

Movement Creates Patterns

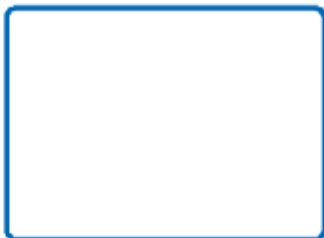
All movement creates a pattern, and in order to understand relationships and plan wisely for the future, we need to recognize, analyze and explain patterns in our world.

Define pattern. _____

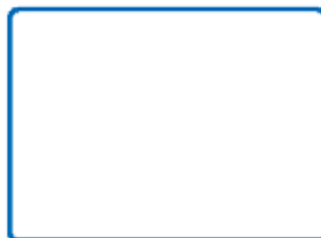
Describe a settlement pattern. _____

Describe a migration pattern. _____

Patterns may be linear, grid, or radial. **Draw** a sketch illustrating each type of pattern.



Linear



Grid



Radial

Every pattern has four components – **points**, **lines**, **areas**, and **volume**.

On a piece of paper, sketch the pattern of stores in a shopping mall.

Label the four pattern components on your sketch.

Answers are found on page 25.

Students will explain the geographic concept of movement and the factors that affect it.

Students will use appropriate vocabulary to describe their inquiries and observations.

Ecosystems and the Balance of Nature

The key to all life on Earth is the sun. In an ecosystem, all living things are linked together.

Design a food chain within an ecosystem. Label the producers, consumers, and decomposers. Don't forget to fit humans into your cycle. Lastly, use arrows to show how everything interconnects. Use the sun as your starting point.



Define extinct. _____

Define endangered. _____

Why should all living species be protected, even the so-called pests? _____

Research the role that the World Wildlife Fund (WWF) plays at www.worldwildlife.org

Students will explain the geographic concept of environment.

Students will use appropriate vocabulary to describe their inquiries and observations.



Select an environmental issue, possibly one presently in the news media.

Some suggestions are:

- Energy consumption
- Waste management
- Acid Rain
- Smog
- Toxic “Hot Spots”
- Use of fertilizers, herbicides, or pesticides

Your task is to **publish an environmental newsletter**. Here are some pointers:



- ✓ Describe the nature of the issue in a clear and concise manner.
- ✓ Identify the various groups or stakeholders involved in the issue.
- ✓ Comment on how each group views the issue at hand.
- ✓ Proofread for grammar.

Lastly, before you start on your newsletter, you will need to engage in some **research**.

Rough Notes

Do your **final copy** on the template provided at the end of the unit.

See **Appendix 1** on page __.

Students will formulate questions to guide and synthesize research on an environmental issue.
Students will communicate the results of inquiries about different points of view on an issue.
Students will apply the perspective of one or more themes of geographic inquiry to produce a report on an actual environmental event.

People on the Move: Migration part 2

Look at the chart below. Add your own ideas to the right-hand column for each factor.

PUSH FACTORS	factors which encourage you to leave	<ul style="list-style-type: none">- poor living conditions- war---
PULL FACTORS	factors which draw you to another place	<ul style="list-style-type: none">- better living conditions- good jobs---
BARRIERS		<ul style="list-style-type: none">- family ties- travel costs- "red tape"--

In your opinion, which is the strongest factor? Explain. _____

Think about it. What would it take for you to leave your home, your family, your country?

Students will explain the geographic concept of movement and the factors that affect it.

