

Global Settlement: Patterns and Sustainability

— Grade 8 —

Written by Bill Gowsell

BRIEF OVERVIEW: This book is meant to expose students to a variety of activities that relate to the grade 8 geography curriculum expectations on Global Settlement. Students will have a chance to learn about settlement patterns, and how some countries are planning ahead to deal with climate change.

MEETING YOUR STUDENT'S NEEDS: Depending on the needs of the students in your class, the teacher may want to scan any Reading Notes into Kurzweil on the computer. By doing this, no matter the reading abilities of your students, they will be able to access the information of the text. Teachers are also encouraged to allow their students to collaborate on as many activities possible, in order to allow all students to be successful without modifying the text significantly.



BILL GOWSELL is a teacher for the Catholic District School Board of Eastern Ontario. He currently teaches grade 3/4 in Gananoque. Bill has been fortunate to work on multiple school committees that develop long range goals for his students and his school in Language and Math. He loves to create resources that are fun and informative, but allow all of his students to succeed.

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Learning Intentions	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Extras
Knowledge and Understanding Content							
Identify significant spatial patterns in human settlement on the global scale.			●				●
Identify and describe significant current trends in human settlement.			●				●
Identify significant land use issues and describe the responses of involved groups.				●			●
Describe ways in which human settlement has affected the environment and how some communities have adopted practices to make human settlements more sustainable.						●	●
Thinking Skills							
Formulate questions to guide investigations into issues related to human settlement and sustainability.		●					●
Construct maps related to human settlement and sustainability.					●		●
Communication							
Communicate the results of inquiries using appropriate vocabulary.	●	●	●	●	●	●	●
Application							
How the physical environment influenced settlement patterns in different countries,	●						●
Explain how the physical environment affects human settlement of the future.	●						●
Describe the possible features of a sustainable community in the future.		●					●

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Teacher Assessment Rubric

Student's Name: _____

Date: _____

Success Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding Content				
Demonstrates an understanding of the concepts, ideas, terminology definitions used	Demonstrates limited knowledge and understanding of content	Demonstrates some knowledge and understanding of content	Demonstrates considerable knowledge and understanding of content	Demonstrates thorough knowledge and understanding of content
Thinking Skills				
Gather and organize information on major challenges facing different groups and communities	Uses critical thinking skills with limited effectiveness	Uses critical thinking skills with some effectiveness	Uses critical thinking skills with considerable effectiveness	Uses critical thinking skills with a high degree of effectiveness
Analyse and construct print and digital media maps	Constructs and analyses maps with limited effectiveness	Constructs and analyses maps with some effectiveness	Constructs and analyses maps with considerable effectiveness	Constructs and analyses maps with a high degree of effectiveness
Communication				
Organize and communicate ideas and information in oral, visual, and/or written forms	Organizes and communicates ideas and information with limited effectiveness	Organizes and communicates ideas and information with some effectiveness	Organizes and communicates ideas and information with considerable effectiveness	Organizes and communicates ideas and information with a high degree of effectiveness
Application of Knowledge and Skills				
Apply knowledge and skills to make connections between the past and present day situations	Makes connections with limited effectiveness	Makes connections with some effectiveness	Makes connections with considerable effectiveness	Makes connections with a high degree of effectiveness

Student Self-Assessment Rubric

Name: _____ Date: _____

Put a check mark ✓ in the box that best described you.

Expectations	Always	Almost Always	Sometimes	I Need Improvement
I am a good listener.				
I always followed directions.				
I always stayed on task and completed my work on time.				
My writing was neat and detailed.				

1. I liked _____

2. I learned _____

3. I want to learn more about _____

Introduction

The activities in this book have two intentions: to teach concepts that relate to Global Settlement, but also expose students to a variety of issues that affect the lives of many people around the world.

The activities that accompany this book are meant to complement the lessons that are given.

The book starts off with the first lesson *The Physical Environment*. The students will learn about how the physical environment can play a role in the development of a community and how we can alter the physical environment to our needs.

The second lesson *Environment Affects* focuses on how nations are planning to combat the issue of climate change. By looking at the country of Maldives, students will get a chance to see how low lying islands are trying to prevent their destruction from rising sea levels,

The third lesson *The Community of the Future* allows the students to look at how communities were believed to be in the future, which is our modern day. Students will get a chance to look at how Walt Disney tried to plan a futuristic community with EPCOT in 1965.

The fourth lesson *Fighting for the Land* looks at the issue of land claims with First Nation groups in Canada. Students will have the chance to learn about a complex issue that affects Canadians today, and is still unresolved.

In the fifth lesson *Human Settlement Patterns* allows the students to look at the settlement patterns of Canada and Japan. Students will have a chance to see the differences between the two nations and how and why the people of the countries chose to settle where they did.

The sixth lesson *Human Settlement: Finding the Balance* allows the students to learn about how people today are planning for the future, and how we can live in communities that do not cause destruction on the environment.

The *Extras* contain the unit test and other activities that the teacher may choose to use after all of the lessons are complete.

ASSESSMENT AND DIFFERENTIATION

Teachers may choose to start the unit with a student duotang which the students can keep all of their work in. Depending on the needs of your students, the teacher can easily scan the worksheets into the Kurzweil reading program on a student laptop, if your school has it. If not, the reading portions of the tasks provided could be completed in group settings, or led as a teacher directed lesson. This should accommodate any student profile needs.

Lesson 1: The Physical Environment

LEARNING INTENTION:

Students will learn about how the physical environment can be harnessed as a resource for the nation.

SUCCESS CRITERIA:

Students will be able to identify how sustainable forestry management can help a community and nation prosper.

MATERIALS NEEDED:

- Reading Notes #1
- Student Worksheet #1, #2

PROCEDURE:

(This lesson should be completed in one period between 40-60 minutes long)

The teacher will call the class together and introduce the unit to the students.

The teacher will begin with an oral conversation about what are the best conditions to build a community.

The students will be allowed to talk to their peers and come up with a list of things people need to keep in mind when they build a community.

The teacher will restart the oral discussion and ask the students for ideas about what we can use in the community that is a natural resource and can provide money for us.

Hopefully during the discussion students will discuss and use local parks or provincial or national parks, or even the water ways as a physical feature that can be managed for our enrichment.

The teacher will hand out Reading Notes #1 and Student Worksheet #1.

The students will read about sustainable forestry management and how it can help a nation and region prosper.

The students will have the remainder of this period to work on the study notes and read about the physical environment.

(Depending on the needs of your students, you may wish to scan these activity cards onto the computer and have some students complete their work via a school issued laptop through the use of Microsoft Word or through Kurzweil.)

EXTENSION:

The teacher can extend this lesson by handing out Student Worksheet #2. The students will spend this time completing an assignment that is based on the idea of where to settle the planned community. Students will have a choice and have to explain why they chose the spot they did and what they would do with the physical environment obstacles.



Sustainable Forest Management in Canada

Canada's commitment to sustainable forest management ensures that the country's forests remain healthy now and for generations to come.

Sustainable forest management in Canada is supported by laws, regulations and policies; a rigorous forest management planning process; and a science-based approach to decision-making, assessment and planning. Independent third-party certification of sustainable forest practices in Canada's forests is further evidence of our success in meeting internationally accepted standards for sustainable forest management.



What is sustainable forest management?

Sustainable forest management is a way of using and caring for forests so as to maintain their environmental, social and economic values and benefits over time.

In Canada, sustainable forest management decisions and activities are based on scientific research, rigorous planning processes and public consultation. To uphold these decisions and activities, Canada has developed laws, regulations and policies to enforce sustainable management standards and practices across the country.

(<http://www.nrcan.gc.ca/forests/canada/sustainable-forest-management/13183>)

Why Canada is so committed to sustainably managed forests

Canada's federal, provincial and territorial governments have long recognized that forests and their many resources are essential in so many ways to the long-term well-being of Canada's environment, communities and economy.



Managing forests sustainably is therefore critical for Canada, not only to balance competing uses in the short term, but to ensure we can enjoy the benefits of the forests for generations to come. Managing our forests sustainably is also critical from a global perspective. Canada has 10% of the world's forests, which means that keeping them healthy contributes to global ecosystem health.

In 1992, Canada acted on these responsibilities when the Canadian Council of Forest Ministers and Canada's forest sector endorsed national adoption of sustainable forest management principles. Now, more than two decades later, Canada is a world leader in sustainable forest management, applying it across the country's publicly owned forests – meaning about 94% of all Canada's forest land.

This is an important commitment to provide assurance to the international marketplace that all forest products, including those from Canada, are sourced from forests that are managed sustainably.

Laws, regulations and policies back up Canada's commitment.

An extensive framework of federal, provincial and territorial laws, regulations and policies enforces and guides sustainable forest management practices in Canada. These are important tools given that 94% of the country's forests are on public land – that is owned and managed by the provincial, territorial and federal governments.

Laws and policies are made in an open and collaborative government process in Canada, with extensive public participation and consultation. Canadians expect to be involved in decision-making and to see a balance achieved among competing interests for forest resources and benefits.

Laws, regulations, policies and enforcement are in place to:

- set aside protected areas
- protect wildlife
- respect Aboriginal and treaty rights
- specify harvesting and regeneration practices
- prevent illegal logging in Canada and the import of illegal timber products into Canada



Forest management planning underpins sustainable forest management

Forest companies wanting to harvest on public lands must develop forest management plans that comply with forest laws and are consistent with sustainable forest management principles. Companies must also consult the public, industry and experts to ensure that the plans include steps to maintain ecosystem health and to create economic opportunities for communities.

A great strength of forest management planning, as a tool for achieving sustainability objectives, is that it can be adapted to respond to ever-evolving situations. Scientific advances, changing public expectations and new market circumstances constantly shape the alternatives considered and the decisions made. In this way, regulators and forest managers are able to apply adaptive forest management to both long-term planning and day-to-day decision-making activities.

