

Course Profile

Geography of Canada

Grade 9
Applied

• *for teachers by teachers*

Course Profiles are professional development materials designed to help teachers implement the new Grade 9 secondary school curriculum. These materials were created by writing partnerships of school boards and subject associations. The development of these resources was funded by the Ontario Ministry of Education and Training. This document reflects the views of the developers and not necessarily those of the Ministry. Permission is given to reproduce these materials for any purpose except profit. Teachers are also encouraged to amend, revise, edit, cut, paste and otherwise adapt this material for educational purposes.

Any references in this document to particular commercial resources, learning materials, equipment, or technology reflect only the opinions of the writers of this sample Course Profile, and do not reflect any official endorsement by the Ministry of Education and Training or by the Partnership of School Boards that supported the production of this document.

©Queen's Printer for Ontario

Acknowledgments

Catholic Curriculum Cooperative Writing Partnership

Lead Board

St. Clair Catholic District School Board
Gord Bristo, Manager

Course Profile Writing Team

Dennis DesRivieres, St. Clair Catholic District School Board
Sandra McAvoy, St. Clair Catholic District School Board
Kelly O'Connor, St. Clair Catholic District School Board
Patricia Willan, St. Clair Catholic District School Board
Debi Urquhart, Word Processor, St. Clair Catholic District School Board

Western Ontario Catholic Curriculum Cooperative

Institute for Catholic Education

Unit #1: The Diversity of Canada's Natural Landscapes

Time: 22 hours

Unit Developers

Dennis DesRivieres, St. Clair Catholic District School Board
Kelly O'Connor, St. Clair Catholic District School Board

Development Date: March 23, 1999

Unit Description

This unit will focus on the marine and terrestrial ecozones of Canada. Students will come to an understanding of the diversity of Canada's natural landscape by first examining their own local bioregion and then expanding their investigation to compare all of Canada's ecozones. Each ecozone will be examined as a unique interconnection of climate, soils, and living things. Students will come to appreciate the impact of each human on the environment by identifying and illustrating the concept of "ecological footprint". They will develop an appreciation for the diversity of the earth and the gift of God's creation, as well as an understanding of their roles as stewards of the environment.

Strands and Expectations

Ontario Catholic School Graduate Expectations: CGE: 1d, 1i, 3f, 4f, 5a, 7d, 7i

Strands: Geographic Foundations: Space and Systems, Human Interactions with the Environment, Understanding and Managing Change, Methods of Geographic Inquiry

Overall Expectations: CGC 1P: SSV.01B, SSV.02B, SSV.03B, SSV.04B, HEV.01P, MIV.01B, MIV.02B, MIV.03P

Specific Expectations: CGC 1P: SS1.01B, SS1.02B, SS1.03B, SS1.05P, SS1.06P, SS2.01P, SS3.01P, HE1.01B, HE3.03P, UM3.02P, MI1.01B, MI1.02B, HI2.01P, MI2.03P, MI2.04B, MI2.06B, MI1.09P, MI2.09B, MI2.10P, MI2.11P, MI2.12B, MI2.13B, MI2.14B

Activity Titles (Time + Sequence)

Activity 1	The Diversity of Canada's Natural Landscapes	180 min
Activity 2	Constructing Profiles Across Canada's Landform Regions	240 min
Activity 3	Constructing and Interpreting Climate Graphs Across Canada	240 min
Activity 4	Identifying Relationships Within the Local Bioregion	210 min
Activity 5	Understanding Relationships in an Ecozone	180 min
Activity 6	Researching and Presenting Characteristics of a Canadian Ecozone	270 min

Unit Planning Notes

- Activity 4 in this unit suggests a field trip to a nearby conservation area. This should be arranged at least 3 weeks in advance.
- Obtain a wallmap of Canada's relief, slides or other visuals showing different regions of Canada.
- Obtain a copy of the Ecozones of Canada posters referred to in Activity 5.
- Obtain a half-class set of atlases and suitable textbooks.
- Arrange access to a computer lab for Internet, CD-ROM, and software activities in this unit.

Prior Knowledge Required

- Instruction in the use of the Internet, including proper protocol.

-
- Reading wallmaps and atlas maps using skills of location, direction, distance, and symbol/colour.
 - Operation of a computer using software, CD-ROM, and Internet access.
 - Use of the index and table of contents of an atlas, textbook, encyclopaedia, and Bible.
 - Working cooperatively with others on small group tasks.
 - Criteria for making an effective oral presentation.

Teaching/Learning Strategies

Activity 1: small group activity; individual observation sheet.

Activity 2: student map and profile construction.

Activity 3: student map and graph construction.

Activity 4: field trip study suggested

Activity 5: teacher-led instruction and review

Activity 6: small-group poster and presentation to apply unit concepts and skills.

Assessment/Evaluation

1. **Reflection:** self-assessment; peer-assessment; wrap-up activities
2. **Observation:** formal and informal teacher observation; student observation
3. **Written Tests:** teacher-designed
4. **Performance Assessment:** presentations, project, graphic organizers

Resources

Print:

Christian Justice. (St. Mary's Press, Minnesota, 1995)

Our Ecological Footprint. (Rees and Wackernagel, New Society Publishing)

<http://www.ire.ubc.ca/ecoresearch>

Making Connections. (Wallace and Clark, Prentice Hall Ginn, Canada, 1999)

See individual activity resources lists.

Computer:

World Wildlife Fund Canada.

<http://www.wwfcanada.org>

Activity #1: Recognizing the Diversity of Canada's Natural Landscape

Time: 180 minutes

Description

The students will gain an appreciation of the diversity of Canada's landform regions by identifying each area's land surface, vegetation, and human activity. Students will also compare the story of creation in Genesis 1:28-31 to the creation within their immediate environment.

Strands and Expectations

Ontario Catholic School Graduate Expectations: CGE: 1i, 3f

Strands: Methods of Geographic Inquiry, Geographic Foundations: Space and Systems

Overall Expectations: CGC 1P: SSV.03B, SSV.04B, MIV.01B

Specific Expectations: CGC 1P: SS1.02B, SS2.02P, MI2.08P, MI2.11P

Planning Notes

- Obtain pictures of landform regions (slides would be helpful).
- Adaptations can be made to the "Genesis Walk" for different geographical areas, i.e., walking in pairs for safety, etc.

Prior Knowledge Required

- familiarity with a map of Canada
- understand and identify vegetation, human activity, and landforms

Teaching/Learning Strategies

Teachers will:

1. help students identify the different landform regions in Canada by comparing land surface, natural vegetation, and human activity.
2. give students a three-day homework assignment to record the evidence of God's creative presence in their local environment.
3. introduce and explain the concept of "stewardship".

Students will:

1. identify and label the landform regions of Canada on a base map of Canada.
2. describe the land surface, natural vegetation, and examples of human activity in these regions based on their collective experiences from travel, prior study, or projects.
3. in pairs, use coloured pictures of Canada's landform regions to develop a chart of the surface, natural vegetation, and human activities characteristic of each region.
4. in pairs, make a postcard illustrating an assigned landform region, including a descriptive message on the back which makes accurate reference to the charted characteristics of the region.
5. in groups of four (two pairs with the same assigned region), present to the class their postcard and its messages in a 60 second commercial for peer evaluation. The aim is to convince others of the possibilities of their landform region for a vacation destination. (See Appendix 1 - 3.)
6. use a Bible to record the sequence of creation listed in Genesis 1, indicating what was created by God on each of the seven days.
7. complete the Genesis Walk assignment. (See Appendix 1 - 1 and 1 - 2.)

Assessment/Evaluation

1. **Rubric:** Peer assessment of student's postcard, in terms of knowledge/thinking and communication, discuss and create with class prior to first presentation (Appendix 1 - 3)

-
2. **Personal communication:** Roving conference to monitor progress and comprehension by assisting students and answering questions
 3. **Paper and pencil quiz:** identification and labelling of landform regions
 4. **Performance assessment:** based on content and analysis (Genesis Walk)

Resources

Print

1. Large wallmap of Canada
2. Blank map of Canada
3. The Land: Canada's Physical Diversity,
Prentice Hall Ginn, Canada
4. GeoCanada, McGraw Hill Ryerson
5. Contact Canada, Oxford
6. Canada: Exploring New Directions,
Fitzhenry & Whiteside
7. Magazines
8. Activity Sheet: "My Genesis Walk"
(Appendix 1-1)
9. Bible

Computer

1. Encarta, Microsoft 98

Equipment and Supplies

1. Poster paper

Accommodations

In this activity, as in all others, each individual student's strengths will be recognized and reinforced to foster a positive attitude among all students. Monitor progress on take-home assignments and use mixed ability grouping to allow for peer support.

Appendices

- | | |
|----------------------|--|
| Appendix 1-1: | Student Handout: "My Genesis Walk" |
| Appendix 1-2: | Reflection Questions |
| Appendix 1-3: | Rubric: Peer Evaluation of Presentations - students of complete with teacher |

Appendix 1 - 1: My Genesis Walk

- Step 1 - Read Genesis 1 and record what was created by God on each of the seven days.
 Step 2 - Follow the instructions for each day and record the information required. Be sure to read ahead so that you will know when to complete each section.

Day of creation	What God created on this day	What I saw on my walk around my neighbourhood...
Day 1		this morning (day 1). Describe the physical environment.
Day 2		after school (day 1). What in your neighbourhood environment needs water? How is it used? Where does it come from?
Day 3		after school (day 2). Describe the kinds of vegetation and landforms that you see.
Day 4		in the evening (day 2). Describe the physical environment.
Day 5		in the morning (day 3). Describe and count the different kinds of birds that you see.
Day 6		after school (day 3). Describe and count the different types of animals that you see.
Day 7		in the morning (day 4). Go outside and quietly listen to the sounds of the morning. What do you hear?

Appendix 1 - 2: Reflection Questions:

From the Creation story, we learn that creation is a process (it happens in stages), all of creation is good, and human beings have a special role in creation.

1. From your observations on the Genesis Walk, identify and explain two environmental characteristics that had to be present before living things (plants and animals) could exist.
2. What is “good” about the variety of living things that you saw on your walk?
3. Read Genesis 1:26-31 again. What does God say our relationship to the earth, animals, and vegetation should be?
4. Look up the words "steward" and "caretaker." Write the meanings of these terms in your own words.
5. Since God teaches us that we are the caretakers or stewards of all creation, how can you show responsibility for the area in which you walked?

Appendix 1 - 3: Rubric: Peer Evaluation Of Presentations

Use these questions to help the students establish levels of achievement for their evaluation of the presenters.

A. POSTCARD CONTENT

1. Did the postcard show that the presenters had knowledge of the area they displayed?
2. Did the presenters use appropriate pictures to illustrate the land use, vegetation, and human activity?

B. DESCRIPTION

1. Did the description include facts about the area?
2. Was the description organized?

C. PRESENTATION

1. Did the presenters communicate their information clearly? Could you understand them?
2. Did the presenters know the content of their presentation? Were they speaking to you or reading their notes?
3. Did the presenters show that this area is attractive to visit?

Activity #2: Constructing Profiles Across Canada's Landform Regions

Time: 240 minutes

Description

Students learn to draw and colour an imaginary island using relief colours as shown on a wallmap. Then, they learn to make a profile view across their island. These lessons are applied to interpreting relief patterns on a map of Canada and constructing a profile across the country. Last, the students identify the landform regions of Canada on this profile line.

Strands and Expectations

Strands: Geographic Foundations: Space and Systems, Methods of Geographic Inquiry

Overall Expectations: CGC 1P: SSV.01B, MIV.01B

Specific Expectations: CGC 1P: SSV.02B, SS2.01P, MIV.02B, MI2.04B, MI2.11P, MI2.12B,
MI2.13B

Planning Notes

For schools with easy access to computer labs, [Mapview](#)© and [MacGlobe](#)© can take the place of student atlases in this assignment.

Prior Knowledge Required

Some experience with reading wallmaps and atlas maps, basic compass directions, linear scale, and constructing line graphs is required.

Teaching/Learning Strategies

Teachers will:

1. demonstrate how to construct and interpret profiles across a choropleth map of elevations, in order to recognize Canada's landform diversity.

Students will:

1. use the legend of a wallmap of Canada showing elevation to describe general patterns of relief.
2. apply the concept of relief colours to designing and colouring a relief map of an imaginary island, including place names, rivers, lakes, 8-point compass roses, scales.
3. apply the skill of constructing a relief profile by drawing and labelling one across their imaginary island.
4. write directions to a rare and beautiful object (their choice) buried on their imaginary island. The directions should include elevation and compass directions.
5. exchange relief maps with another student and locate the buried object.
6. work in pairs to draw and label an approximate relief profile across Canada at 55° North latitude.
7. compare the landform regions map and pictures used in Activity 1 to the relief profile across Canada to better understand Canada's landform diversity.

Assessment/Evaluation

1. **Personal Communication:** Roving conference
2. **Rubric:** Evaluate the students' island maps and profiles in terms of communication skills with maps and profiles. (Appendix 2 - 1)

3. Pencil and Paper Test:

- i) Label the regions of Canada on a map and profile across the country.
- ii) Construct a profile view from a simple coloured relief map.

Resources

Print

1. Coloured relief wallmap of Canada.
2. Coloured relief atlas map of Canada
e.g., Canada and the World,
Prentice Hall Ginn, Canada
The Canadian Oxford School Atlas,
Oxford University Press
3. Photographs of regions of Canada from:
-The Land (Canada 21 series),
Prentice Hall Ginn, Canada
-Canada: Exploring New Directions
Fitzhenry & Whiteside
-Contact Canada, Oxford
-GeoCanada, McGraw Hill Ryerson

Computer

1. Computer program, Mapview©
2. Map print of “Canada: Elevation” from
MacGlobe© or PCGlobe©

Accommodations

The two atlases listed in Resources already show a detailed profile drawn across Canada at 50% North latitude. Students who have difficulty drawing a profile can make a neat labelled sketch of the atlas profile instead.

Appendices

Appendix 2-1: **Evaluation: “Map and Profile Drawing Skills”**

Appendix 2 - 1: Evaluation: “Map and Profile Drawing Skills”

Student: _____

Date: _____

Instructions: Check off the appropriate box for each skill area.

	No evidence of the skill	Limited evidence of the skill	Some evidence of the skill	Clear evidence of the skill	Skill shows complexity of use
	0	1	2	3	4
1. Island Map					
a) Draws the map accurately, differentiating land and water areas, including rivers and lakes.					
b) Neatly labels and titles the map with a consistent style of lettering, correctly placed.					
c) Neatly colours the map with appropriate shades and elevation boundaries to clearly show relief.					
d) Produces a clear legend for relief and adds an 8-point compass rose and a linear scale.					
2. Island Profile					
a) Constructs a vertical scale which clearly shows graduations in relief.					
b) Accurately draws a profile line which illustrates differences in relief.					
c) Neatly labels and titles the profile with a consistent style of lettering, correctly placed.					
Column Totals:					
Overall Total:					
3. Comments and Suggestions for Improvement:					

Activity #3: Constructing and Interpreting Climate Graphs Across Canada

Time: 240 minutes

Description

Students learn to draw line and bar graphs to show temperature and precipitation. Then, they use this practice to work in a group, drawing and comparing climate graphs of places located along the profile line in Activity 2. The aim is to identify the diversity of Canadian climates and to understand some of the important locational factors influencing place-to-place conditions.

Strands and Expectations

Strands: Geographic Foundations: Space and Systems, Methods of Geographic Inquiry

Overall Expectations: CGC 1P: SSV.01B, SSV.03B, MIV.02B

Specific Expectations: CGC 1P: MI1.02B, MI2.01P, MI2.04B, MI2.11P, MI2.14B

Planning Notes

For schools with easy access to computer labs, some software will allow students to construct climate graphs that combine line and bars on one graph.

Prior Knowledge Required

Some experience with constructing and interpreting bar and line graphs is required to draw climate graphs. Some practice with a calculator to find total and average is necessary.

Teaching/Learning Strategies

Teachers will:

1. teach how to construct and interpret climate graphs, in order for students to recognize and begin to explain Canada's climatic diversity.

Students will:

1. work in pairs to construct a line graph of Toronto's average temperatures by month, and a bar graph of Toronto's average monthly precipitation. (See Appendix 3 - 2.)
2. use an outline map of Canada to draw and label:
 - climate regions of Canada
 - the line of the profile constructed in Activity 2 (55° N)
 - climate station locations from Appendix 3 - 2
3. using a common scale, work as part of a group of five to construct one climate graph each to allow for comparisons. (Use only the first five stations listed in Appendix 3 - 2.)
4. describe in words (with modifying adjectives), the temperature and precipitation characteristics of their graphs, comparing the results in a group chart.
5. use the locations of the climate stations to suggest reasons for Canada's climatic diversity.

Assessment/Evaluation

1. **Personal Communication:** Roving conference
2. **Evaluate** the students' maps on the basis of colour use, legend, labels, title, and accuracy.
3. **Pencil and Paper Test:**
 - i) Draw and label a climate graph.
 - ii) Describe its precipitation and temperature characteristics.
 - iii) Suggest factors influencing climate in this location.

Resources

Print

1. Appendix 3 - 2, "Climate Station Statistics Across Canada"
2. The Land (Canada 21 series), Prentice Hall Ginn, Canada
3. Canada: Exploring New Directions, Fitzhenry & Whiteside
4. Across Canada, Wiley
5. GeoCanada, McGraw Hill Ryerson
6. The Monograph, Vol. 48, Issue 4, Winter 1997
CGC Activity - The Climate Regions of Canada, pp. 13 - 15

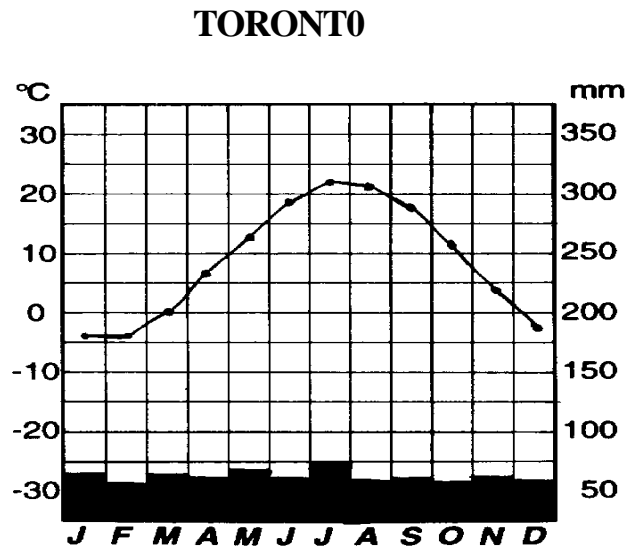
Accommodations

Use mixed-ability grouping in constructing climate graphs to allow for peer support. Also, a prepared climate graph base with temperature and precipitation scales numbered can be supplied by the teacher.

Appendices

- Appendix 3 - 1:** Exemplar
Appendix 3 - 2: Student Handout: "Climate Station Statistics Across Canada"

Appendix 3 - 1: Exemplar: Climate Station Graph



(Y1) Precipitation

■ (Y2) Temperature

Appendix 3 - 2:

Climate Station Statistics Across Canada
(temperature in °C and precipitation in mm)

Station	J	F	M	A	M	J	J	A	S	O	N	D
Prince Rupert °C	0	2	3	5	8	11	13	13	11	8	4	2
British Columbia mm	228	222	201	190	140	130	103	158	223	367	268	284
Prince George °C	-12	-6	-2	4	9	13	15	14	10	5	-3	-8
British Columbia mm	57	39	37	27	47	67	60	68	59	59	51	57
Prince Albert °C	-20	-16	-9	3	10	15	18	16	10	4	-8	-17
Saskatchewan mm	14	15	19	25	46	63	74	55	41	26	18	22
Moosonee °C	-20	-18	-12	-2	5	12	16	14	10	5	-4	-15
Ontario mm	46	44	42	42	70	88	90	84	83	72	73	50
St. John's °C	-4	-5	-3	1	6	10	15	15	12	7	3	-2
Newfoundland mm	153	163	135	121	99	94	89	101	120	138	163	174
Toronto °C	-4	-4	0	7	13	19	22	21	17	11	4	-2
Ontario mm	67	59	67	66	70	63	74	61	65	60	63	61
Resolute °C	-33	-34	-31	-23	-11	0	4	3	-5	-15	-24	-29
Nunavut mm	3	3	3	6	9	12	26	30	18	15	6	5

Activity #4: Identifying Relationships Within the Local Bioregion

Time: 210 minutes

Description

Students begin by locating the local bioregion on maps of Canada's landforms, climate, soil and natural vegetation regions. They work in groups to create large web charts based on selected animal species in the local area. Generalizations and conclusions are drawn about connections between landforms, climates, plants, animals, and human activity in the bioregion.

Strands and Expectations

Strands: Geographic Foundations: Space and Systems, Methods of Geographic Inquiry

Ontario Catholic School Graduate Expectations: CGE: 4f, 7i

Overall Expectations: CGC 1P: SSV.01B, SSV.04B, MIV.01B, MIV.02B

Specific Expectations: CGC 1P: SS1.01B, SS1.02B, SS1.05P, SS1.01P, SS3.01P, MI2.01P, MI2.03P, MI2.04P, MI2.08P, MI2.10P

Planning Notes

It is usually necessary to book field visits to local conservation areas and parks well in advance. If you cannot visit a centre, it may be possible to have a naturalist come to the school for an indoor field trip with slides and sample materials.

Prior Knowledge Required

Some knowledge of animal habitat and food chains or food webs from Intermediate level Science is assumed of most learners.

Teaching/Learning Strategies

Teachers will:

1. organize small groups to develop and compare charts to demonstrate how wildlife species in the local bioregions interconnect with natural and human factors.
2. introduce the concept of "stewardship" by considering the human impact on local wildlife.
3. organize a field trip or hike to observe and record interconnections in the local bioregion. Many local conservation authorities and provincial parks offer such programs with naturalists as guides.
4. as an alternative, visit a local site to gather evidence about human impacts (positive and/or negative) upon a local stream, forest, woodlot, park, or urban fringe area.

Students will:

1. use atlases and student maps (Activity 3) to compare Canada's climate, soil, and natural vegetation regions, identifying similar distribution patterns.
2. use these maps to identify the types of climate, soil, and natural vegetation found in the local area.
3. work with others to develop lists of natural vegetation and wildlife species common to the local bioregion.
4. work in a group of three or four, choosing a different local wildlife species to develop a web chart diagram of the habitat, food sources, predators, seasonal adaptation/migration, and human impact. Start with the species at the centre.
5. discuss the following concepts for the species:
 - What effect does the activity of humans have? Is it harmful or beneficial in any way? Identify.
 - Do humans, as stewards of creation, have an obligation to act in a way that is less harmful and more beneficial to local wildlife?

-
6. post their chart so that it can be compared to others, with a view to developing an overall chart, diagram, or model (such as a food chain or soil profile) to show connections and impacts in the local bioregion.

Assessment/Evaluation

1. **Personal Communication:** Roving conference
2. **Rubric:** To evaluate group web diagram
3. **Pencil and Paper Quiz:** Based on Steps 1 to 4 above
4. The teacher may decide to have students develop a short report of the field trip in written, visual, or audio-visual form.

Resources

Print

1. The Land (Canada 21 series), Prentice Hall Ginn, Canada
2. Canada: Exploring New Directions, Fitzhenry & Whiteside
3. Across Canada, Wiley
4. GeoCanada, McGraw Hill Ryerson
5. Canada and the World, Prentice Hall Ginn, Canada
6. The Canadian Oxford School Atlas, Oxford University Press
7. Christian Justice, St. Mary's Press, 1994
8. Genesis 1:28 - 31
9. Making Connections, Wallace and Clark, Prentice Hall Ginn, Canada, 1999

Computer

1. Internet research
2. CD-ROM, Encarta
3. CD-ROM, National Geographic (complete series, 22 CDs)

Video

1. Wildlife videos will reinforce concepts for such Canadian species as deer, salmon, migratory birds, black bear, polar bear, killer whale, humpback whale, buffalo, and so on.

Equipment and Supplies

1. Large chart paper and marking pens

Accommodations

Use mixed-ability grouping and allow students to apply drawing talents to the web diagram.

Appendices

Appendix 4 - 1: Rubric for Group Web Diagram

Appendix 4 - 1:

Rubric for Group Web Diagram

Criterion	Level 1 (50 - 59)	Level 2 (60 - 69)	Level 3 (70 - 79)	Level 4 (80 - 100)
Knowledge and Understanding: 1) of facts related to habitat, food, predators, and adaptation/migration. 2) of human impact on particular animal species.	Information is often listed under the wrong headings and there is not any information about human impact.	Some information is recorded under the correct headings and the human impact is included.	Most information is recorded under the correct headings and the human impact is fairly detailed.	All information is recorded under the correct headings and the human impact is highly detailed.
Thinking and Inquiry: 1) effectively gathers information about specific animal species from the local environment.	Obtains limited information based on personal knowledge or experience.	Obtains some information based on two different sources, including personal experience.	Obtains considerable information based on three different sources, including personal experience.	Obtains extensive information based on textbooks/atlas sources, encyclopaedic and Internet/ computer access.
Communicating: 1) effectively creates a clear web diagram visible to the whole class.	Diagram is not visible from a distance and the animal drawing is only fair in quality.	Diagram is visible from a distance, but is not neatly lettered. The drawing is good.	Diagram is visible from a distance and neatly lettered, with a very good animal drawing.	Diagram is visible from a distance and highly attractive, with an excellent animal drawing.
Application: 1) effectively makes logical conclusions and generalizations by comparing webs for different animals.	Is attentive during discussions and can answer questions based on generalizations.	Makes some contribution to discussion and shows a good level of generalizations.	Actively contributes to the discussion and shows a high level of generalizations.	Actively contributes to comparison and demonstrates a very high level of generalization.

Activity #5: Understanding Relationships in an Ecozone

Time: 180 minutes

Description

Students will revisit their results of the “My Genesis Walk” exercise completed in Activity 1, and identify examples of the impact of human activity on the environment. They will further examine this concept in light of the amount of geographical area needed to sustain the lifestyle of an average resident of North America. A preliminary exercise will prepare them to complete the major project of this unit.

Strands and Expectations

Strands: Geographic Foundations: Space and Systems, Human-Environment Interactions, Methods of Geographic Inquiry

Ontario Catholic School Graduation Expectations: CGE: 1d, 1i, 5a

Overall Expectations: CGC 1P: SSV.01B, SSV.02B, SSV.04B, HEV.01P, MIV.02B

Specific Expectations: CGC 1P: SSI.01B, SSI.02B, SSI.03B, SSI.05P, SSI.06P, SS2.01P, HEI.01B, MI2.01P, MI2.04B, MI2.08P

Planning Notes

Students will be required to refer to their “My Genesis Walk” activity completed in Activity 1. Each student will require a map of the local area. It may be helpful during small-group and pair work to match special needs students with a peer-helper. In addition, some assistance may be required with math calculations.

NOTE:

The term “ecological footprint” refers to the measure of land that is required to support an average North American with food, water, and oxygen (five hectares of land per person). One hectare is approximately 10 urban lots. The term “sustainability” refers to using resources at a slower rate than their natural replacement. This helps ensure a continuous supply for future generations.

Prior Knowledge Required

- completion of the “My Genesis Walk” activity sheet from Activity 1
- understanding of map scale

Teaching/Learning Strategies

Teachers will:

1. explain the term “ecological footprint” as a way of illustrating the concepts of “sustainability” and “stewardship” of resources.
2. explain the “ecological footprint” formula (see Planning Notes) and identify the size of one hectare on a map or by walking the distance outside.
3. have students use the formula to calculate:
 - how much space the school population needs
 - how many people would fit within the boundary of our community, according to the formula.
4. help students to understand where we obtain the extra resources needed to sustain the population of the community, and the long-term consequences for the earth of using these resources.
5. explain that the concept of “sustaining” the earth as God intended is a requirement of stewardship - emphasize respect, service, and consideration for all of creation (plant, human, animal, physical).

Students will:

1. review their "My Genesis Walk" assignments and identify evidence of humans changing the environment.
2. use a base map and an atlas to make an ecozone map of Canada.
3. work with a group to research and record one of the following characteristics of the local ecozone: climate, landform, soil, natural vegetation, animals, and human activity. Each group should develop about 6 to 10 points for their topic.
4. record the group's information on a hexagon chart on the board and leave space for other groups to record their information. The hexagon corners are the six research topics. (Appendix 5 - 1)
5. work with other students to identify connections between the six corners of the hexagon by making inferences about ways in which climate, landform, soil, natural vegetation, animals, and human activities affect one another in the local ecozone region.
6. engage in group discussion of the following questions:
 - Each element within the order of creation (air, soil, plant and animal life, and humans) have specific functions to fulfil for the greater good of the whole community. What are these functions in your web charts?
 - In order to sustain the earth as God intended, what do we need to practice as stewards?

Assessment/Evaluation

1. **Personal Communication:** Roving conference to monitor progress, comprehension, and assist students and answer question.
2. **Pencil and Paper Quiz:** To assess the math skills required to complete the assignment and to test the main concepts of the unit
3. **Formative Assessment:** Based on reflective discussion questions

Resources

Print

1. Previously completed "My Genesis Walk" Activity
2. Local area map
3. Blank map of Canada
4. Canadian distribution maps (landform, soils, natural vegetation, climate)
5. Canadian Oxford School Atlas, 7th Edition, Oxford University Press

Computer

1. Internet access
2. CD-ROM atlas

Accommodations

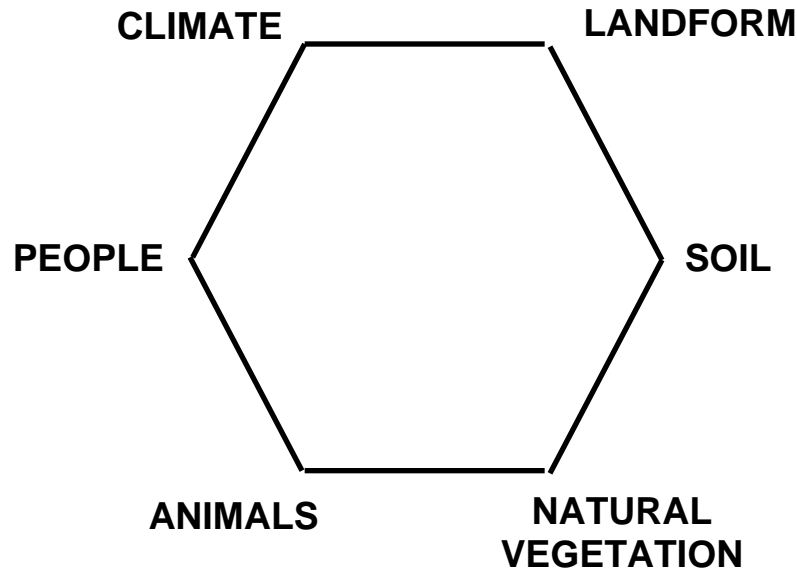
Have students work in pairs to do the mathematics work on the "ecological footprint" relating to local school and community. During small-group and pair work, it may be helpful to match special-needs students with a peer helper. In addition, some assistance may be required with math calculations.

Appendices

Appendix 5 - 1: Group Activity: Local Ecozone Connections

Appendix 5 - 1:

Group Activity - Local Ecozone Connections



Activity #6: Researching and Presenting Characteristics of a Canadian Ecozone

Time: 270 minutes

Description

Students will apply their knowledge and understanding of ecozones by developing and presenting a project. A visual format, such as a display poster or a hypercard stack, will be used to demonstrate research about one of Canada's twenty ecozones. Information and visuals about landforms, climate, plants, and animals will be linked to show the character of the ecozone. The "ecological footprint" of people in the ecozone is also included. In this project, students will demonstrate the skills of map and profile drawing, climate graph construction, and ecozone web-charting which they developed in previous activities of this unit. The aim of the group presentations will be to convince the class that the group's ecozone needs increased government spending to protect the environment in the region.

Strands and Expectations

Strands: Geographic Foundations: Space and Systems, Methods of Geographic Inquiry

Ontario Catholic School Graduate Expectations: CGE: 1d, 4f

Overall Expectations: CGC 1P: SSV.01B, SSV.03B, SSV.04B, MIV.01B, MIV.03P

Specific Expectations: CGC 1P: SSI.01B, SSI.02B, SSI.03B, SSI.05P, SS3.03B, MI1.01B, MI1.02B, MI2.03P, MI2.08P, MI2.09B

Planning Notes

It is important to assemble necessary resources in advance to assist with this project. Schools with Internet access will find the Environment Canada website very helpful, as is their CD-ROM, "The State of Canada's Environment", 1996.

Prior Knowledge Required

If students choose to design a poster, they need to understand the skills of layout, lettering, and design to express the poster content well. If they choose to prepare a hypercard stack, they will need to understand how it operates and apply this level of technology to the project content.

Teaching/Learning Strategies

Teachers will:

1. introduce the following scenario to students: "The federal Ministry of Environment has \$200 million (in 20 units of \$10 million each) to spend to expand parks and protected areas in Canada. Your aim is to convince them that your ecozone of study deserves a "fair share" of this funding.
2. review the principal skills and concepts developed in the unit to date.
3. apply these skills and concepts by having students work in small groups or pairs to create a visual project on one of Canada's ecozones - either as a poster or a hypercard stack.
4. establish criteria for peer evaluation (with students). (See Appendix 6 - 3.)

Students will:

1. work in small groups or pairs to make a list of 3-4 key questions to direct their inquiry.
2. construct and label relief maps and/or profiles, climate graphs, and web-charts or hexagonal-charts representative of one Canadian ecozone.
3. research and prepare a display and a report which demonstrate clearly the connections which exist between the landforms, climate, soils, natural vegetation, wildlife, and human activities in the region.
4. demonstrate an understanding of the concepts of "ecological footprint", "sustainability", and "stewardship" with regard to human activities on the region.
5. present their poster (or hypercard stack) to the class, explaining connections within the ecozone, as well as the application of "stewardship" to the region. Each group should try to convince the class that their ecozone deserves a "fair share" of the expanded funding for parks and protected areas in Canada.
6. participate in group presentations and class discussion regarding choices and priorities for funding for parks and protected areas.

Assessment/Evaluation

1. **Personal Communication:** Roving conference
2. **Self/Peer Evaluation:** Evaluation of participation and performance with group (Appendix 6 - 1)
3. **Teacher Evaluation:** Evaluation of completed poster (Appendix 6 - 2)
4. **Peer Evaluation:** Evaluation of group presentation (Appendix 6 - 3)

Resources

Print

1. Research posters, Government of Canada, Set of 20 Ecozone Posters, (\$16.95)
1-800-734-3232 or <http://www.ec.gc.ca>
2. Climatic station statistics from any Canadian Geography textbook
3. Canadian Geographic magazine
4. National Geographic magazine for representative photographs and information about the "ecological footprints" of humans

-
5. Brian Schouten, “Ecozones of Canada Using the State of the Environment Report 1996 and Canada’s Ecozone Poster Series”, The Monograph, Vol. 49, No. 4, Winter 1998, pp. 25 - 28
 6. Making Connections, Wallace and Clark, Prentice Hall Ginn, Canada, 1999.

Computer

1. <http://www.ec.gc.ca>, Environment Canada Green Lane
2. CD-ROM, Environment Canada, The State of Canada’s Environment, 1996.

Accommodations

- Use mixed-ability groups into which special needs students can be integrated to best use their skills in completing some portion of the group project.
- Enrichment could take the form of some other assignment format, such as a videotape or a series of drawings based on characteristics of the local ecozone - an example of the bioregion field trip suggested in Activity 4.

Appendices

- | | |
|------------------------|---------------------------------------|
| Appendix 6 - 1: | Peer/Self-Evaluation: Ecozone Project |
| Appendix 6 - 2: | Teacher Evaluation: Ecozone Project |
| Appendix 6 - 3: | Peer Evaluation of Ecozone Project |

Appendix 6 - 1: Peer/Self-Evaluation: Ecozone Project

1. Draw a circle.
2. Use the circle to create a pie chart showing the effort put into this activity by each member of the group, including yourself. If everyone worked equally hard, the sectors should be of equal size. Add a legend and colour to distinguish each person's sector from the others.
3. On the back of this sheet describe the content of the group work under the following headings:
 - What did you do to complete the activity?
 - a) Research work
 - b) Visual work - maps, graphs, diagrams
 - c) Written work
 - What did each of the other members of the group do to complete the activity?
 - a) Research work
 - b) Visual work - maps, graphs, diagrams
 - c) Written work
 - What did you learn?
 - What would you do differently if you could start again?

Appendix 6 - 2: Teacher Evaluation: Ecozone Project

Student: _____

Date: _____

	Level 1 (50 - 59)	Level 2 (60 - 69)	Level 3 (70 - 79)	Level 4 (80 - 100)
A. Knowledge/Understanding				
1. demonstrates understanding of the concepts and principles of ecozone	the project showed limited understanding of ecozone principles and relationships	the project showed some understanding of ecozone principles and relationships	the project showed considerable understanding of ecozone principles and relationships	the project showed a high degree of understanding of ecozone principles and relationships
2. the project demonstrates understanding of relationships among the concepts of ecozone				
B. Thinking/Inquiry				
1. uses geographic materials from primary and secondary resources	the project made limited use of graphic organizers and varied geographic information to support conclusions	the project made some use of graphic organizers and varied geographic information to support conclusions	the project made considerable use of graphic organizers and varied geographic information to support conclusions	the project made a great deal of use of graphic organizers and varied geographic information to support conclusions
2. uses graphic organizers to visualize information				
3. provides evidence to support opinions and conclusions				

C. Communication (2)				
1. shows effective use of symbols and visuals on maps and graphs	the project made fair use of maps, graphs, and written language	the project made good use of maps, graphs, and written language	the project made very good use of maps, graphs, and written language	the project made excellent use of maps, graphs, and written language
2. shows effective use of written language				
3. shows effective use of oral language	the presentation used oral language with only limited clarity and persuasion	the presentation used oral language with some degree of clarity and persuasion	the presentation used oral language with considerable clarity and persuasion	the presentation used oral language with a high degree of clarity and persuasion
D. Application				
1. demonstrates logical conclusions or generalizations about sustainability	the project made limited use of technology and materials to illustrate logical conclusions	the project made good use of technology and materials to illustrate logical conclusions	the project made very good use of technology and materials to illustrate logical conclusions	the project made excellent use of technology and materials to illustrate logical conclusions
2. makes effective use of technology, equipment, and materials				
E. Comments and Suggestions for Improvement:				

Appendix 6 - 3: Peer Evaluation: Ecozone Project

Group Members: _____

Date: _____

Use the following criteria to judge the display and presentation, by checking off the appropriate box:

- | | |
|------------------------------------|---|
| 0 No evidence of this | 3 Considerable evidence of this |
| 1 Limited evidence of this | 4 A great deal of evidence of this |
| 2 Moderate evidence of this | |

This group:	0	1	2	3	4
1. knows how to identify an ecozone region.					
2. understands the connections between the parts of an ecozone.					
3. used different types of geographical information.					
4. used information to support opinions or conclusions.					
5. used good charts or diagrams to show information.					
6. used good maps and graphs.					
7. spoke clearly and persuasively without reading too much from notes.					
8. produced an attractive overall display.					
9. What did you like most about this project?					
10. What part of this project needs the most improvement?					

Unit #3: People, Places and Patterns

Time: 22 minutes

Unit Developers

Sandra McAvoy, St. Clair Catholic District School Board
Pat Willan, St. Clair Catholic District School Board

Development Date: April 1, 1999

Unit Description

Students will demonstrate their understanding of the five themes of geography. Location, Place, Human- Environment Interaction, Movement, and Region will be examined to determine the connection between human systems and the physical environment. This will lead to the understanding of how the past influences present patterns and relationships. The final Five Theme Photo-Video Display Presentation will synthesize all previous learning while allowing the student to reflect on the relationship between God, community, and their personal role in society.

Strands Expectations

Ontario Catholic School Graduate Expectations: CGE: 2c, 2e, 3f, 5e, 5f, 7f, 7g
Strands: Geographic Foundations: Human Interactions with the Environment, Global Connections, Understanding and Managing Change

Overall Expectations: CGC 1P: HEV.01P, GCV.01P, UMV.01B, UMV.02B

Specific Expectations: CGC 1P: HE1.02B, HE2.03B, HE3.02P, GC1.05P, GC2.03P, GC3.01P,
UM1.01B, UM1.03P

Activity Titles (Time + Sequence)

Activity 1	Location and Place: Settlement Patterns	180 min
Activity 2	Movement: Cultural Diversity	240 min
Activity 3	Movement/Region: Urbanization	120 min
Activity 4	Human-Environment Interaction/Region: Simulated City	300 min
Activity 5	Human Environment Interaction: Urban Issues	180 min
Activity 6	Culminating Activity of the Five Themes of Geography: Field Study/Photo Display	300 min

Planning Notes

- Assessment and evaluation should be clearly defined at the beginning of each activity to enhance student learning.
- Establish assessment and evaluation tools that link your outcomes to the Achievement Chart.
- Teacher and students may work together to determine activity criteria to be developed.
- National Geographic: Five Theme Video Kit is the framework for the unit.
- Use a variety of media sources (e.g., Internet search, digital camera, refer to CBC: News In Review for current data).
- In Activity 4 and 5, the use of a local planner to discuss local land use and issues would be an asset.
- Students will have an opportunity to work independently, in groups and as a whole class.
- Opportunities are provided for student reflection and peer evaluation.
- All activities can be modified (RE: IEP - Resource Guide 1999, Ministry of Education and Training).

Prior Knowledge Required

- Grade 7: Apply 5 Theme Geography as a Method of Inquiry; describe the characteristics of rural/urban areas
- Grade 8: Identify patterns of human settlement; understand the relationship between God, the environment, and humans

Teaching/Learning Strategies

Umbrella: thematic regional approach

Activity 1: activity based learning

Activity 2: teacher as facilitator — independent research

Activity 3 and 4: lab/skill model development

Activity 5: teacher transfer — decision making

Activity 6: culminating activity of the five themes of geography: photo display

Assessment/Evaluation

1. **Performance Assessment:** rubrics, checklist
2. **Pen and Paper Tests**
3. **Summative and Formative Evaluation**
4. **Personal Communication:** reflection, self-assessment, conferencing, resource journal
5. **Observation:** checklist
6. **Performance Assessment:** research project, model building

Resources

Print

1. Canadian Oxford School Atlas, 7th Edition, Oxford University Press
2. Canada and the World Atlas, Prentice Hall Ginn, Canada
3. Canada Comes Alive Geography Series, CCA-05
4. Canada: Land of Diversity, 3rd Edition, 1996
5. The Monograph
6. The Land (Canada 21 series), Prentice Hall Ginn, Canada, 1996 (Communities and Citizenship)
7. Across Canada, Wiley
8. Canadian Geographic Magazine, May/June 1998
9. Images, Canada Through Literature, Prentice Hall Ginn, 1996
10. Geography for Life - National Geography Standards, 1994

Video

1. National Geographic: Five Theme Geography
2. Canadian Immigration, 1-800-665-4121
3. CBC News in Review

Computer

1. Geographic Information Systems (GIS) for Schools and Libraries, ARC VOYAGER, by ESRI, <http://www.esri.com>
2. SIM CITY
3. Internet access
4. <http://www.pointofview.cc> , Learning from a new point of view
5. <http://www.enoreo.on.ca> , Education Network of Ontario

Community Resources

- Stats Canada
- Chamber of Commerce
- Local Urban Planners
- Local Immigration Office

Appendices

Appendix 1: Additional Teacher Resources

Appendix 2: Unit 3: Assessment and Evaluation

Appendix 1:

Additional Teacher Resources

Print

- “Technology Connection” : Technology and The Curriculum: Social Studies, October 1997.
: Educational Applications for Digital Cameras, November 1997.
: The Great Hunt, December 1995.
: Power Pointing the Way, March 1997.
: Preparing for the Great Hunt, May 1995.
: The Slapps Model - Multimedia Presentations, April 1998.
“The Teaching Librarian” : Volume 6, Number 2/Autumn 1998.
“Emergency Librarian” : January - February 1997.

Computer

- Britannica On-line : <http://www.eb.com>
School Net Website : <http://www.schoolnet.ca>
Canadian Heritage : <http://www.pch.gc.ca/>
Government On-line : <http://www.canada.gc.ca/canadiana/faitc/fa20.html>
: <http://www.canada.gc.ca/canadiana/faitc/fa26.html>
Statistics Canada : <http://www.statcan.ca/>

Appendix 1:**Unit 3: Assessment and Evaluation**

Teachers will choose the tools they find most valuable. It is not expected that all methods are used for all activities.

ACTIVITIES	METHODS	STRATEGIES	TOOLS
#1 Settlement Patterns	<ul style="list-style-type: none"> • Performance Assessments • Reflection 	<ul style="list-style-type: none"> • mapping assignment • probe questions 	<ul style="list-style-type: none"> • rubrics • self assessment journal
#2 Cultural Diversity	<ul style="list-style-type: none"> • performance assessments • conferencing • paper & pencil tests 	<ul style="list-style-type: none"> • interviewing • student/teacher conference • teacher-made test 	<ul style="list-style-type: none"> • checklist • tracking sheet • student report
#3 Urbanization	<ul style="list-style-type: none"> • paper & pencil tests 	<ul style="list-style-type: none"> • formal written assignments • student-designed M/CH test /25 • student-designed vocabulary puzzle • teacher-made tests 	<ul style="list-style-type: none"> • peer assessment - students exchange and complete the test and puzzle • teacher-designed test
#4 Simulated City	<ul style="list-style-type: none"> • performance assessment • roving conferencing • observation 	<ul style="list-style-type: none"> • simulation project - student-designed city • roving conference • informal observation 	<ul style="list-style-type: none"> • checklist of criteria • rubric for quality • numerical breakdown • rating scales • probe questions • anecdotal
#5 Urban Issues	<ul style="list-style-type: none"> • performance assessment • observation • reflection 	<ul style="list-style-type: none"> • presentation of an urban issue • informal teacher observation • peer evaluation 	<ul style="list-style-type: none"> • checklist of criteria to research • anecdotal notes • probe statements
#6 Field Study/ Photo Display	<ul style="list-style-type: none"> • performance assessment • conferencing • reflection 	<ul style="list-style-type: none"> • graphic organizer of the 5 themes of geography • student-teacher conference • response journal 	<ul style="list-style-type: none"> • checklists • anecdotal • self-evaluation • peer-evaluation • probe questions of the experience

Activity #1: Location and Place: Settlement Patterns

Time: 180 minutes

Description

In this initial activity, the five themes of geography will be introduced. The culminating activity will be identified and explained, along with the process used to achieve the final outcome of a photo/video display. Students will apply their previous knowledge of map making in order to identify four distinct Canadian settlement patterns, focusing on location and place. This activity prepares students to recognize patterns in human development. They will examine and produce topographical maps to discover some of the connections that exist between human settlement, physical features of the land, historical time, and government regulations. This examination will lead to the understanding and respect for the many diverse cultures that choose to make Canada their home.

Strands and Expectations

Strands: Geographic Foundations: Space and Systems, Methods of Geographic Inquiry

Ontario Catholic School Graduate Expectations: CGE: 3c, 7f

Overall Expectations: CGC 1P: SSV.01B, MIV.01B

Specific Expectations: CGC 1P: SS1.07P, SS2.01P, SS2.02P, MI1.02B, MI2.12B

Planning Notes

- Activity 6 must be prepared and criteria must be set for the introduction.
- National Geographic Five Theme Video is helpful.
- Ensure symbols of topographic maps are known.
- Use local topographic maps to illustrate patterns.
- Ontario Road Maps could be introduced at this point (extension activity).
- Tracing paper should be used to construct maps.
- Use GIS for further investigation of settlement patterns (aerial maps).

Prior Knowledge Required

- basic knowledge of settlement patterns
- intermediate map making skills
- some understanding of how site and situation influence settlement

Teaching/Learning Strategies

Teachers will:

1. use the video to introduce the five geographic themes: location, place, human/environment interaction, movement, and region.
2. introduce the culminating activity and explain the themes to be explored, as well as the assessment and evaluation device to be used
3. introduce the general knowledge of settlement patterns in Canada, then specifically introduce four settlement patterns (Long lot, Concession, Prairie Section, Isolated or Resource Based).
4. fully explain the task outcome, focusing on location and place, and distribute the rubric as a motivational tool for student achievement.
5. design four activity centres where the students will construct their maps, using the topographic maps provided.
6. expose students to various cultures in Canada by examining the various settlement patterns.

Students will:

1. identify the five themes of geography in a note
2. understand the culminating project demands
3. construct and identify four unique Canadian settlement patterns using topographic maps.

Assessment/Evaluation

1. **Reflection:** self-assessment - probe statements (Appendix 1 - 1)
2. **Personal Communication:** roving conference
3. **Performance Assessment:** rubric - a number can easily be assigned to the rubric (Appendix 1 - 1)

Resources

Print

1. Canada: Land of Diversity, Third Edition, 1996
2. Canadian Topographic Maps/Aerial Photographs/Remote Sensing
3. Ontario Road Maps

Computer

1. <http://www.thinkspace.com>, MF Teach - Thinkspace, Inc.
2. <http://www.ccrs.nrcan.gc.ca/ccrs/imgserv/tour/touere.html>

Video

1. National Geographic: Five Themes of Geography

Accommodations

- Teacher will create modified topographic maps and rubrics.
- Peer mentoring

Appendices

Appendix 1 - 1: Self-Assessment: Reflection of Learning — Probe Statements

Appendix 1 - 2: Settlement Pattern Mapping Assignment: Assessment Tool

Appendix 1 - 1:

Self-Assessment: Reflection of Learning – Probe Statements

- 1) What have I learned about map making?
- 2) What have I learned about Canadian settlement patterns?
- 3) Next time, I will improve the way I . . .

Appendix 1 - 2: Teacher will weight according to class priorities.

Settlement Pattern Mapping Assignment: Assessment Tool

Criterion	1	2	3	4
1. Four settlement patterns are complete (Long lot, Concession, Prairie Section, Isolated or Resource based).	<ul style="list-style-type: none"> 1 complete 	<ul style="list-style-type: none"> 2 complete 	<ul style="list-style-type: none"> 3 complete 	<ul style="list-style-type: none"> 4 complete
2. Information gathered from topographical maps has been transferred accurately to student maps.	<ul style="list-style-type: none"> much assistance required to transfer information limited accuracy limited details on map 	<ul style="list-style-type: none"> some assistance required to transfer information some accuracy is apparent some details are on the map 	<ul style="list-style-type: none"> little assistance is required most information transferred accurately transfers ideas of some complexity 	<ul style="list-style-type: none"> no assistance required information is transferred accurately transfers complex ideas (e.g., contour lines)
3. Maps are titled and labelled correctly and neatly. Title accurately reflects the type of pattern and location of the settlement pattern. (Features of a good map: title, compass, legend, scale, border)	<ul style="list-style-type: none"> simple title, lacks detail spelling errors some features of a good map absent 	<ul style="list-style-type: none"> clear and neat pattern and location identification is attempted some spelling errors 	<ul style="list-style-type: none"> clear and neat detailed as to pattern and location polished printing titles underlined minor spelling errors 	<ul style="list-style-type: none"> clear and neat detailed as to pattern and location no spelling errors polished printing titles underlined
4. The legend is organized and easy to read. (Symbols and colour have been used to develop the legend.)	<ul style="list-style-type: none"> confusing to read few details limited use of symbols and colour 	<ul style="list-style-type: none"> somewhat unorganized symbol and colour use attempted with some success 	<ul style="list-style-type: none"> organized and easy to read symbols and colour used with detail and precision 	<ul style="list-style-type: none"> organized, detailed, and precise easy to read use of colour and symbols complete revising/editing evident
5. The correct tools have been used to create the maps. (topographic maps, textbooks, pencil, ruler, pencil crayons, black pen, measurement)	<ul style="list-style-type: none"> limited use of tools much assistance required to create the maps 	<ul style="list-style-type: none"> some use of tools apparent assistance required to create the maps 	<ul style="list-style-type: none"> precise use of tools independent map work 	<ul style="list-style-type: none"> precise use of tools very independent map work
6. Overall maps	<ul style="list-style-type: none"> simple outline maps created several major errors much assistance required little revision/editing limited accuracy undeveloped/not polished 	<ul style="list-style-type: none"> developing maps produced several errors developing some accuracy and attempting to revise and edit some polishing is apparent 	<ul style="list-style-type: none"> well-developed settlement pattern maps few minor errors editing/revision is evident polished 	<ul style="list-style-type: none"> well-crafted settlement pattern maps created detailed and complex ideas are apparent on the maps revising/editing was ongoing and evident very few minor errors

Activity #2: Movement: Cultural Diversity

Time: 240 minutes

Description

In this activity, the students will examine cultural diversity. By examining Canada as a whole, their local community, and their school community, students will gather evidence of various cultures. Through the interview process, students will develop an acceptance and respect for all citizens of Canada. By examining immigration and settlement patterns, students will understand the challenges faced by people as they move from place to place.

Strands and Expectations

Strands: Understanding and Managing Change, Methods of Geographic Inquiry

Ontario Catholic School Graduate Expectations: CGE: 2c, 3c, 5a, 7f

Overall Expectations: CGC 1P: UMV.01B, MIV.03P

Specific Expectations: CGC 1P: UM1.01B, MI2.03P

Unit Planning Notes

- Gather local resources prior to unit activity.
- Allow adequate time for the development of student interview questions.

Prior Knowledge Required

- a basic understanding of settlement patterns in Canada
- some understanding of multiculturalism

Teaching/Learning Strategies

Teachers will:

1. introduce the geographic themes of human-environment interaction and movement.
2. provide a list of project criteria to enhance student achievement.
3. design sample interview questions.
4. provide a variety of resources.
5. utilize the community resources to promote authentic learning.
6. follow the Cultural Diversity Flow Chart outlined below:

General Knowledge: identify evidence of various cultures in Canada using brainstorming/webbing in class; introduce: Who settled where? (settlement patterns), Immigration/Movement of people, Video presentation — **Research Skills, Thinking/Inquiry:** identify evidence of various cultures in our community using brainstorming, local papers, telephone books, ethnic backgrounds in the classroom; develop interview questions with the class (KWL - What do I know? What do I want to know? What have I learned?) — **Local Application:** identify evidence of various cultures in our school by interviewing people in the school community; write a brief report about the importance of cultural diversity

Students will:

1. identify various cultural groups in Canada.
2. develop their interview skills.
3. defend their position with regard to multiculturalism in Canada.
4. write a brief report on the importance of cultural diversity in Canada.

Assessment/Evaluation

1. **Summative Pencil and Paper:** mark report
2. **Personal Communication:** roving conference

Resources

Print

1. Local Newspaper
2. The Monograph, Vol. 46, Issue 4, Fall 1995
3. Telephone book
4. Stats Canada

Video

1. Canadian Immigration - Classroom Video
1-800-665-4121
2. CBC: News In Review

Community Resources

1. Interview local immigrants
2. Immigration Office
3. Local cultural organizations

Accommodations

- oral reports
- pre-designed interview questions

Activity #3: Movement/Region: Urbanization

Time: 120 minutes

Description

In this activity, the students will explore the push and pull factors of urbanization. Why did people leave the farm? Why do most Canadians live in urban centres? The students will gain an understanding of rural and urban functions and developments. Reading and interpreting the model “Littletown - Bigtown”, the students will acquire a sense of spatial organization and the logical land use patterns that develop. The model will provide the skeletal framework upon which the students will build in the next activity; therefore, it is important that the model is completely and thoroughly developed.

Strands and Expectations

Strands: Human-Environment Interactions, Understanding and Managing Change, Methods of Geographic Inquiry

Ontario Catholic School Graduate Expectations: CGE: 2b, 3e, 3f

Overall Expectations: CGC 1P: HEV.01P, UMV.02B

Specific Expectations: CGC 1P: HEI.03B, UM2.02B

Unit Planning Notes

- Model development must be completely understood by students as the application of the model is required in activity 4.
- Photographs, satellite images, and topographic maps of rural/urban landscapes are needed for concrete examples.
- ArcView, MFTeach, or other GIS software will extend the learning.

Prior Knowledge Required

- basic knowledge of the shift from rural to urban

Teaching/Learning Strategies

Teachers will:

1. introduce the geographic themes of movement and region by discussing the factors that lead to urban growth (push and pull).
2. examine each stage of development as a unique region (i.e., hamlet).
3. present the model of urban development, focusing on urban terms and functions.
4. provide visual aids to promote concrete learning.

Students will:

1. identify the characteristics of each stage of urban development (hamlet, village, town, city, CMA).
2. develop and use key urban terms (i. e., residential, industrial, commercial, transportation, agricultural, institutional, vacant/open space, recreational).
3. understand the transition from rural to urban

Assessment/Evaluation

1. **Paper and Pencil Summative:** vocabulary terms and urban functions, growth of a city

Resources

Print

1. Canada: Land of Diversity, Third Edition, 1996.

Accommodations

- open book testing
- worksheet development for exceptional students (e.g., Across Canada Lab Book)

Activity #4: Human-Environment Interaction/Region: Simulated City

Time: 300 minutes

Description

In this activity, the students will be introduced to the concept of urban planning. Building on the previous activity, the students will co-operatively design a city based on eight logical urban land use patterns. With the development of their own cities, students will demonstrate a respect for human-environment interactions as they make decisions of lot sizes and of where to place landfills and open space/parkland.

Strands and Expectations

Strands: Geographic Foundations: Space and Systems

Ontario Catholic School Graduate Expectations: CGE: 3c, 5a, 5g, 7c

Overall Expectations: CGC 1P: SSV.01B

Specific Expectations: CGC 1P: SS1.04B, SS1.07P, SS3.01P

Unit Planning Notes

- Model-building could encompass both two- and three-dimensional designs.
- SIM City may be another option.
- Use of “Map of the City” poem is an excellent extension activity.

Prior Knowledge Required

Grade 7 and 8: basic land use terminology

Teaching/Learning Strategies

Teachers will:

1. review the geographic themes of human-environment interaction and region as it relates to urban growth. How do people adapt to their environments?
2. fully explain the outcome (city) and give students the list of criteria needed to complete the project. A rubric will be used to guide students as to the quality of their work.
3. provide students with a time management device that should be used to establish daily goals and achievements (tracking).
4. provide a variety of resource materials. This is an excellent opportunity to utilize SIM City for model development.

Students will:

1. construct their own urban area, illustrating eight logical land uses.
2. manage their time with an organizer.
3. set daily goals and aim to achieve them.
4. reflect on the quality of their work and the amount of their learning by self-evaluation of their city.

Assessment/Evaluation

1. **Performance Assessment:** ratings scales, checklists, rubric
2. **Personal Communication:** roving conferencing, self-evaluation
3. **Observation**

Resources

Print

1. Student Notebooks: re previous lesson
2. Various land use maps
3. The Monograph, Vol. 44, Issue 1, Spring 1993

Computer

1. SIM City
2. <http://www.nationalgeographic.com>

Community Resources

1. Urban Planner

Accommodating Special Needs

- Urban Dilemma: Lesson Plan - Appendix 4 - 1

Appendices (found at <http://www.tcdsb.on.ca/ice/profiles.html>)

Appendix 4 - 1: Urban Dilemma: Lesson Plan

Appendix 4 - 2: Images - Canada Through Literature: “Map of the City” - poem and questions

Appendix 4 - 1:

Urban Dilemma: Lesson Plan

Rationale: Urban Dilemma is a simulation game where students work co-operatively to design a city based on logical urban land uses. The completion of the required activities promotes cognitive skills, as well as written and oral communication skills.

Objectives:

Knowledge - Students will be able to:

- identify different land uses.

Skills - Students will be able to:

- make and defend decisions regarding land use patterns in a fictional city, based on logical assumptions.
- complete a comparative organizer.
- write a properly developed paragraph.
- present information orally.

Attitude - Students will be able to:

- work co-operatively in groups.
- attain an appreciation for spatial patterns.

Materials Required:

- Urban Dilemma game boards and masking tape. There should be one game board for each group of students. *The Urban Dilemma map in this handout package may be used as a model for designing games.
- handout sheets for students.
- transparencies of student handouts. This will aid in the teacher's explanation of the activity.

Method: The following are suggested timelines only. Classes are based on a 76 minute time period.

Day 1: Students should be placed in heterogeneous groups. The teacher explains the Urban Dilemma activity and evaluation to the entire class. Students start the activity during the remainder of the class period.

Day 2: Students continue to work on Urban Dilemma. During this class period, they focus on completing the organizer and the map.

Day 3: A continuation of DAY 2 activities. Groups who have accelerated can begin working on the paragraph.

Day 4: All students should be working on their Urban Dilemma paragraph at this time. This period can also be used for proofreading.

Day 5: Urban Dilemma presentations.

Urban Dilemma

Introduction:

The purpose of “Urban Dilemma” is to introduce you to the concept of urban planning. The job of an urban planner team is to create an efficient city, where the different land uses work in harmony. You have been provided with a planning board that has a grid layout. Your job is to locate the squares that represent urban land use on this board. You should do this in a logical manner so that you can justify your decisions.

Instructions:

1. Each coloured square represents one percent of a city’s land use. There are different colours used for the different land uses. Please check that your group’s package contains the correct number of squares:

Industrial = RED (11 squares)

Residential = PURPLE (40 squares) (high, low housing)

Commercial = YELLOW (5 squares)

Transportation = GREY (25 squares)

Institutional = PINK (7 squares)

Vacant Land = ORANGE (4 squares)

Open Space = GREEN (8 squares)

Water = BLUE (Note: The water areas have already been designated on the map.)

In addition, various squares represent specific features:

Elementary School = E (2 of the pink squares)

Secondary School = S (1 of the pink squares)

Hospital = H (1 of the pink squares)

Church = + (2 of the pink squares)

Government Offices = G (1 of the pink squares)

Vacant Land = V (all of the orange squares)

Park or Playground = P (6 green squares)

Cemetery = C (2 green squares)

Bridges = B (2 grey squares - These must be used to cross the river at two different locations)

2. Design a city using these squares. In your “Urban Dilemma” design, you must keep in mind the following criteria:
 - i) All squares must be used.
 - ii) Industrial zones must not be directly adjacent to (i.e., beside) residential areas.
 - iii) Every attempt should be made to locate your industrial, residential, commercial, and institutional squares along a transportation route (this includes the river, the lakeshore, and any transportation square).
 - iv) Use the large board to design your city. There is one board per group.
3. Complete the Land Use Organizer as your group completes the assignment. When the group is satisfied with the placement of the squares, the group will complete the Urban Dilemma land use map and each member will complete the land use paragraph individually.
4. Each group will make a brief 10 minute presentation to the class, specifically explaining three land use locations.
5. Group maps and individual assignment sheets will be submitted for evaluation.

Evaluation:

MAP	/5
ORGANIZER	/10
PARAGRAPH	/10
PRESENTATION	/10
GROUP PARTICIPATION	/5
	/40

Dates Due:

Work periods: _____

Presentations: _____

Paragraphs/maps due: _____

Name(s):

Urban Dilemma Assignment Sheet

1. Complete the following chart: Land Use Organizer

AREA	LOCATION IN CITY	RATIONALE FOR LOCATION
INDUSTRIAL		
RESIDENTIAL		
COMMERCIAL		
TRANSPORTATION		
INSTITUTIONAL		
VACANT LAND		
OPEN SPACE		

2. In a properly developed paragraph, describe the rationale of three land use locations. Please construct the paragraph on a separate piece of lined paper.

“Urban Dilemma” *an exercise in urban planning*

							<i>h</i>	<i>h</i>	<i>h</i>	<i>h</i>
							<i>h</i>			
							<i>h</i>			
							<i>h</i>			
					<i>h</i>	<i>h</i>				
					<i>h</i>					
					<i>h</i>					
					<i>h</i>					
<i>h</i>	<i>h</i>	<i>h</i>	<i>h</i>	<i>h</i>	<i>h</i>	<i>h</i>	<i>h</i>	<i>h</i>	<i>h</i>	<i>h</i>
<i>h</i>	<i>h</i>	<i>h</i>	<i>h</i>	<i>h</i>	<i>h</i>	<i>h</i>	<i>h</i>	<i>h</i>	<i>h</i>	<i>h</i>

Key To Urban Land Use

	INDUSTRIAL
	RESIDENTIAL
	COMMERCIAL
	TRANSPORTATION
	INSTITUTIONAL [Elem.. Sch. (E), Sec. Sch. (S), Hosp. (H), Church (+), Gov't Off. (G)]
	VACANT LAND [Land which has never been developed, as well as previously developed land awaiting a new use (V)]
	OPEN SPACE [Park or Playground (P), Cemetery (C)]
<i>h</i>	WATER

Appendix 4 - 2:

Canada through Literature “Map of the City”

by Elizabeth Brewster

“Beautiful Saskatoon,
potash capital of the world,”
the map is labelled.

No population figures given
but 135,000 in January 1975
so they say at the Public
Library.

On the front of the map, in
colour,
Saskatoon on a late June day.
View across the bridge from the
south side of the river
to the Bessborough Hotel,
a fortress Gothic
as the early twentieth century
could build,
guarding the city hall
some shops and churches;
beyond, green fields,
and above, the sky as blue and
infinite
as when I look out at it now
from my window
(after that thunderstorm in the
night).

See, when you open the map
it is divided
almost exactly in two
by the slant of
the South Saskatchewan River
running from corner to corner.

From my side (north)
and the shops, police station,
post office
I cross daily
over one of these bridges.
The map does not show
the cars, trucks, bicycles, buses
and how they creep at rush hour
and it does not show the bridge
on a windy day
or the fine dust blowing
into the mouths of pedestrians.

On the north side
the streets are mostly numbered
(except for Saskatchewan
Crescent
by the river
and some on the far outskirts)
but on the south side
there are also streets with
names:
University Drive and College,
and Temperance to remind us
that Saskatoon was founded
by Methodist Total Abstiners
from Ontario;
Colony and Garrison
(how Canadian);

and to the far south
a group of streets named for
girls and trees;
Isabella, Adelaide, Ruth,
Maple, Willow, Elm, Ash.

Almost off the map,
on the right,
are streets named
Harvard, Cambridge, Yale,
McGill, Carleton,
Dalhousie, Mount Allison,
Waterloo, McMaster,
Simon Fraser.

The map shows
parks, open spaces, transit
systems, schools,
It lists
recreation units, swimming
pools,
rinks,
cemeteries:

does not show, however,
houses, gardens, trees,
the Star-Phoenix Office,
the naval barracks,
old women out with shopping
baskets,
children on a merry-go-round
or riding the toy train
in Kinsmen’s Park.



Canada through Literature: “Map of the City”

1. “The map does not show . . . “

What does the poet convey about Saskatoon that you wouldn't find in an atlas? With your group, choose five specific details and elaborate on the effectiveness of her descriptions. Why do you think these details are important to Brewster?

2. Look through an atlas of Canada, paying close attention to the locations of major cities and major waterways:
 - a) What patterns do you see emerging with respect to the locations of urban centres?
 - b) Trace the route of the Saskatchewan River, both North and South. Draw a map of this river and mark the small towns and larger cities found along its course. With your group, list the reasons why urban centres are often located on a river. Why is this changing?
 - c) Read a history of Saskatoon, the “City of Bridges”, in an encyclopaedia. What is the importance of the river to Saskatoon's development? Who founded this city, and why is it significant to Saskatchewan?
3. With your group, prepare a report on the importance of the Saskatchewan River to the economic development of the Prairies. Choose one of the following topics:
 - a) fur trade
 - b) settlement patterns and agriculture
 - c) transportation
 - d) electricity
 - e) urban planning.Share your findings with the other groups in the class.
4. Write a short poem about a map of your city or town. What does your poem reveal that the map doesn't show? Use specific images from your own neighbourhood that are important to you, just as Brewster has done for Saskatoon.

Activity #5: Human-Environment Interaction: Urban Issues

Time: 180 minutes

Description

In this activity, the students will brainstorm various urban issues and propose logical solutions based on our Catholic decision-making model. The model will take the students through a formal decision-making process, focusing on the impact to self, community, and the world. Through the decision-making process (Appendix 5-1), students will develop a sense of responsible citizenship.

Strands and Expectations

Strands: Methods of Geographic Inquiry

Ontario Catholic School Graduate Expectations: CGE: 3b, 3d, 5a, 7d, 7h

Overall Expectations: CGC 1P: MIV.03P

Specific Expectations: CGC 1P: MI2.O2B, MI2.O5B

Planning Notes

- Pre-planning with the resource consultant/librarian is required (current resources required).
- The resource centre should be arranged, with computer stations, print stations, and audio/visual stations for research purposes.
- Include local urban issues.
- Use the local planning department as a resource.
- As an extension activity, create a simulated city council debate.

Prior Knowledge Required

- general urban terminology
- general knowledge of the opportunities and challenges in an urban area (i.e., traffic congestion, gang violence)

Teaching/Learning Strategies

Teachers will:

1. introduce the model (Appendix 5-1), using sample issues (i.e., homeless people, road rage, lack of green space).
2. brainstorm with the class for other problems/issues.
3. organize students into groups and assign issues to be researched.
4. take students to the resource centre to utilize three different sources to gather information (i.e., Internet, print, video library).
5. when each group has taken their issue through the model, introduce the jigsaw method to share information and defend decisions.

Students will:

1. identify urban problems/issues.
2. use the enclosed decision making model to analyze the problem and suggest possible solutions.
3. present their decisions to their jigsaw group.

Assessment/Evaluation

1. **Observation:** checklist to be established for resource use and probe questions to discriminate between fact and fiction
2. **Performance Assessment:** oral presentation of the issue using the decision-making model as a checklist (See Appendix 5 - 1.)
3. **Reflection:** peer evaluation of group work

Resources

Print

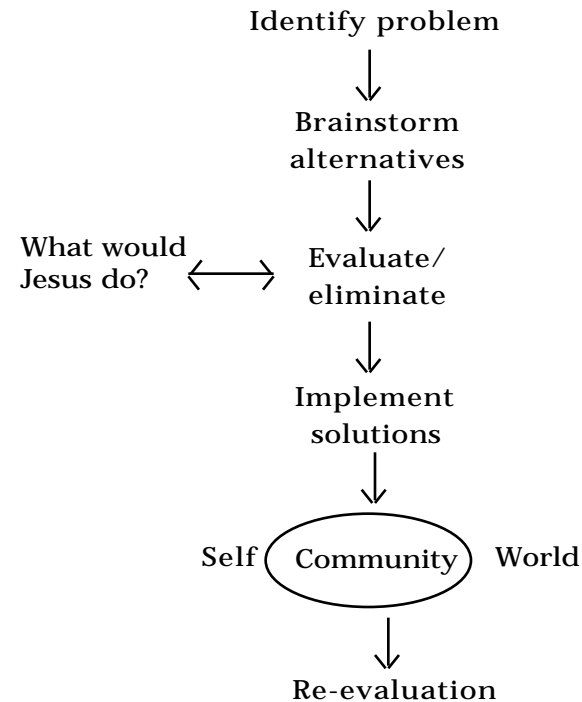
1. Canada: Land of Diversity, Third Edition, 1996
2. Urban Trends Magazine
3. The Monograph, Vol. 46, Issue 3, Summer 1995
4. Local Newspapers
5. CBC: News In Review
6. "Canadian Geographic Magazine", May-June 1998

Computer

- Citynet Web Sites
- <http://www.thestar.com> The Toronto Daily Star

Appendices

Appendix 1: Decision-Making Model



Accommodating Special Needs

- Limit the number of resources required.
- Oral presentation to teacher; no peer evaluation.

Activity #6: Culminating Activity of the Five Themes of Geography - Field Study/Photo Display

Time: 300 minutes

Description

In this activity, the students will synthesize all previous learning and apply it to the “real world” for an authentic learning experience. The students will assume the role of a visiting Urban Planner to collect and analyze urban data for future development in their own community. In addition, they will complete a photo/video display to demonstrate their knowledge of the five themes of geography. This hands-on experience is fun, motivates the students, and provides a link between school and the “real world”. Using the reflection tool provided, students will gain insight into the intimate relationship between humans and the creator.

Strands and Expectations

Strands: Methods of Geographic Inquiry, Understanding and Managing Change, Geographic Foundations: Space and Systems

Ontario Catholic School Graduate Expectations: CGE: 2c, 3b, 5a, 5f, 5g, 7a, 7 b

Overall Expectations: CGC 1P: MIV.01B, UMV.02B, SSV.01B

Specific Expectations: CGC 1P: MI2.01P, UM1.02B, SS1.05P

Unit Planning Notes

- Have on hand a clear, clean, and precise itinerary of the day.
- The five theme organizer needs to be clearly defined (Appendix 6 - 1).
- Use of photographic devices is necessary.
- PowerPoint Software Application is an excellent tool for student presentations.

Prior Knowledge Required

- ability to identify the themes that geographers use to organize their inquiries (Five Themes)

Teaching/Learning Strategies

Teachers will:

1. distribute the simple checklist rubric to help outline the project criteria. (Appendix 6 - 1)
2. distribute the planning outline for the project. (Appendix 6 - 2)
3. distribute the complex rubric to motivate student quality of work. (Appendix 6 - 3)
4. organize and plan the field study area.
5. organize follow-up activities to the field study, including the preparation of the display boards, the presentation to the class, the written report, and the reflection page. (Appendix 6 - 3)

Students will:

1. collect photographs of the five themes while on their field study, using cameras, digital cameras, or video cameras.
2. apply and demonstrate their knowledge of the five themes of geography by creating a photo display board that illustrates: Location, Places, Human-Environment Interaction, Movement, and Region.
3. integrate the different perspectives of the five themes of geography into a holistic study of one area, by clearly defining the uniqueness of their area in a written report.
4. complete a reflection page of the field study so that each student can assess their learning, their likes/dislikes, their Catholicity, and their role as a responsible citizen.

Assessment/Evaluation

1. **Conferencing:** checklists
2. **Performance Assessment:** of the photo/video display - teacher-designed
3. **Reflection:** self and peer evaluation

Resources

Print

1. The Monograph - Volume 45 - Issue #1
- Winter 1995

Community

1. Communications Department

Appendices

- Appendix 6 - 1:** Photo/Video Display Organizer of an Urban Centre: Simple Checklist Rubric
Appendix 6 - 2: The Five Themes of Geography: A Photographic Essay Assignment (found at <http://www.tcdsb.on.ca/ice/profiles.html>) (The Monograph, Vol. 46, Issue No. 1, 1995)
Appendix 6 - 3: Complex rubric for photo/video assessment
Appendix 6 - 4: sample reflection page (found at <http://www.tcdsb.on.ca/ice/profiles.html>)

Appendix 6 - 1: Photo/Video Display Organizer of an Urban Centre: Simple Checklist Rubric

Your culminating activity, based on our study of urban development, is to design a photo or video display of an urban centre, using the *five themes of geography* as your guide. The following simple checklist rubric will help you develop your display.

HAVE YOU DEMONSTRATED THE FOLLOWING?

1. **Location** - Where is it?
 - : *absolute* - latitude and longitude
 - : *relative* - the relationship of a place to other places
2. **Place** - What is it like?
 - : *physical characteristics* - landform, soil, bodies of water, climate, natural vegetation, animal life
 - : *human characteristics* - land use, population density, language patterns, religion, structures (architecture), government
3. **Human Interaction with the Environment** - What is the relationship between people and the environment?
 - : dependence for food, shelter, clothing
 - : changing the environment to suit peoples' needs
 - : adapting to the environment
4. **Movement** - How and why are places connected to one another?
 - : immigration is evidenced
 - : imports/exports
 - : transportation routes connecting to other places
5. **Regions** - What characteristics make this area unique?
 - : what are the homogenous characteristics of this study?

Appendix 6 - 3:

Complex Rubric for Photo/Video Assessment page 1 of 2

Criterion	Level 1 (50 - 59)	Level 2 (60 - 69)	Level 3 (70 - 79)	Level 4 (80 - 100)
Knowledge and Understanding: 1. urban terms 2. land use 3. urban functions 4. concept of growth in relation to population	<ul style="list-style-type: none"> - limited use of geographic vocabulary terms - limited understanding of the eight land use classifications - limited clarity of information as to urban functions 	<ul style="list-style-type: none"> - some geographical terms and vocabulary - some understanding of the eight land use classifications - some clarity of information - some understanding of urban functions and growth 	<ul style="list-style-type: none"> - considerable knowledge of terms, land use, and urban functions apparent - considerable understanding of the relationship between urban growth and population 	<ul style="list-style-type: none"> - thorough knowledge of facts and vocabulary, land use, and urban functions - concept of the relationship between urban growth and population is insightful and extended
Thinking and Inquiry: 1. researching an urban centre (relevance of material) 2. developing an organizer to display work 3. evaluates work to be displayed based on criteria 4. accuracy of information	<ul style="list-style-type: none"> - limited resources used to collect data - limited clarity of information - little material selected that relates to the five themes - difficulty classifying data - little use of the checklist provided to organize work - organizer is incomplete 	<ul style="list-style-type: none"> - some variety in resources used to collect data - some relevant material collected - difficulty sorting and classifying material based on the five themes - not all pictures reflect the titles on the display board - some use of checklist for criteria - some clarity of information - organizer is developing 	<ul style="list-style-type: none"> - a variety of resources have been used to collect data - most material is relevant - organizer clusters themes to demonstrate understanding of concepts - use of the criteria checklist is evident - editing and polishing is evident - information is accurate 	<ul style="list-style-type: none"> - a variety of resources have been used to collect data - material is relevant, clear, and effective - editing and polishing is evident - clear use of the criteria checklist is apparent - organizer clearly demonstrates the five themes of geography - information is accurate and abundant

Appendix 6 - 3:

Complex Rubric for Photo/Video Assessment page 2 of 2

Criterion	Level 1 (50 - 59)	Level 2 (60 - 69)	Level 3 (70 - 79)	Level 4 (80 - 100)
<p>Communication:</p> <p>1. use of pictures, symbols, and graphing skills to demonstrate information on the five themes of geography for the urban area study</p>	<ul style="list-style-type: none"> - limited number and variety of visuals - limited demonstration of the five themes - material is difficult to read as it has very little order - poor sorting into classifications - little proofing/editing - limited effectiveness with symbols 	<ul style="list-style-type: none"> - moderate number and variety of visuals - some sorting and classifying abilities - appropriate titles, with initial development of five themes apparent - not all visuals reflect title - limited demonstration of the five theme concept - some proofing/editing - some use of graphing 	<ul style="list-style-type: none"> - large number and variety of visuals - graphing skills evident - most material is relevant and used with considerable clarity - 5 themes clear and easy to read - most visuals reflect the titles, and groupings are accurate - considerable editing/proofing - originality is evident 	<ul style="list-style-type: none"> - large number and variety of visuals - graphing skills evident - all material is relevant and used with clarity and accuracy - 5 themes clear and easy to read - display board is clean, neat, and easy to read - attention to detail is evident - material is displayed in a creative and original fashion - high degree of editing/polishing is evident
<p>Application:</p> <p>1. transfer the five themes of geography concepts to an urban area</p> <p>2. transfer research skills, organizational skills, and graphing skills to a new area</p>	<ul style="list-style-type: none"> - limited effectiveness - limited use of graphs - little research is evident and lacks organization - not all themes are covered 	<ul style="list-style-type: none"> - moderate effectiveness - moderate use of graphs - some research attempted in each theme - not all material is relevant 	<ul style="list-style-type: none"> - considerable effectiveness - considerable research on all five themes - good use of graphs to interpret data 	<ul style="list-style-type: none"> - a high degree of effectiveness - the five themes are completely researched and organized - graphs used to interpret complex ideas

Appendix 6 - 2: The Five Themes of Geography: A Photographic Essay Assignment

Name: _____

Date: _____

- I Assignment: A photographic essay illustrating the five themes of geography. (Location, Place, Human-Environment Interaction, Movement, Region). One picture per theme minimum (two or three suggested). Your choice of medium: video, photographs, or slides. Do you need help securing a camera or film? If so, see your teacher immediately.
- II Pick a thematic area for the assignment. Suggestions: your house, your neighbourhood, your school, a shopping centre or mall, downtown area, your town, a nearby conservation area or river, the Province of Ontario, any nearby town/city, etc. Going out of town for the weekend? Take pictures! Get family members involved. Explain the five themes to them and ask for suggestions.
- III Don't procrastinate! Develop a timeline for this assignment NOW! Allow time to plan the pictures, take the pictures, process the film, and put together your display/presentation.

Final due date is:

Planning Outline

Thematic Area:

--

Photographic Medium:

--

Five Themes Picture Possibilities:

Location:

--

Place:

--

**Human-Environment
Interaction:**

--

Movement:

--

Region:

--

Project Timeline:

I will have this project planned by
I will get the camera and film by
I will have the pictures taken by
I will take the film for processing by
I will assemble the final project by

Remember, the final due is

I understand what this project involves. I will follow the above schedule as closely as possible. I will seek help, if necessary. I will produce a project that is of high quality and well thought-out, to demonstrate my understanding of the five themes of geography.

Student's Signature: _____ Date: _____

I have reviewed this assignment with the student. I will offer whatever guidance and help I deem necessary to aid the successful completion of this project. I understand that cameras and financial assistance are available.

Parent's/Guardian's Signature: _____ Date: _____

Thanks to all for your support. Educationally valuable and stimulating projects are only possible when we all work together. Feel free to call with questions or concerns.

Teacher(s): _____

Photographic Essay Assignment: Teacher Resources and Materials

Resources

Boehm, Richard and others. *Building Skills in Geography*. Westerville, Ohio: Glencoe Publishing, 1990.

Geographic Connections Teaching Guide. USA Today, 1992.

Hardwick, Susan Wiley and Donald Holtgrieve. *Patterns On Our Planet*. New York: Macmillan Publishing, 1990.

Ludwig, Gail and others. *Directions in Geography: A guide for Teachers*. Washington, D. C.: National Geographic Society, 1991, 1992.

Maps, The Landscape and Fundamental Themes in Geography. Map. Washington, D. C.: National Geographic Society, 1993.

Materials Provided

Five Themes Photographic Essay Assignment

Five for Five Handout

Photo Dos and Don'ts Handout

Five Themes Quiz

Five Themes Photographic Essay Evaluation

Geoportraits by Jody Smothers (to be included in Part 3)

Place	Place
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____

Five for Five

Think of five picture possibilities for a five themes photographic essay.

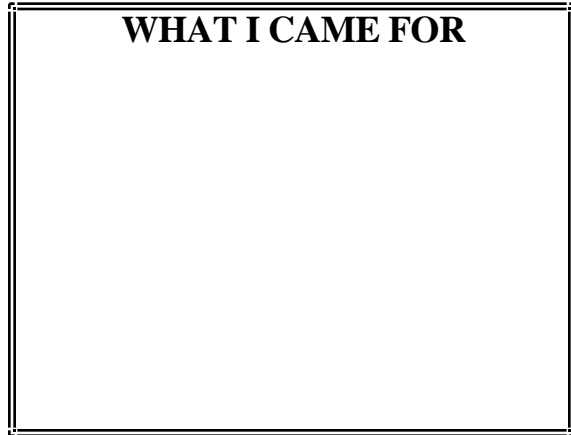
Location

1. _____
2. _____
3. _____
4. _____
5. _____

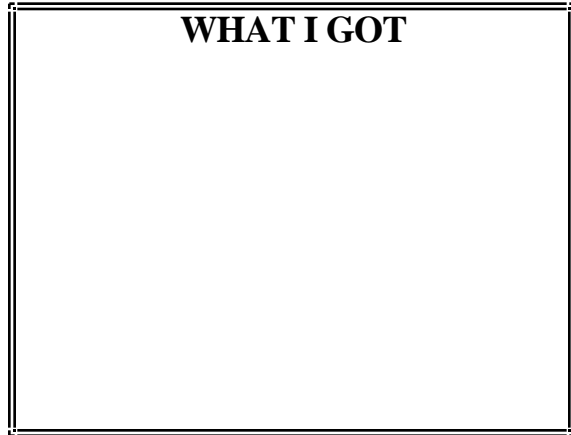
Movement	Region
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____

Toronto Day & Night

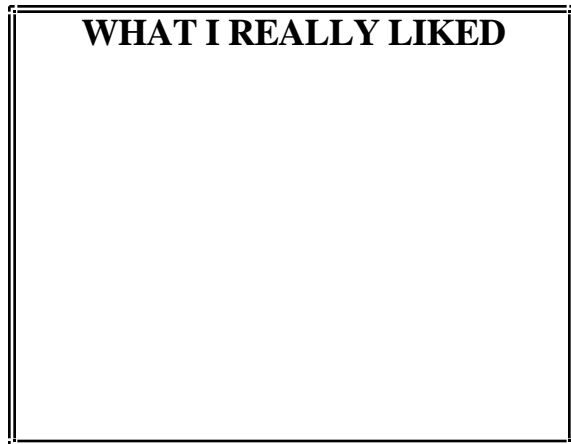
WHAT I CAME FOR



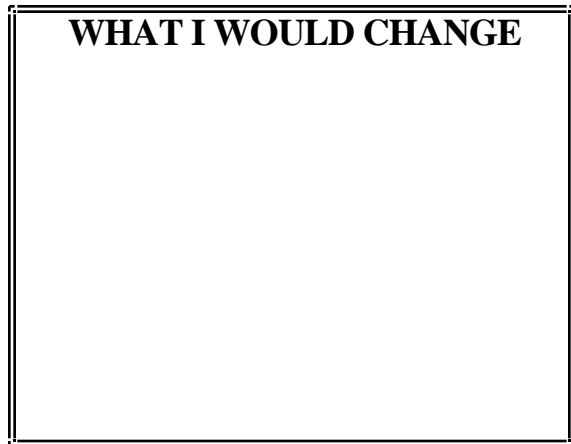
WHAT I GOT



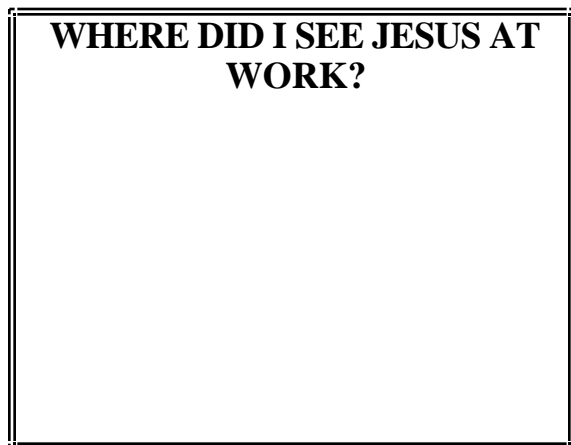
WHAT I REALLY LIKED



WHAT I WOULD CHANGE



WHERE DID I SEE JESUS AT WORK?



HOW COULD I HELP?

