World Geography Unit 8 - Physical and Human Systems of Canada and the United States

Elaborated Unit Focus

In this unit, students will understand that the interaction of physical and human systems has shaped contemporary Canada and the United States. By creating a PowerPoint museum exhibit, students will analyze the impact of physical and cultural geography on United States history, including intended and unintended consequences. Using Unit Connecting Themes, students will understand how the development of culture - which includes various ethnic and religious groups, their customs and traditions, and government - is influenced by geography. The Unit Connecting Theme of human environmental interaction will help students understand how physical systems impact population distribution and regional growth and development, including industrialization, and that the impacts create intended and unintended consequences. The Unit Connecting Theme of location will help students understand that the location of major physical features and climate zones affect population density and growth and development throughout the region.

Standards/Elements

SSWG8 The student will describe the interaction of physical and human systems that have shaped contemporary Canada and the United States.

a. Describe the location of major physical features and their impact on Canada and the United States.
b. Describe the major climates of Canada and the United States and how they affect Canada and the United States.
c. Explain the reasons for the population distribution in Canada and the United States.
d. Explain how the physical geography of Canada and the United States contributed to regional growth and development.
e. Describe the ethnic and religious groups in Canada and the United States; include major customs and traditions.
f. Analyze how transportation and communications improvements led to the growth of industry in the United States and the consequences of such growth, especially environmentally, for both Canada and the United States.
### Enduring Understandings/Essential Questions

The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.
- How do customs and traditions contribute to the formation of culture?
- Why are values and beliefs significant in the formation of government?
- To what extent does religion impact the formation of culture?
- How does government and public policy reflect beliefs of a society?

The student will understand that humans, their society, and the environment affect each other.
- How are physical and cultural geography interrelated?
- How does this interrelationship impact population distribution?
- How does this interrelationship impact regional growth and development?
- How does industrial growth impact the environment?

The student will understand that location affects a society’s economy, culture, and development.
- How does location impact population density?
- To what extent does location impact the economy, culture and development?
- How does location create intended and unintended consequences?

*NOTE: The balanced assessment plan included in this unit is presented as a series of suggested activities. It is not expected that the teacher complete all assessments for a successful unit.*

### Balanced Assessment Plan

<table>
<thead>
<tr>
<th>Description of Assessment</th>
<th>Standard/Element</th>
<th>Type of Assessment</th>
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</thead>
<tbody>
<tr>
<td>Students use the internet to research maps of the region that show physical features and climate zones. Based upon their research, students will create a physical features map with a color-coded key that includes major physical features such as rivers, lakes, seas, oceans, mountains and deserts. Based upon their research, students will create a climate zone map with a color-coded key that includes the major climates of the region.</td>
<td>8a, 8b</td>
<td>* Observation * Dialogue and Discussion * Self-Assessment * Multiple Choice Quiz or Test * Maps</td>
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<tr>
<td>Students create a t-chart by listing positive and negative impacts of physical systems on population distribution, regional growth and development, and/or industrialization. Discussion with students concerning their results should lead them to see multiple points of view and to understand that an event or occurrence can create intended and unintended consequences.</td>
<td>8a, 8b,8c, 8d, 8f</td>
<td>* Observation * Dialogue and Discussion * Constructed Response * Self-Assessment</td>
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<tr>
<td>Activity</td>
<td>Standards</td>
<td>Rubrics</td>
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<tr>
<td>Students create a t-chart based upon research of various ethnic and religious groups in the region, including major customs, traditions and locations of these groups.</td>
<td>8a,8b, 8c,8e</td>
<td>* Observation</td>
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<td></td>
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<td>* Dialogue and Discussion</td>
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<td>* Self-Assessment</td>
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<td>* Essay Test or Journal Writing</td>
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<td>* Current Event Analysis</td>
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<td>Next, students create a cultural special purpose map showing the location of various ethnic and religious groups in the region. Students compare and contrast this map with the physical features and climate zone maps to draw conclusions and make generalizations.</td>
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<td>* Observation</td>
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<td>* Dialogue and Discussion</td>
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<td>* Constructed Response</td>
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<td>* Self-Assessment</td>
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<td></td>
<td>* Cooperative Groups (Think-Pair-Share)</td>
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<td>* Time Lines</td>
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<tr>
<td>Students use the internet and other reference materials to research transportation and communication improvements and the growth of industry in the region. Students create timelines to show the history of growth and development in the region. Students should explain the significance of each historical event as well as the relationship with cultural and/or physical geography.</td>
<td>8c, 8d, 8f</td>
<td>* Observation</td>
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<td>* Dialogue and Discussion</td>
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<td>* Self-Assessment</td>
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<td>* Cooperative Groups (Think-Pair-Share)</td>
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<tr>
<td>Students pair, study and discuss the time line entries to draw conclusions and make generalizations about growth and development over time. Then, through whole class discussion, students share their conclusions and generalizations. Discussion with students of their results should lead them to see the impact of physical and cultural geography on regional growth and development and to understand that an event or occurrence can create intended and unintended consequences.</td>
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<td>* Observation</td>
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<td>* Dialogue and Discussion</td>
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<td>* Constructed Response</td>
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<td>* Self-Assessment</td>
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<tr>
<td>Students read current event articles about positive and negative impacts of growth and development in the United States and/or Canada. Students analyze these articles to identify key issues and/or problems and methods of alleviating negative impacts of growth and development, industrialization and/or subsequent environmental concerns. This should help students understand the intended and unintended consequences of growth and development and to draw conclusions and make generalizations.</td>
<td>8c, 8d, 8f</td>
<td>* Observation</td>
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<td>* Dialogue and Discussion</td>
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<td>* Self-Assessment</td>
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<td>Students use the internet to locate a nighttime satellite image map of the United States and/or Canada.</td>
<td>8a, 8b, 8c,8d, 8f</td>
<td>* Observation</td>
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<td>Students form cooperative groups to study and discuss the image and demographic statistics. Then, students compare the image and statistics to their physical features map and climate zone maps to draw conclusions and make generalizations regarding reasons for population distribution in the region. Then, through whole class discussion, students share their conclusions and generalizations. Discussion with students should lead students to understand the impact of physical and cultural geography on population distribution/density as well as regional growth and development.</td>
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<td>* Dialogue and Discussion</td>
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<td>* Constructed Response</td>
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<td>* Self-Assessment</td>
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<td>* Multiple Choice Quiz</td>
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<td>* Chart</td>
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<td>* Map</td>
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<td>* Cooperative Groups</td>
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Georgia Department of Education
Kathy Cox, State Superintendent of Schools
WORLD GEOGRAPHY FRAMEWORK UNIT 8
UPDATED 2/06/2008 • Page 3 of 11
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Using the internet, students research and analyze primary source documents during colonial America. Students should focus on primary sources that provide insight into how physical and cultural systems impacted population distribution, regional growth and development, customs and traditions, transportation and industry. Primary sources may include photographs, letters, speeches, interviews and newspaper articles.

Students read current event articles about immigration in the United States and/or Canada. Students analyze these articles to identify key issues, pros and cons regarding immigration in the United States. This should help students understand intended and unintended consequences of immigration, growth and development, draw conclusions and make generalizations.

Suggestion for current event article:


The National Geographic Magazine article, “Changing America” (September 2001) provides both historical and contemporary contexts in which to explore immigration from multiple points of view, highlighting the impacts of immigration on teens.

Additional links are located in the Resources for the Unit section at the end of this Unit (ie. immigration along the Mexican border, impacts, immigrant contributions).

Performance Task for Unit 8: “Time waits for no man...Analyzing Geographical Changes Between Historical and Contemporary America”

Enduring Understandings:

- The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.
- The student will understand that humans, their society, and the environment affect each other.
- The student will understand that location affects a society’s economy, culture, and development.

Standards: SSWG 8a,b,c,d,e,f

TASK:

You are traveling in a United States History time machine that makes several stops during the colonial era of our nation’s history and then speeds to the current year. In cooperative groups, you and group members explore the impacts of geography on United States history by visiting one of the 13 original colonies as well as the same area in contemporary America, allowing you to illustrate geographical changes over time.
Upon returning from your time machine visit, you are asked to present your research for display at the United States History Time Travel Museum. Create a Power Point museum exhibit of your travel that compares the relationship between physical and cultural geography of your colony to the same region in contemporary America. Use photographs, maps, charts, graphs and clip art to create your exhibit. These visuals should depict examples and impacts of physical and cultural geography during both colonial and contemporary United States history. Color-code examples of both eras to better demonstrate this geographical change over time.

Your research should address each of the following major topics, which include specific suggestions that correspond to the Power Point museum exhibit criteria, described in detail in the next section.

Remember, you are researching two eras of US history – your colony during colonial America and the region/state in contemporary America. In short, you are answering the question “How have human and physical systems of geography changed in America since the colonial times?”

Physical Geography
- Location and identification of major physical features
- Location of major climate zones
- Vegetation
- Wildlife

Cultural Geography
- Customs and traditions (ie. religious, ethnic, regional)
- Cultural Integration/Cultural Diffusion (ie. Native Americas, intended, unintended consequences)
- Education – purpose, impact, changes
- Social issues – impact, changes
- Government – impact of leaders, beliefs and ideals, authority

Human-Environmental Interaction and Impacts
- Population - population distribution, location of major cities, including port cities
- Major physical features contributing to growth and development (ie. transportation, population and/or industrial growth)
- Land usage (ie. soil conditions, crops grown, interaction with waterways)
- Humans changing the environment (ie. land settlement, transportation networks)
- Use of natural resources

Economic Life
- Major occupations
- Major sources of industry
- Use of natural resources (ie. mercantilism, industrialization)
- Opportunities for continued growth and development
The museum curator provided the following presentation guidelines for the Power Point exhibit.

**A segment about Physical geography and how it has changed over time**
- Describe and identify physical characteristics such as major landforms and bodies of water.
- Describe and identify major climate zone, soils, natural vegetation and animal life.
- This segment should be four slides.
- Include photographs, maps, charts, graphs and clip art as evidence to support your position.

**A segment about Cultural geography and how it has changed over time**
- Describe the regional or area profile, including population, beliefs and ideals, customs, traditions, religion, government and/or social issues.
- Describe and explain the major ethnic and religious groups or issues.
- Analyze how these demographics may impact growth and development.
- This segment should be four slides.
- Include photographs, maps, charts, graphs and clip art as evidence to support your position.

**A segment explaining and analyzing Human Environmental Interaction and how it has changed over time**
- Explain and analyze causes of and positive and/or negative consequences for human-environmental interaction.
- Explain and analyze the relationship between population distribution and topography.
- Explain and analyze the relationship between population distribution and climate.
- This segment should be four slides.
- Include photographs, maps, charts, graphs and clip art as evidence to support your position.

**A segment explaining and analyzing the impact of Location and how it has changed over time**
- Explain and analyze how the location of major physical features and climate impact cultural geography.
- Explain and analyze how growth and development in a region impacts the economy, culture and continued development.
- This segment should be four slides.
- Include photographs, maps, charts, graphs and clip art as evidence to support your position.

**A segment on the Interrelationship between Physical and Human characteristics**
- Evaluates the connection between your colony and its place in contemporary America by reflecting upon the interrelationship between physical and human systems. Use the four questions below to guide your evaluation.
- This segment should be four slides.
- Include photographs, maps, charts, graphs and clip art as evidence to support your position.

1. How do the development of customs, traditions and beliefs define a region or area?
2. How do physical systems, such as landform features, topography or climate, influence human systems, such as population growth and industrialization, in a region or area?
3. To what extent is historical growth and development in your exhibit connected to contemporary growth and development or social issues in the region?
4. To what extent can you link location of historical and contemporary industrialization to environmental concerns?

The Museum Curator has requested the following in terms of format:
- Text should be 18, Times New Roman font
- Include a title page: title, students’ names, date, name of course, instructor’s name
- No mechanical errors or misspellings

Map and Globe Skills: 4,6,7,8,11,12

Information Processing Skills: 1,2,3,4,5,6,7,8,9,11,12,14,15

*Note concerning rubrics: Each performance task is accompanied by two rubrics: a content rubric and a product rubric. The content rubric is designed to measure how well a student can use the standards to demonstrate the enduring understanding(s). The second rubric focuses on the product of the performance task. This is where students are scored on items involving grammar, punctuation, spelling, creativity, presentation, etc. It is intended that the CONTENT rubric is weighed more heavily when assigning a grade to the students.

<table>
<thead>
<tr>
<th>Criteria Scale</th>
<th>1 Below Standard</th>
<th>Needs Improvement</th>
<th>2 Meets Standard</th>
<th>3 Exceeds Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describes and analyzes (categorizes) how physical aspects of geography change over time.</td>
<td>Incorrectly describes or analyzes how physical aspects of geography change over time.</td>
<td>Correctly describes or analyzes how physical aspects of geography change over time. Describes and analyzes 2 changes in physical aspects of geography.</td>
<td><strong>Correctly describes and analyzes 3 changes in physical geography over time.</strong></td>
<td><strong>Everything in a 3 PLUS:</strong> Describes and analyzes more than 3 changes in physical geography over time. Analyzes the impact of future growth and development.</td>
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</thead>
<tbody>
<tr>
<td>Describes and analyzes how cultural aspects of geography change over time.</td>
<td>Incorrectly describes or analyzes how cultural aspects of geography change over time. Uses only 1 map, chart, or graph as supporting evidence or incorrectly uses supporting evidence.</td>
<td>Correctly describes and analyzes how 2 aspects of cultural geography have changed over time. This description and/or analysis is vague or correctly describes one aspect, and not the other. Uses any combination of at least 2 maps, charts, and graphs as supporting evidence.</td>
<td><strong>Correctly describes and analyzes how 3 aspects of cultural geography have changed over time. Correctly uses any combination of at least 3 maps, charts, and graphs as supporting evidence.</strong></td>
<td><strong>Everything in Meets Standard PLUS:</strong> Describes and analyzes more than 3 cultural geography changes. Explains the impact of population growth. Insightfully uses any combination of at least 4 maps, charts, and graphs as supporting evidence.</td>
</tr>
<tr>
<td>Explains and analyzes how the impact of human environmental interaction changes over time.</td>
<td>Incorrectly explains and analyzes changes in the impact of human environmental interaction over time. Does not offer explanation and analysis. Uses only 1 map, chart, or graph as supporting evidence or incorrectly uses supporting evidence. Incorrectly.</td>
<td>Correctly explains and analyzes changes in the impact of human environmental interaction over time, but is vague. Uses any combination of at least 2 maps, charts, and graphs as supporting evidence.</td>
<td>Everything in Meets Standard PLUS: Suggests and thoroughly explains at least 2 alternative solutions to reduce negative impacts of human-environmental impact. Insightfully uses any combination of at least 4 maps, charts, and graphs as supporting evidence.</td>
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<tr>
<td>Explains and analyzes how changes over time impact location – which affects economy, culture and development.</td>
<td>Incorrectly explains and analyzes how changes over time impact location. Merely identifies or lists the areas of impact. Uses only 1 map, chart, or graph as supporting evidence or incorrectly uses supporting evidence.</td>
<td>Clearly explains and analyzes how changes over time impact location. Uses at least 2 specific examples to explain and analyze impacts. Correctly uses any combination of at least 3 maps, charts, and graphs as supporting evidence.</td>
<td>Everything in Meets Standard PLUS: Incorporates and explains how projected growth and development impacts the analysis. Insightfully uses any combination of at least 4 maps, charts, and graphs as supporting evidence.</td>
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<tr>
<td>Evaluates the interrelationship between physical and cultural geography.</td>
<td>Does not connect relational aspects of physical and cultural geography to historical or contemporary America. Merely lists or identifies geographical aspects. Uses only 1 map, chart, or graph as supporting evidence or incorrectly uses supporting evidence.</td>
<td>Connects relational aspects of physical and cultural geography to historical and contemporary America, but connection is vague. Does not use specific examples to support evaluation. Uses any combination of at least 2 maps, charts, and graphs as supporting evidence.</td>
<td>Everything in Meets Standard PLUS: Connects the interrelationship to another theme (ie Conflict, Conflict and Change, Individuals, Groups, Institutions). Insightfully uses any combination of at least 4 maps, charts, and graphs as supporting evidence.</td>
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## Product RUBRIC

<table>
<thead>
<tr>
<th>Criteria Scale</th>
<th>1 Below Standard</th>
<th>2 Needs Improvement</th>
<th>3 Meets Standard</th>
<th>4 Exceeds Standards</th>
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<tbody>
<tr>
<td><strong>Students develop a product that is visually creative.</strong></td>
<td>Little or no evidence of the use of appropriate fonts, color or graphics. OR Use of these features severely distracts from the presentation’s overall effectiveness.</td>
<td>Incorporates appropriate font, color and graphics, but distracts somewhat from the presentation’s overall effectiveness.</td>
<td>Incorporates font, color or graphics to enhance the presentation’s overall effectiveness.</td>
<td>Everything in Meets Standard, PLUS: Insightfully incorporates font, color or graphics, and includes sound.</td>
</tr>
<tr>
<td><strong>Students develop a product that is well organized.</strong></td>
<td>Little or no evidence exists to show clear or logical organizational structure. Merely a listing of facts.</td>
<td>Related material is clustered, but lacks clarity in communicating the relationship between facts.</td>
<td>Correctly organizes related material. Uses headings or bulleted lists to organize.</td>
<td>Everything in Meets Standard PLUS: Incorporates Unit Connecting Themes to enhance organization.</td>
</tr>
<tr>
<td><strong>Students develop a product that exhibits correct usage of mechanics.</strong></td>
<td>More than four errors are present and are related to spelling and/or grammar.</td>
<td>Four errors are present and are related to spelling and/or grammar.</td>
<td>One, two or three errors is/are present and is/are related to spelling and/or grammar.</td>
<td>No spelling or grammatical errors are present.</td>
</tr>
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ON-LINE RESOURCES

http://www3.nationalgeographic.com/places/regions/region_usandcanada.html
National Geographic Society provides a world regional approach with this web page that highlights the US, Canada and Mexico. Following a brief history that concludes with the contemporary notes of environmental challenges, immigration and interdependency, this website offers a photo gallery of 10 major cities in the region. (Eight cities are located in the United States, and one city is located in both Canada and Mexico.) Additional photographs and features are provided for New York, San Francisco, Los Angeles, Miami and scenes of America.

The National Geographic Magazine article, “Changing America” (Sept. 2001), provides both historical and contemporary contexts in which to explore immigration from multiple points of view, highlighting the impacts of teenage immigrants.

http://www.nationalgeographic.com/eye/overpopulation/effect.html
This National Geographic page highlights the human impacts of overpopulation. Specific topics addressed include floods and dams, ozone and pollution, deforestation and desertification, each of which includes a link for further information. Each additional link includes an introduction, the affect, the phenomena and the science of that topic. Video is also provided.

http://www.census.gov
The U.S. Census Bureau site includes an demographic information such population predictions and statistics, growth rate changes, the population clock showing the growth of the US population, as well as facts on population of each of the fifty US states.

http://vlib.iue.it/history/USA/ERAS/colonial.html
This site is a segment of a virtual library of United States History. Managed by a heritage group in Kansas with original contributions by an emeritus history professor, this site provides numerous research tools ranging from maps to primary source documents. Additionally, information is available on a plethora of topics including British and Spanish settlements, New England colonies, Middle Atlantic colonies, Southern colonies, and conflicts with Native Americans.

http://unstats.un.org/unsd/default.htm
The United Nations maintains a population information network. This site contains links to information on addresses population, social development, statistics and related concerns such as sustainable development and women. It includes links to regional commissions, programs and specialized agencies.
http://www.prb.org
The Population Reference Bureau site features information that reflects its mission to “inform people around the world about population, health, and the environment, and empowers them to use that information to advance the well-being of current and future generations.” This site includes feature articles and specific links to global issues on gender, HIV/AIDS, environment, urbanization and youth. This site also features a link for educators.

Updated through July 2007, the World Factbook contains maps, charts and graphs as well as information on the physical features, the people, government, the economy, communications, transportation, military and transnational issues.

http://www.cnn.com
The CNN site provides current events relating to various world regions.

http://nieonline.com/ajc
Current events relating to various world regions are available through Newspapers in Education. This site is affiliated with Newspapers in Education and features teacher information, special weekly features such as Geography in the News, a Current Events Quiz, and Cartoons for the Classroom. This site is also linked to the Atlanta Journal Constitution.

http://www.usnewsclassroom.com
This site offers current events relating to various world regions. Based upon the current events magazine, US New & World Report, a teacher guide is available.

*This unit was created by Cathy Powell and Nadine Wright with additional input from the GaDOE Social Studies staff and the Social Studies Advisory Council. It was updated 2/06/2008.*