



GEOGRAPHY SKILLS

7 Things You Need to Be Able to Do to Pass Geography!

Suggested time: 30-60 minutes

What's important in this lesson:

This is your chance to see if you have the geography skills that you will need to be successful in the course – and your chance to practice any skills that you aren't as good at. Take time at the end of the lesson to reflect on your strengths because you will be able to use them throughout the course.

Complete these steps:

1. Complete the Diagnostic Activity: **Seven (7) Things You Need to Be Able to Do to Pass Geography!**
2. Get **Answer Key #1** from your teacher. Check your answers and write your marks here:

	Mark	Review needed Y or N
Using a Map	/5	
Creating a Map	/5	
Using a Graph	/5	
Creating a Graph	/5	
Using an Atlas	/5	
Identifying Key Info	/6	
Writing a Paragraph (circle one)	easy? okay? hard?	

Put the correct answers into your diagnostic exercise using a different coloured pen or pencil.

3. Get any review exercises you need from your teacher and complete them.
4. Get **Answer Key #2** from your teacher and check the review exercises. Make any corrections necessary in a different coloured pen or pencil.
5. Get Ticket Out the Door #1 from your teacher and complete it.

Student Instruction Sheet: Unit 1 Lesson 1



Hand-in the following to your teacher:

1. Diagnostic Activity and any review exercises you needed to complete. (You must show your teacher this sheet so that he or she knows what review exercises you needed to complete.)
2. Ticket Out the Door #1

Questions for the teacher:



GEOGRAPHY SKILLS

Seven (7) Things You Need To Be Able To Do To Pass Geography!

Geography is a subject that depends on specific skills and specific types of resources. If you can develop the skills and use the resources effectively, you can pass this course!

Try the following exercises to test your Geography sense, then check your answers with the Answer Key (see your teacher for this). If you can complete most of the exercises successfully, you may move on to Lesson 2. If you need a refresher, complete the review exercise.

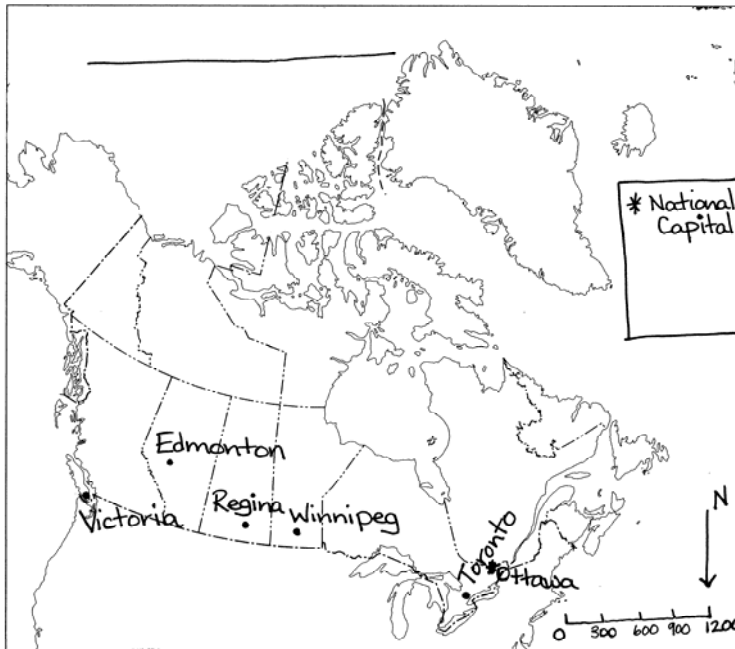
#1: Using a Map

Turn to page 8-9, in the Canadian Oxford School Atlas (7th Ed.) and use it to answer the following questions:

1. - - - - represents what kind of boundary? _____
2. What American state shares a boundary with Yukon? _____
3. What colour is used for land heights over 3000 m? _____
4. Approximately, how many people live in Montreal? _____
5. How many National Parks are shown in Manitoba? _____

#2: Creating a Map

Identify five (5) things that are missing/wrong about the map below:



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



#3: Using a Graph

Use the graphs given below to answer the following questions:

1. What was the percentage of Canadians with Aboriginal heritage in 1991? _____
2. During what time period did the Canadian population grow the fastest? _____
3. What was the approximate population of Regina in 1996? _____
4. What kind of graph is the **Ethnic Origin** graph? _____
5. Could you use a line graph to show the population of CMAs (Census Metropolitan Areas)? _____

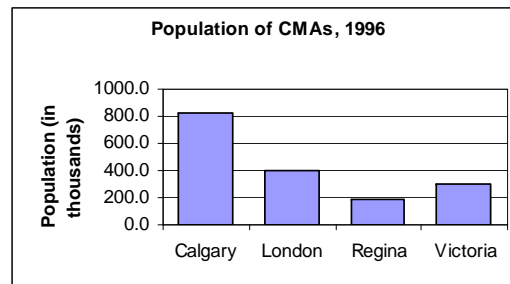
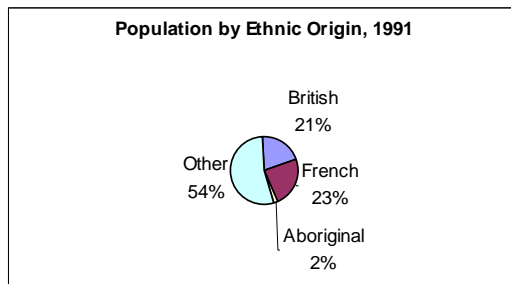
#4: Creating a Graph

1. Identify two missing pieces of information on the last graph.

Info missing from the last graph:

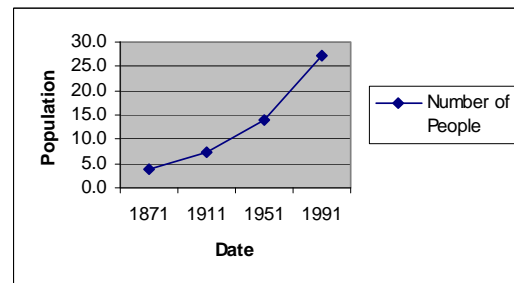
- ①
- ②

2. Use a line to match the data given below to the graph that represents it.



1871	3.7
1911	7.2
1951	14.0
1991	27.3

Calgary	821.6
London	398.6
Regina	193.7
Victoria	304.3



British	20.6%
French	22.5%
Aboriginal	1.5%
Other	55.4%



#5: Using an Atlas

To complete the following questions, you will need the Canadian Oxford School Atlas (7th Ed.).

1. On what pages are the Contents found in your atlas? _____
2. On what page would you find a map of Canada’s Native Peoples? _____
3. There are two sections of the Index (sometimes called a Gazetteer), one for _____ and one for the _____.
4. Give the page on which you would find the Canadian city of Inuvik. _____
5. Give the latitude and longitude of Bracebridge, ON. _____

#6: Identifying Key Information from Text Sources

Read the passage below, then fill in the organizer given. Use point form.

Intensive farming is common in densely populated areas and around major cities where land values are high. Farms tend to be small, but require large investments in labour and machinery to produce high profits per hectare. Intensive farming is commonly used for producing fruits and vegetables, dairy, poultry and hogs. Many of these products are perishable and need to travel to market quickly. In comparison, **extensive farming** is usually done in areas where the population density is low and land costs are lower, such as areas away from major cities. Farms tend to be large so lower yields per hectare will still produce a profit. Extensive farming is usually highly mechanized and requires few workers. It is commonly used for producing cattle, grains and oil seeds, and mixed farming. These products are generally less perishable or can be processed quickly.

-adapted from *Making Connections* by Bruce Clark and John Wallace

	Intensive Farming	Extensive Farming
Location	① ②	① ②
Size of farm	① ②	① ②
Types of crops	① ②	① ②



#7: Writing a Paragraph

In the space below, write an **8-sentence paragraph** that describes three (3) of your strengths as a learner. Remember: a good paragraph begins with an introductory sentence, contains a body which gives specific details and proof/examples, and ends with a concluding sentence. Use the following organizer to help you decide upon the information you need to include for your paragraphs.

Topic sentence	
Point 1	Example or proof for point 1
Point 2	Example or proof for point 2
Point 3	Example or proof for point 3
Concluding sentence	



USING MAPS REVIEW

Complete this exercise **only** if you had difficulty with using maps in **Seven (7) Things You Need to be Able to Do to Pass Geography!**

You need the Internet for this exercise. Go to the website [http:// geodepot.statcan.ca /Diss/Reference/Tutorial/RM_tut1_e.cfm](http://geodepot.statcan.ca/Diss/Reference/Tutorial/RM_tut1_e.cfm)

This site is produced by Statistics Canada and it is designed to help you read maps. Go through the website and answer the following questions as you go

1. What are five common elements found on maps?

- ①
- ②
- ③
- ④
- ⑤

2. What two pieces of information can the title tell you?

- ①
- ②

3. What is the legend designed to explain? _____

4. What does this symbol



tell you?

This should refresh you in how to use maps. Good luck!



UNIT 1, LESSON 1: CREATING A MAP REVIEW

Complete this exercise **only** if you had difficulty with creating maps in **Seven (7) Things You Need to be Able to Do to Pass Geography!**

Refer to your sheet of Mapping Conventions to complete the following questions:

1. How does someone reading your map know what it is about? _____

2. How do you identify the title on your map? _____

3. What must be drawn around the outside of the map? _____

4. What is the purpose of a north arrow? _____

5. If the map you are given does not have a scale, can you leave it off? _____

6. When must you use a legend? _____

7. All labels are printed horizontally except which ones? _____

8. What is the only use for blue on a map? _____

9. Where do your name and the date go? _____



UNIT 1, LESSON 1: USING A GRAPH REVIEW

Complete this exercise **only** if you had difficulty with using graphs in **Seven (7) Things You Need to be Able to Do to Pass Geography!**

You need the internet for this exercise. Go to the website

www.statcan.ca/english/edu/power/ch9/first9.htm

Click on the sections on graph types, bar graphs, pie charts and line graphs to answer the following questions.

Graph Types

Graphs are useful because they display the r_____ between variables.

Bar Graphs

Bar graphs may be h_____ or v_____. The greater the height or length of their bars, the larger their v_____. The numbers on the x-axis of a bar graph (horizontal) or the y-axis of a column graph (vertical) are called the s_____. When you look at sample bar graphs on this page, you can see that they all have t_____, they use a l_____ if there are different colours, and every scale is labelled.

Pie Charts

Pie charts are used to show the component parts of a w_____. To construct a pie chart, you must convert the data into a p_____ o100 percent. Labelling the segments with percentage values makes it easier to tell which segment is bigger.

Line Graphs

Line graphs are popular because they reveal t_____ clearly. A line graph is a visual comparison of how two v_____ are related to each other. The y-axis in a line graph usually indicates q_____ (e.g., dollars, litres) or p_____, while the horizontal x-axis often measures units of t_____.



UNIT 1, LESSON 1: CREATING GRAPHS REVIEW

Complete this exercise **only** if you had difficulty with creating graphs in **Seven (7) Things You Need to be Able to Do to Pass Geography!**

Refer to your sheet of Graphing Conventions to complete the following questions:

1. How does someone reading your graph know what it is about? _____

2. How do you identify the title on your graph? _____

3. Each axis must be _____ with a ruler.

4. Each axis on your line or bar graph must have a _____ with units of measurement identified. As well, each axis must be _____ with the name of the axis.

5. If you use colour, what must you include? _____

6. Where does your name and the date go? _____



UNIT 1, LESSON 1: USING AN ATLAS REVIEW

Complete this exercise **only** if you had difficulty with using an atlas in **Seven (7) Things You Need to be Able to Do to Pass Geography!**

An atlas is another form of text, so it contains many of the same features that you would expect to find in other texts. However, it contains a few unique features as well. Get your atlas and use the following questions to help you explore it.

Like most books, the table of contents is found after the book's title page.

1. On what pages are the Contents found in your atlas? _____

An atlas doesn't have chapters like a regular textbook, but it is organized into sections. The titles of each section often have bold print.

2. How many sections does this atlas have? _____

3. What kind of maps are in the first section of your atlas? _____

4. Using the Contents, say what page(s) each of the following pieces of information could be found on:

<u>Section Title</u>	<u>Page(s)</u>
Ecozones of Canada	_____
Africa	_____
World Climate	_____

Two special sections of the atlas are found at the end of the book. These sections have no maps.

5. What are these two sections called?
 ① _____
 ② _____

In a regular textbook, the index tells you the location in the text of specific topics. An atlas index (sometimes called the Gazetteer) is different.

6. Turn to the back and use the information given to identify the pieces of the index entry shown below.

↙ ↘

↖
↖
↖
↖

Mount Caubvick (Mont D'Iberville) mt. Quebec/Newfoundland 48 B4 58 50N 63 40W



UNIT 1, LESSON 1: SCANNING FOR DETAILS REVIEW

Complete this exercise **only** if you had difficulty with identifying key information in **Seven (7) Things You Need to be Able to Do to Pass Geography!**

To review how to identify key information in text, you need to review how to **scan** for information. Use the sheet titled **Scanning for Information** to help you learn more about this technique. Scan for the information you need to fill in the blanks below:

1. When you scan a page of text, you are looking for particular details such as _____, _____ or certain _____.
2. In order to scan quickly, you need to pay attention to the arrangement of the information. You begin by _____ the material, then you use information presented in the i_____, h_____, or b_____ type to help you find what you are looking for.
3. It helps to keep _____ words in mind. (This is why it is important to read the questions first!)
4. Use a scanning pattern like the ____ Sweep or the ____ Curve. When you scan, you should use your _____ finger to help you pace yourself. Don't read all the words!! Just look quickly for the information you need.
5. Scanning is also a fast and efficient way to _____ material in your textbook that you might need to review or study! Scanning enables you to _____ you need quickly so that you can spend your time re-reading the important material more carefully.



Scanning for Information

What is scanning?

Scanning is often confused with skimming, but is in fact a distinct reading strategy involving rapid reading of text, in order to locate specific information, e.g. looking for particular details such as dates, names, or certain types of words. When you scan, you must begin with a specific question which has a specific answer.

How can I improve my scanning technique?

Use scanning to help you find information quickly. Here are some tips to help you improve and maintain your scanning speed without reading the text in any depth.

Pay attention to how information has been arranged:

- ① Begin by previewing the material if you don't know how it is laid out.
- ② Predict where the information you need will be located.
- ③ Use the index/heading/bold type etc. to find the information you require.

In the case of a telephone directory, for example, you know the white pages are arranged alphabetically according to last names. Using the guide words at the top of the page, you can locate the correct page quickly and begin immediately to scan the alphabetical arrangement of names.

Keep clue words in mind:

- ① Know your specific question and understand it.
- ② Create a mental image of the fact, word, or phrase for which you are scanning.
- ③ If the fact, word, or phrase does not appear, be ready to look for words like it or closely related ideas.
- ④ Stay alert and keep that clear idea in your mind (repeating it to yourself if necessary) as you scan quickly through the text to find the necessary information.



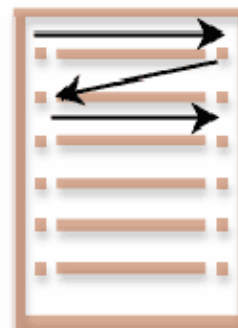
Use a scanning pattern to help you speed through:

- ① Move your eyes in a scanning pattern and don't stop to read until you find the specific information you are looking for.
- ② Use hand/finger movement to help you to move swiftly down the page. This will help you to ignore whole blocks of information which are not relevant to your question.

Scanning patterns

The “Z” sweep

Scan all the way down the page, using your index finger as a pacing device and scanning from the beginning to the ending of each line, moving rapidly to the next line, then the next. Move in a zigzag pattern through the lines. Don't attempt to read the words! Just move your eyes back and forth as fast as you can. You will only stop to read when you have located the specific information for which you are scanning.



The “S” curve

This pattern is similar to the "Z" sweep except you will move your finger and eyes in a more open, curved pattern. Instead of sweeping your hand on a diagonal slant between the lines to always start at the left of the line, curve it around under the next line from right to left. Then curve it around the next line from left to right. Alternate directions, left to right, right to left, left to right and so on.

When and how is scanning useful for students?

As a student, you will find scanning to be a valuable skill for locating information in books or other information sources. Scanning can help you to find the section you need quickly so that you may spend your time reading the important information more carefully.

Reading adapted from
<http://www.palomar.edu/reading/R110Hybrid/Module%204/mod4.1scanning.htm>



UNIT 1, LESSON 1: PARAGRAPH REVIEW

Complete this exercise **only** if you had difficulty with writing a paragraph in **Seven (7) Things You Need to be Able to Do to Pass Geography!**

You need the internet for this exercise. Go to the website http://www.english.udel.edu/wc/handouts/writing_paragraphs.html
Scan the page and fill in the blanks below.

A paragraph is made up of a number of _____ that express _____ main idea. The first sentence or _____ sentence, introduces the main idea you are writing about. As you develop your paragraph, you must remember that each sentence must _____.

The last sentence of your paragraph is the _____ sentence. It may _____ the idea you expressed in the topic sentence.

In order to properly develop your paragraph you may need to do one of the following:

- ① Use examples and illustrations
- ② Cite data (facts, statistics, evidence, details, and others)
- ③ Define terms in the paragraph
- ④ Compare and contrast
- ⑤ Evaluate causes and effects
- ⑥ Describe the topic

Do the following with the paragraph given below:

- underline the topic sentence in blue
- underline the first point in green
- underline the first example in red
- underline the second point in green
- underline the second example in red
- underline the third point in green
- underline the third example in red
- underline the concluding sentence in blue

The geography of Canada is very diverse. Canada has many different physical features. For example, you will find mountains in the west and flat plains in the Prairies. Canada also has many different climates. For example, it is very cold in the Arctic yet it is warm in Southern Ontario. Finally, Canadians live in very different areas. For example, some Canadians live in large cities, while others live in the country. Clearly, the geography of Canada is diverse.



MAPPING CONVENTIONS

When you create a map, you need to follow a common set of rules called *conventions*. These help all of the readers of your map to know what they are reading.



Use the following list of conventions **every time** you create a map – these are the conventions that you will be marked on.

- **TITLE AND SUBTITLE (if necessary)** – underlined on the map
 – the title/subtitle should indicate what the map is about
 eg. CANADA
Population Density, 2001

or

Population Density of Canada, 2001
- **BORDER** – around the map, using a ruler to outline the map and the map legend (if one is used)
- **NORTH ARROW** – in a noticeable place on the map, pointing north
- **SCALE** – most outline maps have a scale printed on them, but if there is no scale, you must add one
- **LEGEND** – if you use any symbols or colour on your map, you must create a legend to explain to the reader what they mean, for example:

Legend

•	village
○	city
☀	capital city

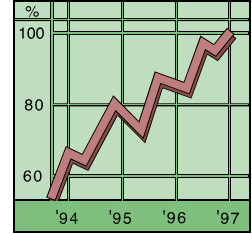
- **LABELS** – all labels should be printed horizontally in pencil except for rivers, which can be printed along the river
- **SHADING** – when you use colours on the map, shade with pencil crayons in one direction (NO MARKERS!)
 – make sure labels can still be read
- **WATER** – water bodies are shaded in blue; this is the only use for blue on a map
- **NAME/DATE** – put your name and date in the bottom right-hand corner

Note: Some maps will have additional guidelines. Be sure to follow those as well.



UNIT 1, LESSON 1: GRAPHING CONVENTIONS

When you create a graph, you need to follow a common set of rules called *conventions*. These help all of the readers of your graph to know what they are reading.



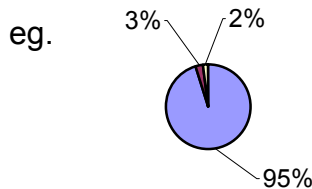
Use the following list of conventions **every time** you create a graph – these are the conventions that you will be marked on.

- **TITLE AND SUBTITLE** – underlined on the graph
– the title/subtitle should indicate what the graph is about
eg. Immigration to Canada, 2001
- **AXES** – all axes (horizontal and vertical) must be drawn using a ruler
- **SCALE** – bar and line graphs require a scale on each axis that represents a numerical value
– the scale must be consistent along the axis; for example, you cannot jump from 0 to 100, then start counting by 10s
- **LEGEND** – if you use more than one colour on your graph, you must create a legend to explain to the reader what the colours mean

eg. Languages Spoken

	English
	French
	Other

- **LABELS** – all axes must be labelled
– labels must include units
- **SHADING** – when you use colours on the graph, shade with pencil crayons in one direction (NO MARKERS!)
– outline bars on a bar graph in pencil using a ruler
- **DATA LABELS** – some graphs, particularly pie charts, should have each piece of data labelled with its value, outside of the graph



- **NAME/DATE** – put your name and date in the bottom right-hand corner

Note: some graphs, like climate graphs, will have additional guidelines. Be sure to follow those as well.

Reflection Activity: Unit 1 Lesson 1



TICKET OUT THE DOOR #1

Complete this and hand it in to your teacher.

<p>Three (3) things I can do well in Geography</p> <p>® _____</p> <p>_____</p> <p>© _____</p> <p>_____</p> <p>TM _____</p> <p>_____</p> <p>Two (2) skills I will need to practice to succeed</p> <p>® _____</p> <p>_____</p> <p>© _____</p> <p>_____</p> <p>One (1) thing I am looking forward to in this course</p> <p>® _____</p> <p>_____</p>
