

Grade 10 Geographic Issues of the 21st Century (20F)

A Course for Independent Study

Field Validation Version



GRADE 10 GEOGRAPHIC
ISSUES OF THE 21ST
CENTURY (20F)

A Course for Independent Study

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GRADE 10 GEOGRAPHIC
ISSUES OF THE 21ST
CENTURY (20F)

Introduction

INTRODUCTION

Overview

Welcome to Grade 10 Geographic Issues of the 21st Century. This course is organized as a question for inquiry,

*“What is where, why there, and why care?”**

Geography plays a significant role in our daily lives. Throughout this course, you will develop an understanding of how geography influences humans as they use and attempt to manage the world’s natural resources and supply food in a global marketplace. You will also come to understand the relationship between geography and industry, and issues such as urbanization. The use of maps and mapping will enhance your understanding of the world.

As a student enrolled in a distance learning course, you have taken on a dual role—that of a student and a teacher. As a student, you are responsible for mastering the lessons and completing the learning activities and assignments. As a teacher, you are responsible for checking your work carefully, noting areas in which you need to improve, and motivating yourself to succeed.

What Will You Learn in This Course?

In this course, you will learn how geography influences humans and you will come to understand the relationship among geography, industry, and urbanization.

How Is This Course Organized?

The Grade 10 Geographic Issues of the 21st Century course consists of the following five modules:

- Module 1: Geographic Literacy
- Module 2: Natural Resources
- Module 3: Food from the Land
- Module 4: Industry and Trade
- Module 5: Urban Places

* Gritzner, Charles F. “What is Where, Why There, and Why Care?” *Journal of Geography* 101 no. 1 (Jan./Feb. 2002): 38–40.

Each module in this course consists of several lessons, which contain the following components:

- **Lesson Focus:** The Lesson Focus at the beginning of each lesson identifies one or more specific goals that are addressed in the lesson. The goals identify the knowledge and skills you should have achieved by the end of the lesson.
- **Introduction:** Each lesson begins with an explanation of what you will be learning in that lesson.
- **Lesson:** The main body of the lesson is made up of the content that you need to learn. It contains explanations, diagrams, and maps.
- **Learning Activities:** Most lessons include one or more learning activities that will help you learn about the lesson topics and prepare you for the assignments, the midterm examination, and the final examination. Once you complete a learning activity, check your responses against those provided in the Learning Activity Answer Key found at the end of each applicable module. You will not submit the completed learning activities to your tutor/marker.
- **Assignments:** Assignments are found at the end of each module. Module 1 also has an assignment in the middle of the module. You will mail or electronically submit all your completed assignments to your tutor/marker for assessment at the end of each module. In total, all assignments are worth fifty percent (50%) of your final mark.
- **Glossary Terms:** This list identifies the important words that are used in the lesson. The glossary terms are highlighted in bold within the text. They are defined in the Glossary at the end of the course.
- **Summary:** Each lesson ends with a brief review of what you just learned.

This course also includes the following sections:

- **Glossary:** The Glossary at the end of the course provides definitions for an alphabetical list of the terms identified in **bold** throughout the course. You can use the Glossary to review terms used in the course.
- **Appendices:** At the end of the course, you will find an appendix that contains tips on writing an essay.
- **References:** At the end of the course, you will also find a list of references used to develop this course.

What Resources Will You Need for This Course?

You do not need a textbook to complete this course, but it would be beneficial if you had **access to a current atlas**. All the content is provided directly within the course. There are some lessons where website links are offered as sources of information or for supplementary reference and reading; however, if you do not have access to a computer, you can still complete the course. You will need a notebook to answer questions for the learning activities where insufficient space has been provided for the answers.

Optional Resources

It would be helpful if you had access to the following resources:

- **Photocopier/scanner:** With access to a photocopier/scanner, you could make a copy of your assignments before submitting them so that if your tutor/marker wants to discuss an assignment with you over the phone, each of you will have a copy. It would also allow you to continue studying or to complete further lessons while your original work is with the tutor/marker. Photocopying or scanning your assignments will also ensure that you keep a copy in case the originals are lost.
- **Resource people:** Access to local resource people, such as teachers, school counsellors, and librarians, would help you complete the course.
- **A computer with word processing software:** Access to word processing software (e.g., Microsoft Word) would help you complete some assignments.
- **A computer with Internet access:** Some lessons suggest website links as sources of information or for supplementary reference and reading. If you do not have Internet access, you will still be able to complete the course, but you will need to find different ways of accessing information.

Internet Safety

If you choose to use the Internet to do research, be safe. The Internet is a valuable source of information and should be used responsibly. Talk to your parents/guardians about Internet safety, and use the following guidelines when going online:

- Choose a user name that does not tell your name, gender, age, or other personal details.
- Never give anyone private information.
- Do not answer emails from strangers.
- If someone asks you to keep your relationship with him or her a secret, stop talking to the person and immediately tell your parent/guardian.
- Do not email or post pictures or files to anyone.

The above is **not** a complete list because no list can possibly cover all dangerous situations. Use your common sense and be careful.

A Note about Maps

This document contains a number of maps you will need to complete the course. These maps are not as accurate as those found in an atlas; however, they are adequate for the purposes for which they are used in this course. A colour version of these maps is available for download at <www.edu.gov.mb.ca/k12/dl/downloads>. If you want to see any map in greater detail, please consult an atlas.

Who Can Help You with This Course?

Taking an independent study course is different from taking a course in a classroom. Instead of relying on the teacher to tell you to complete a learning activity or an assignment, you must tell yourself to be responsible for your learning and for meeting deadlines. There are, however, two people who can help you be successful in your course: your tutor/marker and your learning partner.

Your Tutor/Marker



Tutor/markers are experienced educators who tutor independent students and mark assignments and examinations. When you are having difficulty with something in this course, be sure to contact your tutor/marker, who is there to help you. Your tutor/marker's name and contact information were sent to you with this course. You can also obtain this information in the *Who Is My Tutor/Marker* section of the distance learning website at <www.edu.gov.mb.ca/k12/dl/iso/assistance.html>.

Your Learning Partner



A learning partner is someone **you choose** who will help you learn. It may be someone who knows something about geography, but it doesn't have to be. A learning partner could be someone else who is taking this course, a teacher, a parent or guardian, a sibling, a friend, or anybody else who can help you. Most importantly, a learning partner should be someone with whom you feel comfortable, and who will support you as you work through this course.

Your learning partner can help you keep on schedule with your course work, read the course with you, check your work, look at and respond to your learning activities, or help you make sense of assignments. You may even study for your examinations with your learning partner.

Plagiarism

Plagiarism IS a big deal with serious consequences, so it's important that you understand what it is and how to avoid it.

What is plagiarism?

In brief, plagiarism is taking someone's ideas or words and presenting them as if they are your own.

How can you avoid plagiarism?

- Begin early. Research takes time. Allow enough time to search for, evaluate, and read sources, and to get help if you need it. Always document your sources immediately.
- Present your research by quoting and paraphrasing.
 - When you use a quote, you use the exact same words with quotation marks, and you indicate exactly where it came from.
 - When you paraphrase, you rewrite an author's idea using your own words and you do not use quotation marks (but you also make sure to state clearly whose idea it is).
- Learn how to use different citation styles.
- Give credit where credit is due. Never pretend someone else's idea is your own.

How Will You Know How Well You Are Learning?

You will know how well you are learning in this course by how well you complete the learning activities, assignments, and examinations.

Learning Activities



The learning activities in this course will help you to review and practise what you have learned in the lessons. You will not submit the completed learning activities to your tutor/marker. Instead, you will complete the learning activities and compare your responses to those provided in the Learning Activity Answer Key found at the end of each module.

Make sure you complete the learning activities. Doing so will not only help you to practise what you have learned, but will also prepare you to complete your assignments and the examination(s) successfully. Many of the questions on the examination(s) will be similar to the questions in the learning activities. Remember that you **will not submit learning activities to your tutor/marker**.

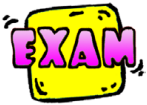
Assignments



Each module in this course contains assignments, which you will complete and submit to your tutor/marker for assessment. The assignments are worth a total of 50 percent of your final course mark.

The tutor/marker will mark your assignments and return them to you. Remember to keep all marked assignments until you have finished the course so that you can use them to study for your examinations.

Midterm and Final Examinations



This course contains a midterm examination and a final examination.

- The **midterm examination** is based on Modules 1 and 2, and is worth 25 percent of your final mark in this course. You will write the midterm examination when you have completed Module 2.
- The **final examination** is based on Modules 3, 4, and 5, and is worth 25 percent of your final mark in this course. You will write the final examination when you have completed Module 5.

The two examinations are worth a total of 50 percent of your final course mark. You will write both examinations under supervision.

To do well on each examination, you should review all the work you have completed from the modules, including all learning activities and assignments.

Practice Examinations and Answer Keys

To help you succeed in your examinations, you will have an opportunity to complete a Midterm Practice Examination and a Final Practice Examination. These examinations, along with the answer keys, are found in the Student Downloads section of the distance learning website at www.edu.gov.mb.ca/k12/dl/downloads/index.html. If you do not have access to the Internet, contact the Independent Study Option office at 1-800-465-9915 to obtain a copy of the practice examinations.

These practice examinations are similar to the actual examinations you will be writing. The answer keys enable you to check your answers. This will give you the confidence you need to do well on your examinations.

Requesting Your Examination(s)

You are responsible for making arrangements to have the examinations sent to your proctor from the ISO office. Please make arrangements before you finish Module 2 to write the midterm examination. Likewise, you should begin arranging for your final examination before you finish Module 5.

To write your examinations, you need to make the following arrangements:

- **If you are attending school**, ask your school's Independent Study Option (ISO) school facilitator to request your examination. Do this at least **three weeks before** you are ready to write your examination. For more information on examination procedures, please contact your ISO school facilitator or visit the distance learning website at <www.edu.gov.mb.ca/k12/dl/iso/index.html>.
- **If you are not attending school**, check the **Examination Request Form** for options available to you. The form was mailed to you with this course. **Three weeks before** you are ready to write the examination, fill in the Examination Request Form and mail, fax, or email it to

ISO Office
555 Main Street
Winkler, MB R6W 1C4
Fax: 204-325-1719
Toll-Free Telephone: 1-800-465-9915
Email: distance.learning@gov.mb.ca

How Much Time Will You Need to Complete This Course?

Learning through independent study has several advantages over learning in the classroom. You are in charge of how you learn and you can choose how quickly you will complete the course. You can read as many lessons as you wish in a single session. You do not have to wait for your teacher or classmates.

From the date of your registration, you have a maximum of **12 months** to complete the course, but the pace at which you proceed is up to you. Read the following charts for suggestions on how to pace yourself.

Chart A: Semester 1

If you want to start the course in September and complete it in January, you can follow the timeline suggested below.

Module	Completion Date
Module 1	End of September
Module 2	End of October
Midterm Examination	Middle of November
Module 3	End of November
Module 4	End of December
Module 5	Middle of January
Final Examination	End of January

Chart B: Semester 2

If you want to start the course in January and complete it in June, you can follow the timeline suggested below.

Module	Completion Date
Module 1	End of February
Module 2	Middle of March
Midterm Examination	Beginning of April
Module 3	Middle of April
Module 4	End of April
Module 5	Middle of May
Final Examination	End of May

Chart C: Full School Year (Not Semestered)

If you want to start the course in September and complete it in June, you can follow the timeline suggested below.

Module	Completion Date
Module 1	End of September
Module 2	Middle of October
Midterm Examination	End of November
Module 3	End of February
Module 4	Middle of April
Module 5	Middle of May
Final Examination	End of May

Do not wait until the last minute to complete your work, since your tutor/marker may not be available to mark it immediately. It may take a few weeks for your tutor/marker to assess your work and return it to you or your school.



If you need this course to graduate this school year, remember to schedule and complete your final examination by **May 31**.

When and How Will You Submit Completed Assignments?

When to Submit Assignments

While working on this course, you will submit completed assignments to your tutor/marker five times. The following chart shows you exactly what assignments you will be submitting at the end of each module.

Submission of Assignments	
Submission	Assignments You Will Submit
1	Module 1: Geographic Literacy Module 1 Cover Sheet Assignment 1.1: Branches of Geography, Place and Identity Assignment 1.2: Environmental Types and Environmental Responsibility
2	Module 2: Natural Resources Module 2 Cover Sheet Assignment 2.1: Natural Resources
3	Module 3: Food from the Land Module 3 Cover Sheet Assignment 3.1: Food from the Land
4	Module 4: Industry and Trade Module 4 Cover Sheet Assignment 4.1: Industry and Trade
5	Module 5: Urban Places Module 5 Cover Sheet Assignment 5.1: Urban Places

How to Submit Assignments

In this course, you have the choice of submitting your assignments either by mail or electronically.

- **Mail:** Each time you **mail** something, you must include the print version of the applicable Cover Sheet (found at the end of this Introduction).
- **Electronic submission:** Each time you **submit** something electronically, you must include the electronic version of the applicable Cover Sheet (found in the Student Downloads section of the distance learning website at www.edu.gov.mb.ca/k12/dl/downloads/index.html) or you can scan the Cover Sheet located at the end of this Introduction.

Complete the information at the top of each Cover Sheet before submitting it along with your assignments.

Mailing Your Assignments



If you choose to mail your completed assignments, please photocopy all the materials first so that you will have a copy of your work in case your package goes missing. You will need to place the applicable module Cover Sheet and assignment(s) in an envelope, and address it to

ISO Tutor/Marker
555 Main Street
Winkler MB R6W 1C4

Your tutor/marker will mark your work and return it to you by mail.

Submitting Your Assignments Electronically



Assignment submission options vary by course. Sometimes assignments can be submitted electronically and sometimes they must be submitted by mail. Specific instructions on how to submit assignments were sent to you with this course. You can also obtain this information in the Grading and Evaluation section of the distance learning website at www.edu.gov.mb.ca/k12/dl/iso/assignments.html.

If you are submitting assignments electronically, make sure you have saved copies of them before you send them. That way, you can refer to your assignments when you discuss them with your tutor/marker. Also, if the original hand-in assignments are lost, you are able to resubmit them.

Your tutor/marker will mark your work and return it to you electronically.



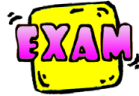
The Independent Study Option office does not provide technical support for hardware-related issues. If troubleshooting is required, consult a professional computer technician.

What Are the Guide Graphics For?

Guide graphics are used throughout this course to identify and guide you in specific tasks. Each graphic has a specific purpose, as described below.



Assignment: Complete this assignment and submit it to your tutor/marker for assessment. You will be submitting your assignments at the end of every module.



Examination: It is time to write your midterm or final examination.



Internet: Use the Internet, if you have access to it, to obtain more information. Internet access is optional for this course.



Check Your Work: Check your responses against those provided in the Learning Activity Answer Key found at the end of the applicable module.



Learning Activity: Complete a learning activity. This will help you to review or practise what you have learned and to prepare for an assignment or an examination. You will not submit learning activities to your tutor/marker. Instead, you will compare your responses to the Learning Activity Answer Keys found at the end of the applicable module.



Learning Partner: Ask your learning partner to help you with this task.



Mail or Electronic Submission: Mail or electronically submit your completed assignment(s) to your tutor/marker for assessment at this time.



Note: Take note of and remember this important information or reminder.



Phone Your Tutor/Marker: Telephone your tutor/marker.

Remember: If you have questions or need help at any point during this course, contact your tutor/marker or ask your learning partner for help.

Good luck with the course!

Notes



GRADE 10 GEOGRAPHIC
ISSUES OF THE 21ST
CENTURY (20F)

Module 1
Geographic Literacy

MODULE 1: GEOGRAPHIC LITERACY

Introduction

Welcome to Module 1 and the beginning of your Geography course. This module will help you gain an understanding of the discipline of geography and its importance.

In this module, you will

- define the term geography and identify its various fields
- make connections between place and identity
- investigate global environmental types
- consider the complexity of the global environment
- consider the importance of stewardship in the preservation of the environment
- be challenged to develop positive values about the importance of geography and your role in environmental stewardship

Module 1 consists of five lessons. Each lesson has learning activities to help you practise, review, and reflect upon what you have learned. At the end of the module, you will find an answer key for the learning activities in this module.



As you work through this course, remember that your learning partner and your tutor/marker are available to help you if you have questions or need assistance with any aspect of the course.

Assignments

When you have completed the assignments for Module 1, mail or email your completed assignments to the ISO office in Winkler, Manitoba. The staff will forward your work to your tutor/marker.

Lesson	Assignment	Marks
3	Assignment 1.1: Branches of Geography, and Place and Identity	50
5	Assignment 1.2: Global Environmental Types and Environmental Responsibility	30

Notes

LESSON 1: WHAT IS GEOGRAPHY?

Lesson Focus

By the end of this lesson, you will be able to

- define the term geography
- give examples of how geographic knowledge helps in decision making
- understand the importance of geographic knowledge and you will know that geography knowledge may be found in a variety of sources
- draw conclusions about geography and make decisions based on evidence

Introduction

Geography plays a significant role in our everyday lives. Do you know what geography is and why it is important to understand it? In this lesson, you will learn the answer to that question. You will look at some definitions and develop some of your own, as well as gain an understanding of how knowledge of geography is necessary for making all kinds of decisions. This lesson will also be a starting point for developing a number of important geographic skills.

Defining Geography

You might think that geography is simply another subject in school and that, once you have completed the course and obtained the credit, you will never need geography again. The truth is that you use geography every day. Geography helps you find your way around, and determine what the weather will be like and what kind of clothing you should wear each day. It also helps you understand natural disasters such as floods, tornadoes, and earthquakes.

Geographic knowledge and skills are useful in a variety of exciting professions (for example, airline pilots, urban planners, geologists, and specialists working in the forestry or agricultural industry). As well, geographic knowledge and skills are useful in professions that work with technology, computer software, and global positioning systems used for data collection and the creation of maps. A quick online search of jobs related to

geography showed almost one hundred different results. Geography is, as you can see, definitely much more than just another school subject!



If you have access to the Internet, browse the Canadian Geographic Education website at <www.ccge.org>.



What do you think when you hear the term *geography*? How would you define it? If geography is not just a subject in school, then what is it? Although we often talk about geography, many of us are unsure what the term really means. You might think that geography is just studying **maps** and **globes**, and memorizing names and locations of places. These may include towns and cities, landforms, vegetation and climate types, natural resources, and industries around the world. Although map skills and knowledge of locations are important parts of geography, geography is much more than that.

Many people, including geographers, have tried to provide a clear and easily understood definition of the term geography. Dr. Charles F. Gritzner, a geography professor, has collected almost 200 definitions from various geography books and journals!

One way of defining a term is to look at the root words that make it up. Can you identify the two root words in geography? The prefix *geo* means Earth and the suffix *graphy* means pictures or descriptive writing. Putting these two Greek root words together, we could define geography as the study of Earth using pictures and writing. This definition suggests that geography is little more than describing and visualizing Earth.

Modern definitions of geography suggest that it is more than just a description and a visualization of Earth. A good definition of geography includes not only where things are, but also possible **patterns** and **relationships** between different things. **Geography is the study of Earth's physical and human systems, and the relationships between them.**

There is another definition that has received considerable attention recently because it is short and precise, and it rhymes! **What is where, why there, and why care?*** This definition by Dr. Gritzner not only refers to locations of features, but also to why they are where they are and why this is important to us. This is a great definition and we will refer to it several times throughout this course. Let's take a brief look at the components of this definition.

* Gritzner, Charles F. "What is Where, Why There, and Why Care?" *Journal of Geography* 101 no. 1 (Jan./Feb. 2002): 38–40.

Geography: What Is Where, Why There, and Why Care?

■ What?

This part of the definition refers to various features, both physical and human, found on Earth that you may be interested in studying. Examples might be your house or school as a human feature, and a hill or river as a physical feature.

■ Where?

This part refers to the location of the feature you are studying. Location can be absolute or relative. **Absolute** refers to an exact location anywhere on Earth. It is described by a coordinate system such as latitude and longitude, or by an exact address. For example, if your house is in Winnipeg it will be located near 50°N; 97°W. It will also have a specific street address. **Relative** location refers to where something is in relation to other known features. For example, your house may be located two blocks north of a well-known local school. Location is a central theme in geography.



■ Why There?

This part refers to the fact that geographers not only want to know the location of things, but also the **reasons** why they are located where they are located. This helps us understand both the physical and human factors that influence where things are located. For example, if you live in a town or city, your house is probably in a residential area. The area may have been designated residential as part of the city plan. Perhaps it was in a quiet part of the city, located on higher ground so it would not be in danger of flooding. Your parents may have purchased the house because they liked the neighbourhood and it was near a school that would be easy for you to get to. In a similar way, geographers try to understand the reasons why other features, both human and physical, are located where they are located.

■ Why Care?

This part of the definition refers to the reasons why this knowledge is important. It puts meaning into knowing where things are and why they are located where they are located. Geographers might ask several questions. Has the feature always been where it is today? Has it changed over time? If so, how has it changed? How is it connected with or influenced by its surroundings? Perhaps your house was constructed along with many others of similar design when the subdivision was built. It may be located near a school and a playground reflecting the presence of families with children. Perhaps houses on the edge of the subdivision near a major street were converted to businesses as the commercial area expanded. All of this information would be of importance to the geographer.

Why Is it Important to Know about Geography?

Whether you are a geographer working as an urban planner or resource developer, or whether you are a student trying to finish high school, we all use geographic skills and knowledge throughout our lives.



Geographic knowledge helps us make informed decisions. For example, if you know the streets in your area well and you know the traffic patterns during the morning rush hour, you can determine the easiest way to get to school or to your part-time job. If you live on a farm, in order to determine what crops to grow, you require information about soil **fertility**, precipitation amounts, and the number of frost-free days. It may also be helpful to know whether you can sell your crop or not and whether the selling price will make it worthwhile or not. If you hunt, you will need to know the migration patterns of the birds or animals you are hunting and you will also need to be familiar with the landscape as well as know how to find your way through the bush. You will also require information about the weather forecast to decide what supplies you might need or whether or not you should wait and go hunting later. These are all examples of how geographic knowledge helps us make decisions. Imagine what might happen if people in these circumstances did not use geographic knowledge before they made their decisions!



As individuals, we also use geographic knowledge on a daily basis. We all have images, or **mental maps**, of where things are around us. Finding your way to school or your friend's house requires geographic knowledge of locations and geographic skills to determine the best way to get there. You also need geographic knowledge if you want to have a reasonably intelligent discussion with your friends about an event or natural disaster in your community or elsewhere in the world. If you think about it carefully, you may be able to list many other examples of how you use geographic knowledge.

Geographic Issues and Analysis

Specialists in different fields of geography often use their knowledge and skills to analyze issues and make recommendations for action. These might include issues such as deciding whether or not a new road should be built, determining if water is safe to drink, identifying the best location for a new airstrip, or determining the environmental impact of a new industry. There may be controversial issues in your community or region debated by citizens, politicians, and the media. Your job, as a geographer, is to use your knowledge and skills to study issues objectively and to suggest the best course of action.

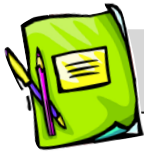


Note:

- Do NOT send the learning activities to you tutor/marker.
- Learning activities are meant to help you understand the content and prepare for the assignments as well as the midterm and final examinations.
- Once you have completed a learning activity, you can check your answers in the answer key at the end of the module.
 - If you answered most of the questions correctly, then you should continue on in the course.
 - If you did not answer most of the questions correctly, then you most likely did not fully understand that part of the module. You will need to go back and review that part of the module again. You can also ask your learning partner to help you review the parts of the module you did not understand.
- Make sure that you understand the answers in the answer key, and that your answers include those important points.
- Some learning activity questions do not have simple, straightforward answers. The answer key for these questions will only contain elements of a good answer.



This may be a good time to ask your learning partner for help. Remember, your learning partner is anybody whom you choose to help you with your course.



Learning Activity 1.1

Defining Geography and Using Geographic Knowledge in Decision Making

1. This is a good time for you to review the definition of geography. Fill in the appropriate boxes in the graphic organizer that follows.



Note: To help you get started, the root words *geo* and *graphy* have been placed in the *Parent (root word)* boxes and the term *geography* has been placed in the *Word to Be Defined* box.

Follow these steps to complete the graphic organizer:

Step 1: In the *Meaning* box below the *Parent (root word)* box for *geo*, fill in the meaning of the term *geo*. In the *Meaning* box below the *Parent (root word)* box for *graphy*, fill in the meaning of the term *graphy*.

Step 2: Using the root words and the information in the lesson so far, write your own definition of geography in the *Your Definition* box.

Step 3: In the *Characteristics and Examples* box, located below the *Your Definition* box, write at least two words or phrases that describe the characteristics or give examples of geography. An example is provided to help you get started.

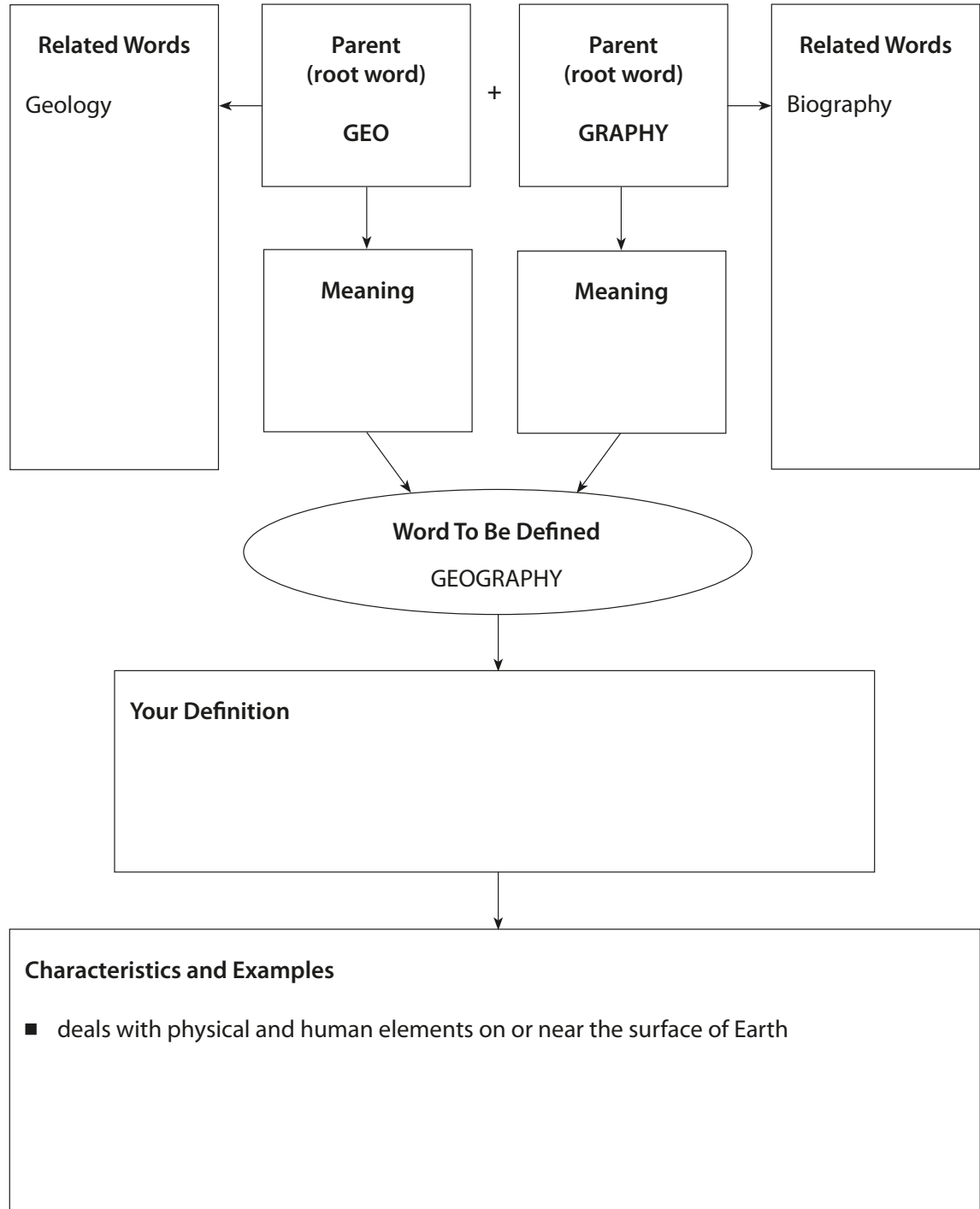
Step 4: In the *Related Words* box to the left of the *Parent (root word)* for *geo*, write at least two words that also have the root *geo*. An example is provided to help you get started. Feel free to use a dictionary if you need help.

Step 5: In the *Related Words* box to the right of the *Parent (root word)* for *graphy*, write at least two words that also have the root *graphy*. An example is included to help you get started. Feel free to use a dictionary if you need help.

continued

Learning Activity 1.1: Defining Geography and Using Geographic Knowledge in Decision Making (continued)

Defining Geography



continued

Learning Activity 1.1: Defining Geography and Using Geographic Knowledge in Decision Making (continued)



2. Think of ways you use geographic skills and knowledge in your everyday life and list them in the box below. It might be a good idea to talk with your learning partner, parents, relatives, or neighbours to determine how they use geographic skills and knowledge in their jobs. Once you have brainstormed some examples, list them. Be sure to provide at least three examples that describe how you use geographic skills and knowledge in your everyday life. An example is provided to help you get started.

How I use geographic skills and knowledge in my everyday life . . .
<ul style="list-style-type: none">■ Finding the best route to school in the morning

3. Find a local or regional issue with geographic implications that is discussed in the media (newspapers, television, radio, podcasts, and website articles). Possible issues could include a land use debate, a transportation issue, an environmental concern, a construction site, or a weather phenomenon. Choose an article about this issue and carefully read it. After reading and understanding the message in the article, fill out the article analysis graphic organizer that follows.

continued

Learning Activity 1.1: Defining Geography and Using Geographic Knowledge in Decision Making (continued)

<h3>Article Analysis Graphic Organizer</h3>	
Name of the article: _____	
Source: _____	
Describe the main issue in the article in one sentence.	Briefly discuss the opinion of the <i>author</i> . Support your response with at least one example from the article.
Summarize the ideas and opinions in the article in three to five sentences.	
Represent the issues and/or ideas in the article with a drawing.	Briefly discuss <i>your</i> opinion on the issue in the article. Justify your opinion with at least one example from the article.
How is this relevant to geography?	



You can now assess your learning activity by consulting the answer key at the end of this module.

Summary

There are many ways to define the term geography. It can be defined as the study of Earth's physical and human systems, and the relationships between them. It can also be defined as "what is where, why there, and why care." Even though you may not be aware of it, you use geographic knowledge and skills every day. Geographic knowledge and skills are required in many different professions and are important in making informed decisions.

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