



Grade 7 Geography Unit Teacher Guide

The Grade 7 geography unit on landforms and maps component of the ESL resource is comprised of:

- Lessons Plans on Landforms and Maps
- Cloze exercises
- Sketch map activity
- Vocabulary with simplified definitions
- 'Both Sides Now' thinking template
- 'I See I Know So' graphic organizer to be used with images.
- Map reading lesson/activity

It is designed to accompany the Physical Geography unit. All page numbers included are from Physical Geography 7 Discovering Global Systems and Patterns (Nelson, 2008) as a reference for both the teacher and the student. There is special emphasis on the use of images as a way for ESL students to recognize and understand the basic physical characteristics of each major physical geography region. Examples given are Canadian wherever possible.

Both Sides Now: This template is a way for students to organize their own ideas and information gathered from other resources about an issue. They research both sides of the issue and then have to come up with a conclusion which clearly states their opinion based on the facts they have found.

I See I Know So (see example on page 211): This graphic organizer is a way for students to access knowledge through visual media.

I See:

Using pictures, photographs and other images (from the textbook, online or personal collections), students identify what is in the picture, in as much detail as possible.

I Know:

Students include information based on what they already know or have experienced (accessing prior knowledge)

So:

Students write a conclusion about where and what the picture is and why they think it has been included for that particular lesson.

Lesson Plan

Landforms

Teachers are encouraged to use as many photographs, pictures and images as they are able to locate. Please see photo samples provided for landforms in the index. The page references for images to accompany this section are located in the Nelson textbook, Physical Geography 7.

1. Brainstorm: Students use a large piece of paper to brainstorm everything they know about landforms. All ideas are acceptable. Post completed brainstorms charts on board and discuss similarities. Use a marker to circle ideas that are relevant to landforms such as “mountains, land, high etc”
2. Vocabulary: Give students vocabulary page and use the text to teach the definitions. Use images to show what each landform looks like. Students can be encouraged or directed to sketch pictures of each kind of landform.
3. Song: Share the Canadian lyrics to “This Land is Your Land”. Ask students to listen for descriptions of the land. These can be highlighted or underlined on the lyrics page.
4. Cloze: When students are more familiar with the vocabulary, use the cloze activity. Teachers should observe if students demonstrate an understanding of each term. The cloze activity can be used as an assessment.
5. To check students’ understanding of landforms, use “Drawing What I’ve Learned” graphic organizer. Students draw a sketch of the landform and write three jot notes beside it to describe
 - a) what it is called,
 - b) where one might find that particular landform and
 - c) distinguishing features/other information about the landform. This can be used as an assessment as well.

Physical Geography

Grade 7

LANDFORMS

Landforms are physical features of the Earth. It is a way to describe what the land looks like. Landforms affect the way that people live in a region. Some examples of landforms are:
Arctic and Polar (page 24): Northern regions north of 60°N which have very low temperatures and snow for most of the year.

Glacier (page 50): Glaciers are not landforms but huge masses of ice that move and form landforms over millions of years. The very slow movement of glaciers form lakes, valleys and plateaus.

Lowlands (pages 134 and 137): An area of land that is low in comparison to the land which surrounds it. In Canada there are three main Lowland regions: Hudson Bay Lowlands, Arctic Lowlands and Great Lakes-St. Lawrence Lowlands.

Mountains (page 130 and 132): Mountains are very high land. They are more than 600 metres high. One of the highest mountains in the world is Mount Everest. In Canada, the Western Cordillera includes the Rocky Mountains.

Plains (page 133):

Plains are big areas of level land. The Prairie grasslands are a type of plain.

Plateau (page 126): A flat, high area with steep sides.

Shields (page 229):

Most shields are very rocky. It is very difficult to farm on shields because the soil is a thin layer over the rock. Many parts of shields are covered in lakes, rivers and swamps. There are many pine trees (coniferous) in the Canadian Shield. The Canadian Shield also has many minerals such as zinc, copper and nickel.

Valley (page 127):

Land that is u-shaped or V-shaped. Some valleys are very deep and narrow. Others are wide with gently sloping sides.

Landforms Cloze Exercise

Write the correct word on the line. Use your Landforms Vocabulary page to help you.

landforms	arctic	Mountains	plateau
steep	rocky	flat	lowlands
level	grasslands	high	valleys
glacier	ice	shield	region

1. The _____ region is very cold.
2. Valleys can have very _____ sides.
3. It is hard to farm on the Canadian Shield because it is so _____ and the soil is thin.
4. _____ are a way to describe what a region looks like.
5. Mountains are very _____.
6. The prairies are _____ and good for farming.
7. Some _____ are deep and narrow. Some are wide and sloping.
8. A high region with steep sides is called a _____.
9. The Rocky _____ are part of the Western Cordillera of North America.
10. The Plains are large areas of _____ land.
11. The movement of _____ carved landforms over millions of years.

I See, I Know, So

I SEE: Look at each picture and write what you see in the picture.

I KNOW: Write about what you know about that kind of landform.

SO: Write where you think that landform is and reasons why.

I see	I know	So

This Land is Your Land

Song Lyrics

Chorus

This land is your land,
This land is my land,
From Bonavista
To Vancouver Island,
From the Arctic Circle,
To the Great Lake waters,
This land was made for you and me.

As I was walking,
That ribbon of highway,
I saw above me
That endless skyway,
I saw below me
That golden valley.
This land was made for you and me.

Chorus

I've roamed and rambled
And I've followed my footsteps
To the sparkling sands of her diamond
deserts
And all around me a voice was sounding
This land was made for you and me.

Chorus

The sun comes shining
As I was strolling
The wheat fields waving
And the dust clouds rolling
The fog was lifting a voice come chanting
This land was made for you and me.

Chorus

Canadian Version of song lyrics written by Woody Guthrie in 1940

Maps

Lessons Plan

Teachers can find a variety of maps located in the back of the textbook, Physical Geography 7. Atlases, if available in your school, should also be used.

1. Post a variety of maps on the board or walls of the classroom. Place atlases and smaller maps on student desks. Give students some time to look at the maps and talk with their groups/partners about the information located on the maps.
2. Discuss the purpose of maps. Students should understand that maps are used to locate a place as well as to show vegetation/landforms, elevation and distance. Bring to the students' attention the idea of scale. If you are using Physical Geography 7 (2008), an explanation of scale can be found on page 36.
3. Looking at the various maps, ask students questions about what they see. Teachers might ask the following kinds of questions:
 - “What is the title of this map?”
 - “What do map-makers do to make it easier to see different regions?”
 - “What colour is always used for water?”
 - “Where is the legend? What does the legend tell you about this map?”
4. Use the student handout, “TLC Reading a Map”. Ask students to read the information. Match weaker readers with stronger readers. Students use Physical Geography 7 (2008) to answer the questions after reading. If you are not using this textbook, write similar questions based on another map with a simple legend. Depending on the level of English that the student has attained, more complex maps and questions can be developed.
5. Sketch maps. Draw a simple sketch map of the local community on the board. Include landmarks (your school). Allow students 1-2 minutes to read your map. Discuss what the map is showing and why we use sketch maps (to help a friend locate our home, to show where a park or stream is etc.). Students are then directed to try to draw a sketch map of their community. Students who have not lived in the community for a long time as well as those who have difficulty with the concept of “bird’s eye view” or who are not visual learner will benefit from a community walk. Make sure to have Paper and writing boards with you to record streets and landmarks. Students should be given as many opportunities as possible to hone their sketch map skills. This useful skill can be used in Geography and History throughout middle and high school.
6. Teachers can use completed sketch maps as assessment **(insert expectation here)**. Teachers are encouraged to review map reading skills throughout each unit in Geography and History. Observation and anecdotal comments can be recorded for reporting student achievement.

TLC

Reading a Map

We look at maps' from a "bird's-eye view". That means that maps are created as if we were looking from above. Different colours are used on a map so that it is easier to see all of the different parts (for example, water, mountains, roads, countries etc.)

Water is always blue on a map. Lowlands are usually green and mountains are yellow or red. Deserts are brown or yellow.

When you are looking at a map, follow the TLC rule: Title, Legend, Compass (see page 36 Physical Geography 7). These will tell you most of the information you need to know.

Title: The title of the map will tell you the place in the world that the map is showing you. It also will tell you if the map has a special purpose like showing population or climate.

Legend: The legend is a box or area on the map which explains the colours and symbols used.

Compass: The compass will tell you where North, South, East and West are in relation to the area you are looking at.

Look at the map on page 306 of Physical Geography 7 and answer the following questions:

What is the title of the map? _____

What can you learn from this map? _____

What does the colour yellow mean? _____

What symbol is used for volcanic regions? _____

Why do you think that the colour red is used for both earthquakes and volcanoes? _____

Sketch Maps

A sketch map is drawn by hand and has only the information needed to show a region or place. You can draw a sketch map of your community which includes major roads and landmarks such as schools, stores, libraries, statues and monuments, large buildings and subway and bus stops.

Draw a sketch map of your community including main roads, your school, any nearby stores or other landmarks. Use colour to make your sketch map easier to read.