**. The first activity for this section is called "Learning by Definition". The purpose of this activity is to get the students comfortable with the terms that are key to this section. The themes of geographical inquiry are region, movement, environment, place/location and interaction. These terms are defined to create a resource that the teacher can refer to throughout the unit. As stated in the resources, geography is linked to many other disciplines and these themes are prominent throughout. To fulfill the requirements of the Ontario government, students must be able to explain the key terms. By defining the terms the students will be able to develop an understanding. The second part of the activity allows the student to relate the lesson to something that is in his or her own life.

This idea is key for geographical understanding, as the students will have to go and find examples of these terms in their community. The students are required to date the information as required in the Ontario curriculum. The students are required to find information from a variety of primary and secondary sources.

Textbook Selection

A process that is crucial for a school and school board is the selection of an appropriate textbook. It is important that the textbook fulfill certain guidelines in order to satisfy the needs of the students.

Before deciding on a textbook, many different texts are analyzed to ensure that the school is getting the best one possible for their students. Individual geography teachers do not necessarily get the opportunity to choose the textbook for their class, but they are able to purchase resources for the classroom and for their own personal reference. The overall findings for appropriate resource material are developed into a chart that outlines the crucial factors of a textbook. Ten questions are presented for the reviewer to answer when analyzing a potential textbook. The concise format of the checklist allows the teacher to specify whether or not the text fulfills the key requirements. The space allotted on the sheet allows the teacher to comment for future reference. This format was chosen to develop a straightforward but thorough examination of the text.

For the purpose of this project, six textbooks were analyzed with the checklist (see Appendix). The following two textbooks were chosen, as they were the most fulfilling of the requirements:

Draper, Graham et al. 2000. *Physical Geography Discovering Global Systems and Patterns* (Toronto: Gage Publishing Corporation).

Draper, Graham et al. 2000. *Human Geography Discovering Global Systems and Patterns* (Toronto: Gage Publishing Corporation).

Reasons for these selections were that these textbooks fulfilled all of the requirements laid out by the checklist. Specifically, the information and pictures provided in the text are up to date and relevant. Recent pictures allow the student to get a current view of the issues discussed. The textbook intertwines visual aids and text in a creative manner.

These textbooks follow the Ontario curriculum; they meet the expectations very clear by defining them at the beginning of each chapter. Important terms are bold and clearly outlined. Both are very sympathetic to different cultural, political, social, economic, and environmental factor discussed in the texts. These textbooks incorporate both human and physical geography components. Bright colours and many visual images stimulate the students. These textbooks are incorporated into the programs at Chemong Public School, Peterborough, Ontario and Russell Middle School, Russell, Ontario.

Workshop

The final section of the project was to complete a workshop with potential teachers that might possibly be teaching geography. These students did not all come from geographical backgrounds, as this was the purpose of the project. The instructional manual is designed in a manner that will help virtually anyone to teach geography in a successful way. The workshop began with an explanation about why we were completing this project. We then discussed the methodological process that occurred to devise a project that would be valid at its completion. We explained that there are six parts to our research collection and outlined the findings from each section. The group was then asked to state their name and what their majors were in. The reason for this was to show that everyone is studying something different, but they all may have to teach grade seven

and eight geography when they become teachers. There were students from geography, but the majority of them were from mixed backgrounds such as International Development, English, History, Computer Science, Math and Sociology.

The first section of the workshop focused on the steps involved in selecting an appropriate textbook. The details of how this was completed are discussed in its own section of the results. The potential teachers in the workshop were asked to try and remember their textbooks from grades seven and eight and to offer any suggestions they may have had to improve them. The textbook checklist was explained, and we showed how the chosen textbook met all the requirements of the checklist.

The participants then had to get into groups. One was the grade seven physical geography group and the other was grade eight human geography. They were asked to devise an activity about a topic that was assigned to them. Grade seven had to make a lesson about the difference between weather and climate and the grade eight, human geography group focused on population statistics. They were not given any resources or curriculum material. The purpose of this was to target their ideas without being hindered by the materials and also for them to realize the difficulty of coming up with an effective activity. Following their brainstorming there was a discussion about the format of the unit. The participants were then given the materials and they had to work with the information and the expectations to alter their lesson to be approved by the Ontario government. Each group produced a lesson and presented it to the rest of the workshop.

Each participant was given a peer evaluation sheet to fill out at the completion of the workshop. On collecting the sheets, a prominent fact that was learned in the workshop was that the use of maps are important and also that it was crucial to give examples that students can relate to. The group as a whole enjoyed the interactive

component of the presentation. This is an effective tool that can be used in any classroom setting.

Recommendations to Client

The recommendations to Ruth Smith at Galt House Private School come in four forms. First, the instructional manual is the main suggestion to the client because this is the format that we chose to fulfill the purpose and expectations of our project. This manual will consist of the six curriculum units set out by the Ontario government and within each unit there are five to seven activities. These units are presented in a straightforward format to help the teacher understand and follow. Although the activities are formatted in a simple manner, the outline is derived from both the Ontario Curriculum Planner and the Trent-Queen's Concurrent Education Program. The activities incorporate secondary research within the curriculum requirements and geographical information.

The second recommendation to the client is the checklist for the textbook and resources selection used in the classroom. The procedure followed when analysing the textbooks is included for the client's review. Analysis of the textbooks displays how each textbook was rated and compared to the others. A copy of the checklist is within the appendix, so that it can be used in geography classes but also in the selection of other discipline's textbooks. This source can also be used for other resources' selection within the classroom. It does not have to pertain directly to the school text.

The unit form that was used to complete the activities is given to Ruth Smith as a recommendation. This format was devised from sample lesson sheets and the Ontario Curriculum Planner put out by the provincial government. The one page format was chosen to supply the teacher with a quick reference and clear lesson outline.

The final recommendation to our client is a literature review of educational material. The significance of this research is immense because this information not only helps in the teaching of geography, but also in other disciplines. The secondary research is valuable because it provides Galt House Private School with a reference to a wealth of both geographical and educational knowledge.

Conclusion

The outcome of this project came in the form of instructional manual, workshop, and textbook selection checklist. The purpose was to develop an educational program for grade seven and eight geography following the curriculum set out by the Ontario government. The majority of the research was collected through secondary research to gather information to provide the most effective techniques to all components of the project. The Ontario government outlined all the geographical themes and learning objectives.

When teaching geography, maps and visual representations such as graphs and charts are crucial to incorporate into the lessons. These allow the student to understand information visually. Furthermore, it is essential for the activities to relate to the students because they are able to relate to the facts.

Geography is an important part of the Ontario curriculum, but it is vital that it is taught in an effective manner. Through the physical and human aspects, geography is a universal discipline that incorporates many different ideas and factors.

Acknowledgements

We would like to first thank our client for working with us throughout the duration of the project. With the help of Ruth Smith, we are able to present both an instructional manual and a final report that fills all of the key questions proposed. Thank you to our fellow colleagues that participated in our workshop. We appreciate that they took time out of their busy schedules to work with us. We would like to extend a special thanks to Professor Alan Brunger of Trent University for working with us throughout this project and also for attending the workshop section. Extended thanks to Joan E Robinson and Rosemary Petrella for the technical support throughout the year. We would like to express a thank you to Jennifer Bowe at the Trent Centre for Community-Based Education in Peterborough and Kate Hall at ULINKS in Haliburton for their continual help throughout the year. They were always available for support.

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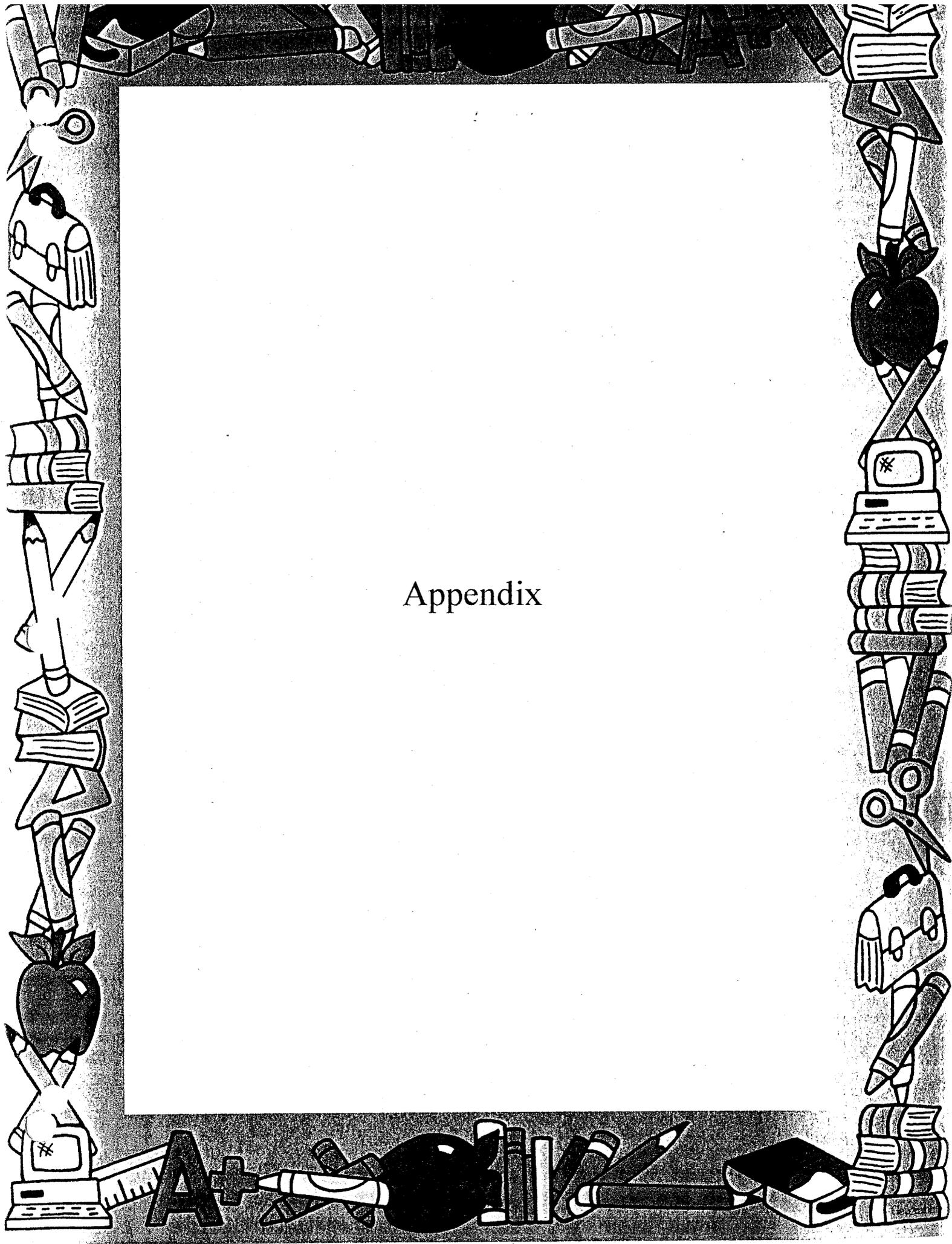
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Appendix



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Textbook Selection

Name of textbook Canada: A regional geography

Criteria	Yes	No	Comments
Are pictures and text up to date?	✓		but no colour does <u>not</u> follow Ontario Curriculum
Are important terms accurately and clearly defined?		✓	page format in two columns, hard to follow.
Is the textbook presented in a creative manner?		✓	very plain, too many words
Are the scholars credible?	✓		Phd. approved.
Are both natural and human geography topics looked at?	✓		not clearly defined, they are intertwined too much.
Have social, political, economic and cultural factors been looked?		✓	
Are statistics up to date?	✓		
Is the material sympathetic to other cultures and ideas?		✓	focused on white man's culture.
Does it stimulate students to want to learn more?		✓	
What makes this an outstanding source?		✓	lack of creativity and colour.



Across Canada: Resources and Regions Second Edition (Toronto: John Wiley & Sons)

Textbook Selection

Name of textbook Across Canada: Resources and Regions Second Edition

Criteria	Yes	No	Comments
Are pictures and text up to date?	✓		photographs are, but there are a lot of "hand drawn" diagrams.
Are important terms accurately and clearly defined?	✓		yes, outlined in different colours.
Is the textbook presented in a creative manner?	✓		lots of pictures, charts, maps and diagrams, but lacks colour.
Are the scholars credible?	✓		PHd approved.
Are both natural and human geography topics looked at?	✓		yes but does not follow ontario curriculum clearly
Have social, political, economic and cultural factors been looked?	✓		culture in Canada thoroughly examined. ↳ but stereotypes present
Are statistics up to date?	✓		but not very detailed.
Is the material sympathetic to other cultures and ideas?		✓	due to stereotypes
Does it stimulate students to want to learn more?	✓		constantly asking questions rhetorical and assignment questions
What makes this an outstanding source?	✓		using different coloured text and use of visual aids.

Textbook Selection

Name of textbook Discovering the Physical World

Criteria	Yes	No	Comments
Are pictures and text up to date?	✓		could be more colourful. text clearly laid out.
Are important terms accurately and clearly defined?	✓		yes definitions clearly defined - follows curriculum - outlines expectations
Is the textbook presented in a creative manner?		✓	- not really lots of visual aids but lacks effective intertwining
Are the scholars credible?	✓		approved by numerous teachers from different board
Are both natural and human geography topics looked at?	✓		yes follows Ontario curriculum very closely.
Have social, political, economic and cultural factors been looked?	✓		defines all aspects of the physical (grade 7) requirements.
Are statistics up to date?	✓		yes all within a five year period. most were from 1998.
Is the material sympathetic to other cultures and ideas?	✓		yes used examples from local, national, global scale, numerous cultures.
Does it stimulate students to want to learn more?		✓	student commented on the lack of connection between text and text assignments. - led to confusion
What makes this an outstanding source?	✓		It followed the Ontario curriculum very closely

Textbook Selection

Name of textbook Discovering the Human World

Criteria	Yes	No	Comments
Are pictures and text up to date?	✓		could be more colour ful. text clearly laid out.
Are important terms accurately and clearly defined?	✓		yes definitions bolded, clearly stated at the beginning of the unit.
Is the textbook presented in a creative manner?		✓	uses a variety of visual aids but did not intertwine with text.
Are the scholars credible?	✓		approved by numerous teachers from different boards.
Are both natural and human geography topics looked at?	✓		although its a human text book mostly focuses on human aspects.
Have social, political, economic and cultural factors been looked?	✓		defines all aspects of grade 8 human geography requirements.
Are statistics up to date?	✓		yes all within a five year period. Most were from 1998.
Is the material sympathetic to other cultures and ideas?	✓		used examples from different cultures, and numerous scales.
Does it stimulate students to want to learn more?		✓	examples do not relate well to text materials ↳ confusing for students
What makes this an outstanding source?	✓		it followed closely to the Ontario curriculum.

Global Systems and Patterns (Toronto: McGraw Hill Educational Publishing Company).

Textbook Selection

Name of textbook Physical Geography: Discovering Global Systems and Patterns.

Criteria	Yes	No	Comments
Are pictures and text up to date?	✓		- wide variety of visual aids. - text all credited within last few years.
Are important terms accurately and clearly defined?	✓		- all definitions bold. - subheadings in colour - curriculum expectations outlined at beginning of chapter.
Is the textbook presented in a creative manner?	✓		yes great intertwining of text and visual aids - geography connections to other disciplines stated throughout
Are the scholars credible?	✓		yes reviewed by numerous teachers from different boards.
Are both natural and human geography topics looked at?	✓		yes but mostly focused on physical geography requirements
Have social, political, economic and cultural factors been looked?	✓		yes great connections between all factors (plus environmental factors as well).
Are statistics up to date?	✓		All statistics from late 90s because text published in 2000.
Is the material sympathetic to other cultures and ideas?	✓		yes focused on various cultures and connections between other countries.
Does it stimulate students to want to learn more?	✓		yes a wide variety of activities listed at the end of each chapter, and throughout.
What makes this an outstanding source?	✓		Overall its a very knowledgable source, lots of visual aids, colour and great text.

Systems and Patterns (Toronto: Gage Educational Publishing Company).

Textbook Selection

Name of textbook Human Geography: Discovering Global Systems and Patterns.

Criteria	Yes	No	Comments
Are pictures and text up to date?	✓		- wide variety of visual aids intertwined with text. *all recent
Are important terms accurately and clearly defined?	✓		- beginning of units curriculum requirements clearly outlined and defined in bold. - sub headings in colour
Is the textbook presented in a creative manner?	✓		- yes intertwining of text and graphs, charts etc. - statistics presented throughout
Are the scholars credible?	✓		- yes all sources reviewed by teachers on different school boards.
Are both natural and human geography topics looked at?	✓		yes there are connections present but mostly focuses on human aspects
Have social, political, economic and cultural factors been looked?	✓		- all clearly stated throughout as well as environmental factors.
Are statistics up to date?	✓		All statistics from late 90s because text published in 2000.
Is the material sympathetic to other cultures and ideas?	✓		yes focused on various cultures and connections between other countries.
Does it stimulate students to want to learn more?	✓		yes a wide variety of activities listed at the end of each chapter and throughout
What makes this an outstanding source?	✓		wonderful source Great Presentation - visual and text wise.

Textbook Selection

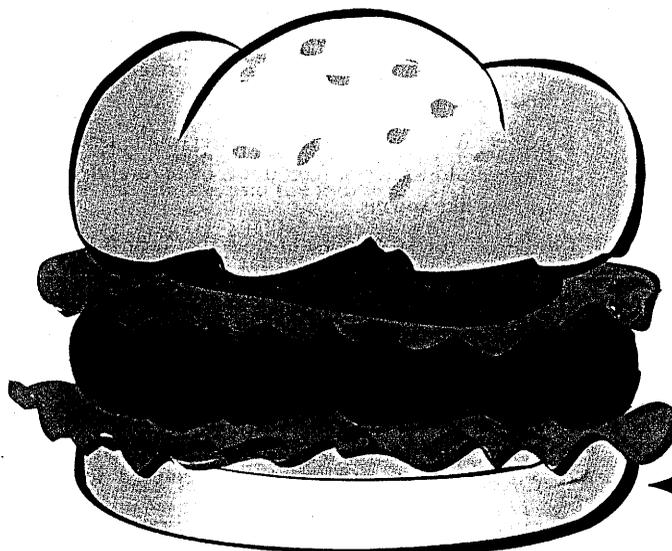
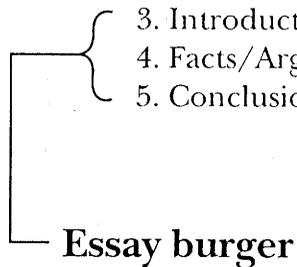
Name of textbook _____

Criteria	Yes	No	Comments
Are pictures and text up to date?			
Are important terms accurately and clearly defined?			
Is the textbook presented in a creative manner?			
Are the scholars credible?			
Are both natural and human geography topics looked at?			
Have social, political, economic and cultural factors been looked?			
Are statistics up to date?			
Is the material sympathetic to other cultures and ideas?			
Does it stimulate students to want to learn more?			
What makes this an outstanding source?			

Writing a Report: Building an Essay Burger

Building an Essay Burger

- Includes:
1. Understanding the question
 2. Rough work
 - brainstorming or thought web
 - organization of thoughts, ideas
 - outline
 3. Introduction/Opening statement
 4. Facts/Arguments/Explanations
 5. Conclusion/Closing statement



- ← Conclusion or importance
(answers the question
"so what?")
- ← Body of support
 - facts
 - evidence
 - explanation
- ← State main idea or argument

- Does not include:
- Subtitles/headings
 - Numbering of facts
 - Filler/unrelated material
 - "I"
 - Parentheses (brackets)
 - The use of etc.

