

Public District School Board Writing Partnership

Canadian and World Studies

Course Profile

World Geography: Human Patterns and Interactions

Grade 12
University Preparation
CGU4U

• *for teachers by teachers*

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

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Acknowledgments

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Course Overview

World Geography: Human Patterns and Interactions, CGU4U, Grade 12, University/College Preparation

Policy Document: *The Ontario Curriculum, Canadian and World Studies, Grades 11 and 12, 2000.*

Prerequisite: Any University or University/College Preparation course in Canadian and World Studies, English, or Social Sciences and Humanities

Course Description

This course examines how cultures in different parts of the world interact with their environments and with each other. Students will use geographic concepts, methods, and tools to explore settlement patterns, human migration, cultural change, globalization, environmental issues, and other topics relevant to an understanding of how spatial, political, economic, and social factors affect settled environments and human activities.

Course Notes

The following statements, summarized from the expectations of the course, form the conceptual planning framework outlined in this profile. Upon completion of this course, students are expected to:

- identify physical factors and human decisions that resulted in past and present settlement patterns;
- demonstrate an understanding of the causes and effects of human migration;
- analyse the economic, social, and political actions that contribute to cultural convergence and divergence;
- identify how globalization can create both equity and disparity;
- apply geographic techniques, quantitative methodologies and geotechnologies to complete an inquiry;
- relate career and job opportunities to World Geography.

Students use geographic methods and tools such as spatial and quantitative assessment, data collection and statistical analysis and geographic information systems to broaden understanding of important geographic concepts such as spatial interaction, cultural and economic convergence and divergence, and economic disparity. Forecasting, decision-making and problem-solving models are widely used to address geographic issues and problems.

The delivery of this course should emphasize geographic theory with authentic and concrete applications of geographic concepts and skills. There should also be an emphasis on independent research and learning skills to form the basis for development of life-long learners. In addition, students should engage in rigorous self-assessment and reflection to broaden their understanding of their own learning styles, strengths, and needs.

Course Profile Design

This course profile reflects the overall and specific expectations in *The Ontario Curriculum, Grades 11 and 12, for Canadian and World Studies*. The units were built around four broad topic areas reflected in the course description. These are settlement, migration, culture and globalization. An integral part of each unit is the impact of human activity on the natural environment. The teacher is encouraged to connect the impacts of human activity on the natural environment when appropriate. Focus questions are suggested for each student activity and these form the basis for the essential understandings and skills that need to be developed during the course.

Many students enrolled in World Geography may have lapses or interruptions in their geographic knowledge and skills. As a result, they may require regular and ongoing diagnostic assessment and review/remedial interventions to achieve success in this course. Suggestions for diagnostic assessments are made in the completed unit.

Rationale for World Geography

A study of World Geography benefits all students. Regardless of their post secondary plans, the skills and knowledge acquired in this course are transferable and enhance many academic disciplines including Mathematics, Science, English, or Social Sciences. Geography teachers may wish to highlight the value of the course by having students participate in high profile local and national events, activities (e.g., development of a peace garden, packing an aid container for Afghanistan), conferences, (e.g., Grasping Globalization) and displays.

Prior Geographic Knowledge and Skills

Students studying World Geography (CCU4U) bring a wide range of geographic understanding and skill level to the class. For students under OSS, prior knowledge may be limited to one Grade 9 Geography course. The teacher must be prepared to do thorough prior knowledge assessment at various points during the World Geography course and to adjust assignments to allow for differing student educational backgrounds. Students may be required to complete supplementary tasks to upgrade their geographic skills and the teacher should assist students in this process during class time.

The Course Culminating Activity (CCA): Interactions in Human Geography

This course culminating activity planning is designed to provide time during the course and in the last unit of the course, to further quantitative and geotechnical skills. It is recommended that the culminating research and presentation activity is introduced in Unit One and that students select a topic, complete the research, and conduct the majority of the necessary field work, and participate in considerable self-assessment prior to the final unit. A suggested outline for this activity is included in this overview.

Cultural Sensitivity in World Geography

This course provides excellent opportunities to study the dynamics of culture. During the planning stages of this profile, a considerable amount of time was devoted to consideration of the implications for classroom practice of studying a wide range of cultural practices and values. It is expected that teachers be aware of the potential for disharmony around cultural issues and ensure the following occurs in their classrooms:

- create an inclusive, anti-discriminatory, and supportive classroom environment;
- foster a culture of respect in the classroom;
- use examples from a variety of regions around the world when discussing religions, customs, values, ethnicity, and race;
- develop partnerships that represent a wide variety of community members for guest speakers, field work, samplings, interview participants;
- ensure that the content material used in World Geography reflects the lives all students in the classroom;
- be knowledgeable of specific student needs, experiences and sensitivities when studying cultural issues.

Using Geographic Information Systems (GIS) in World Geography

The use of geotechnologies such as geographic information systems (GIS) and satellite imaging enhance the ability of students to develop their inquiry skills using current, authentic application software and technologies. Software such as ArcView 3.2, Arc Canada 2.0, and MF Teach is licensed for use in all secondary schools in Ontario. Support for teachers and students, GIS lessons and links to additional databases, can be found on a range of websites listed in the resources listing in this overview. The teacher is encouraged to use GIS as a tool for enhancing the critical thinking and problem solving process, rather than simply a mechanism to complete prescribed exercises.

Units: Titles and Time

Unit 1	Settlement Patterns and Interactions	23 hours + 2 hours course culminating activity
* Unit 2	Human Migrations	23 hours + 2 hours course culminating activity
Unit 3	The Dynamics of Culture	23 hours + 2 hours course culminating activity
Unit 4	Globalization	23 hours + 2 hours course culminating activity
Final Evaluation	Course Culminating Activity (CCA) - Interactions in Human Geography	10 hours

* This unit is fully developed in this course profile.

Unit Overviews

Unit 1: Settlement Patterns and Interactions

Time: 23 hours + 2 hours for CCA (course culminating activity)

Unit Description

The first unit of the course outlines the characteristics of human settlement patterns (e.g., characteristics of ecumenes), including a historical analysis of why they differ from place to place and time to time. Students investigate these patterns, using geographic methods in data analysis and geotechnologies (e.g., geographic information systems, satellite images) to develop an understanding of the concepts of spatial interaction. A large format graphic/visual depiction of historical patterns is completed and displayed in the classroom. The influence of the physical landscapes, and human cultural, economic, and political activities, on settlement patterns is a major focus of this unit. Students create a profile of a settled area highlighting the relationship of the physical landscape to human activity.

The unit culminating activity is an impact study about change in world settlement patterns over time and there is a prediction component to the activity. Using geographic information systems (GIS) and other technologies, students carry out an impact study by selecting a world region, identifying the existing patterns of settlement, researching the variables/effects of human activity and then extrapolating future trends for that region. The final report illustrates and justifies the findings. A test occurs near the end of the unit to offer students the opportunity to demonstrate understanding of the basic geographic knowledge and concepts of settlement patterns (e.g., ecumenes, complementarity, spatial interaction, distance decay, intervening opportunity). During this unit, students also generate a list of possible topics for the course culminating activity, a research project/presentation titled Interactions in Human Geography.

Unit Overview Chart

Activity	Learning Expectations	Assessment Categories	Focus
1	SSV.01, SSV.03, GIV.01, SSV.02, SS1.01, SS3.01, SS3.03, UC2.01, SS1.03, SS2.02, GI2.03, GI3.03, GI2.01, GI2.02, SS1.02, GI1.01, HE2.05, GI2.04, HE2.01, GI2.07 CGE2b, CGE3c, CGE5g, CGE4b, CGE3b	Knowledge/ Understanding Thinking/Inquiry Communication Application	What are ecumenes? How have they developed? What do they look like?
2	HEV.01, HEV.04, HE1.01, GI2.03, HE1.03, HE1.04, GC3.05, SS2.02, UC1.06, SS1.03, GI2.05, HE2.05, HE2.01, GI2.07, HE3.04, GI2.01, GI1.06 CGE7i, CGE5e, CGE1e, CGE7d	Knowledge/ Understanding Thinking/Inquiry Communication Application	How does the physical landscape affect settlement patterns?
3	SSV.01, GCV.01, GIV.02, SS2.01, GC2.04, GC3.01, SS1.04, HE1.01, HE1.02, GI3.01, GI3.02, GI2.04, GI2.07, GI2.0, GI2.05, SS3.02 CGE4c, CGE5e, CGE4e	Knowledge/ Understanding Thinking/Inquiry Communication Application	In what ways do human activities affect and alter settled environments? How do human activities affect the physical environment?

Unit 2: Human Migration

Time: 23 hours + 2 hours for CCA

Unit Description

Mass migration has profound effects on previously settled regions and countries by changing the cultural and physical landscapes immediately and over time. Historically, people migrate as a result of social, political, cultural, economic, and environmental factors. In this unit, students demonstrate an understanding of how these factors result in significant international migrations and how these migrations alter the physical and human environments of the destination regions. An issues-based approach is used to analyse and compare the catalysts of migration and repatriation issues. Students also analyse the trend of rural-to-urban migration and how cultures (e.g., language, religion, social customs) spread through the diffusion.

The culminating activity for this unit has two integrated parts. The first part is a test that focuses on analysis and synthesis skills. Prior to the test, students choose a region of the world that has experienced significant migration/immigration and identify a specific issue for that region. The test requires that students answer a question about their chosen region using the information in their notes and texts gathered during the course so far. The second component of the unit culminating activity is a United Nations Migration Summit simulation. Students take on the roles of members of the United Nations Migration Council, who represent their chosen region and make recommendation in the form of a Manifesto to governments on issues of migration and immigration.

Unit Overview Chart

Activity	Learning Expectations	Assessment Categories	Focus
1	SSV.03, UCV.01, GIV.01, GIV.02, UC1.01, UC2.01, UC3.01, GI2.01, GI2.02, GI2.03, GI2.06, GI2.07, SS3.01 CGE4a, CGE7g	Knowledge/ Understanding Thinking/Inquiry Communication	Why do people migrate? Where in the world do they go?
2	UC1.02, UC1.03, HEV.03, UC1.04, UC3.01, UC3.02, UC2.01, UC2.02, HEV.04, GIV.01, GIV.02, GC3.01, GI2.05, GI2.07, GI3.01, GI3.02, GI3.04 CGE3b, CGE3f, CGE5e	Knowledge/ Understanding Thinking/Inquiry Communication	What factors lead to mass migration? What are the effects of these migrations on natural and human systems?
3	HEV.03, HE2.04, HE2.02, GC2.04, GC3.04, GIV.01, GIV.03, GI2.05, GI2.07, GI3.01, GI3.02, GI3.04 CGE7i	Knowledge/ Understanding Communication Application	How does rural-to-urban migration impact on urban systems? What economic, political, and environmental conditions affect migration?
4	HEV.02, HE2.03, HE3.03, UC2.03, UC2.05, UC2.08, GIV.01, GIV.02, GIV.03, GI1.01, GI2.05, GI2.06, GI2.07, GI3.01 CGE7j, CGE7f	Knowledge/ Understanding Thinking/Inquiry Communication Application	What are the implications of migration for human and natural systems? What recommendations can be made for regions setting immigration policies?

Unit 3: The Dynamics of Culture

Time: 23 hours + 2 hours for CCA

Unit Description

As a direct result of migration and immigration, the cultural dynamic in many regions of the world is diverse and multi-faceted. In this unit, students research factors that influence the spread of cultures, affect international relations, and result in incidents of cooperation and/or conflict. The results of, and the factors that contribute to, cultural convergence and divergence are studied. Students map the history and movement of various cultural groups in their own community. Students engage in reflective activities, such as sharing of personal stories that encourage understanding of diverse cultures while minimizing the potential for conflict between groups. For the culminating task, students select two culturally different world regions (one may be their own) and compare them by identifying the cultural history of the region including migration patterns, social phenomenon, contributions to cultural convergence and divergence, and the influence of various cultures in the regions. Students are expected to read literature and poetry, listen to the music and/or view videos specific to the two regions, and to describe the imprints of culture such as religion, language, food, and social customs. Recommendations are made to encourage international relations between the two regions, and to reduce conflict.

Unit Overview Chart

Activity	Learning Expectations	Assessment Categories	Focus
1	SS1.04, GC1.01 CGE7g	Knowledge/ Understanding	What is culture?
2	GCV.02, GC1.03, GC1.04, GC2.02, GI2.06, GI2.06 CGE7f, CGE7g	Knowledge/ Understanding Thinking/ Inquiry	What do the terms ‘cultural convergence’ and ‘cultural divergence’ imply? What factors contribute to cultural convergence and divergence?
3	SS3.03, GC1.04, GC2.02, GC2.04, UC2.06, GC3.02, UC2.03 CGE7f, CGE7e	Knowledge/ Understanding Thinking/ Inquiry Application	How do cultures evolve to meet the changing needs of the community for economic, social, and political systems?
4	SS3.04, SSV.03, GCV.01, GCV.02, GC1.03, GC2.01, GC3.04, GC3.01, UC2.03, HE2.02, GIV.01, GIV.02, GIV.03, GI2.04, GI2.07 CGE7i, CGE7f	Thinking/ Inquiry Communication Application	How does culture influence human environments, systems and activities? How does culture affect how people view environmental issues?

Unit 4: Globalization

Time: 23 hours + 2 hours for CCA

Unit Description

The process of globalization is dynamic and all encompassing. As human systems become increasingly interconnected around the globe, issues critical to our economic, social, and environmental health come to the forefront of current discourse. In this unit, students analyse and evaluate the components of globalization by studying the issues surrounding topics such as the information revolution, technological advancements, global trade, and cultural diffusion. By studying the role of international organizations such as Organization for Economic Co-operation and Development (OECD), World Trade Organization (WTO), International Monetary Fund (IMF), World Bank and economic alliances such as North America Free Trade Agreement (NAFTA), Association of Southeast Asian Nations (ASEAN), Asian Pacific Economic Cooperation (APEC), European Union (EU), students assess the extent to which globalization affects or results in economic cooperation, cultural understanding and altered environmental conditions. During this unit, students develop complex skills, including debate, critical written analysis and statistical manipulation, interpretation and synthesis, and prediction. The unit culminating activity is the development of a model for international relations that includes a description of an issue arising from globalization, an outline of the present situation/conditions surrounding that issue, a framework built on suggestions for international cooperation, a prediction for the next 10 years, and a rationale/justification for the prediction.

Unit Overview Chart

Activity	Learning Expectations	Assessment Categories	Focus
1	SSV.03, GCV.02, HE3.02, GC1.04, GC1.03, GC2.04, GIV.02 CGE7e, CGE3f	Knowledge/ Understanding	What is globalization? How has technology increased the speed of the process of globalization?

2	SSV.03, GCV.02, GCV.03, GC2.02, GC2.04, UCV.03, UC3.02, GI2.01, GI2.06, HE3.01 CGE2e	Knowledge/ Understanding Thinking/ Inquiry	How does globalization facilitate economic development? What people/countries benefit from this development?
3	SSV.03, GCV.02, GCV.03, GC1.03, GC1.04, UCV.02, UC1.05, UC2.04, UC2.05, UC3.03, GC2.04, GIV.03, GI2.07 CGE7e, CGE7g	Knowledge/ Understanding Thinking/ Inquiry Communication Application	How does globalization contribute to economic disparity? How is disparity manifested in developing and developed countries?
4	SSV.03, GCV.02, GC1.04, GC1.03, GC2.04, GI2.06, GI2.06, GI2.07 CGE2c, CGE1d	Knowledge/ Understanding Thinking/ Inquiry	How does globalization contribute to political and social conflict?
5	SSV.03, GCV.02, GC1.01, GC1.02, GC2.02, GC2.03, GC2.04, GC3.03, UC2.07, UC2.08, UC3.03, HE3.01, GI2.06, GI2.07 CGE2e	Knowledge/ Understanding Thinking/ Inquiry	How does globalization foster political and social cooperation?
6	GIV.04, GI1.01, GI1.02, GI2.05, GI3.04, GI3.05, GI3.03, GI3.05	Knowledge/ Understanding Application	What employment opportunities and/or barriers result from globalization?

Course Culminating Activity (CCA): Interactions in Human Geography

Time: 2 hours per unit and 10 hours at the end of the course

Description

During this 10-hour time block, students receive support/feedback to complete the course culminating activity, Interactions in Human Geography and complete the final presentations. This activity is introduced in Unit One and time is allotted during each unit of the course for research, use of technology, conferencing, reflection, and group/peer assessment. Students focus on a large-scale project or event such as the China's Three Gorges Project, tourist resort development in Mexico, hydro-electric power development in Canada, clear cutting in the Amazon, land development /creation in Hong Kong, port development in St. Petersburg, Russia, industrial regions in the Asian Pacific Rim, for this research project. A detailed case study is produced, supported by primary or secondary data, and presented in both written essay and oral formats. Students are expected to enhance their presentations by using available technologies.

Course Culminating Activity (CCA) Overview Chart

Activity	Learning Expectations	Assessment Categories	Focus
1	HE3.01, HE2.05, GI3.02, GI2.05, GI2.04	Knowledge/ Understanding Thinking/ Inquiry	How might the costs and benefits of a large-scale project or event be assessed?
2	GIV.01, GIV.02, GIV.03, GI2.01 CGE2c, CGE2b, CGE2e, CGE3e	Knowledge/ Understanding Communication Application	How can geotechnologies be effectively used for analysis and presentation?

3	GI2.05, GI2.07	Thinking/Inquiry Communication	How can conferencing and reflection benefit the inquiry process?
4	GI2.06, GI2.07, GI2.05 CGE 4f, CGE 7g, CGE 7e	Thinking/Inquiry Communication Application	What factors contribute to an effective presentation?

Teaching/Learning Strategies

The teaching and learning strategies employed in this course reflect the variety of learning styles, specific needs of students, and the university destination. The following are some teaching/learning strategies the teacher may wish to employ throughout the course. Specific suggestions are included as related to some student tasks in the unit synopsis charts. The codes and numbers indicate one activity in Unit 2 where this strategy is used.

Teacher Directed

Modelling – the teacher demonstrates writing forms or use of technology (GI2.07 - 2.3).

Class discussion/brainstorming – issues-based discussion (GI3.04 - 2.4).

Conferencing – reflection and assessment (GI2.05 - CCA).

Classifying – organizing components and variables to support an inquiry.

Note taking – for use with open-book tests/quizzes and home study (SSV.03 - 2.1).

Lectures – for use with open-book tests/quizzes and research support.

Oral reading – clarifying information or reading personal accounts of experiences (UC3.01 - 2.2).

Debate – issues-based focus to demonstrate oral presentation skills (GI2.07 - 2.4).

Field study – collection of primary source data.

Independent Study

Focused reading – for purpose of answering inquiry questions (GI2.06-2.3).

Skimming/scanning – categorizing, selecting appropriate information (GI2.01-2.1).

Interviews – primary source research (UCV.01-2.1).

Writing for a specific audience – a report, journal, open-book test (HE2.04-2.3).

Case study – to make inferences, develop critical-thinking skills (GI2.06-2.1).

Seminars – consolidate learning, clarify understandings.

Geotechnologies – develop interpretive and problem-solving skills.

Data collection and interpretation – primary and secondary source research (GIV.02-2.1).

Reflection and self-assessment activities – increase independent work habits, consolidate learning (GI2.05-2.2).

Small Group Study

Cooperative learning – learn from peers, share responsibilities (GI3.01-2.4).

Surveys/questionnaires – primary source data, writing for purpose and audience.

Peer assessment/feedback – improve student achievement (GIV.01-2.2).

Concept attainment – learn and compare new concepts, test hypotheses.

Placemat strategy – each member contributes to a common page, each group rotates around the room to view the ideas and add their own (GI2.07-2.3).

Jigsaw strategy – home groups to expert groups, students teach others (UC2.08-2.4).

Presentations

Guest speakers – primary source data, enrich learning, bring authentic experiences to class.

Model building – support for multiple intelligences.

Role play – increase verbal acuity, improve understanding of others (UC1.01-2.1).

Debates/seminars – enhance communication skills and critical-thinking skills.

Visual organizers – multiple intelligences, post for display purposes (GI2.07-2.2).

Graphing – use of data, visual representation of data, basis for analysis.

Presentation software – improve presentation and oral skills, address technology in the curriculum, multiple intelligences.

Mapping – application of geographic skills, presentation visuals (GIV.01-2.3).

Assessment & Evaluation of Student Achievement

The primary purpose of assessment and evaluation is to improve student learning. In order to give students many opportunities to improve their learning in this course, a variety of formative and summative assessment tools are used in this partial profile. The achievement chart found on page 246 of *The Ontario Curriculum, Grades 11 and 12, Canadian and World Studies, 2000*, provides a reference point for all assessment practices and a framework within which to assess and evaluate student achievement. The four categories, Knowledge/Understanding, Thinking/Inquiry, Communication and Application encompass all expectations of Canadian and World Studies documents. The descriptions at Level 3 represent the provincial standard for student achievement. *The Ontario Curriculum, Program Planning and Assessment, Grades 9 to 12, 2000*, outlines the philosophy and guiding principles concerning assessment and evaluation for Ontario teachers. The teacher ensures there is a balance of approaches to assessment, with students actively involved in the establishment of task criteria and assessment tools including rubrics. Prior learning and skill level are determined by the teacher through diagnostic assessment, and suggestions for these are outlined in the unit developed in this partial profile. The teacher collects a range of exemplars of student tasks to support student achievement.

Course Evaluation & Course Culminating Activity (CCA)

As outlined in *The Ontario Curriculum, Grades 9 to 12, Program Planning and Assessment, 2000*, the final evaluation accounts for 30% of the final report grade and 70% is assigned to the evaluations conducted throughout the course. Lab reports, data collection/manipulation and critical analysis that require students to use geographic information systems, research skills, quantitative methods, and electronic print resources are highly recommended for the 70% course work. It is recommended that the final evaluation consist of an examination on the course work and an independent study that requires students to demonstrate their technical skills in the form of an individual presentation. In this profile, the course culminating activity and a final examination constitute the 30%.

The Course Culminating Activity (CCA): Interactions in Human Geography

The course culminating activity, Interactions in Human Geography, consists of three components.

1. Students are required to select a world geographic issue based on a topic of study and design an inquiry that reflects the expectations of this course. Over the entire class, topics should be varied and illustrate a variety of world regions. The role of the teacher in this process is facilitator, guide, and mentor and ultimately assessor and evaluator. The topic selection process begins in Unit One and the development of the inquiry/research continues through Unit 5. Time is allotted in each unit for student-teacher conferencing, goal setting, and self/peer/teacher assessment. The final 10 hours of the course includes time for presentations.

2. Students are responsible for collecting print, visual, and data-based resources to support their inquiry. Field studies and use of GIS, where appropriate and available, are encouraged and recommended.
3. Students present their results in print and through a presentation format. If available, presentation software may be used. Use of visuals is strongly encouraged.

The Final Examination

The teacher is encouraged to use a variety of examination formats including in-class open-book and take home assessment tools. These formats generate a wide range of opportunities for students to illustrate independent, cooperative learning and complex analysis skills. The examination should allow students to:

- have the opportunity to clarify difficult readings or instructions prior to the exam;
- have the opportunity to use knowledge and skills developed in this course in a new context or problem-solving task;
- illustrate authentic learning and achievement rather than rote memorization of information;
- have the opportunity to demonstrate the ability to synthesize learning by selecting relevant information from their own notes, texts, and reflection activities;
- experience an instructional and assessment model that supports independent, life-long learning.

Suggested Summative Evaluation Plan for CGU4U

30% Final Evaluation

Task(s)	Achievement Chart Focus	Weight %
Examination	All categories	
CCA- Interactions in Human Geography: (see CCA below)	All categories	

70% Course Work

Unit 1: How do settlement patterns reflect human movement and activity in world regions?

Task(s)	Achievement Chart Focus	Due Date
Settlement Impact Study	Knowledge/Understanding Thinking/Inquiry Communication Application	
Spatial Investigation (GIS)	Thinking/Inquiry Communication Application	
Unit Test	Knowledge/Understanding Thinking/Inquiry	

Unit 2: Why and where do people migrate and what cultural and physical patterns and changes result?

Task(s)	Achievement Chart Focus	Due Date
Regional Migration Case Study Historical Inquiry	Knowledge/Understanding Thinking/Inquiry Communication	
Comparison of government policies Position paper	Knowledge/Understanding Thinking/Inquiry Communication	
Personal Letter-writing assignment	Knowledge/Understanding Communication Application	

Task(s)	Achievement Chart Focus	Due Date
Two part integrated assessment Unit Test and United Nations Migration Summit	All categories	

Unit 3: How does culture spread and change? How does it alter physical and human environments and systems?

Task(s)	Achievement Chart Focus	Due Date
Historical graphic organizer	Knowledge/ Understanding	
Local cultural study	Knowledge/Understanding Thinking/Inquiry Communication	
Comparison of culture in two regions	All categories	

Unit 4: How does globalization affect economic, social, political, and environmental development?

Task(s)	Achievement Chart Focus	Due Date
Research outline and report	Knowledge/Understanding Thinking/Inquiry Communication Application	
Employment brief	Communication Application	
Model for cooperative international relations	Application Knowledge/Understanding Thinking/Inquiry Communication	

Course culminating activity (CCA): Interactions in Human Geography

Task(s)	Achievement Chart Focus	Due Date
Research paper	All categories	
Oral/Visual Presentation	Communication Application	
Examination	All categories	

Accommodations

Accommodations are recommended for those students who need them to achieve success in this and every geography course. Working in collaboration with special education personnel, the teacher must become familiar with the Individual Education Plans (IEPs) of exceptional students to understand the specific teaching/learning strategies required for student success. Consideration for English as a Second Language (ESL) students is also necessary. The teacher should be familiar with *The Ontario Curriculum, Grades 9 to 12, English as a Second Language and Literacy Development, 1999*.

To accommodate specific needs of students with learning disabilities the teacher should:

- provide flexible timelines for completion of projects and assignments;
- arrange for peer tutoring/assistance;
- provide advance key terminology;
- provide oral and written instructions;
- provide opportunities to redo portions of a task;
- adapt tests and exams as recommended in the IEPs (e.g., time, use of a scribe, use of technology).

Accommodations for ESL/ESD students may include:

- provide teacher/student conferencing;
- arrange peer tutor/assistance;
- combine written and verbal instructions;
- group students in first language brainstorming/review sessions;
- encourage practice sessions for oral presentations in a small group, supportive environment;
- provide sets of reference notes, outlines, or critical information as well as charts, maps, models, timelines, and diagrams;
- allow students to use support materials during unit tests;
- consider cloze sentences, filling in of charts, and other graphic organizers for quizzes or tests;
- reinforce main ideas by using think/pair/share peer assessment strategies;
- develop personal or class vocabulary lists;
- consider reduced number of contacts for primary source activities such as interviews or surveys.

Resources

Units in this profile make reference to the use of specific texts, magazines, films and videos. Before reproducing materials for student use from books and magazines, the teacher needs to ensure that their board has a Cancopy licence and that resources they may wish to use are covered by this licence. Before screening videos for their students, teachers need to ensure that their board/school has obtained the appropriate public performance videocassette licence from an authorized distributor (e.g., Audio Cine Films Inc.). The teacher is also reminded that much of the material on the Internet is protected by copyright. That copyright is usually owned by the person or organization that created the work. Reproduction of any work or a substantial part of any work on the Internet is not allowed without the permission of the owner.

Print

Baerwald, Thomas J. and Celeste Fraser. *World Geography: Building a Global Perspective*. Massachusetts: Prentice Hall, 2000. ISBN 0-13-435990-9

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Note: The dates of production of several of these video resources reflect the historical perspective of some expectations of this course.

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Bierut, the Fragrance of Days Gone By. Cinefete, 1997. (Video)

Cultures of Europe. Visual Education Centre, 1999. (Video)

Emigrante. National Film Board of Canada, 1970, 13 min. (video)

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For Man Must Work: or the End of Work. National Film Board of Canada, 2000. 52 min. (video)

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Stop Sweatshops. 8 min. UNITE. 1-212-265-7000. (video)

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The Emperor's New Clothes. The National Film Board of Canada, 1995. 53 min. (NAFTA in Mexico - video)

The Gypsies of Svinia. The National Film Board of Canada, 1998. 95 min. (video)

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The Thirsty Cities: Latin America. The National Film Board of Canada, 1993. 55 min. (video)

Through Innocent Eyes: the effects of armed conflict on children today and the possibilities of peace. World Vision. 1998. 15 min. (video)

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Voices of Change. The National Film Board of Canada, 1995. 91 min. (video)

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Websites

The URLs for the websites were verified by the writers prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

Agriculture and Agrifood Canada, Trade Ageements – <http://www.agr.ca/itpd-dpci/ta5.html>

African Development Institute – <http://africainstitute.com/>

Canadian Centre for Policy Alternatives – <http://www.policyalternatives.ca>

Canadian Council of Social Development – <http://www.ccsd.ca/recent.html>

Canadian Labour Congress (CLC) – www.clc-ctc.ca

Centre for Migration Studies – <http://www.cmsny.org>

Citizenship and Immigration Canada – <http://cwr.utoronto.ca/cultural/>

Corporate Watch – www.corpwatch.org/trac/globalization

Cultural Survival – <http://www.cs.org/>

European Economic and Social Committee – <http://www.ces.eu.int/en/default.htm>

Free Trade Area of the Americas – <http://www.alca-ftaa.org>

Globalization and Business Practice: Managing Across Boundaries
– <http://www.seattleu.edu/~parker/homepage.html>

Government of Japan, Ministry of International Trade and Industry – <http://www.miti.go.jp/index-e.html>

Human Rights Web Resources Page – <http://www.hrweb.org>

International Fund on Globalization – <http://www.ifg.org/index.html>

International Fund for Agricultural Development: – <http://www.ifad.org>

International Monetary Fund – <http://www.imf.org/external/np/exr/ib/2000/041200.htm>

International Organization for Migration – <http://www.iom.int/index2.htm>

Library of Congress Country Studies – <http://lcweb.loc.gov/homepage/lchp.html>

Mexico Online NAFTA/Mexico Resource Directory – www.mexonline.com/nafta.htm

NGO-Related Resource Site – <http://www.xs4all.nl>
OAGEE – <http://oagee.org/>
Organization for Economic Co-operation and Development – <http://www.oecd.org>
OXFAM – www.oxfam.ca
The Diversity Webpage of the History/Social Studies Web Site for K-12 teachers. –
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Universal Survey of Languages – <http://teleport.com:80/~napoleon/>
United Nations – <http://www.un.org>
United Nations Environment Program – <http://www.unep.ch>
UNESCO- Institute of Statistics – <http://www.uis.unesco.org>
UNCHS -Global Urban Observatory – <http://www.unchs.org>
UNCHS – Sustainable Development – <http://www.sustainabledevelopment.org/blp>
U.S. Race and Ethnicity Resources – <http://www.contact.org/usrace.htm>
World Bank Rural Development – <http://www.worldbank.org/research/projects/rural.htm>
World Bank Urbanization – <http://worldbank.org/html/schools/issues/urban.htm>
World Trade Organization – <http://wto.org>

OSS Considerations

World Geography: Human Patterns and Interactions, CGU4U is a university preparation course. The content and skills are designed to meet the entrance requirements of a range of university programs. As it is an optional course, prerequisites may include any university or university/college preparation course in Canadian and World Studies, English or Social Sciences and Humanities.

Considerations for accommodations and modifications of regular programs, for students with special education needs, are summarized in section 5.4 (pp. 22-27) and Appendix 6: Meeting the Needs of Exceptional Students, Ontario Secondary Schools, Grades 9-12, Program and Diploma Requirements, 1999.

Additional considerations for the role of technology in the curriculum, especially the use of geotechnologies (e.g., geographic information systems), and English as a Second Language and English Literacy Development (ESL/ESD) in this course, are found on pp. 242-243 of *The Ontario Curriculum, Grades 11 and 12, Canadian and World Studies. Choices Into Action: Guidance and Career Education Program Policy for Ontario Elementary and Secondary Schools* validates the use of career exploration/education activities (pp. 19-20, 5.2). Section 7.5 outlines the cooperative education opportunities for students in this course. International cooperative programs may be available in local boards. The foundations for assessment, evaluation, and reporting practices are outlined on pp. 8-9 of *The Ontario Curriculum, Grades 9 to 12, Program Planning and Assessment, 2000*.

Appendix 01

Course Culminating Task: Assessment Rubric – Interactions in Human Geography

Student's Name _____

Teacher _____ Peer _____ Name _____ Self _____

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/ Understanding - assesses the cost/benefits of a development project	- assesses the cost/benefits of a development project with limited effectiveness	- assesses the cost/benefits of a development project with some effectiveness	- assesses the cost/benefits of a development project with considerable effectiveness	- assesses the cost/benefits of a development project with a high degree of effectiveness
Thinking/ Inquiry - identifies how self-reflection and conferencing benefit the inquiry process	- identifies how self-reflection and conferencing benefit the inquiry process with limited clarity	- identifies how self-reflection and conferencing benefit the inquiry process with some clarity	- identifies how self-reflection and conferencing benefit the inquiry process with considerable clarity	- identifies how self-reflection and conferencing benefit the inquiry process with a high degree of clarity
Communication - uses geo-technologies effectively for analysis and presentation	- uses geo-technologies with limited success for analysis and presentation	- uses geo-technologies with some success for analysis and presentation	- uses geo-technologies with considerable success for analysis and presentation	- uses geo-technologies with a high degree of success for analysis and presentation
Application - identifies factors that contribute to an effective presentation	- identifies factors for an effective presentation with limited success	- identifies factors for an effective presentation with some success	- identifies factors for an effective presentation with considerable success	- identifies factors for an effective presentation with a high degree of success

Note: A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity.

Coded Expectations, World Geography: Human Patterns and Interactions, Grade 12, University Preparation, CGU4U

Geographic Foundations: Space and Systems

Overall Expectations

- SSV.01** · analyse the characteristics of selected ecumenes (settled environments) and explain why they differ from place to place and from one period of time to another;
- SSV.02** · demonstrate an understanding of basic concepts of spatial interaction and analyse the impact of spatial factors on human systems;
- SSV.03** · explain the influence of social, political, cultural, and economic factors on human environments and activities.

Specific Expectations

Understanding Concepts

- SS1.01** – compare the capacity of selected ecumenes in the past and in the present to meet human needs;
- SS1.02** – demonstrate an understanding of concepts of spatial interaction (e.g., intervening opportunities, complementarity, distance decay) and use them to explain patterns of movement and interactions between places (e.g., trade patterns, transportation patterns);
- SS1.03** – identify boundaries according to type (e.g., natural, artificial, antecedent, subsequent);
- SS1.04** – explain how culture (e.g., religion, gender roles, social values, food preferences) and function (e.g., finance, trade, government, education, manufacturing) affect the characteristics of a place.

Developing and Practising Skills

- SS2.01** – explain why groups of people in similar environments (e.g., deserts) may have different ways of life;
- SS2.02** – explain how and why national and regional boundaries evolve.

Learning Through Application

- SS3.01** – analyse a major geographic characteristic of the Great Lakes megalopolis (e.g., spatial organization, urban systems, demography) and determine the factors that have shaped its present pattern;
- SS3.02** – explain selected movements of goods and people, using concepts of spatial interaction;
- SS3.03** – produce a case study to show how characteristics of their local area have evolved to meet changing human needs;
- SS3.04** – assess the influence of different cultures on their local area (e.g., cultural centres, food, celebrations, customs).

Human-Environment Interactions

Overall Expectations

- HEV.01** · explain how humans have modified the natural environment;
- HEV.02** · evaluate the impact of mass migrations on ecosystems;
- HEV.03** · analyse the effects of large-scale rural-to-urban migration on the environments of urban areas;
- HEV.04** · explain how the natural environment and natural phenomena affect human activities.

Specific Expectations

Understanding Concepts

HE1.01 – identify examples from each continent of positive and negative effects of human activities on the natural environment;

HE1.02 – describe selected examples of distinctive alterations of the physical environment by humans (e.g., terraced hillsides of Thailand, polders in the Netherlands) and explain the reasons for these adaptations;

HE1.03 – describe how landforms, climate, soils, and vegetation influence settlement patterns;

HE1.04 – demonstrate an understanding of the locational advantages and disadvantages of different sites for human activities (e.g., Nile or Brahmaputra flood plains, coastal wetland zones, river crossings).

Developing and Practising Skills

HE2.01 – analyse the advantages and disadvantages of intensive human use of selected physical features (e.g., Yellow River valley);

HE2.02 – evaluate the impacts of urbanization on selected environments (e.g., air pollution in Los Angeles or Hong Kong, slums in Mexico City);

HE2.03 – analyse the effects of mass migrations on various terrestrial ecosystems;

HE2.04 – explain the reasons causing people to leave rural areas and move to cities in large numbers and the consequences of these movements for rural and urban landscapes;

HE2.05 – explain why various environments have differing capacities to support population growth and industrial development.

Learning Through Application

HE3.01 – assess the costs and benefits of a solution to national or regional development needs that involves major environmental changes (e.g., China’s Three Gorges project), taking into consideration short- and long-term economic and environmental consequences and human impacts;

HE3.02 – produce a case study that analyses an aspect of human-environment interaction in their local area;

HE3.03 – produce a case study of the effects of human migration on selected ecosystems (e.g., refugee movements into fragile environments in Africa or Asia);

HE3.04 – explain how natural hazards (e.g., drought, flooding, typhoons, landslides, earthquakes) and environmental problems caused by human activities (e.g., oil spills, acid rain) affect development in selected regions.

Global Connections

Overall Expectations

GCV.01 · analyse the impact of culture on settlement patterns and human activities;

GCV.02 · analyse the factors influencing cultural/economic convergence and divergence;

GCV.03 · evaluate the effects of the information revolution, technological progress, and global trade on world regions.

Specific Expectations

Understanding Concepts

GC1.01 – explain how cultural characteristics (e.g., religion, language, ethnicity) act as linking factors within and between regions;

GC1.02 – explain the role of international organizations (e.g., United Nations, World Bank, World Health Organization, Red Cross, Amnesty International) in fostering contact between world peoples;

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- GC1.03** – identify cultural and economic factors that trigger conflict or ecological disintegration (e.g., national, ethnic, and religious differences, unequal resource distribution, trade blocs);
- GC1.04** – explain how technology contributes to cultural/economic convergence (e.g., facilitation of cross-cultural contact) and divergence (e.g., reinforcement of nationalism, religious fundamentalism, cultural separation, economic protectionism).

Developing and Practising Skills

- GC2.01** – analyse examples of the influence of culture on human activities (e.g., pilgrimages, tourism);
- GC2.02** – analyse examples of social phenomena that contribute to cultural and economic convergence (e.g., widespread use of English in business, ethnic quarters in large cities, cultural associations and centres), peace, and good international relations;
- GC2.03** – explain how people in different countries can work together to solve international problems (e.g., the Land Mine Treaty campaign);
- GC2.04** – assess the impact of technological change in a region of the world.

Learning Through Application

- GC3.01** – analyse selected settlement patterns around the world to show how they have been influenced by cultural factors (e.g., inheritance systems, land settlement systems);
- GC3.02** – compare economic opportunities for men, women, and children in selected regions or countries (e.g., Canada, North Africa, Scandinavia, Japan);
- GC3.03** – evaluate the role of international organizations in maintaining peace between countries (e.g., United Nations, North Atlantic Treaty Organization, economic organizations);
- GC3.04** – explain the role played by culture and economics in selected incidents of conflict or cooperation;
- GC3.05** – conduct a case study of a country that depends on a single resource (e.g., oil in Nigeria or a Middle Eastern country) to illustrate the positive and negative impacts of this type of economy on cultural, political, and social life.

Understanding and Managing Change

Overall Expectations

- UCV.01** · demonstrate an understanding of human migrations and their causes and effects;
- UCV.02** · demonstrate an understanding of regional economic disparities and factors affecting them;
- UCV.03** · assess the effectiveness of measures to alleviate regional economic disparities and conflict.

Specific Expectations

Understanding Concepts

- UC1.01** – identify different types of migration (e.g., immigration, forced migration, economic migration, seasonal migration);
- UC1.02** – explain how international migrations are affected by political conditions, economic incentives, and religious and family ties;
- UC1.03** – explain how government policies can either encourage or discourage mass migrations;
- UC1.04** – identify world regions that have experienced considerable international migration and explain the reasons for those movements;
- UC1.05** – explain what is meant by regional economic disparities and identify examples in different parts of the world;
- UC1.06** – explain the consequences of being a landlocked country (e.g., with respect to imports/exports, sharing of offshore resources) and describe how such a country responds to its position (e.g., Switzerland, Rwanda, Luxembourg).

Developing and Practising Skills

- UC2.01** – analyse the causes of selected great migrations of history and explain their effects on settlement patterns;
- UC2.02** – evaluate the positive and negative aspects of migration policies on human movements;
- UC2.03** – describe how mass migrations influence the spread of cultures and affect understanding between peoples;
- UC2.04** – analyse the causes of selected examples of regional economic disparity;
- UC2.05** – explain, through the analysis of selected examples, the relationship between population movements and economic disparities;
- UC2.06** – analyse selected social and economic changes in a rural region of the world;
- UC2.07** – explain how international aid has brought about change in disadvantaged countries;
- UC2.08** – propose solutions to selected boundary conflicts and internal disputes.

Learning Through Application

- UC3.01** – explain why push factors are more significant contributors to international migration today than pull factors;
- UC3.02** – evaluate the political, economic, and social impacts of a selected development project on the ability of people to control their land and lifestyles;
- UC3.03** – produce a case study of regional planning in a developing country aimed at reducing regional disparities and improving economic and social well-being.

Methods of Geographic Inquiry

Overall Expectations

- GIV.01** · apply geographic skills, methods, and technologies to gather, analyse, synthesize, and communicate information on world geography;
- GIV.02** · conduct an independent inquiry that applies geographic knowledge, skills, and methods effectively to a study of places and human patterns;
- GIV.03** · use forecasting, problem-solving, and decision-making models to develop solutions for geographic issues and problems;
- GIV.04** · evaluate career options in human geography and related social sciences.

Specific Expectations

Understanding Concepts

- GI1.01** – explain how geographic knowledge and skills and geotechnologies can contribute to the resolution of major world social and economic problems;
- GI1.02** – identify careers that require knowledge and skills related to the study of human geography.

Developing and Practising Skills

- GI2.01** – analyse and synthesize information from remote sensing, geographic information systems, and maps and present conclusions;
- GI2.02** – use sequences of maps, aerial photographs, and satellite images as a basis for describing, comparing, and analysing changes over time and for making predictions about trends and patterns in human geography;
- GI2.03** – illustrate global human patterns, using a variety of thematic mapping techniques (e.g., proportional flow lines, choropleths);
- GI2.04** – use statistical analysis techniques (e.g., correlational analysis) to analyse and interpret data;

GI2.05 – choose the most appropriate methods for forecasting, problem solving, and decision making to support their independent study;

GI2.06 – assess the relevance and bias of information gathered from different sources;

GI2.07 – use written, oral, and visual communication skills to present the results of geographic inquiry and analysis effectively.

Learning Through Application

GI3.01 – evaluate the positions of different groups on selected issues related to human geography;

GI3.02 – conduct an independent inquiry on a political, economic, cultural, or social issue related to a region or nation in Africa, Asia, or Oceania, using key concepts and methods presented in the course;

GI3.03 – describe practical and community-related applications of the conclusions reached in the independent inquiry;

GI3.04 – forecast future trends relating to a selected issue in human geography (e.g., rural-to-urban migration in Asia);

GI3.05 – analyse educational requirements, job descriptions, current opportunities, and future prospects for a selected career related to human geography.

Unit 2: Human Migrations

Time: 23 hours + 2 hours for CCA

Unit Description

Mass migration has profound effects on previously settled regions and countries by changing the cultural and physical landscapes immediately and over time. Historically, people migrate as a result of social, political, cultural, economic, and environmental factors. In this unit, students demonstrate an understanding of how these factors result in significant international migrations and how these migrations alter the physical and human environments of the destination regions. An issues-based approach is used to analyse and compare the catalysts of migration and repatriation issues. Students also analyse the trend of rural-to-urban migration and how cultures (e.g., language, religion, social customs) spread through the diffusion.

The culminating activity for this unit has two integrated parts. The first part is a test that focuses on analysis and synthesis skills. Prior to the test, students choose a region of the world that has experienced significant migration/immigration and identify a specific issue for that region. The test requires that students answer a question about their chosen region using the information in their notes and texts gathered during the course so far. The second component of the unit culminating activity is a United Nations Migration Summit simulation. Students take on the roles of members of the United Nations Migration Council, who represent their chosen region and make recommendation in the form of a Manifesto to governments on issues of migration and immigration.

Unit Synopsis Chart

K/U = Knowledge/Understanding C = Communication T/I = Thinking/Inquiry A = Application

Activity	Time	Learning Expectations	Assessment Categories	Tasks
1	6 hours	SSV.03, HEV.04, UCV.01, UC1.01, UC2.01, UC3.01, GIV.01, GIV.02, GI2.01, GI2.02, GI2.03, GI2.06, GI2.07	Oral feedback for flow map and role play/tableau (K/U, C) Case study scrapbook is summatively assessed (C) Regional case study is summatively assessed (K/U, T/U, C) Teacher evaluation of historical inquiry (K/U, T/I)	Interview Case study scrapbook Role play/tableau Note making Reflective reading Research Proportional arrow map Historical inquiry/timeline
2	7 hours	UC1.02, UC1.03, UC1.04, UC2.01, UC2.02, GC3.01, HEV.04, GIV.01, GIV.02, GIV.03, GI2.05, GI2.07, GI3.01, GI3.02, GI3.04	Written feedback on graphic organizer (T/I) Self-assessment using checklist and rubric (C) Teacher evaluation of position paper (K/U, T/I, C)	Oral reading Video Class discussion Graphic organizer Research notes Position paper

3	3 hours	HEV.03, HE2.04, HE2.02, GC2.04, GC3.04, GIV.01, GIV.02, GIV.03, GI2.05, GI2.07, GI3.01, GI3.02, GI3.04	Checklist for comparison chart (K/U) Mapping and analysis assignment (T/I, C) Peer and self assessment of mid-unit quiz (K/U) Teacher evaluation of letter writing assignment (C, A)	Placemat Strategy Note taking Proportional map making/analysis Lecture Comparison chart Video Mind web Student generated Quiz Letter writing assignment
4	7 hours	HEV.02, HE2.03, HE3.03, UC2.03, UC2.05, UC2.08, GIV.01, GIV.02, GIV.03, GI1.01, GI2.05, GI2.06, GI2.07, GI3.01	Teacher observation of dilemma discussions (C) Checklist for research notes (K/U) Unit test (K/U, T/I) Teacher evaluation and self assessment of United Nations Summit Manifesto (A)	Class discussion Jot notes Dilemma activity Research Unit test United Nations Summit and Manifesto Jigsaw strategy
CCA	2 hours	HE3.01, HE2.05, GI3.02, GI2.05, GIV.01, GIV.02, GIV.03, GI2.01	Conference with individual students	Ongoing planning and research for CCA

Activity 2.1: People On the Move

Time: 6 hours

Description

In this activity, students become aware that people, including themselves, have always moved around their locales, regions, and the world during their lives and for a wide variety of reasons. Students think about their personal history and if they have moved, how, when, and why they have moved. They conduct a geographic inquiry and personal interview that identifies the migration history since the turn of the 20th century of an adult known to them. Students create a case study scrapbook or photo album that highlights the migration history, patterns, and experiences of the interviewee and present it in tableau or role-play format. Examples of global push and pull factors are identified and related to reflection, readings of poems, personal accounts, and song lyrics. Students identify what they know about types of migration and discuss relevant terms (Appendix 2.1.2). On the basis of this new information, they carry out a regional migration case study for a world area of interest. Upon completion of this activity, students conduct an historical inquiry of migration episodes for the selected world region and create a timeline, which is displayed in the classroom, of significant global migrations in history for that region.

Vocabulary introduced in this activity includes: migration, emigration, immigration, push factor, pull factor, forced migration, economic migration, seasonal migration, and voluntary migration.

Strand(s) & Learning Expectations

Strand(s): Space and Systems, Understanding and Managing Change, Methods of Geographic Inquiry

Overall Expectations

SSV.03 - explain the influence of social, political, cultural, and economic factors on human environments and activities;

UCV.01 - demonstrate an understanding of human migrations and their causes and effects;

GIV.01 - apply geographic skills, methods, and technologies to gather, analyse, synthesize, and communicate information on World Geography;

GIV.02 - conduct an independent inquiry that applies geographic knowledge, skills, and methods effectively to a study of places and human patterns.

Specific Expectations

UC1.01 - identify different types of migration;

UC2.01 - analyse the causes of selected great migrations of history and explain their effects on settlement patterns;

UC3.01 - explain why push factors are more significant contributors to international migration today than pull factors;

HEV.04 - explain how the natural environment and natural phenomena affect human activities;

GI2.01 - analyse and synthesize information from remote sensing, geographic information systems, and maps and present conclusions;

GI2.02 - use sequences of maps, aerial photographs and satellite images as a basis for describing, comparing, and analysing changes over time and for making predictions about trends and patterns in human geography;

GI2.03 - illustrate global human patterns, using a variety of thematic mapping techniques;

GI2.06 - assess the relevance and bias of information gathered from different sources;

GI2.07 - use written, oral, and visual communication skills to present the results of geographic inquiry and analysis effectively.

Prior Knowledge & Skills

This unit is based on knowledge and skills learned in Geography in Grades 8 and 9. The teacher needs to carry out a diagnostic assessment to determine students' knowledge of terms such as immigration, emigration, and push/pull factors. A basic knowledge of major historical events (e.g., last 150 years) and locations of world regions is beneficial. The teacher may require students to review information about migration/population patterns found in an atlas before starting this unit.

Planning Notes

Create an interviewer instruction sheet for students to use when tracing an individual migration history. Photocopy base maps of the world. Photocopy an article that highlights a personal migration account. Arrange time in the resource centre and/or computer lab. Provide a summary of possible interview questions. Students should receive guidance from the teacher about how to approach a possible interviewee in a considerate and respectful manner.

Teaching/Learning Strategies

1. Students think about their personal migration or movement history. Discussion revolves around personal stories about locations of moves, reasons for moving, and feelings/adjustments made after the moves.
2. By way of an interview with an adult in their neighbourhood, school or local region, students trace a family or individual migration history. Through this inquiry, students account for the origin and destinations of migration for this individual or family since the turn of the twentieth century.

-
3. Students create a flow chart and local/national or international map displaying the results of various reasons for the movements. Detailed notes should be added to the flow chart.
 4. Using this flow chart and map as starting points, students create a case study to record the interviewees' migration history. A detailed description and analysis of each migration episode (e.g., circumstances surrounding the movement, people involved, scope of travel, method of travel, government input) is included in the case study. Where applicable and available, students include artifacts and/or photos to accompany the descriptions.
 5. Students share the findings of their inquiry and case study with the class in the form of a dramatic role play or tableau. Peer comments are noted and case study scrapbooks are submitted for the teacher's feedback.
 6. The teacher leads a discussion about the variety of migration experiences. Notes are made on the board or chart paper and copied into students' notebooks.
 7. Students generate a list of reasons why people migrated in the various examples and record their findings in their notes. Based on this discussion, the concepts of push and pull factors are reinforced and working definitions are generated (Appendix 2.1.1).
 8. Students refer back to the list of migration factors, list each as a push or a pull factor and cluster them into common themes such as political, social, economic, or environmental. Selected students justify their chosen groupings and the reasons for the choice of themes.
 9. The class discusses, in small groups, how the factors would apply for emigration to Canada and other world destinations.
 10. Students, in small pairs, read articles/short stories and/or poems that are accounts of migration experiences (see Resources). They share observations of the experiences.
 11. A teacher-led discussion of the types of migration takes place (see Appendix 2.1.2). An important part of the discussion is the definition of the words 'migrant' and 'migration.' Collectively, students define the word and then refer to a range of geographic dictionaries/ texts/publications to compare the definitions. Working definitions of each type of migration are generated, as well as examples of each type (e.g., Canadian snowbirds moving to Florida for the winter, a natural disaster or phenomena forcing people out of their community, someone moving to an urban area to work). Refer to Appendix 2.1.2 for suggestions.
 12. In pairs, students select one region of the world (e.g., Africa, Asia, Europe). Using the resource centre and/or the Internet, students conduct an in-depth migration inquiry for their chosen region. In this inquiry, students identify periods of significant migration into and out of their region for a selected time period suggested by the teacher (e.g., Irish potato famine, European colonization, settlement of Canada's west, turn over of Hong Kong to China, post World War II, slave trade, trade routes). As part of the inquiry, students complete an individual analysis of the reasons for significant migration as well as the effects of such migration on the region.
 13. Upon completion of the inquiry, each group creates a proportional arrow map to illustrate their results. These maps are posted in the classroom, students study them, and then make point form notes, based on their observations, for each major world region.
 14. Students create an individual timeline for the identified years to plot historical episodes of migration throughout the world. The teacher may wish to limit the timeline to 150 years. This timeline is transferred onto chart paper and displayed in the classroom. Students reproduce the completed timeline in their notes.

Assessment & Evaluation of Student Achievement

- Community interview and flow map are checked for completion and oral comments by the teacher.
- The scrapbook case study is summatively assessed by the teacher and the role play/tableau is peer-assessed for comments.
- The regional migration assignment is submitted for teacher summative evaluation.
- The historical inquiry is summatively assessed by the teacher and the timeline is self-assessed.
- Learning skills are assessed during group work and research period.

Accommodations

Specific accommodations may include providing students with suggestions for interview questions, assisting students with notes on class discussions, and thoughtful grouping of students to maximize student achievement. Students may need assistance with choice of appropriate resources for historical research. Enrichment may take the form of computer generation of the world migration proportional arrow map, or participate in a production of a video of the interview. For each unit/activity in this profile, the teacher should refer to the individual exceptional student's IEPs for specific accommodations.

Resources

Print

Budhos, Marina. *Remix: Conversations With Immigrant Teenagers*. New York: Henry Holt and Company, 1999. ISBN 0-8050-5113-9

De Blij, H.J. and Alexander B. Murphy. *Human Geography: Culture, Society and Space*, 6th ed. Toronto: John Wiley & Sons, Inc., 1998. ISBN 0-471-24208-X

Genti, Silence. "Ripped from their roots." *The Toronto Star*, January 22, 2002.

Norton, William. *Human Geography*, 3rd ed. Don Mills: Oxford University Press, 1998. ISBN 0-19-541316-4

Nye, Naomi Shihab. *Come With Me*. Hong Kong: South China Printing Company, 2000. ISBN 0-688-15946-X

Saliani, Dom. *Immigrant Experiences*. Toronto: Harcourt Brace and Company, 1995. ISBN 0-7747-1398-4

Thompson, Allan. "Dreaming of a Better Life." *The Toronto Star*, January 30, 1999.

Non Print

Becoming Canadian: Pioneer Sikhs in their own words – <http://collections.ic.gc.ca/sikh>

"But women did come." Chinese women in Canada – <http://citd.scar.utoronto.ca>

Chinese Head Tax and Exclusion Act Redress in Canada – www.asian.ca/redress

Appendix 2.1.1

Push and Pull Factors – Student Resource Sheet

Push and Pull Factors (Catalysts for Movement)

Definitions:

Push Factors – Negative conditions and perceptions that effectively cause people to leave an area/region/country or community.

Pull Factors – Positive conditions and perceptions that effectively attract people to new locations from other areas/regions/countries or communities.

Push Factors include:	Pull Factors include:
High cost of living	Superior career prospects, and increased income or working conditions
Negative personal safety and security issues	Improved personal growth opportunities
Climate	Preferable physical environment (e.g., climate, physical features such as mountains, water)
Localized recession because of declining regional income	Other family members or friends
Cultural or political oppression or discrimination	Increased opportunities for education and training
Natural disaster, such as floods or earthquakes	Increased opportunities for medical care
Limited personal, family or career opportunities	Stable political system
Unstable environment due to war	

Appendix 2.1.2

Migration Terms – Student Resource Sheet

Types of migration:

Forced Migration – human migration flows when the movers are physically moved by another group.

Examples include:

- slavery to fulfill European objectives when settling such areas as the Caribbean and coasts of America;
- late nineteenth-century labour movements from China and India to European-controlled plantations of Malaysia, Sri Lanka, and Burma;
- ethnic cleansing such as occurred during the post-1938 movement of Jewish populations in areas controlled by Nazi Germany or Serbian populations in Bosnia.

Economic Migration – migration based on the requirements of an employer.

Examples include:

- head office returns to the United States and the employee has the opportunity to move with the company.

Seasonal Migration – movement of people from their home for a definite or temporary period of time, for employment or recreation

Examples include:

- retired Canadians relocating to Florida for the winter months;
- students studying abroad;
- migrant workers from the Caribbean working on Canadian farms during the summer;
- young people working at ski resorts like Whistler.

Voluntary Migration – movement of people who have made the choice to relocate based on a variety of reasons, some negative.

Examples include:

- European expansion to temperate areas such as United States, Canada, and Australia in times of prosperity and opportunity;
- Ontario residents moving to British Columbia or Alberta for a perceived more relaxed way of life;
- Refugees crossing the border, illegally, into the United States.

Temporary Migration – a short-term movement of people reacting to a stressor or perceived stressor in their lives

Examples include:

- Afghan refugees fleeing Kabul or Kandahar;
- Hong Kong residents leaving the country in anticipation of political change in 1999.

Activity 2.2: Mass Migration

Time: 7 hours

Description

This activity assists students to clarify the phenomenon of mass migration. This study includes temporary, or forced migration, such as that of many refugees, factors that lead to large-scale episodes, government policies in Canada, and how these policies and mass migrations affect settlement patterns and culture. Through use a variety of case studies and/or videos, students learn why people leave their country or region of origin and where they eventually migrate. After investigating government policies affecting immigration, an organizer is developed that is used as a resource for the remaining activities. A major focus of the unit is the study of effects of these movements on population and settlement patterns. Students use selected Internet websites and other research materials to identify the historic world periods of mass migration, including those resulting from environmental disasters. The result of the research is a position paper explaining and justifying one particular episode.

Vocabulary introduced in this activity includes: mass migration, migration factors, government immigration policies, population distribution, settlement patterns, economic incentives, positive and negative results and effects of migration, and natural/environmental disasters.

Strand(s) & Learning Expectations

Strand(s): Understanding and Managing Change, Global Connections, Human-Environment Interactions, Methods of Geographic Inquiry

Overall Expectations

HEV.04 - explain how the natural environment and natural phenomena affect human activities.

Specific Expectations

UC2.01 - identify different types of migration (e.g., immigration, forced immigration, economic migration, seasonal migration);

UC2.02 - explain how international migrations affect political conditions, economic incentives, and religious and family ties;

UC1.03 - explain how government policies can either encourage or discourage mass migrations;

UC1.04 - identify world regions that have experienced considerable international migration and explain the reasons for those movements;

UC2.02 - evaluate the positive and negative aspects of migration policies on human movements;

UC3.01 - explain why push factors are more significant contributors to international migration today than pull factors;

UC3.02 - evaluate the positive and negative aspects of migration policies on human movements;

GC3.01 - analyse selected settlement patterns around the world to show how they have been influenced by cultural factors;

GIV.01 - apply geographic skills, methods, and technologies to gather, analyse, synthesize, and communicate information on World Geography;

GIV.02 - conduct an independent inquiry that applies geographic knowledge, skills, and methods effectively to a study of places and human patterns;

GIV.03 - use forecasting, problem-solving, and decision-making models to develop solutions for geographic issues and problems;

GI2.05 - choose the most appropriate methods for forecasting, problem solving, and decision making to support their independent study;

GI2.07 - use written, oral, and visual communication skills to present the results of geographic inquiry and analysis effectively;

GI3.01 - evaluate the positions of different groups on selected issues related to human geography;
GI3.02 - conduct an independent inquiry on a political, economic, cultural, or social issue related to a region or nation in Africa, Asia, or Oceania, using key concepts and methods presented in the course;
GI3.04 - forecast future trends relating to a selected issue in human geography.

Prior Knowledge & Skills

Students review, in their notes, the factors that influence migration and have available the historical timeline from Activity 1. Some general knowledge of current and/or recent issues regarding people moving “on mass” from place to place is required (e.g., refugees, political oppression, environmental disasters). The teacher may update this by having students scan various magazine or newspaper clippings and develop a bulletin board of media stories.

Planning Notes

The teacher selects specific key episodes and examples of text for recent mass migration, especially forced migration (e.g., earthquakes, floods, war). Research time is allotted for Internet use if available.

Note: sensitive cultural issues may arise during this unit. The teacher is encouraged to become familiar with students’ experiences and to plan activities with consideration of these experiences. The teacher may find it useful to read an article on teaching controversial issues (see Resources) prior to this activity.

Teaching/Learning Strategies

1. The teacher reads aloud selected case histories of individuals who emigrated to North America in recent history (e.g., black slave, British fur trader, post - World War II immigrant, Vietnamese refugee).
2. The class views a video highlighting one of these experiences, such as *Trail of Hope* (see Resources).
3. Students describe and compare this immigrant’s life in the country of origin to life in North America. The teacher and students discuss the findings, and using a graphic organizer such as a T chart, make notes on reasons for migration, personal experiences – positive or otherwise – and conditions in the new country (e.g., availability of education, health care, integration at work, acceptance in the neighbourhood) mentioned in the accounts.
4. The teacher questions students to identify the migration factors, along with the ease with which they were able to enter a new country, and focuses the discussion on government policies that may encourage or discourage migration. Students compare the policies of Canada and one other government on issue of immigration.
5. Examples of government policies (e.g., proposed Canadian refugee immigration policy as of February, 2001) are posted and discussed in pairs. Students carry out a written comparison of government policies. The teacher may refer students to government immigration offices and consulates around the world (see Resources).
6. The teacher models an organizer for illustrating migration factors such as a web or fishbone organizer (see Resources) on the board. The teacher adds any regions or areas of mass migration that are highlighted by the students in class discussion (e.g., continual plight of the people of Afghanistan, the turn over of Hong Kong).
7. Students, through reading newspapers or magazines, identify key modern episodes of migration around the world. **Note:** cultural sensitivity needs to be addressed at this time. Some students may not be comfortable with this discussion and issues arising in the classroom.
8. Students develop their own organizer (Appendix 2.2.1) based on the teacher-modelled one and apply it for the newspaper research.
9. Students use teacher-selected websites or textbooks to identify periods of mass global migration. Small groups are formed to research the details of each selected episode.
10. Each group describes the conditions leading to the mass movement, identifies the catalyst factors (e.g., push or pull factors), and determines the immediate and long-term effects on people.

-
11. Students, with a partner, discuss the potential outcome of this episode and what factors may intervene to construct this outcome (e.g., emergency food/political aid, changing government policies, United Nations support - UNHCR, climate changes, employment opportunities) This information is recorded in their research notes.
 12. Students study one region such as the GTA, Rwanda, Afghanistan, or Turkey to discover how mass migration has altered (e.g., increased/decreased/shifted) the population of a specific area. This information is gathered from an atlas, website or Statistics Canada (see Resources). The following is a list of countries with large numbers of refugees:

Afghanistan	Cambodia	Chile	Iraq	Haiti
Ethiopia	Rwanda	Mozambique	Tibet	Vietnam
Sri Lanka	Somalia	Sudan	Cambodia	
 13. All research notes and organizers are used to develop a position paper (Appendix 2.2.2) that explains and justifies a selected mass global movement. Students are also required to make recommendations for the support of these large groups of people as they adjust to a new region or community. Topics for this paper come from criteria in the organizer used in Strategy 6.

Assessment & Evaluation of Student Achievement

- The teacher uses a checklist to assess the comparison of government policies.
- Peer and self-assessment of learning skills (e.g., teamwork, initiative and organization) is done during group work and research time.
- The teacher summatively evaluates the organizer and the position paper. Research notes are checked for completion.

Accommodations

Case studies can be presented in video format or as an oral reading activity. The Internet is a rich source of individual case studies and some students may require additional time to complete electronic research. A recent immigrant as a guest speaker would captivate and enrich the students. Illustrations and photographs might be helpful to document and illustrate mass migrations of historical periods. Enrichment activities include setting out a plan of action to assist refugee groups in crisis due to war or famine.

Resources

Print

- Bennett, Barrie and Carol Rolheiser. *Beyond Monet*. Toronto: Bookation Inc., 2001. ISBN 0-9695388-3-9 for use with the fishbone, mind web strategies
- Chasmer, Ron. *Facing the Future*. Toronto: Oxford University Press, 1998. ISBN 0-19-541136-6
- Clarke, Pat. "Teaching Controversial Issues." *Green Teacher*, 62.
- DeBlij, H.J. and Alexander B. Murphy. *Human Geography: Culture, Society and Space*, 6th ed. Toronto: John Wiley & Sons, Inc., 1998. 0-471-24208-X
- Gorrie, Peter. "Wary Afghans trickle home." *The Toronto Star*, Dec. 29, 2001.
- McCharles, Tonda. "Safe Haven." *The Toronto Star*, October 6, 2001.
- Thompson, Allan. "Refugee record predicted." *The Toronto Star*, October 5, 2001.
- Thompson, Allan. "How new rules work." *The Toronto Star*, Dec. 29, 2001.
- School board documents dealing with ethnicity/racial issues
- "Volcano refugees struggle to survive." *The Toronto Star*, January 20, 2002.

Non Print

Becoming Canadian: Pioneer Sikhs In Their Own Words – <http://collections.ic.gc.ca/sikh>

Canada Gazette – www.canada.gc.ca/gazette/part1/pdf/g1-13550.pdf

Canadian Legal Services – www.ilsgroup.com

Centre for Migration Studies – <http://www.cmsny.org>

Global Migration – <http://www.ourplanet.com>

Historica – www.historica.ca

National Bureau of Economic Research – <http://www.nber.org>

Immigration and Refugee Board of Canada – www.irb.gc.ca

Statistics Canada – <http://www.statcan.ca>

United Nations: Status of Refugees – <http://www.un.org>

Video: Trail of Hope, PBS Documentary, August 10, 1997.

Virtual Library on Migration – <http://www.ercorner.org>

Worldwide Immigration Consultancy Services – www.wwicscanada.com

Appendix 2.2.1

Migration Organizer – Student Assessment Worksheet

Key Episode of Migration:		
Region:		
Criteria	Description	Push/ Pull Ranking
Economy of country		
Personal economic factors		
Religion		
Family relationships		
Education		
Stability of the government		
Government migration policies		
Personal safety		

Appendix 2.2.2

Position Paper Assessment Check List and Rating Scale

Each position paper must contain the following:	Criteria included Check as completed
Thesis appropriate to the selected topic	
Content, consisting of: - in-depth written material - use of correct terminology - statistical information - explanation of statistics	
Conclusion that summarizes key points of research	
World location of mass movement (on map)	
Visual or graphic material	
A list of resources used	
Rating Scale for Position Paper The teacher evaluates:	
Understanding of basic concepts of mass migration	0 1 2 3 4 5
Inclusion of necessary knowledge and concepts	0 1 2 3 4 5 6 7 8 9 10
Detail and validity of research	0 1 2 3 4 5 6 7 8 9 10
Clarity of research, use of terminology	0 1 2 3 4 5
Organization of information & support	0 1 2 3 4 5 6 7 8 9 10
Appropriateness of resources	0 1 2 3 4 5

Total marks for Position Paper - _____/45

Activity 2.3: Our Cities are Growing!

Time: 6 hours

Description

Students differentiate the characteristics of rural and urban settlements and examine reasons why people migrate to urban areas from rural communities, especially in less developed countries. Students review the specific factors that lead to urban migration. A proportional circle map is created to identify the largest urban areas in the world and a written analysis of the map is done. Students complete a mind web to highlight recent large scale rural to urban migration in various areas of the world. In small groups, students examine the impacts of large-scale rural-to-urban migration on the urban systems such as transportation, housing, water/sewage treatment, energy, and view a video that highlights these impacts. Students assume the role of a person who has migrated to an urban centre from a rural community and complete a letter-writing assignment that describes reasons for leaving a rural community, the appeal of urban areas, and the conditions a newly-arrived person might experience when living in an unfamiliar urban area. Students design a mid-unit quiz based on the knowledge learned in Activities 1, 2, and 3, exchange it with a partner, and answer the quiz questions. The feedback from this formative assessment alerts students to potential areas of concern. Vocabulary introduced in this activity includes: rural, urban, squatter settlement, infrastructure, and urban systems.

Strand(s) & Learning Expectations

Strand(s): Human-Environment Interactions, Methods of Geographic Inquiry

Overall Expectations

HEV.03 - analyse the effects of large-scale rural-to-urban migration on the environments of urban areas;
GIV.01 - apply geographic skills, methods, and technologies to gather, analyse, synthesize, and communicate information on World Geography;
GIV.02 - conduct an independent inquiry that applies geographic knowledge, skills, and methods effectively to a study of places and human patterns;
GIV.03 - use forecasting, problem-solving, and decision-making models to develop solutions for geographic issues and problems.

Specific Expectations

HE2.02 - evaluate the impacts of urbanization on selected environments;
HE2.04 - explain the reasons causing people to leave rural areas and move to cities in large numbers and the consequences of these movements for rural and urban landscapes;
GI2.05 - choose the most appropriate methods for forecasting, problem solving, and decision making to support their independent study;
GI2.07 - use written, oral, and visual communication skills to present the results of geographic inquiry and analysis effectively;
GI3.01 - evaluate the positions of different groups on selected issues related to human geography;
GI3.02 - conduct an independent inquiry on a political, economic, cultural, or social issue related to a region or nation in Africa, Asia, or Oceania, using key concepts and methods presented in the course;
GI3.04 - forecast future trends relating to a selected issue in human geography.

Prior Knowledge & Skills

An understanding of the characteristics of rural and urban settlements is needed. Students need to be able to take notes from a teacher-led discussion and complete a graphic organizer. Map-making skills are required. An understanding of proportional circles is also needed, however a lesson could be conducted on how to complete a proportional circle map. Most atlases have models of these maps.

Planning Notes

Photocopy outline copies of a world map. Collect a set of world atlases that have urban population statistics. Prepare teacher notes about recent large-scale rural-to-urban migrations. Ensure access to a TV/VCR and obtain a video that highlights impact of rural-to-urban migration on the urban environment.

Teaching/Learning Strategies

1. Using a place mat strategy, students create working definitions of rural and urban landscapes on chart paper. Divide a large paper in four and have students put their contributions into one quarter. In the centre of the place mat, the commonalities are identified.
2. Students then create a comparison chart or Venn diagram of the two types of regions (Appendix 2.3.1).
3. Students discuss the question, “What factors might lead people to leave a rural area and migrate to an urban centre?” in small groups, and a summary of group answers is compiled. The teacher makes a summary of these on the board and students add them to their notes.
4. During this discussion, the teacher highlights the fact that rural-to-urban migration is taking place in increasingly large numbers, especially in less developed countries.
5. Using an atlas as a resource, students create and label a proportional circle map that identifies the top 10 global urban centres with various populations (i.e., one cm represents 10 million people).
6. Students complete a written analysis of the map and answer the following questions:
 - What regions of the world have an abundance of large urban populations?
 - What possible explanations for the patterns are evident on the map?
 - What are the characteristics of the physical landscape of the top five urban centres?
7. A teacher-led lecture outlines recent examples of large-scale rural-to-urban migration (e.g., Mexico City - Mexico, Rio de Janeiro - Brazil, Tokyo - Japan, Calcutta - India). The teacher may obtain information about the examples in various human geography textbooks (see Resource).
Notes may include:
 - push factors for the large-scale movement of rural populations;
 - the pull factors of the urban centres and the scope of migration;
 - the settlement patterns of large urban settlements;
 - issues relating to rapid urban growth especially in the less developed world.
8. Students record key information in the form of a graphic organizer.
9. The teacher asks the question, “How would large-scale rural-to-urban migration impact on the built up environment?” In small groups, students brainstorm their ideas on a large piece of paper in a web format.
10. The teacher begins the discussion by using the example of increased population density. The groups share their ideas orally and students add any additional information provided to their individual paper web. The teacher checks that key negative impacts such as poverty, unemployment, pollution, housing problems, and sanitation are included.
11. Students hypothesize the positive effects and share their thoughts with the class. Positive effects may include greater availability of services, more opportunities of human contacts, wider range of cultural activities, range of ideas for problem solving and more money in the tax base.
12. Students synthesize the positive and negative effects of large-scale rural-to-urban migration and formulate their personal opinion as to whether the benefits outweigh the costs. Students share their opinions with a partner. Their conclusions are shared with the class.
13. Students watch a video such as *Rural – Urban Migration* (see Resources), which highlights the effects of large-scale migration to urban areas. While viewing the video, students make point form notes describing characteristics of a squatter settlement, reasons why the rural-to-urban migration took place and the quality of life of the people. A discussion takes place about the conditions of the people and the urban environment.

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14. Students each write two questions based on ideas/concepts studied to date for a mid-unit quiz. They exchange these with a partner and they each use the results as feedback.
 15. Students assume the role of a person who has moved from a rural community to a large urban centre in a less developed country. Using this persona and information gathered in previous classes, students complete a three-letter writing assignment to a loved one in the rural community.
 16. The letter-writing assignment is written for three different time periods.
 - The first letter is written on the eve of departure to the city. This letter explains the push and pull factors that resulted in their decision to migrate.
 - The second letter is written within the first few days of arriving in the urban centre. This letter details the impressions of the urban centre and a comparison to the rural community they had just left.
 - The third letter is written several months after migrating to the urban centre. This letter highlights the problems/challenges they are facing in their new environment, the daily struggles they face, and what they enjoy about the new home. The letters are to be authentic in appearance and style, and contain detailed information about the new life.

These letters are submitted for summative evaluation (refer to Appendix 2.3.2) and later compiled in a class book.

Assessment & Evaluation of Student Achievement

- Proportional circle maps are submitted for completion checks and feedback.
- Written analysis of proportional circle maps is assessed for correct responses and degree of effectiveness.
- Students create and participate in a mid-unit quiz and give/receive peer feedback.
- Letter-writing assignment is submitted for summative evaluation after reflection and peer comments have been considered.

Accommodations

Group discussion of the map analysis assists in preparing answers. Students may be provided with a model of the graphic organizer. The letter-writing assignment can be divided into manageable chunks and submitted in stages for feedback from the teacher. Teacher or peer editing of letters prior to submission may take place. Proportional circle maps may be computer-generated and students may offer suggestions about other formats for presenting this information.

Resources

Print

De Blij, H.J. and Alexander B. Murphy. *Human Geography: Culture, Society and Space*, 6th ed.

Toronto: John Wiley & Sons, Inc, 1998. ISBN 0-471-24208-X

Norton, William. *Human Geography*, 3rd ed. Don Mills: Oxford University Press, 1998.

ISBN 0-19-541316-4

Stanford, Quentin. *Canadian Oxford School Atlas*, 7th ed. Toronto: Oxford University Press, 1998.

ISBN 0-19-541309-1

Non Print

Rural – Urban Migration. Classroom Video, Burnaby, BC. 2001. 20 min.

Appendix 2.3.1

Rural to Urban Migration Organizer – Student Worksheet

City	Reasons for Migration (e.g., pull factors)	Effects of rural to urban migration (e.g., human, physical)	Numbers of Migrants (e.g., last 5 years)
Mexico City, Mexico			
Sao Paulo, Brazil			
Tokyo, Japan			
Calcutta, India			

Appendix 2.3.2

Assessment Rubric – Personal Letter Writing Assignment

Student's Name _____

Teacher _____ Peer _____ Name _____ Self _____

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Thinking/ Understanding - evidence of understanding of the issue(s) - effective use of supporting information	- little evidence of understanding of issue(s) - little evidence of supporting information	- some evidence of understanding of issue(s) - some use of supporting information	- considerable evidence of understanding of issues - effective use of supporting information	- thorough understanding of issue(s) - highly effective use of supporting information
Communication - clarity of expression of ideas - appropriate word use and geographic vocabulary - evidence of overall structure (introduction, body, conclusion)	- little clarity of expression of ideas - little evidence of appropriate word use and geographic vocabulary - limited evidence of overall structure and organization	- some clarity of expression of ideas - some evidence of appropriate word use and geographic vocabulary - some evidence of structure and organization	- considerable clarity of expression of ideas - appropriate word use and geographic vocabulary - considerable evidence of structure and organization	- a high degree of clarity of expression of ideas - appropriate and effective word use and geographic vocabulary - highly effective structure and organization
Application - evaluates the positions of different groups effectively	- evaluates the positions of different groups with limited effectiveness	- evaluates the positions of different groups with some effectiveness	- evaluates the positions of different groups with considerable effectiveness	- evaluates the positions of different groups with a high degree of effectiveness

Note: A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity.

Activity 2.4: Models of World Cooperation

Time: 7 hours

Description

Once the global migration patterns are established, students further explore the specific implications of this new population on its new environment. Migration has implications for the migrating population and destination country or region. These can be political (e.g., changes in views of the political process), environmental (e.g., threats to clean water, air, and loss of farm land) economic (e.g., unemployment, change in types of business opportunities), and social (e.g., religious differences, language differences). This activity explores real-world migration dilemmas and attempts to develop a plan of recommendations to increase cooperation and reduce conflict in the future. In realizing the range of dilemmas, students and the teacher are brought together in a summit that weighs all points of view and as a unit culminating activity, offers a migration policy manifesto for future generations and governments. Vocabulary introduced in this activity includes: spread of culture (diffusion), cultural values, population density, boundary conflicts, internal disputes, summit, and manifesto.

Strand(s) and Learning Expectations

Strand(s): Understanding and Managing Change, Human-Environment Interactions, Methods of Geographic Inquiry

Overall Expectations

HEV.02 - evaluate the impact of mass migrations on ecosystems;

GIV.01 - apply geographic skills, methods, and technologies to gather, analyse, synthesize, and communicate information on World Geography;

GIV.02 - conduct an independent inquiry that applies geographic knowledge, skills, and methods effectively to a study of places and human patterns;

GIV.03 - use forecasting, problem-solving, and decision-making models to develop solutions for geographic issues and problems.

Specific Expectations

HE2.03 - analyse the effects of mass migrations on various terrestrial ecosystems;

HE3.03 - produce a case study of the effects of human migration on selected ecosystems;

UC2.03 - describe how mass migrations influence the spread of cultures and affect understanding between people;

UC2.08 - propose solutions to selected boundary conflicts and internal disputes;

GI1.01 - explain how geographic knowledge and skills and geotechnologies can contribute to the resolution of major world social and economic problems;

GI2.05 - choose the most appropriate methods for forecasting, problem solving, and decision making to support their independent study;

GI2.06 - assess the relevance and bias of information gathered from different sources;

GI2.07 - use written, oral, and visual communication skills to present the results of geographic inquiry;

GI3.01 - evaluate the positions of different groups on selected issues related to human geography;

GI3.04 - forecast future trends relating to a selected issue in human geography.

Prior Knowledge & Skills

Students need to refer to notes from Activities 1-3 and must be aware of global and local migration patterns. They also require knowledge of the mandate of the United Nations. A review of the jigsaw group strategy reinforces acceptance of the home group's findings.

Planning Notes

The teacher develops dilemmas from historical and present day migrations and places them on cards (Appendix 2.4.1). Roles must be carefully assigned and groups adequately prepared for a jigsaw activity to be successful. A working understanding of summit roles and a display of various models of manifestos are recommended. Cautionary note to teachers: sensitive issues may arise.

Teaching/Learning Strategies

1. The teacher leads a discussion concerning the values and cultural characteristics (e.g., belief systems, language, religions, political views, traditions) that are brought with people as they migrate. Students refer to notes from previous activities.
2. During the discussion, students notice that there are positive and negative effects as a result of the spread of people and culture into regions. The teacher explains that these effects have impacts on the new country's economy, government policies, and natural ecosystems.
3. Values and cultural characteristics generated from the class discussion are grouped into themes such as political beliefs, religious beliefs, recreation/leisure, family values, social traditions, and values.
4. Students write these themes, impacts, and effects on the blackboard, grouping similar items.
5. The teacher distributes dilemma cards to groups of eight students. These dilemmas are based on real-life situations of migration stories and they are selected to represent different issues. (e.g., the changing role of women, religious backgrounds, effects of overpopulation on a fragile ecosystem, diffusion of culture). **Note:** cultural sensitivity needs to be addressed at this time. Some students may not be comfortable with this discussion and issues arising in the classroom and may need support in their choice of roles.
6. Each group discusses the dilemma, making jot notes of any present knowledge of catalyst factors (e.g., push and pull factors, migration factors) cultural values, and possible solutions. The students then research and identify real-life situations that mirror the dilemmas using newspaper articles, magazines, and text case studies (see Resources).
7. During this research, the teacher directs the student groups to investigate the implications of the spread of culture (e.g., diffusion, environmental sensitivity) the effect on the physical environment, and to identify any boundary conflicts or internal disputes. Library time and Internet research are the main tools of this section of the activity. Students make notes to be used for the unit test.
8. Students complete an in-class unit test in which they choose a region or an issue, and answer the questions about immigration/migration issues for that region/issue (Appendix 2.4.4).
9. Each home group brings its dilemma card and information from their test to a United Nations Migration Summit in which the focus is to promote positive global migration.
10. Students take on the role of a member of the United Nations Migration Council, attending country dignitaries or special interest groups from their chosen region. Using a jigsaw format, they move to expert groups, share their dilemma, and brainstorm solutions/suggestions. Upon returning to their home groups, they share ideas and then generate a list of suggestions that the writers use to develop a manifesto or recommendations for the future.
11. The Summit Council completes its task by developing and publishing a manifesto of policies for global migration. Upon completion, the manifesto is presented to the class for final approval and to be voted on.

Assessment & Evaluation of Student Achievement

- The teacher checks notes on real life dilemmas research.
- The two-part culminating activity is assessed both formatively and summatively because the students use information gathered during test preparations to build the Summit activity. The Summit activity is summatively assessed, using a rubric, for presentation skills.
- The Summit Manifesto is assessed with oral peer feedback and reflection.

Accommodations

Groups or teams may be organized by the teacher to bring out student strengths such as organization, initiative, research, and presentation skills. Enrichment of the Summit role-play activity can take place by placing students in the role of migration council chair, council members, and wordsmith of the manifesto who can facilitate the summit discussion and assume a leadership role. Students may require viewing of a model of a UN council meeting presentation (see Resources for UN website). Specific vocabulary for the Summit needs to be pre-taught and posted.

Resources

Print

The Dilemma Book. The Canadian Red Cross, 1989. ISBN 0-921234-68-6

The Canadian Almanac, 2001. Toronto: MacMillan, 2001. ISBN 0-7715-7421-5

Non Print

Citizenship and Immigration Canada – <http://www.cic.gc.ca>

Center for Migration Studies – <http://www.cmsny.org>

Forced Migration – <http://www.migration.ucdavis.edu>

United Nations – <http://www.un.org>

Virtual Library on Migration – <http://www.ercorner.org>

Appendix 2.4.1

Dilemmas: Student Worksheet

Dilemma 1

A family has moved to Canada from a country where the females in the family are expected to stay at home. The younger, school-aged girls are allowed to attend school but are expected to return home directly after classes have finished. Upon completion of their secondary education, they remain at home to assist their mother with home duties. They will leave the home only when they are married. After living in Canada for a number of years, seeing their friends take part in activities and work, the young girls become anxious and confused about their own roles at home.

Dilemma 2

You are a newly-arrived and employed immigrant to a country. You are asked to work nightly shift work for the next three months. Your supervisor tells you that it is only temporary and you will be placed on straight days after the three months have ended. Any other time of the year this would not be a problem but it is now. Next month is a special religious holiday for you and your family. It requires attendance at a religious celebration during three consecutive weekend evenings. If you go to work, it will create problems in your family.

Dilemma 3

An entire region of a country has been hit hard by flooding. This facilitated the mass migration of thousands of people to a neighbouring country. The border between the two countries has traditionally been a friendly one with no government checkpoints and freedom to come and go as you please because it benefited both countries. However, this mass migration has led to stress on the natural environment. The fragile grassland ecosystem has been damaged, as thousands of people are now living on the rich landscape.

Dilemma 4

After many years of immigration, one region of a country has a large number of a cultural group in its settled areas. The immigrant population has prospered and developed new businesses. The businesses vary but include importing companies, craft shops, markets, and retail outlets. Thousands of people come to this area to shop each year. In fact, the area has become a major tourist destination. This increases the traffic in the area and puts stress on other businesses to compete.

Dilemma 5

A civil war in a developing country has resulted in large-scale refugee movement to the borders. People escaping the destruction of their homes are living in tents with little sanitation, food, or ways to keep warm. The neighbouring countries have admitted some people, but due to the large numbers of people and stresses on their own emergency-aid systems, they have closed their borders. Winter is coming and the refugees are faced with starvation and cold.

Appendix 2.4.2

United Nations Migration Summit and Manifesto Design

The teacher shall designate the following roles for the jigsaw activity:

Directions: The dilemma becomes the case study to present before the Summit Migration Council (expert groups) to be the basis of discussion, and points to use for developing the manifesto (home groups).

Roles – Manifesto groups (home groups)
Secretary-General of the United Nations (1) – role is to keep order and chair meeting
President of the General Assembly (1) – role is to record points of discussion
President of the Economic and Social Council (ECOSOC) (6) – discuss dilemmas and raise relevant points
Summit Migration Council – SMC (expert groups – 1 from each home group)
Writers to develop the manifesto (home groups - 4) – develop the manifesto based on points raised by SMC
United Nations Summit Timeline
Groups have already been determined (dilemma group); however, groups may be changed.
Select students or have them volunteer for new summit roles as outlined above.
Each group, case study, and council member must meet with their new group to organize their words, thoughts and operating methods.
Migration Council members should outline specific roles per person in council.
Dilemma case studies are presented before the Summit Migration Council. At the end of each presentation a few recommendations are made by council.
The Summit Migration Council records recommendations and collates major ideas and recommendations. These notes are passed on to the designers of the Summit Manifesto (home groups).
Summit Manifesto wordsmiths produce a final copy and present to the class.

Appendix 2.4.3

Assessment Rubric – Unit Culminating Activity Rubric for United Nations Migration Summit and Manifesto

Student's Name _____

Evaluator: Teacher _____ Peer _____ Name _____ Self _____

Achievement Chart Category	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/ Understanding - demonstrates knowledge of effects of mass migration on ecosystems	- demonstrates limited knowledge of effects of mass migrations on ecosystems	- demonstrates some knowledge of effects of mass migrations on ecosystems	- demonstrates considerable knowledge of effects of mass migrations on ecosystems	- demonstrates knowledge of effects of mass migrations on ecosystems
Thinking/Inquiry - proposes solutions to boundary conflicts and disputes during the summit - evaluates positions of different groups on issues	- limited evidence of thinking skills and decision making during the summit - evaluates positions of different groups with limited effectiveness	- some evidence of thinking skills and decision making during the summit - evaluates positions of different groups with some effectiveness	- considerable evidence of thinking skills and decision making during the summit - evaluates positions of different groups with considerable effectiveness	- highly effective evidence of thinking skills and decision making during the summit - evaluates positions of different groups with a high degree of effectiveness
Communication - uses oral and visual communication skills effectively	- uses oral and visual communication skills with limited effectiveness	- uses oral and visual communication skills with some effectiveness	- uses oral and visual communication skills with considerable effectiveness	- uses oral and visual communication skills in a highly-effective manner
Application - forecasts future trends relating to international migration	- forecasts future trends relating to international migration with limited effectiveness	- forecasts future trends relating to international migration with some effectiveness	- forecasts future trends relating to international migration with considerable effectiveness	- forecasts future trends relating to international migration with a high degree of effectiveness

Note: A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity.

Appendix 2.4.4

Suggested Open Book Test Questions – Teacher Resource

The teacher is advised to choose a question that is appropriate for the research their students are engaged in.

1. One inevitable result of mass migration is the diffusion of culture, including changes in language, food, values, religious beliefs, and technology. Identify the factors that lead to the diffusion of culture in your chosen region, provide a detailed description of diffusion, and forecast what the region may look like geographically in the future. Include in your answer a historical perspective for the region.
2. When people migrate from their homes to a new location, they bring with them many customs, values, and beliefs. One trait brought with people as they migrate are their religious beliefs. In an ethnically diverse country such as Canada, where people of various religious backgrounds exist together, there is potential for conflict between religious groups to result. What suggestions would you make to promote acceptance of all religions and cultures in your community?
3. In many regions of the world, conditions exist that result in large-scale rural-to-urban migration. The effects of such large-scale migration create both positive and negative implications for the human and physical environments of an urban area. Using one example previously discussed, evaluate the effects of large-scale urban-to-rural migration on an urban area.