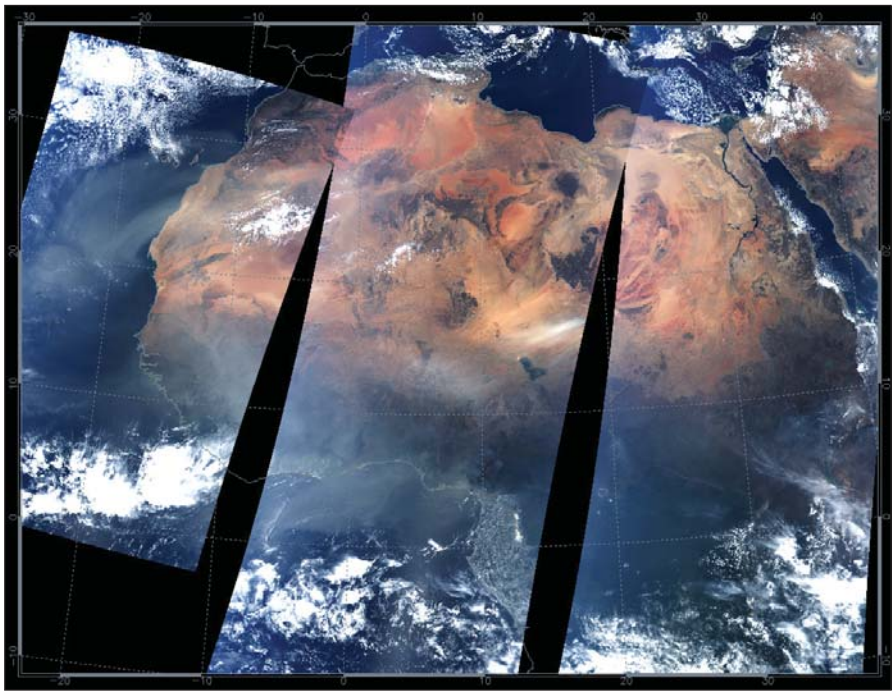
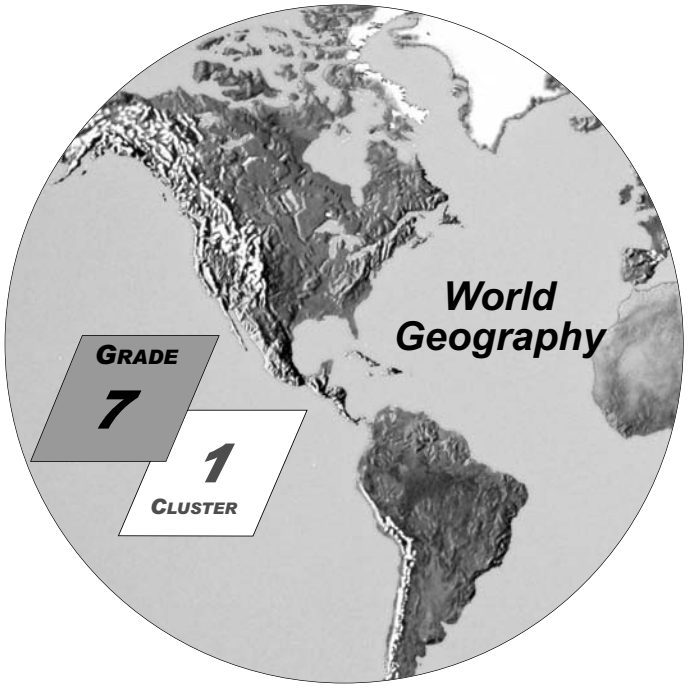
People and Places in the World

World Geography

GRADE 7

1 CLUSTER





Cluster 1 Learning Experiences: Overview

7.1.1 Mapping the Globe

KL-015 Explain the purpose of latitude, longitude, parallels, and meridians.

KL-020 Locate the time zones on a world map and explain their purpose.

KL-021 Explain standards related to time zones.
Include: International Date Line, Universal Time, local time.

KP-038 Compare the accuracy of various map projections and describe their influence on perceptions of the size and importance of the continents.
Examples: Goode, Mercator, Peters, Robinson, polar...

7.1.2 The Global National Environment

KL-016 Locate on a world map the continents, major landforms, and major bodies of water.

KL-017 Locate on a world map and describe the major climatic and vegetation zones.

VL-008 Appreciate the diversity of the global natural environment.

7.1.3 Global Population Trends

KL-018 Locate on a world map the major population clusters and explain the relationship between population distribution and the natural environment.

KL-018F Locate on a world map the major francophone countries.

KL-019 Identify factors that influence the movement of people around the world.
Examples: environmental, economic, political, social...

KG-032 Identify on a world map the more and less developed nations and explain why a nation is considered to be more or less developed.

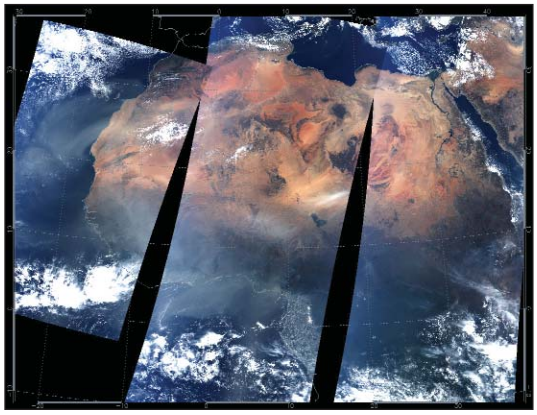
Cluster Assessment: Tools and Processes

- **Engaging Students in the Cluster:** These are suggested strategies to activate the cluster and help teachers assess student prior knowledge.

- **Suggested Portfolio Selections:** This icon is attached to strategies that may result in products, processes, or performances for inclusion in student portfolios.
- **Student Portfolio Tracking Chart:** This chart is designed for students to track their portfolio selections throughout the cluster. It is located in Appendix C.

- **Skills Set:** This icon identifies the skills that may be targeted for assessment during each strategy, and provides suggestions for that assessment.
- **Skills Checklist:** This teacher tool lists every skill outcome for a particular grade. It is intended to track individual student progress related to skills in each cluster and throughout the grade. It is located in Appendix C.
- **Connecting and Reflecting:** This is the end-of-cluster summative assessment activity.

Cluster Description

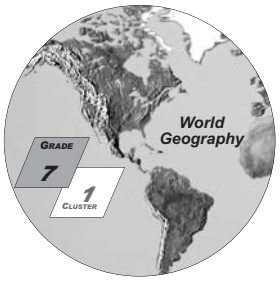


Students examine human and physical geography and their connections. This study includes a focus on maps and mapping, population clusters, principal regions, bodies of water, vegetation and climatic zones, more- and less-developed nations, and time zones.

Engaging Students in the Cluster

- Students explore the Earthcam website (http://search.earthcam.com/mapsearch/index.html) to view up-to-the-minute images of places on the Earth.
- Using a wall map of the world, students use push-pins to identify places to which they have travelled or from which they have immigrated.
- Students post news headlines from around the world on a class bulletin board.
- Students look at the labels on their clothing, backpacks, school supplies, and other items in the classroom to identify the countries of origin. (Use push-pins to add these places to the wall map of the world.)
- Students bring non-perishable food items from home to identify the country of origin of the product. (Use push-pins to add these places to the wall map of the world.) Consider donating the food to a local shelter.
- Using prior knowledge, students identify extreme climates on a wall map of the world (e.g., wettest, driest, hottest, coldest...).
- Students discuss pavilions they have visited at Folklorama or at other local ethnic celebrations.
- Students contribute photos of their families engaged in cultural celebrations and/or other images of cultural celebrations for a class bulletin board entitled "Peoples of the World."
- Create a bulletin board display of foreign words (e.g., fjord, pajamas, zephyr, tsunami...) and have students identify the country of origin.
- Have students play a game using an atlas or globe. One student says one country name and the next student says a country that begins with the last letter of the prior word (e.g., Canada – Azerbazhan, Azerbazhan – Netherlands...).
- Cut an oversize world map into puzzle pieces and give one piece to each student. Give students an allotted period of time to reassemble the map.
- Students view travel or documentary videos illustrating diverse ways of life in other places in the world.

Learning Experiences Summary



Learning Experience: 7.1.1 Mapping the Globe

KL-015	Explain the purpose of latitude, longitude, parallels, and meridians.
KL-020	Locate the time zones on a world map and explain their purpose.
KL-021	Explain standards related to time zones. *Include: International Date Line, Universal Time, local time.*
KP-038	Compare the accuracy of various map projections and describe their influence on perceptions of the size and importance of the continents. *Examples: Goode, Mercator, Peters, Robinson, polar...*

Enduring Understanding

The grid system of parallels and meridians helps in accurately locating places on globes and maps, and forms the basis for the system of telling time around the world.

Description of the Learning Experience

Students observe and compare different world map projections, and engage in practical exercises using lines of latitude and longitude and the system of world time zones.

Note: See the Suggested Teaching Scenario on pages 44–45. Students should be given frequent opportunities to apply and refine the concepts presented in this learning experience throughout the entire year.

Vocabulary: parallel, meridian, International Date Line, Universal Time (UT) or Coordinated Universal Time (UTC), map projections (See Appendix D for Vocabulary Strategies.)

7.1.1 Mapping the Globe

Assessment	Outcomes	Strategies
	KL-015	**Activate** Students observe a globe or a world map, reviewing the purposes of latitude, longitude, parallels, and meridians, and discussing what they know about how this system is organized. TIP: Students were introduced to latitude and longitude in Grade 6, and have used coordinates to locate places in Canada. Help students review what they already know by having them locate the Equator, the hemispheres, and use latitude and longitude to locate some Canadian cities. (*continued*)

Teacher Reflections

7.1.1 Mapping the Globe

Assessment	Outcomes	Strategies

Activate *(continued)*

or

KL-015
KP-038

Students participate in a class discussion to compare and contrast the relative merits of globes and maps (e.g., a map is more portable; a globe is a more accurate representation of the spherical Earth. A globe is of a small scale, cannot show great detail, and cannot display all the continents at once. Being flat, maps display distorted representations of the continents. Maps must feature specific continents more prominently than others; rotating globes do not.).

Following the discussion, collaborative groups of students use the provided BLM to observe and compare two or three different world map projections. Each group discusses their observations of the differences between world maps, generating questions about the accuracy of various projections.

TIP: As students compare world maps in this activity, assess how well they recall the names of the continents and oceans. Invite students to compare two or three different wall map projections (or digital maps on the Internet) to the globe. Use the following guiding questions to help students compare different representations of the globe:

- What is the name of the projection used in the map?
- Are the shapes of oceans and continents different?
- Are the relative sizes of the oceans and continents changed?
- Do the distances between cities appear to be the same or different?
- Is Greenland larger or smaller than Africa on the map as compared to the globe?
- Does Greenland appear to be smaller or larger than Australia?
- What continent or country is placed at the centre of the map?
- What "message" does the map suggest about the continent or country in the centre of the map?
- Are the parallels and meridians the same as on the globe?

Allow sufficient time for students to discuss their observations and to generate their own questions about the perceptions created by different world map projections. If possible, present to students an example of a map that challenges standard geographical assumptions (e.g., a polar projection map; a Pacific-centred map; an "upside-down" map with the South Pole at the top...).

Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>

7.1.1 a BLM: Comparing Map Projections

TN 1 Appendix H: Teacher Notes 1: Map Projections (2 pages)

(continued)

7.1.1 Mapping the Globe

Assessment	Outcomes	Strategies

Activate *(continued)*

or

KL-015
KL-020
KL-021

Students respond to the prompt, "What time is it in various cities of Canada?" (e.g., If you wanted to phone a friend in Vancouver right now, what time would it be there? What time would it be in Montréal?). In a guided discussion, students explore the purpose of time zones and standards related to time zones, and share what they know about time zones, their purposes, and how they work. Guiding questions include:

- Why do we need time zones?
- Are time zones related to latitude and longitude?
- How many degrees complete a rotation of the Earth?
- How many time zones are there in the world?
- How many time zones are there in Canada?
- What time difference generally exists between two adjacent time zones?
- Is it earlier or later as you travel west? East?
- Where is the dividing line between east and west longitude?
- Is it the same date everywhere in the world?

TIP: Grade 7 students have not formally studied time zones in social studies, but they will likely have some familiarity with the concept because of travel or contact with friends and relatives in distant places. Encourage them to articulate what they already know about the topic, and to generate questions by filling out the first two columns of the KWL frame as suggested in BLM 7.1.1b. At the end of the learning experience, students revisit the KWL frame to record what they have learned.

BLM: KWL: Time Zones, Latitude and Longitude

(continued)

Teacher Reflections

7.1.1 Mapping the Globe

Assessment	Outcomes	Strategies
		Activate (*continued*)
		or
	KL-015 KL-020 KL-021 KP-038	Collaborative groups of students conduct an "Atlas Scavenger Hunt." Using a set of prepared questions, students locate information in their atlases to become familiar with the use of the atlas and to prepare them to access information related to the key concepts of this learning experience.  BLM: Getting to Know Your Atlas
		or
	KL-015 KL-020 KL-021	Assess student familiarity with the concept of the rotation of the Earth by asking students to stand and to rotate 90º to the east, 180º to the east, and then 360º to the east (or in a clockwise direction). Students discuss the significance of a complete rotation of the Earth on its axis in relation to time zones, generating hypotheses about how many time zones there are and approximately how many degrees of longitude separate them. (360º divided by 24 hours equals 15º.) TIP: Make connections to what students have learned in Grade 6 science about the rotation of the Earth on its axis and the cycle of night and day (Grade 6 science, Cluster 4, 6-4-12).

Teacher Reflections

7.1.1 Mapping the Globe

Assessment	Outcomes	Strategies

Acquire

KL-015
KP-038

Present to the students a physical demonstration to explain that all map projections create certain distortions in the process of representing a sphere on a flat surface. This may be done by tracing the general contours of the continents on an inflatable ball, and then deflating and flattening the ball. The flattened surface will be distorted compared to the original sketch. Explain to students that there are a variety of mathematical methods for the accurate representation of the Earth as a two-dimensional map, but that each one has a certain degree of compromise in distance, shape, size (area), or direction. Different map projections have varying degrees of accuracy, are appropriate for different purposes, and create certain perceptions of the world (i.e., relative importance of countries and continents). Following the demonstration, students consult print or Internet sources to compare the accuracy of different map projections and the perceptions they can create.

TIP: Students may use BLM 7.1.1a to guide them in this activity.

Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>

TN 1 Appendix H: Teacher Notes 1: Map Projections (2 pages)

7.1.1 a BLM: Comparing Map Projections

or

KL-015
KP-038

Collaborative groups of students use a large orange or grapefruit as a model for the Earth, drawing approximations of the Equator, the Tropics of Cancer and Capricorn, and the polar circles. Students then draw four lines of longitude, evenly spaced, connecting the poles. They may also draw a geometric shape representing the overall contour of North America in the appropriate hemisphere. Students then cut the orange carefully down from the North Pole to the South Pole, pulling off the peel carefully without tearing it. If they try to spread the peel to flatten it on the table, they will note that lines and shapes are distorted and the peel warps and becomes crinkly. In order to get the peel to lie flat, they will need to cut a small slit from each pole halfway towards the Equator. Students discuss and reflect on what this tells them about the accuracy of map projections (Will they always represent shape, size, distance and direction accurately? Will they create certain perceptions of the world depending on how they represent each continent?).

(*continued*)

Teacher Reflections

7.1.1 Mapping the Globe

Assessment	Outcomes	Strategies
		Acquire (*continued*)
		or
	KL-015 KL-020 KL-021	Using graph paper, students draw a grid representing the lines of latitude and longitude that are found on a world map. They identify the following important elements and indicate their measurement in degrees of latitude or longitude: • Equator • North Pole • South Pole • Prime Meridian • Tropic of Cancer • Tropic of Capricorn • Arctic Circle • Antarctic Circle • Prime Meridian • International Date Line Students label the appropriate areas of their grid as the Northern Hemisphere, the Southern Hemisphere, the Eastern Hemisphere, and the Western Hemisphere. Students may refer to their atlases, and to other print or Internet sources to help them complete the grid. In collaborative groups, students take turns explaining the purpose of latitude, longitude, parallels, and meridians. TIP: Circulate among the groups to pose guiding questions or to correct misconceptions and errors. After the students have completed their grids, practise applying latitude and longitude by reading out sets of coordinates and having them identify them on their grids. Note that their world atlas includes an alphanumeric grid for some maps. Students should also practise using this system of locating places. (Alternately, recreate the grid in the gymnasium or outdoors and have students physically demonstrate their knowledge.) **Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>**
		or
	KL-015 KL-020 KL-021	Students carry out the same exercise as in the previous activity (i.e., drawing the grid), using a grapefruit or a polystyrene foam ball to represent the Earth. Collaborative groups may use their models to explain the purpose of latitude and longitude, time zones, and standards related to time zones.

(*continued*)

Teacher Reflections

7.1.1 Mapping the Globe

Assessment	Outcomes	Strategies
		Acquire (*continued*)
		or
	KL-015	Students view an outline map of the world on an overhead projector. In a guided discussion, highlight for students the lines representing the Equator, the Prime Meridian, and the International Date Line. Indicate to students the direction in which numbers increase pertaining to these lines. Inform students that these are the lines that allow us to divide the world into zones known as the Northern or Southern Hemispheres and the Eastern or Western Hemispheres. Have the students predict the hemispheric locations of a number of coordinates (e.g., 53º N – 20º E; 23.5º S – 42º W; 40º N – 115º E; 27º S – 28º E; 35º N – 68º E; 10º N – 67º W; 43º N – 122º E; 33.5º S – 151º E; 22º N – 40º E; 17.3º S – 148.3º W). TIP: Students may use their atlases to discover what population centres are at these coordinates. Collaborative groups of students may follow up this exercise by creating a game that requires other students to identify the hemisphere indicated, and provides a bonus to those who are able to predict what population centre or country is at the given coordinates. (*continued*)

Teacher Reflections

7.1.1 Mapping the Globe

Assessment	Outcomes	Strategies
		Acquire (*continued*)
		or
	KL-015 KL-020 KL-021	Using print and electronic resources, collaborative groups of students gather information about the purpose of world time zones and standards related to time zones. A spokesperson for each group shares the results of their study with the class, and the class discusses the meaning and applications of what they have learned. TIP: Refer students to their world atlases to find information on time zones, as well as to world time-zone maps. After reviewing together the key concepts related to time zones, carry out some examples of determining local time in a variety of places compared to the current time in Winnipeg or to International Time, and stating the time using the 24-hour clock.  BLM: Understanding and Using Time Zones  BLM: Understanding and Using Time Zones—Key
		or
	KL-015 KL-020 KL-021	Collaborative groups of students record coordinates for two distinct places in each of the continents of the world. They copy the coordinates onto separate cards, and exchange cards with another group. Consulting a map of the world as needed, each group determines the continent where one would find the place that corresponds to that set of coordinates. Students may also specify the country and the local time of that place relative to a given Universal Time. TIP: Before carrying out this group activity, do some examples with the class, helping students to identify locations on the world wall map (e.g., Locate the following coordinates on the world map: 15º S, 30º E. [15º south latitude, 30º east longitude] In which continent is it found? [Africa] In which country is it found? [Zambia] If the time at Greenwich is 14:35 UT, what is the local time in Zambia? [16:35]).

Teacher Reflections

7.1.1 Mapping the Globe

Assessment	Outcomes	Strategies
		Apply
 	KL-015 KL-020 KL-021	Collaborative groups of students plan and present a short oral presentation in which they discuss and arrange an international telephone conference at a time that is convenient to all parties, taking on the roles of individuals in various countries around the world. Before presenting the scenario, each member of the group must select a city and use the atlas to find and record its exact location (i.e., city, coordinates of latitude and longitude, country). Students must determine in which time zone the place is located and what the local time is relative to Universal Time. The group decides on a time for the teleconference using the standard of UT, discussing appropriate local times for each participant. Groups present their simulations, and the rest of the class observes, recording the times and verifying whether they have made any errors.
		or
 	KP-038	Students write a journal reflection about the influence of map projections on their perceptions of the size and importance of the continents. Students may be guided by questions such as: • In my mental map of the world, which continent do I see as the largest? • Which continent do I see as the smallest? • Which continent do I see as the most far away from me? • Which country do I visualize at the centre? • What does this tell me about the places I consider the most important in the world? • How do maps influence my view of the world? Students share their reflections with each other. *(continued)*

Teacher Reflections

7.1.1 Mapping the Globe

Assessment	Outcomes	Strategies
		Apply *(continued)*
		or
Appendix A Skill 4	KL-015 KL-020 KL-021	Using an outline world map, collaborative groups of students draw the route for a journey they would like to make. In an accompanying itinerary, they write up the flying times to each destination, the latitude and longitude of each destination, and local time at the time of arrival given a selected departure time from Winnipeg. Students share their imaginary itineraries in small groups. TIP: The purpose of this activity is to apply concepts related to latitude, longitude, and time, rather than to plan the details of an entire journey. Develop a framework for the activity with the class, or follow the suggested frame in BLM 7.1.1g. Students may consult airline websites, and travel agency or international travel information websites to estimate flying time between major international cities. **Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>** 7.1.1 f BLM: Outline Map of the World—Countries 7.1.1 g BLM: Travel Itinerary (2 pages)
		or
Appendix A Skill 7b	KL-015 KL-020 KL-021	Students are provided with a set of untitled outline maps of various continents or regions of the world (some maps may also be presented upside down). Consulting the atlas or the globe, students add to each map a compass rose, and significant parallels and meridians. Students compare their maps to make sure they have correctly named them and correctly indicated measurements of latitude and longitude. TIP: Visit the URL below to access outline maps. **Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>**

(continued)

Teacher Reflections

7.1.1 Mapping the Globe

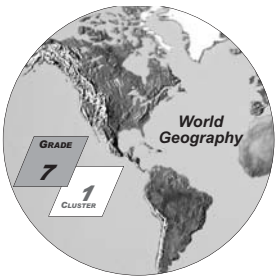
Assessment	Outcomes	Strategies
		Apply (*continued*)
		or
Appendix A Skill 11g	KL-015 KP-038	Collaborative groups of students present an interactive multimedia presentation to demonstrate how maps influence perceptions of the world, using examples of digital maps and posing questions to the audience about the impressions created by different maps. TIP: Students may use digital examples of different map projections with different centres, such as polar projections or Pacific-centred world maps. Encourage students to articulate how maps influence their view of the world (i.e., relative size and importance of the continents).
		or
Appendix A Skill 11d	KL-015 KL-020 KL-021 KP-038	Collaborative groups of students create a brochure entitled "World Maps for Dummies," in which they present a set of illustrated instructions on how to use latitude and longitude to describe location, how to use time zones and International Time to calculate local time, as well as guidelines for comparing the accuracy of world map projections.
		or
Appendix A Skill 5	KL-015 KL-020 KL-021 KP-038	Students create a vocabulary cycle on poster paper, using words and images to clearly illustrate the relationships that link all the key terms of this learning experience. TIP: Students should include in a vocabulary cycle all the terms listed in BLM 7.1.1h, and show what they understand to be the meaning of each term and the relationships that link them. 7.1.1 h BLM: Mapping the Globe: Key Concepts
		(*continued*)

Teacher Reflections

7.1.1 Mapping the Globe

Assessment	Outcomes	Strategies
		Apply *(continued)*
		or
 	KL-015 KL-020 KL-021	Students revisit the KWL chart they began in the Activating phase of this learning experience, filling out the last column. In a discussion with a partner, students reflect on what they have learned.
		or
	KL-015 KL-020 KL-021	Collaborative groups of students use world atlases to compile a list of 10 cities in various regions of the world, recording on a separate sheet the exact coordinates of latitude and longitude for each city. Groups then exchange their lists with partner groups, and use a world map or globe to estimate the latitude and longitude of each city on the list. They also determine the local time for each city relative to a given Universal Time. Students assess their partner group's use of parallels and meridians to describe location, and their application of standards related to time zones. TIP: If the index of their world atlas does not indicate the exact latitude and longitude of each place, students may research place names by region on the Internet. **Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>**

Teacher Reflections



7.1.2 The Global Natural Environment

KL-016	Locate on a world map the continents, major landforms, and major bodies of water.
KL-017	Locate on a world map and describe the major climatic and vegetation zones.
VL-008	Appreciate the diversity of the global natural environment.

Enduring Understanding

The global environment is composed of diverse natural regions with characteristic landforms and bodies of water, and distinct climate and vegetation patterns.

Description of the Learning Experience

Students consolidate and enrich their knowledge of the physical geography of the world through mapping exercises, atlas exploration activities, and research into global climate and vegetation zones.

Vocabulary: climatic zones, vegetation zones, physical geography, human geography (See Appendix D for Vocabulary Strategies.)

7.1.2 The Global Natural Environment

Assessment	Outcomes	Strategies
	KL-016 KL-017 VL-008	**Activate** Collaborative groups of students create a list of items to be found in a world atlas and exchange the list with another group as part of an Atlas Treasure Hunt. The list might include questions related to physical geography, such as major landforms, bodies of water, climatic zones, and vegetation zones. After a pre-determined period of time, students exchange their answers and verify the number of items for which their partner group has been able to locate the required information. NOTE: Examples of the format and types of questions students may wish to include are suggested in BLM 7.1.2a. Treasure hunt questions will vary depending on the reference atlas used. Ensure that the groups that exchange treasure hunt questions are using the identical atlas, as some elements are harder to find in certain atlases. 7.1.2 a BLM: Atlas Treasure Hunt—Physical Geography (*continued*)

Teacher Reflections

7.1.2 The Global Natural Environment

Assessment	Outcomes	Strategies

Activate *(continued)*

or

KL-016
KL-017
VL-008

Collaborative groups of students are given a set of images of various landscapes, bodies of water, landforms, vegetation zones, and climate zones. Students sort these images into groups, giving a descriptive title to each group, and predicting where in the world they might expect to see this type of natural environment.

TIP: Students might be involved in gathering the images ahead of time. The images may include travel photos, promotional tourism photos, and digital photos obtained from Internet sites. It may also be useful to include a code or symbol on the back of each picture to indicate the region from which it came. If time does not permit the accumulation of an extensive image bank, students may instead be asked to create an electronic portfolio, grouping together images of the natural environment from various regions of the globe. They may present their images as an electronic slideshow, inviting the class to identify each photo's region of origin.

Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>

or

KL-016
KL-017
VL-008

Using one blank outline map of the world per group, small groups of students locate and label all the natural features they know (i.e., continents, oceans and bodies of water, large islands and other landforms, mountain chains, deserts, rainforests, plains...). Groups compare their maps with each other, adding details and making corrections with the help of an atlas as needed. Students assess their knowledge of the physical world and generate questions about topics or regions they would like to research further.

TIP: This activity would also permit a discussion about the distinction between physical geography and human geography. Encourage students to consider what on the Earth's surface would have been there even if human beings had never inhabited the Earth (i.e., what we see on a physical map). Help them brainstorm and identify the elements that are represented on a physical map of the world.

Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>

7.1.2 b BLM: Outline Map of the World—Continents

(*continued*)

Teacher Reflections

7.1.2 The Global Natural Environment

Assessment	Outcomes	Strategies

Activate *(continued)*

or

KL-016

After taking a few moments to observe a globe, students sketch a freehand mental map of the world on a sheet of graph paper. They begin by drawing some parallels and meridians as lines of reference, and tracing the outlines of the continents as relaxed geographic shapes. Students compare and discuss their maps with a partner, sharing their observations about how they see the world. Students retain these original maps for their Travel Portfolios.

NOTE: Learning Experience 7.4.1 will require students to repeat this activity and create a new mental map of the world. Save these first attempts at mental maps so students can observe their growth in map-making later in the year.

Before beginning this exercise, discuss with students the fact that we all have mental maps of our surroundings. These spatial representations in our minds are used to orient ourselves, to organize our perceptions, and to describe our environment. We constantly correct and revise our mental maps based on experience, observation, and knowledge passed on to us from others. Sometimes we use tools such as maps, compasses, or GPS devices to help us visualize the way the world is laid out. This concept is best reinforced by a short walk through a local park or natural area, in which students orient themselves using the sun and natural markers. (One group of students could be given compasses to compare experiences.) Upon their return, students may be asked to draw a sketch map of their route, and compare the accuracy of their maps.

As students attempt a freehand drawing of their mental map of the world, encourage them to first visualize what they would like to sketch, and to strive for a very general representation of the world (i.e., the relative location and scale of the continents, oceans, and seas, and of those major landforms they already know). They may self-assess the quality of their maps using BLM 7.1.2d.

BLM: Map the World in a Minute (2 pages)

BLM: My Mental Map of the World

or

KL-016
KL-017
VL-008

Students view and respond to a travel video featuring a distant region of the world, discussing the features of the natural environment they found the most or least appealing about this region. Students may record their impressions in the first section of their Travel Portfolio.

7.1.2 The Global Natural Environment

Assessment	Outcomes	Strategies

Acquire

KL-016
KL-017
VL-008

Consulting an atlas or world map as required, collaborative groups of students discuss where in the world they would most like to travel or live, based only on the features of the natural environment (i.e., latitude and longitude, landforms, landscape, elevation, vegetation, climate, distances, natural phenomena, seasons, and/or bodies of water). Each group attempts to come to a consensus about a priority list of three places they prefer, and describe to the class the locations and natural characteristics that attracted them to these places, locating each of them on the world wall map. In a general class discussion, students consider questions such as the following:

- What would they take to wear?
- What natural sites would they want to see?
- What physical features would they photograph?
- What types of outdoor activities would they engage in?

Students may record their ideas in a "Travel Hopes and Dreams" section of their Travel Portfolio, reflecting on the role of the natural environment on human activities and ways of life.

or

KL-016
KL-018
VL-008

Consulting a world atlas and other print and electronic resources as needed, pairs of students complete a descriptive chart of the major climatic and vegetation zones of the world. Students refine and correct their charts in a general class discussion.

NOTE: Encourage students to make connections to and apply the knowledge they are acquiring in their Grade 7 science class regarding ecosystems (Cluster 1, 7-1-02, 7-1-05). The general types suggested in BLM 7.1.2e are those used most frequently; however, there are variations in the classification of natural regions, and students should be made aware of this as they research the information.

Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>

BLM: Climatic Zones and Vegetation Zones (3 pages)

(*continued*)

Teacher Reflections

7.1.2 The Global Natural Environment

Assessment	Outcomes	Strategies

Acquire (*continued*)

or

KL-016
VL-008

Using print and electronic resources, collaborative groups of students research one of the traditional seven natural wonders of the world, or nominate their own natural phenomenon as an additional member of this group. Students may use the note-taking frame in BLM 7.1.2f to gather and record their information.

NOTE: Electronic images of the seven natural wonders of the world can be found in the supporting website links at the URL below.

1. Mount Everest, Himalayas
2. The Northern Lights
3. Victoria Falls, Zimbabwe
4. Great Barrier Reef, Australia
5. Grand Canyon, Arizona
6. Paricutin Volcano, Mexico
7. The Harbour, Rio de Janeiro

Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>

7.1.2 f BLM: A Natural Wonder of the World

or

KL-016
KL-017
VL-008

Consulting a world atlas and using a blank outline map of the world as a guide, collaborative groups of students construct a poster-size map of the world indicating the continents, major landforms, major bodies of water, and other natural elements of their choice. Groups display and present their maps in a Gallery Walk, discussing how each map reflects a certain "mental map" and presents a particular view of the world.

TIP: Students should be able to locate the continents and oceans without referring to a map. Help students work through the other elements suggested in the list in BLM 7.1.2g by consulting the atlas index and using coordinates of latitude and longitude or an alphanumeric grid to determine location. Encourage groups to help one another to locate elements. While introducing mapping activities such as this one throughout the year, ask students to begin by locating the elements they already know without referring to the atlas, then adding elements based on their use of the atlas. Students may periodically assess their geographic knowledge by noting how many additional elements they are able to locate and describe without referring to their atlases.

7.1.2 b BLM: Outline Map of the World—Continents

7.1.2 g BLM: World Map: Continents, Landforms, Bodies of Water (3 pages)

(*continued*)

7.1.2 The Global Natural Environment

Assessment	Outcomes	Strategies
		Acquire (*continued*)
		or
Appendix A Skill 7a	KL-016 KL-017 VL-008	Collaborative groups of students create a set of symbols to represent the various climatic zones and vegetation zones of the world. Each group's symbols are displayed, and the class selects a set of symbols to use as a legend on a large-scale class map of the world as an ongoing reference through the year.
		or
Appendix A Skill 7a	KL-016 KL-017 VL-008	Using an outline map of the world, students label the continents, major bodies of water, and major landforms. Using a colour-coded legend, they indicate on their maps the major climatic and vegetation zones of the world. Using their completed physical maps of the world and referring to a political map as needed to identify specific countries, students create a comparison chart showing regions of the world that have physical characteristics that are similar to those in Canada and those that are different. Students exchange their observations with each other, reflecting on the effects of the natural environment on ways of life (i.e., In those regions with greater similarities in climate, location, landforms, or vegetation, are there also greater similarities in ways of life?). NOTE: The focus in this activity is on locating world climatic zones and vegetation zones, as well as observing global patterns and connections (e.g.. effects on climate, vegetation and ways of life of latitude, proximity to the ocean, elevation, proximity to a mountain range...). 7.1.2 b BLM: Outline Map of the World—Continents

Teacher Reflections

7.1.2 The Global Natural Environment

Assessment	Outcomes	Strategies
		Apply
 	KL-016 KL-017 VL-008	Students design an electronic travel agency brochure to promote a natural adventure expedition in a selected region of the world. The brochure, intended to attract the outdoors enthusiast, should include full geographic details: country, continent, latitude and longitude, travel distance, major landforms and bodies of water, elevation, climate and vegetation zones, and other physical features (e.g., natural phenomena, wildlife...). TIP: Over the course of the year, students will frequently carry out research using a variety of Internet sources, including government sites, organizational and educational sites, and commercial sites. This activity offers the opportunity to review with students how to critically assess the quality of Internet sites. Insist that students always record the full addresses of websites, including the title of the home page and the specific pages consulted, preferably using the copy-and-paste function. Student should also cite the Internet sources of all photographs and maps they include in their work. In this activity, students may be asked to complete an Internet site evaluation form as a part of their research (refer to BLM 7.1.1h). Encourage students to share addresses and relevant information about reliable Internet sites with each other. Refer to the Manitoba Education, Citizenship and Youth publication *Literacy with ICT Across The Curriculum* for more detailed information regarding the ethics and responsibility of ICT use. 7.1.2 h BLM: Evaluating Internet Sites (3 pages)
		or
 	KL-016 KL-017 VL-008	Collaborative groups of students share their research on a natural wonder of the world as a multimedia presentation depicting an imaginary trip to that site. Students should be encouraged to be creative in their presentation and include relevant geographic detail, including the site location on a world map. TIP: Students may refer to BLM 7.1.2f for required geographic information. See the earlier Acquiring Strategy for a list of the seven natural wonders of the world. 7.1.2 f BLM: A Natural Wonder of the World

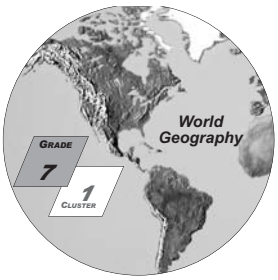
(*continued*)

Teacher Reflections

7.1.2 The Global Natural Environment

Assessment	Outcomes	Strategies
		Apply (*continued*)
		or
 	KL-016 KL-017 VL-008	Collaborative groups of students create an annotated collage of the natural wonders of the world, using a world map as the background and including a natural phenomenon of interest from each of the continents. The group's work is displayed and students circulate in a Carousel activity to view and respond to the posters. TIP: Prior to the activity, develop with the class a set of descriptive criteria for the collage design, including geographical information, number of elements that will be required, standards for design and creativity, and so on. Students will then have consistent criteria to assess the quality of the posters as they circulate to view them.
		or
 	KL-016 KL-017 VL-008	Students envision a backpack trip into a specific climate and vegetation zone in a selected region of the world. They prepare a complete list of supplies and practical considerations to guide the backpacker on this trip. Students share their lists in collaborative groups, discussing the regions of the world they found to be the most appealing, the most challenging, or the most different from their local environment.
		or
 	KL-016 KL-017 VL-008	Students create a class wall map of the world. As a class, students plan and distribute tasks involved in adding details to an enlarged outline wall map of the world. Each member of the class adds at least one element to the collective map/collage (e.g., place name with latitude and longitude, name of continent or body of water and related statistic, satellite image or photo of climate or vegetation zone, name and brief description of natural wonder...). TIP: This collaborative map is intended to serve as an ongoing reference to students over the year. It needs to remain very clear and user-friendly, and should include tips and reminders that will help students recall important geographic facts. Emphasize the need to carefully plan and coordinate all additions, and to consider the overall aesthetics and readability of the map, as cartographers must always do. This may be done by collaboratively creating a template or a set of guidelines and developing a system for approving materials before permanently affixing them to the map.

Teacher Reflections



7.1.3 Global Population Trends

KL-018	Locate on a world map the major population clusters and explain the relationship between population distribution and the natural environment.
KL-018F	Locate on a world map the major francophone countries.
KL-019	Identify factors that influence the movement of people around the world. *Examples: environmental, economic, political, social...*
KG-032	Identify on a world map the more and less developed nations and explain why a nation is considered to be more or less developed.

Note: Francophone learning outcomes are not intended for all students (see page 36 of the overview).

Enduring Understanding

World population changes constantly, is distributed unevenly among countries and regions, and is influenced by a variety of environmental, economic, political, and social factors.

Description of the Learning Experience

Students familiarize themselves with the political map of the modern world, examine world population distribution, and consider distinctions between more- and less-developed nations.

Vocabulary: population distribution, density, more-developed nations, less-developed nations, immigration push and pull factors, refugees (See Appendix D for Vocabulary Strategies.)

7.1.3 Global Population Trends

Assessment	Outcomes	Strategies
	KL-018 KL-019 KG-032	**Activate** Recalling what they know about the physical regions of the world, students identify regions of the world in which they would not want to live because of inhospitable natural conditions. Collaborative groups of students then view a physical map of the world, reviewing its climate and vegetation zones. Based on this information about the natural environment and their prior knowledge about world population distribution, students in each group predict where they believe the major population clusters of the world would most likely be found. Each group shares the predictions with the class, discussing the relationship between the natural environment and population distribution, and verifying predictions with an atlas. TIP: This activity offers the opportunity to discuss with students the elements of physical geography—climate, landforms, vegetation, soils, water—and human geography—population, settlement, cities, countries, political borders, transportation, industry, agriculture, and human activity and movement—and to differentiate between physical and political maps. **Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>**

(*continued*)

7.1.3 Global Population Trends

Assessment	Outcomes	Strategies
		Activate *(continued)*
		or
Appendix A Skill 2	KL-018 KL-019 KG-032	Students brainstorm a list of reasons why people may choose to move away from their countries of origin, and reasons why they are attracted to particular countries like Canada. This list is recorded and posted, and students discuss the effects of technological change (i.e., changes in transportation, communication...) in increasing the movement of people around the world in the contemporary era. TIP: Students have explored examples of push and pull factors in immigration in their study of the role of immigration in Canadian history (Grades 5 and 6).
		or
Appendix A Skill 4c	KL-018 KL-019 KG-032	Students engage in a population simulation and, in collaborative groups, focus on world population distribution. To begin, a majority of the students in the class are invited to gather in a relatively confined space in the classroom, marked out by masking tape on the floor. The other members of the class are invited to spread out in the surrounding space. Students are asked to imagine what this scenario might tell them about world population distribution and density, and to brainstorm factors that might influence population distribution/density. Then, collaborative groups of students are asked to create a list of the major population clusters in the world, using a consensus decision-making approach. Students may consult a world political map to identify the countries in which each of the major cities is located. Groups share their lists and verify their accuracy. In a class discussion, students note and discuss patterns related to population clusters and the natural environment. TIP: Students will frequently be asked to work on reaching consensus agreements within collaborative groups. This activity affords the opportunity to review the principles of striving for consensus. (See TN-2 in Appendix H for a detailed description.) Also note that students will find different data on different websites regarding the ranking of population clusters. Discuss with students the reasons why they may find discrepancies (e.g., population is constantly changing because of birth rates, death rates, movement of people, sudden natural or human disasters. Also, census years and procedures vary from country to country; some countries include all the populated areas surrounding a large city as a part of that agglomeration, while others do not...). TN 2 Appendix H: Teacher Notes 2: Consensus Decision Making (3 pages) 7.1.3 a BLM: World Population Clusters (2 pages) *(continued)*

7.1.3 Global Population Trends

Assessment	Outcomes	Strategies

Activate (*continued*)

or

KL-018
KL-019
KG-032

Students brainstorm a list of words that come to mind when they hear the terms *more-developed countries* and *less-developed countries*, recording their ideas under each of the two categories, and naming examples of countries (if they are able). Working individually, students then complete an Anticipation Guide in which they respond to a series of debatable general statements about more-developed and less-developed nations. With a partner, students share their responses to each statement, stating the reasons they believe what they do.

NOTE: Alert students to stereotypes or unfounded generalizations they may have about less-developed countries and the meaning of development. Revisit the Anticipation Guide later in the learning experience, discussing what students have learned, and identifying reasons why they may have held certain stereotypes to be true.

7.1.3 b BLM: Anticipation Guide: More-Developed and Less-Developed Nations

7.1.3 c BLM: Anticipation Guide: More-Developed and Less-Developed Nations—Key Ideas

Acquire

KL-018
KL-019
KG-032

Students read and interpret statistical information about world population distribution. Using an outline map of the world, students locate and illustrate major population clusters, and indicate on their maps the characteristics of the natural environment in the densely populated areas (e.g., climate, vegetation, proximity to oceans, landforms...). Students may develop icons to represent more- or less-developed nations. In a class discussion, students note patterns they observe in the relationship between population distribution and the natural environment.

TIP: Encourage students to develop a legend for their map that uses clear symbols and colour codes, and to indicate on the map the names of the most populated cities and countries of the world.

Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>

7.1.1 f BLM: Outline Map of the World—Countries

(*continued*)

Teacher Reflections

7.1.3 Global Population Trends

Assessment	Outcomes	Strategies
		Acquire (*continued*)
		or
Appendix A Skill 1	KL-019 KG-032	Students generate questions to discuss with a refugee (or an individual representing a refugee organization) who is invited to speak to the class about the refugee experience (e.g., Why do people leave their home nation? Do they choose Canada? Why? What problems do they have making the transition from one nation to another?...). **Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>**
		or
Appendix A Skill 5	KL-018 KL-019 KG-032	Using a list of push and pull immigration factors (see earlier Activating Strategy), students classify the factors identified under given categories: political, social, economic, environmental, and health. Collaborative groups of students create an illustrated Mind Map summarizing the various factors that influence the movement of people around the world, adding specific examples of countries to which particular influences apply. 7.1.3 d BLM: Influences on Population Movement 7.1.3 e BLM: Influences on Population Movement—Key
		(*continued*)

Teacher Reflections

7.1.3 Global Population Trends

Assessment	Outcomes	Strategies

Acquire *(continued)*

or

KL-018
KL-019
KG-032

Collaborative groups of students use atlases to sort a list of countries into the more-developed and less-developed nations of the world, and locate countries on a political map of the world. As a class, students verify their lists and discuss general trends they have observed in the distribution of more- and less-developed nations of the world.

TIP: Begin this activity with a discussion about what students believe is meant by the terms "more developed" and "less developed." Encourage students to focus on the main criteria used by the United Nations to determine which nations are the least developed:

1. A large part of the population has a very low income.
2. People do not live as long on the average, they have a much lower nutritional intake, and a larger part of the population is uneducated or illiterate.
3. The country's economy is not based on manufactured products nor is it based on export, and it does not involve a variety of types of goods (not diversified).

Discuss with students why these factors are important in assessing the health and well-being of a society.

7.1.3 f BLM: Less Developed, More Developed

7.1.3 g BLM: Less Developed, More Developed—Key

7.1.1 f BLM: Outline Map of the World—Countries

or

KL-018
KL-019
KG-032

Students read an expository text about more-developed and less-developed nations. Working in collaborative groups, they ensure that they understand the defining factors of more- and less-developed nations in order to locate examples of each type of nation on a world map and to complete a Concept Overview.

Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>

7.1.3 h BLM: Concept Overview: What Is a More-Developed Country?

(continued)

Teacher Reflections

7.1.3 Global Population Trends

Assessment	Outcomes	Strategies
		Acquire (*continued*)
		or
	KL-018 KL-019 KG-032	Collaborative groups of students carry out an atlas hunt using questions related to human geography, and create a chart or map to summarize their findings. Groups share their charts and discuss what they have observed about the relationship between human and physical geography (i.e., the influence of the natural environment on population distribution and change among more-developed and less-developed nations of the world). TIP: BLM 7.1.3i may need to be modified to align with the student atlases. Have students record in their Travel Portfolio interesting facts, observations, and questions on the topic of population distribution and population movement among more-developed and less-developed nations. 7.1.3 i BLM: Atlas Hunt—Human Geography
		or
	KL-018 KL-019 KG-032	Using print and electronic resources, students gather information about refugees (e.g., who they are, why they leave their countries, examples of where they come from and where they go...). Students prepare a point-form report, summarizing the information they have gathered and citing the complete details of the sources they have consulted. Students share their information in collaborative groups, identifying Canada's role in receiving refugees, and discussing the main factors that cause movement of refugees. NOTE: The 1951 United Nations Convention relating to the Status of Refugees defines a refugee as "a person who...owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion, is outside the country of his nationality, and is unable to or, owing to such fear, is unwilling to avail himself of the protection of that country...". It may be useful to develop with the class a concise definition using the students' own words, based on this official definition. Discuss with students the fact that there are many disagreements internationally as to who may qualify as a refugee (i.e., a person who is seen as a hero in one country may be seen as a criminal in another).
		(*continued*)

Teacher Reflections

7.1.3 Global Population Trends

Assessment	Outcomes	Strategies

Acquire *(continued)*

or

KL-018
KL-019
KG-032

Using newspapers, news magazines, or news websites, students select an article about current issues related to the movement of people around the world (e.g., refugees, war, economic issues in less-developed countries, movement from rural to urban areas, widening gaps between rich and poor countries of the world...). Students use either the fact-based or issue-based frame (see BLM 7.1.3j) as a guide to analyzing the article they have selected, and share their analysis in collaborative groups.

TIP: As a class, carry out a model analysis of an article (fact-based or issue-based) before students do this task individually. Allow students the time to exchange ideas on their articles in small groups or to present them to the class. Students may retain articles to add to their Travel Portfolios. Help students select articles that represent a range of issues, as well as articles that deal with both positive and negative aspects of issues surrounding development and population distribution.

BLM: Article Analysis—World Population Issues (2 pages)

or

KL-018
KL-019
KG-032

Using print and electronic resources, students gather information on the factors that influence the movement of people from rural to urban areas in the world, and note general trends toward the urbanization of the world's population. Students share their research in collaborative groups, discussing possible negative and positive effects of urbanization on more-developed and less-developed nations.

TIP: Note that the purpose of this learning experience is to help students develop an overview of world geography. They will have the opportunity to do more detailed case studies on particular countries or cities in Clusters 3 and 4. Encourage them to begin thinking about regions that interest them, and to generate and record in their Travel Portfolios questions for further inquiry.


Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>

Teacher Reflections

7.1.3 Global Population Trends

Assessment	Outcomes	Strategies
		Apply
Appendix A Skill 10c	KL-018 KL-019 KG-032	Collaborative groups of students design an annotated collage, illustrating the advantages and disadvantages of living in a highly industrialized, highly developed, and highly urbanized nation. Groups present and critique their posters in a Gallery Walk, discussing what they believe to be the main characteristics of life in more-developed nations as compared to less-developed nations. In a guided class discussion, students consider the global responsibilities these differences might entail. TIP: Students will likely encounter some difficulty in listing the negative aspects of living in an industrialized nation. Provide them with some assistance using photos, images, or quotations from modern adolescent literature (e.g., anonymity, isolation, obsession with speed and efficiency, competitive lifestyle, loss of culture and identity, community breakdown, impersonality, consumerism, obesity, and other health concerns that result from over-consumption, pollution...).
		or
Appendix A Skill 7e	KL-018 KL-019 KG-032	Collaborative groups of students find and conduct research on an organization that assists refugees who settle in Canada, and do a multimedia presentation about the work done by this organization. Following the presentations, the class votes on a project they would like to undertake to support one of the organizations presented. Students may present their proposal to the Student Council, or plan their own fundraising, sponsorship, or awareness project.
		or
Appendix A Skill 10a	KL-018 KL-019 KG-032	Collaborative groups of students create and present a mime or charade to represent the key concepts introduced in this learning experience: • population distribution • population density • urbanization • factors influencing the movement of population • refugees • development • industrialization The class tries to guess the concepts being represented. TIP: Review with students the nature of stereotypes, asking them to give examples of stereotypes (i.e., all people in industrialized nations are rich; technology solves all social problems; there is no modern technology in less-developed nations...). Caution students to avoid using oversimplified generalizations when they represent or discuss these concepts.

(*continued*)

7.1.3 Global Population Trends

Assessment	Outcomes	Strategies
		Apply (*continued*)
		or
Appendix A Skill 9a	KL-018 KL-019 KG-032	Students review and complete the Anticipation Guides they began in the Activating phase of this learning experience, revising their initial ideas as needed. In a plenary class discussion, misconceptions are cleared up and students exchange ideas about what they have learned. Students retain their Anticipation Guides in their Travel Portfolios.
		or
Appendix A Skill 4a	KL-018 KL-019 KG-032	Collaborative groups of students gather information comparing population change (i.e., urbanization, major population clusters, population distribution in relation to the natural environment, movement of people, and rate of population growth) in both a more-developed country and a less-developed country of their choice. Students select and design an appropriate format, including a world map and charts or graphs that summarize their data, and share their information with other groups. NOTE: Establish clear parameters for this presentation before students begin the work, keeping in mind that the purpose of this learning experience is to develop an overview of world population trends. The concept of quality of life will be examined in greater detail in Cluster 2. **Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>**
		or
Appendix A Skill 11c	KL-018 KL-019 KG-032	Students use email (or print letters) to engage in ongoing communication with a person in another nation, exchanging information and ideas about ways of life and cultural differences. Students create a short electronic or visual presentation summarizing the information they have gathered about life in less-developed nations, or in more densely populated regions of the world, and locating the regions concerned on a world map. TIP: Direct student exchange with students in less-developed nations is not always a possibility because of language, technology, and security issues. However, some recommended websites of international organizations are accessible at the URL indicated below. Students may exchange ideas on issues related to development with other youth in the world, or may obtain information on student involvement in international development issues. **Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList>**

(*continued*)

7.1.3 Global Population Trends

Assessment	Outcomes	Strategies
		Apply (*continued*)
		or
Appendix A Skill 3b	KL-018 KL-019 KG-032	Students present a persuasive speech regarding the responsibilities of more-developed nations toward less-developed nations in the world, and encouraging students to become aware of Canadian projects and initiatives in international development. Students should use specific examples and locate the countries involved on a map of the world.
		or
Appendix A Skill 5	KL-018 KL-019 KG-032	Collaborative groups of students use an outline map of the world as background to design a Mind Map illustrating world population trends in more- and less-developed countries. The Mind Map should include specific examples of factors that influence the movement of people around the world, and indicate the areas of the world with the greatest density of population and the most rapid population increase. Students' Mind Maps are posted and students circulate to view them, posing questions and exchanging ideas about the trends they have noticed.
		or
Appendix A Skill 10a	KL-019 KG-032	Collaborative groups of students create and present a role-play demonstrating the factors that influence the movement of people around the world (e.g., a family moving from a less-developed nation to a more-developed nation because of war or economic conditions; a political refugee seeking asylum in a democratic country; a woman seeking educational opportunities not available to her in her country; families moving from rural to urban areas in search of increased economic opportunities; a refugee monologue of his or her experiences…).
		or
Appendix A Skill 9a	KL-018 KL-019 KG-032	Students write a reflection in their Travel Portfolios based on what they have learned in Cluster 1, responding to the following prompts: • Which places or regions of the world would I most like to visit in a world tour? • Where are these places located, and what do I know about them? • Why do these places or regions appeal to me? TIP: Encourage students to include places in a variety of geographical regions, including more- and less-developed nations, and more and less densely populated areas. Pose guiding questions to help students identify specific characteristics of the regions that interest them, and to generate questions to guide further inquiry. As recommended with all the activities in this learning experience, have students locate the countries or places involved using a map of the world.

7.1 World Geography

Connecting and Reflecting: End of Cluster

Student:

Using your "World Geography" portfolio, reflect on the many different environments in which people live on Earth, and describe how this understanding has changed your view of the world and its peoples.

7.1.3 k BLM: World Geography – Connecting and Reflecting

Teacher Reflections