Unit 1: Social Studies Review for Quiz #1

**Topic: Latitude, longitude and time zones**

-Vocabulary: Be able to explain these in your own words.

Latitude

Longitude

Parallels

Meridians

Prime meridian

Equator

International Date Line (IDL)

Universal time(UT)

Local time

Time zones

*Be prepared to answer questions like:*

• Why do we need time zones?

• Are time zones related to latitude or longitude, or both? If so, how?

• How many degrees complete a rotation (full circle) of the Earth?

• How many degrees of latitude are there? Longitude?

• How many time zones are there in the world? In Canada?

• What time difference generally exists between two time zone that are right beside each other?

• Is it earlier or later as you travel west? East?

• Where is the dividing line between east and west longitude?

• Where is the International Date Line (IDL)?

• What happens when you cross the IDL it going East? West?

**Topic: Map projections**

-Compare 2 map projections, and / or explain their influence on world perception

*Be prepared to answer questions like:*

• What is the name of the projection used in the map? (Match up the 5 studied in class with a picture)

• 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?

• 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 center of the map?

• Are the parallels and meridians the same as on the globe?

**World Maps:**

Be able to find and label the following on a map of the world:

•7 continents (N. America, S. America, Asia, Africa, Europe, Australia, Antarctica)

• 4 oceans (Altantic, Pacific, Indian, Arctic)

• Equator

• North Pole

• South Pole

• Prime Meridian

• International Date Line

POSSIBE PROJECTS

OPTION 1: DREAM TRIP

Using an atlas or world map, 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,

vegetation, climate, 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.

Following a general class discussion, students answer questions such as the following:

* What would they take to wear?
* How long would their trip take?
* What natural sites would they want to see? How far away from each other are they?
* What physical features would they photograph?
* What types of outdoor activities would they engage in?

Students research and record their ideas, and create a **scrapbook page or poster** that includes:

- a title

- a description of their destination (latitude and longitude, landforms, landscape, vegetation, climate, distances, natural phenomena, seasons, and bodies of water)

- packing list,

- travel details, including distances to travel, and duration of trip (include the website where you found this info!)

-6 pictures of the natural environment or outdoor activities from their trip **(labelled)**

OPTION 2: SEVEN WONDERS OF THE WORLD

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.

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

For each natural wonder, students must research the following information:

* Description of the natural wonder, and reasons that it is a natural wonder of the world
* Latitude and longitude, Vegetation & climate, Seasons,
* At least 6 different pictures, with labels
* Approximate travel times to reach that destination from here.
* Approximate number of tourists that visit this wonder yearly.
* Bibliography citing all sources used.

Students must find an interesting and engaging way to present their information to the class.

Unit 1: Social Studies Review for Quiz #2

Global Map: be able to match up or drawn on seas, landforms, climatic zones and vegetation zones, major pop clusters.

Vocab –

• population distribution

• population density

• urbanization

• factors influencing the movement of population

• refugees

• development

• industrialization

Short answer questions:

* Match the description of a climatic region with the name of the climatic zone.
* Match the type of vegetation found in it with the name of the vegetation zone.
* Given a highlighted section of a world map, explain which climatic zone and vegetation you would expect it to have and WHY you think that.
* List the seven wonders of the natural world.
* List 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).*

* Explain (in your opinion) why these factors are important in assessing the health and well-being of a society.
* What are some factors that influence the movement of people from rural to urban areas in the world?
* Is there a general trend toward the urbanization of the world’s population? If so, where?
* Explain / discuss possible negative and positive effects of urbanization on more-developed and less developed places.

**Open ended / long answer questions:**

* 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...”.

There are many disagreements internationally as to who may qualify as arefugee (i.e., a person who is seen as a hero in one country may be seen as a criminal in another). Explain what a refugee is to YOU in your own words, and include details about why you believe this to be true.

* Write a reflection, based on what you have learned in Unit1, 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?

(Include more- and less-developed nations, and more and less densely populated areas. Identify specific characteristics of the regions that interest you, and to generate questions to guide further inquiry.)

Projects:

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.

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.

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 lessdeveloped

nations...). Caution students to avoid using oversimplified

generalizations when they represent or discuss these concepts

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.

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…).