

# When you are done your test:

- \* **Grab a copy of Horizons (at the back)**
  - \* **Use the index in the back of the book to look up the terms:**
    - \* Relative Location
    - \* Latitude
    - \* Longitude
    - \* Geographic Perspective
    - \* Absolute Location
    - \* Migration
    - \* Geology
    - \* Plate Tectonics

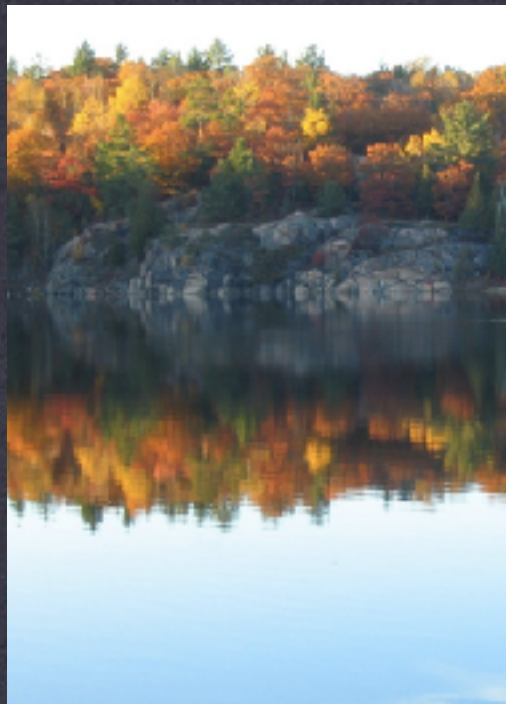


# SHAPE OF THE DAY

- \* LOOK AT UNIT EXPECTATIONS
- \* MAP “MONDAY”
- \* 5 GEOGRAPHICAL THEMES







UNIT

# GEOGRAPHY: PHYSICAL AND HUMAN

CLASS

**SOCIAL STUDIES 9**

MAJOR FOCUS

**CANADA, 1750-1918**



# Some Elements of Geography:

- \* **Physical Geography:** branch of geography that focuses on natural features and land processes, or “the lay of the land.”
- \* **Human Geography:** the branch of geography the deals with how humans are influenced by and how humans affect the land/world processes.
- \* **Geographic perspective:** looking at the world form a physical perspective to gain understanding about life.



# Curricular Expectations

- ✱ **Know** (curricular content):
  - ✱ some info on political, social, economic, and technological changes between 1750-1919.
  - ✱ some info about demographic shifts, and patterns of migration.
  - ✱ the physical geography of Canada, and geographic processes that made it.



# Curricular Expectations

- \* **Do** (curricular competencies):
  - \* Inquiry: ask questions, gather info, analyzing info, and communicating.
  - \* continuity and change for different groups.
  - \* explain different perspectives by norms, values, world views, beliefs, and perspectives.



# Curricular Expectations

- \* **Understand (Big Ideas):**
  - \* The physical environment influences the nature of political, social, and economic change.
  - \* Disparities in power alter the balance of relationships between individuals and between societies.
  - \* collective identity is constructed and can change over time.



# Unit Learning Outcomes:

- \* **You will learn...:**

- \* the 5 themes of geography to develop geographic perspective.
- \* What physical and natural forces have shaped Canada.
- \* The diversity of Canada's landscape.
- \* How Canada's geography shapes our culture, identity, and economy.
- \* about the location of other countries.





PROJECT

# MAP MONDAYS

## GETTING TO KNOW YOUR WORLD

DATE

**EVERY MONDAY!**

TASK

**WE WILL LABEL A MAP**



# The 5 Geographic Themes:

How we look at geography

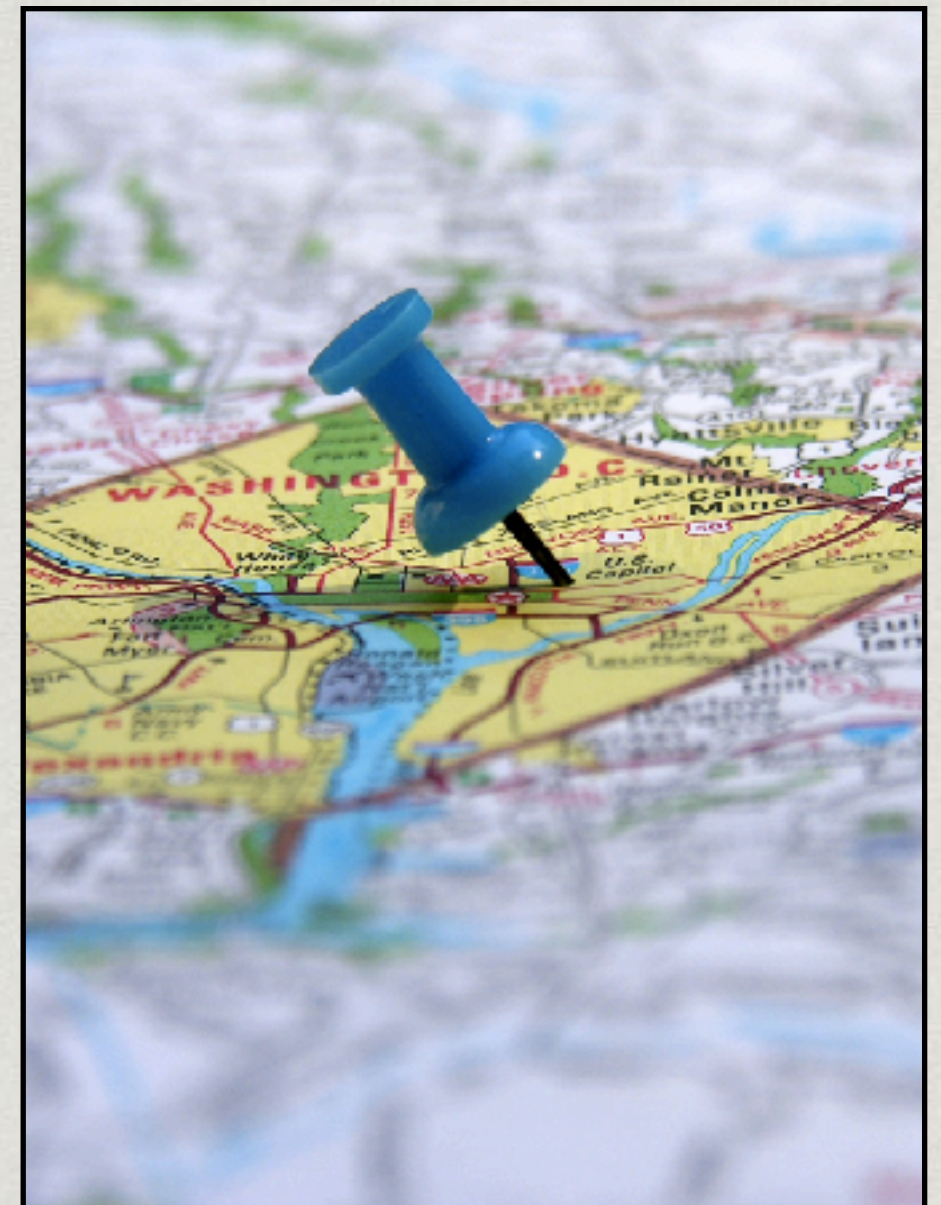
- \* **Location:** where are we?
- \* **Place:** How does the landscape affect us? (physically and culturally).
- \* **Regions:** How can we describe areas? How do we determine what a region is?
- \* **Movement:** How are ideas exchanged? (People, ideas, objects, etc.)
- \* **Human-environment interaction:** How have we changed the land?



# Location

## \* Key Terms:

- \* Latitude - the distance of any point north or south of the equator, measured up to  $90^\circ$
- \* Longitude - The distance of any point east or west of the Prime Meridian, measured up to  $180^\circ$
- \* Absolute Location - a specific location on the globe, as measured by latitude and longitude.
- \* Relative Location - General location, either on the globe (hemisphere) or relative to another location/geographical feature.







# CANADA

RELATIVE  
LOCATION

**NORTH WESTERN HEMISPHERE**

ABSOLUTE LOCATION

LONGITUDE

**52° WEST TO 141°**

LATITUDE

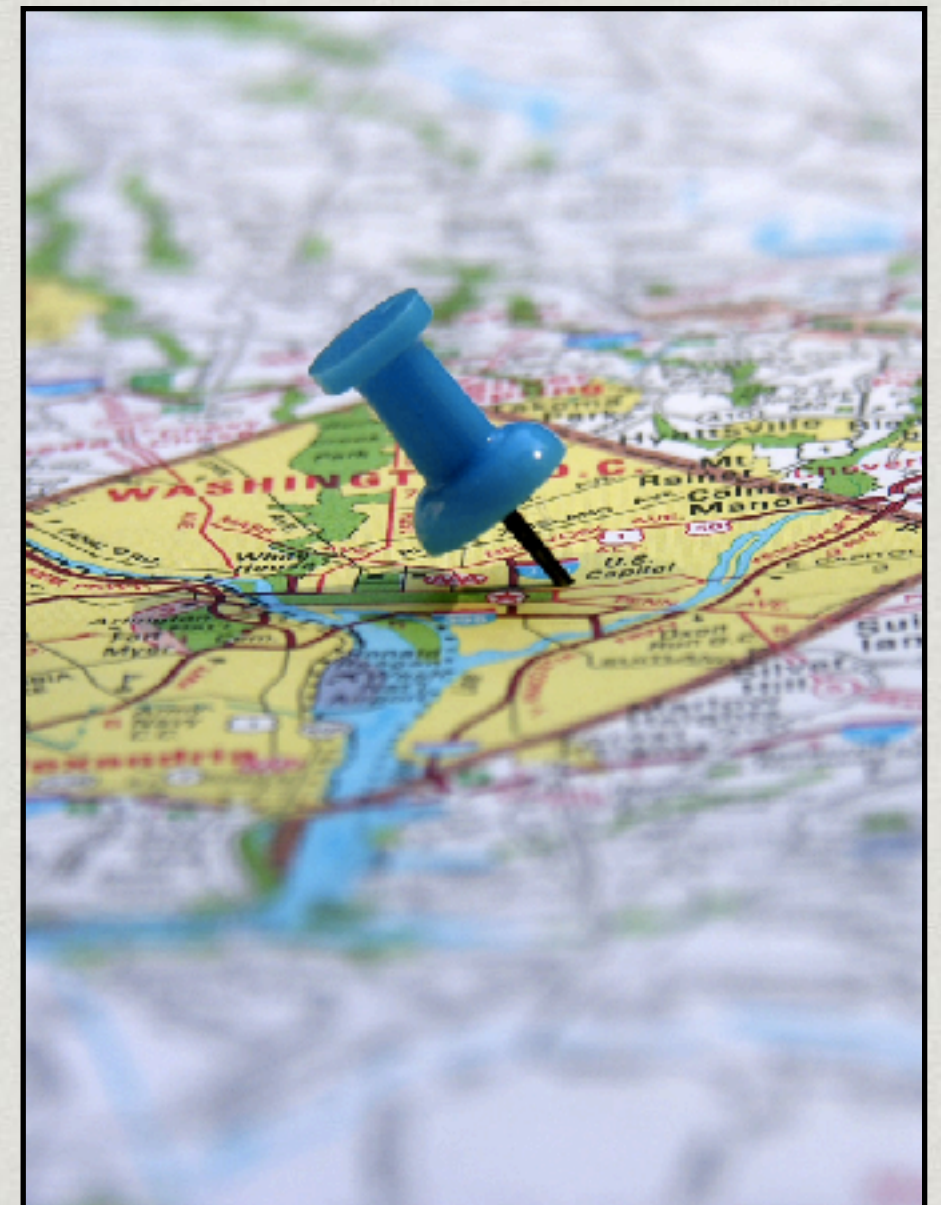
**41° NORTH TO 83°**



# Activity:

## Absolute and Relative Location

- \* With a partner complete the worksheet.
- \* You will need:
  - \* Device with wi-fi access (if this means you need to be in a larger group that is okay, but not ideal for your learning)

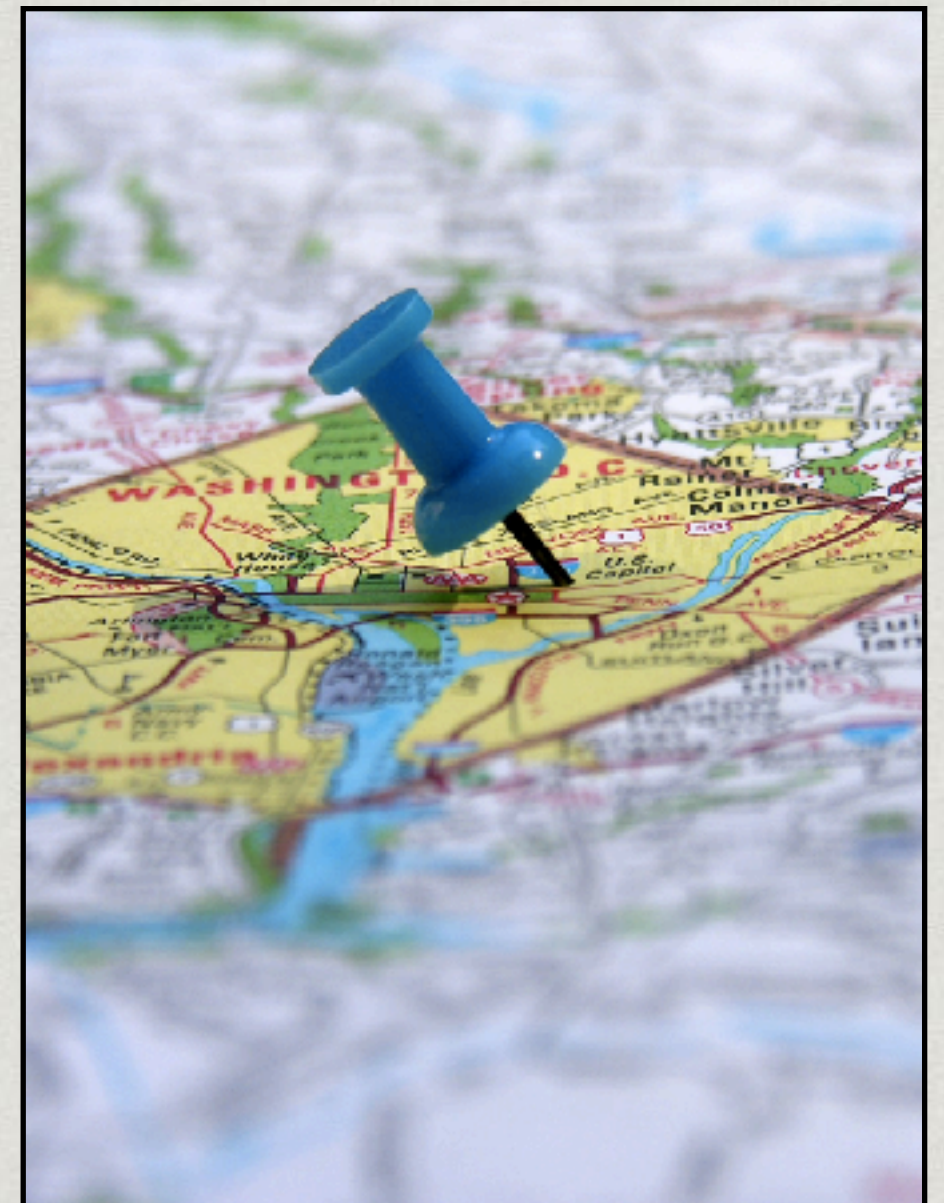




# Location

- ✱ **So What?:**

- ✱ Why is it important to know location?
- ✱ Absolute?
- ✱ Relative?
- ✱ What significance is there in location?
  - ✱ Eg. Kelowna = hub





# Place

- \* Landscapes - both physical and cultural.
  - \* How our location affects the way we live?
    - \* Eg. Coast/BC Aboriginal dietary staple?
    - \* Eg. Head Smashed in Buffalo Jump?
- \* Geographic perspective:  
Sustainability - an activity that maintains ecological balance by avoiding the depletion of a natural resource.
  - \* Human Agency?

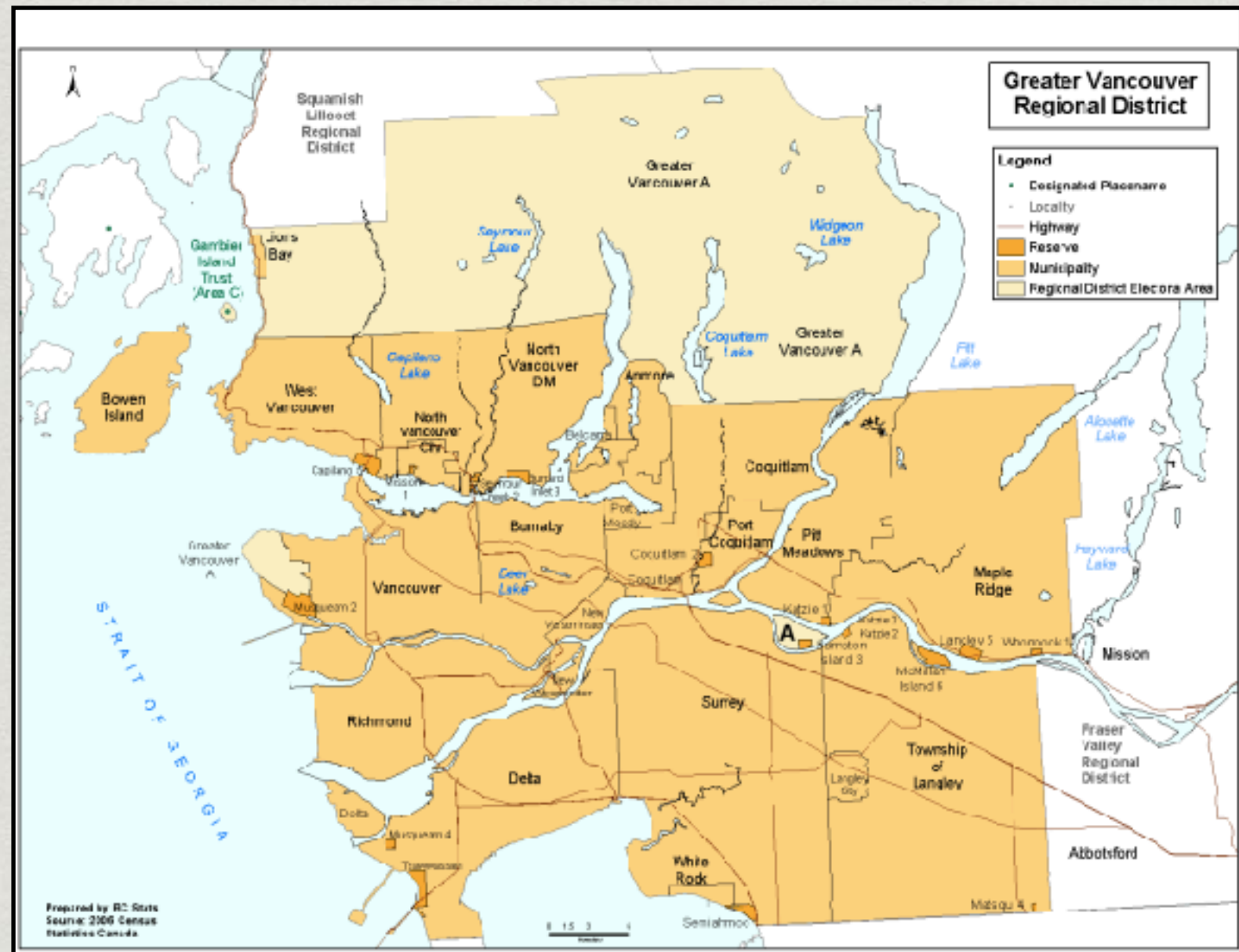




# Regions

- ✳ Building off of location, this is broader and is based on common things such as:

- ✳ Government
- ✳ Landforms
- ✳ Climate





# Regions

- \* Formal Regions - based on official boundaries (city, province, etc.) or widely accepted climate regions:
  - \* eg. Democratic West (Government)
  - \* eg. Cascadia (Landforms; Climate)





# Regions

- \* Functional Regions - based on common activity such as communication or trade and only exists as long as function remains:
  - \* eg. NAFTA (Government)
  - \* Is this changing?

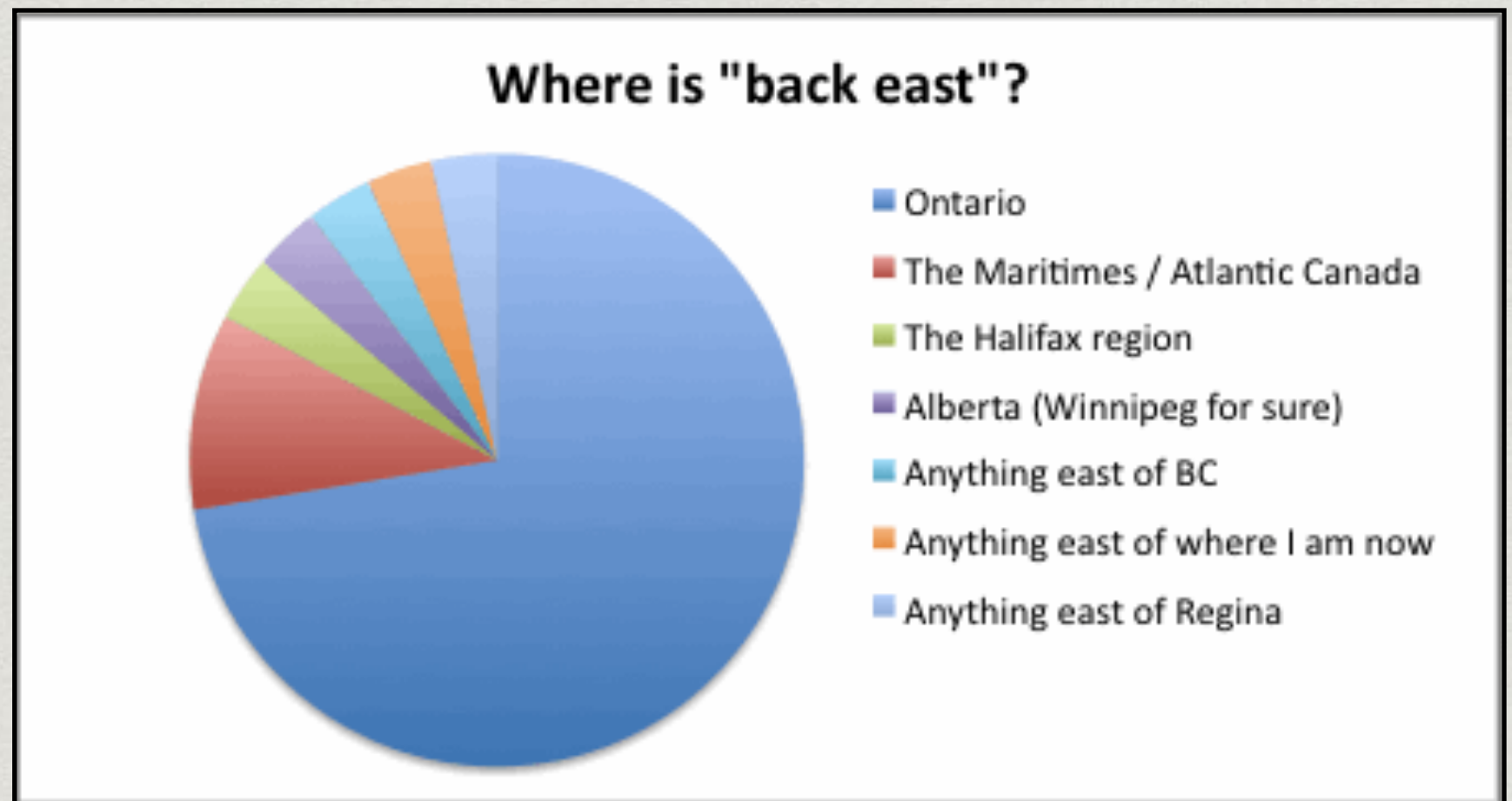




# Regions

- \* Perceptual Regions - based on common belief (attitude and feeling), and typically only has meaning to those of it:

- \* eg. “Back East”





# Movement: Of People, Goods, and Ideas

- \* Key Term:
  - \* Globalization - the process of economic, technological, political, and cultural forces
- \* Why do we move?
- \* Why did they move?





# Human-Environment Interaction

- \* The concept of place was how we are influenced by environment, but we also can have an affect on it.
- \* Both on the natural and human landscapes. Examples?



<http://www.businessgrowthstrategies.ca/126/6-great-okanagan-wineries/>



[http://greenliving.lovetoknow.com/How\\_Do\\_Humans\\_Affect\\_the\\_Environment](http://greenliving.lovetoknow.com/How_Do_Humans_Affect_the_Environment)



# SHAPE OF THE DAY

- \* **FINISHING OFF ECOTOURISM ASSIGNMENT**

- \* **35 MINUTES**

- \* **READING MAPS**

- \* **20 MINUTES**

- \* **THE PHYSICAL REGIONS OF CANADA**

- \* **REST OF THE BLOCK + **HOMEWORK!****



# Ecotourism:

Defined as:

- \* responsible travel to natural areas.
- \* conserve/protect the environment and sustain the well-being of the local people.
- \* involves interpretation and education, which includes both staff and guests.







# READING MAPS What is a map?



# Types of Maps

- \* Topographical
- \* Historical
- \* Political
- \* Thematic/Special Purpose
  - \* Eg. Environmental Forces
  - \* Eg. Population
  - \* Eg. Resources
  - \* Eg. Trade Routes





# Steps to Reading Maps

- \* Title of Map: What is it About?
- \* Is there a scale? what is it - large scale, small?
- \* Which way is north? Orientation
- \* Is there a legend? If so, what does it tell us? (colours, symbols, unit of measure)
- \* Can the caption tell us anything?
- \* What type of map is it?





# Topographic Maps

\* How would you use this type of topographic map?

\* Scale?







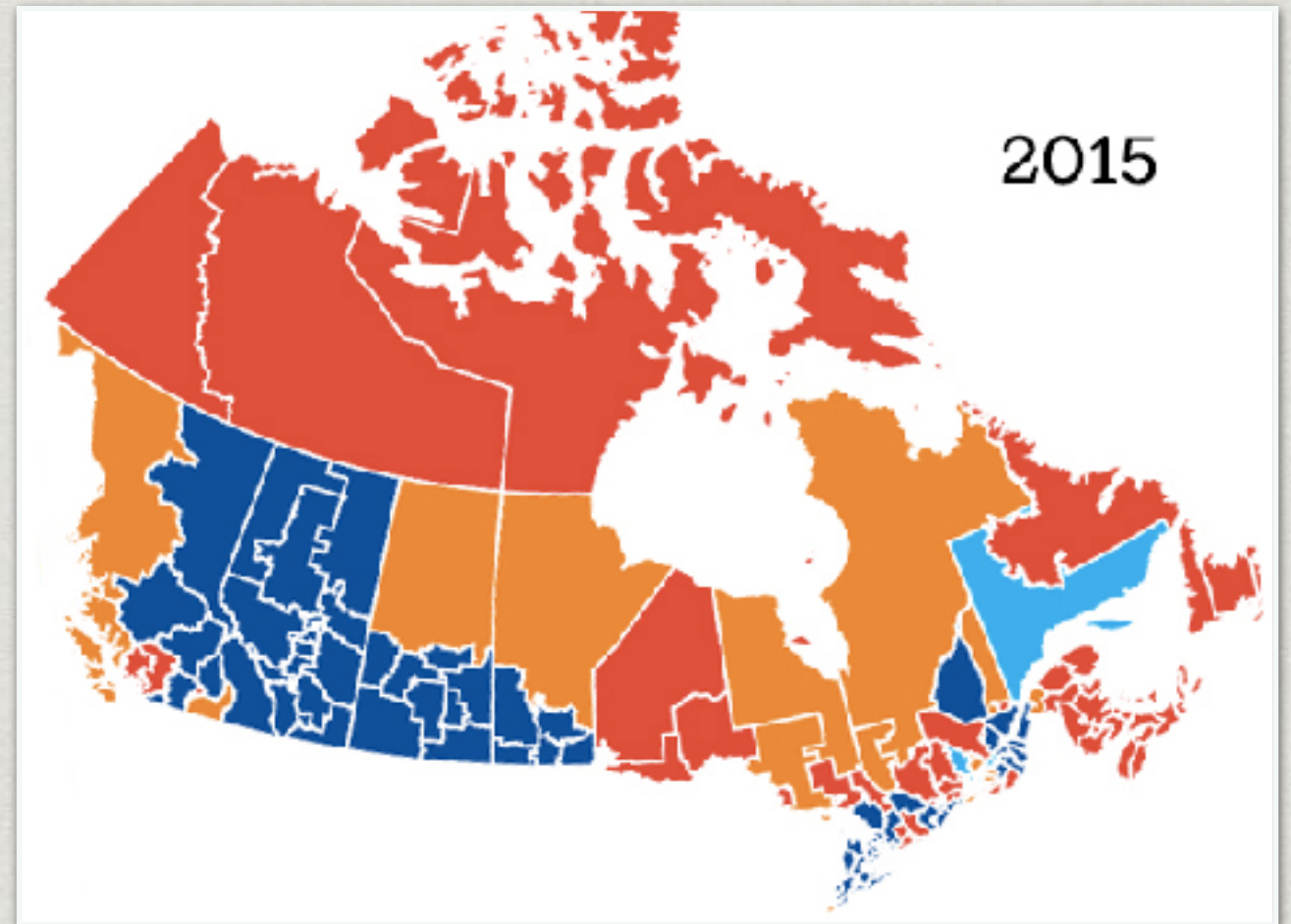
TOPOGRAPHIC MAP OF CANADA



# Political Maps

- ✳ **Different Types and Uses:**

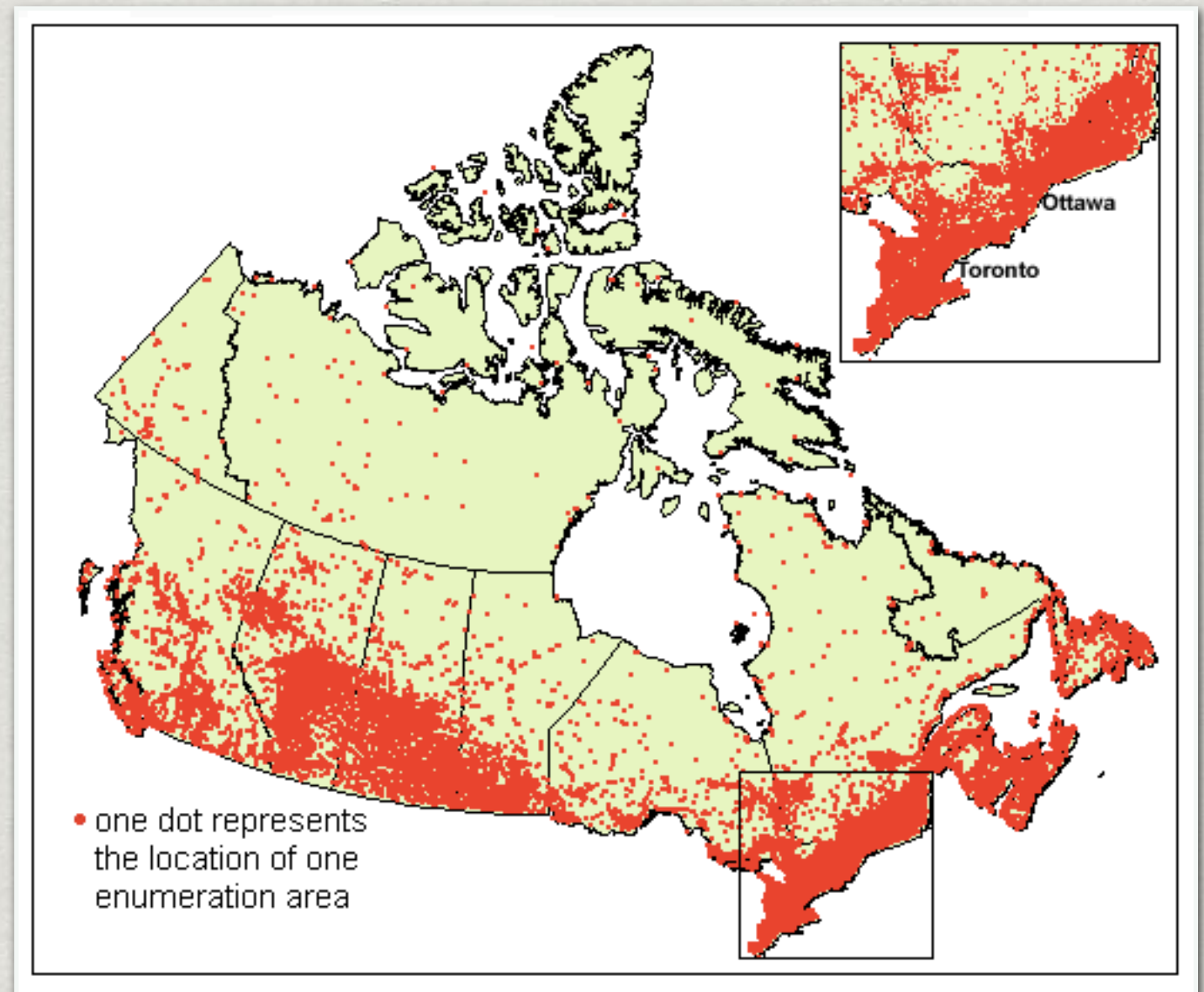
- ✳ Physical Geography: Political Regions
- ✳ Human Geography: Political Landscape/Voting





# Special Use/Thematic

- \* Population Map
- \* How does this map work?
- \* How is it used?
- \* What does it tell us?





# ENTRANCE SLIP

**“HOW DOES STUDYING CANADA’S  
GEOGRAPHY HELP US UNDERSTAND HOW  
THE LAND HAS SHAPED US AND OUR  
IDENTITY, AND HOW WE HAVE SHAPED  
(AFFECTED) THE LAND?”**





# SHAPE OF THE DAY

- ✱ **PERSONAL NOTES ON THE PHYSICAL REGIONS OF CANADA**
- ✱ **GROUP NOTES ON CLIMATE, CULTURAL LANDSCAPE, OR CANADA'S NATURAL REGIONS.**



# The Physical Regions of Canada

- \* BY YOURSELF (you can have headphones in etc. but know that this may hinder your reading).
- \* Use **Horizons** text p. 16-24 and take notes:
  - \* You should have notes for each heading section.
  - \* You should have definitions for all bolded words.
- \* On page 24, do activities 1-3.
  - \* Activity 3: p. 35 for the population map



**LINK TO HORIZONS CHAPTER 1**

**[HTTPS://BLOGS.UBC.CA/MRKOCHSOCIALSTUDIES/  
2017/02/16/THE-PHYSICAL-REGIONS-OF-CANADA-  
HORIZONS-TEXT-FOR-ACTIVITY-1-3-P-24/](https://blogs.ubc.ca/mrkochsociafstudies/2017/02/16/the-physical-regions-of-canada-horizons-text-for-activity-1-3-p-24/)**



# Group Notes:

- \* If you are group A/D: The Climates of Canada, p. 25-28
- \* If you are group B/E: Canada's Natural Regions, p. 29-32
- \* If you are group C/F: The Cultural Landscape, p. 34-38
- \* Use the handout provided to breakdown the tasks to balance work (how many pages is everyone doing, is someone quicker? etc.)
- \* CREATE a set of notes that everyone in your group has, that is the same!



# Group Notes:

- \* Knowledge Share - 1-2 members of your group, will form a new group with a members from another group that did a different topic:
- \* Rotation 1: 15 Minutes
  - \* Group members from A/D Share with B & C/E & F
- \* Rotation 2: 15 Minutes
  - \* Group members from B/E Share with A & C/D & F
- \* Rotation 1: 15 Minutes
  - \* Group members from C/F Share with B & C/E & D



# Political Maps

- \* Cranny, M., Graham, J., Garvin, M., Seney, B. (2009). Horizons: Canada's emerging identity. 2nd Ed. Pearson Education Canada Chapter 1
- \* Images:
  - \* <http://blaineharrington.photoshelter.com/image/I000066EuRICIPws>