

CONTENTS

CGW4U Canadian and World Issues: A Geographic Analysis

	Page No.
Writing Different Text Forms: Interpreting Current Events	2
Whole-Class Discussions: Four Corners	6
Reading Different Texts Forms: Reading Graphical Text	10
Reading Different Text Forms: Reading Maps	16
Reading Different Text Forms: Interpreting Photographs	22
Engaging in Reading: Reading Between the Lines (Inferences)	28
World Trade Cartogram Map	33
Photography by S. Pisani	33

Writing Different Text Forms: Interpreting Current Events

CGW4U Canadian and World Issues: A Geographic Analysis (Writing Editorial Cartoons)

The use of editorial cartoons can be an effective way to teach current events in a senior level class. An effective editorial cartoon must reflect the students' understanding of the components of the editorial cartoon but more importantly, the understanding of the current event that is represented.

Purpose

- Become familiar with the elements and features of an editorial cartoon.
- Identify different viewpoints or perspectives.

Payoff

Students will:

- convey opinions about current events in both text and a visual manner.
- develop critical analysis skills to identify different perspectives on issues.

Tips and Resources

- By the time students reach senior level courses, it can be assumed that they have been exposed to different types of graphical texts and understand their usefulness in communicating information. The editorial cartoon can use a variety of approaches to deliver a perspective on a current event:
 - Satire: sarcastic wit is used to show stupidity or ignorance;
 - Irony: when the cartoon shows the opposite of what it literally means;
 - Metaphors/Symbolism: using everyday objects to represent the point being made;
 - Caricature: the exaggeration of a person/object in the cartoon.
- Have a variety of newspapers in the class and spend some time prior to the assignment discussing current events and editorial cartoons. This should include multiple perspectives of the same issue to ensure that students can make an informed decision about what position they support.
- Show a variety of editorial cartoons. Make sure some have accompanying text while others are strictly visual.
- Access to the Internet will be needed to find other perspectives on current events or issues, utilizing on-line newspapers.
- Student-generated editorial cartoons are an excellent approach to assessing student understanding of the global challenges we face in creating a sustainable and equitable future.
- Refer to the *Think Literacy: Cross-Curricular Approaches, Grades 7-12* document for a poster on how to generate ideas as well as the Teacher/Student Resource, *Guide for Developing Editorial Cartoons*.
- Editorial cartoon websites:
 - www.cagle.com
 - www.politicalcartoons.com
 - <http://edocs.lib.sfu.ca/projects/Cartoons/>
 - http://www.education-world.com/a_curr/curr210.shtml

Further Support

- Students may have a difficult time developing their own editorial cartoons. A suggestion is to have them analyze a cartoon provided by the teacher that is clear in the perspective it is presenting. You may also want to provide students with a checklist as a guide for developing their editorial cartoons.



**Writing Different Text Forms:
Interpreting Current Events**

**CGW4U Canadian and World Issues: A Geographic Analysis
(Writing Editorial Cartoons)**

Notes

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Set aside time each day to discuss current events and encourage students to read national newspapers on a regular basis. • Explain the purpose of an editorial cartoon and the different approaches that can be taken in delivering the perspective of the cartoonist. Have cartoons on hand that reflect - satire, irony, metaphor/symbolism and caricature. Ask questions such as: <ul style="list-style-type: none"> - What is the event or issue portrayed in the cartoon? - Are they real people in the cartoon, just symbols or a combination of both? - What is the cartoonist's opinion or position on the event or issue being presented? • Select an editorial cartoon dealing with a current event, attach it to Student Resource, <i>Analyzing Editorial Cartoons</i>, and discuss it with class. • Ask students to bring in articles dealing with 2 current events or issues. 	<ul style="list-style-type: none"> • Take time to stay informed about current events whether through reading newspapers, watching television (W-Five or 60 Minutes) or reliable internet sources. • Participate in class discussions about current events and the purpose of editorial cartoons and ask questions for clarification if necessary. • Examine the cartoon presented in the <i>Analyzing Editorial Cartoons</i> resource and complete the accompanying chart. Share their results with the class. • Find 2 articles dealing with current events or issues that are of interest to them.
<p>During</p> <ul style="list-style-type: none"> • Begin the lesson with the Teacher/Student Resource, <i>Guide for Developing Editorial Cartoons</i>. Explain examples of each approach again or have the editorial cartoons posted in the class for students to review. • Ask the students to review the 2 articles they have brought in and use the Internet to find different perspectives on the selected issue. • Instruct students to develop an editorial cartoon reflecting their perspective on an event or issue, utilizing one of the approaches discussed earlier. Students should include a brief written explanation of their editorial cartoon as well expressing their position on the event or issue. 	<ul style="list-style-type: none"> • Review their understanding of the purpose of editorial cartoons and the different approaches taken to develop an editorial cartoon. Be sure to look at the examples posted around the room. • Carefully read the articles they brought in and identify the main points in the article and their own perspective on the event or issue. • Determine the approach they will use for their editorial cartoon and use the <i>Guide for Developing Editorial Cartoons</i> to develop an editorial cartoon based on their article. • After the editorial cartoon is completed, write a paragraph explaining the editorial cartoon and the position they have taken.
<p>After</p> <ul style="list-style-type: none"> • Have students share editorial cartoons with each other to assess the clarity of perspective being presented. 	<ul style="list-style-type: none"> • Share editorial cartoons with other students and observe how others have interpreted current events and issues. Are the positions clear in the editorial cartoons presented or was more clarity needed in both the graphical and written texts?



Analyzing Editorial Cartoons

Teachers to Attach a Cartoon Here

1. What event or issue is being portrayed in the cartoon?	
2. Does the cartoon include any real people? Are objects given human characteristics?	
3. What symbols are used in the cartoon? Explain what they represent.	
4. Can you identify the cartoonist's opinion about the event or issue based on the cartoon?	
5. Do you agree or disagree with the perspective put forward in the cartoon?	



Teacher/Student Resource

Guide for Developing Editorial Cartoons

The following four-step model is a useful way to understand editorial cartoons and how to effectively develop an editorial cartoon.

1. Clearly identify the global event or issue that you want to use in your editorial cartoon.

You must have a good understanding the event or issue before you can analyze it. Look at a few different resources that are reporting on the same topic to get a balanced interpretation of the event or issue. For example, let's say you wanted to develop an editorial cartoon based on the ongoing trade talks regarding the Free Trade Area of the Americas. Go to a number of different online newspapers, e.g., (<http://www.onlinenewspapers.com/>) for the countries involved in order to get a variety of viewpoints. This will allow you to make an informed decision about how you feel about the event or issue.

2. Review the purpose of editorial cartoons.

First and foremost, editorial cartoons are expressions of opinion. You have to be aware of your bias to the event or issue and make sure that your opinion/bias/viewpoint is expressed in the editorial cartoon. Your opinion must be made very clear in the editorial cartoon, whether through the editorial cartoon itself or with the inclusion of a brief text (1-2 sentences). Editorial cartoons present only one side of an argument or debate.

3. Understand the different approaches to editorial cartoons.

Editorial cartoons rely on an image that is oversimplified in order to get an opinion across to the reader. The topic you have chosen should be one that everyone basically understands because of its current relevance. With your topic selected and informed opinion established, it now the time to decide what is the best artistic approach for developing your editorial cartoon. Editorial cartoonists use one of the following approaches in developing their cartoons:

- Satire: sarcastic wit is used to show stupidity or ignorance;
- Irony: when the cartoon shows the opposite of what it literally means;
- Metaphors/Symbolism: using everyday objects to represent the point being made;
- Caricature: the exaggeration of a person/object in the cartoon.

You must decide which of these approaches is the most effective to reflect your opinion. Will you include real people in the cartoon or just symbols? Take some time to consider which of the above you want to use to get your point across to the reader.

4. Developing and share your editorial cartoon.

Your editorial cartoon does not need to be an artistic masterpiece! Don't forget, the more simple the cartoon, the easier it will be for people to understand your opinion about the event or issue. You can also include a sentence or two if it will add clarity to the cartoon. Be sure to share your cartoon with fellow students and see how they have interpreted different events or issues. This is a good way to begin a class discussion about the topics selected and the importance of understanding and accepting other viewpoints.

Whole-Class Discussions: Four Corners

CGW4U Canadian and World Issues: A Geographic Analysis

In a senior level geography course, class discussions are an important way to share information and have students develop a position on the issues being discussed. This strategy allows students to make an informed decision about an issue and find others who share the same ideas. The Four Corners approach is a flexible strategy that can be used for a variety of topics and issues in the CGW4U course.

Purpose

- Allow students to make personal decisions on various issues through a critical thinking process.
- Encourage an exchange of ideas in small groups.
- Facilitate whole-class discussion of these ideas.

Payoff

Students will:

- develop a position on an issue.
- speak freely in a relaxing and encouraging environment.
- think creatively and critically.

Tips and Resources

- It is important that the students feel comfortable sharing their ideas and positions on the issue(s) being discussed. Ensure that everyone who would like to has a chance to speak.
- Consider asking students for topics for the whole class discussion. This allows students to have input into the activity and will allow you to identify areas of interest in the class.
- Issues selected should be controversial ones that will encourage the students to participate in the small and large group discussions.
- Provide students with a one-page summary of the issue or event, or conduct a lecture prior to the activity, clearly outlining the main points of the selected topic. It is important for students to have the background information necessary for them to make an informed decision about where they stand on the issue.
- Review the Teacher Resource ***Tips for Enhancing Student Discussions*** prior to conducting the activity. It includes suggestions for facilitating a successful discussion.
- It is suggested this activity be used at the beginning of the course to highlight the complexity of the issues that will be presented throughout the course.
- You may want students to decide at the end of the activity to choose one side of the debate (strongly agree or strongly disagree) before they begin to write their paragraph stating a position on the issue. This may allow for a clearer paragraph to be written as opposed to the 'agree' 'disagree' positions.
- For possible variations on the Four Corners strategy, review p. 182 of the *Think Literacy: Cross-Curricular Approaches, Grades 7-12*, and for the classroom set-up refer to p. 184.
- www.geohive.com - up to date population statistics for countries around the world.
- <http://www.un.org/popin/data.html> - United Nations site and directory for global population data.
- www.overpopulation.org - World Population Awareness website with information and articles addressing the global overpopulation issue.

Further Support

- The teacher may need to encourage some students and promote equal responses in groups.



Whole Class Discussions: Four Corners

CGW4U Canadian and World Issues: A Geographic Analysis (unit - optional)

Notes

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Create 4 posters/signs printed in large letters with the following labels: Strongly Agree, Agree, Disagree or Strongly Disagree. • Engage the class in a debate using some controversial statements and asking them where they stand on the issue (e.g., ‘<i>Global resources should be shared equally</i>’ or ‘<i>The U.N. is not important in the 21st century</i>’). • This will allow the students to hear a variety of opinions. • Distribute the Student/Teacher Resource Population Overload. 	<ul style="list-style-type: none"> • Think carefully about the different statements presented and decide where they stand on the issue. Accumulate a number of facts to support the position taken. • Read over the Student /Teacher Resource Population Overload? and identify the main points outlined in the reading.
<p>During</p> <ul style="list-style-type: none"> • On the board, present the students with the following statement: “<i>There are not enough food and water resources to support our current population growth rate</i>”. • Instruct students to think about the statement and take 5 minutes to consider what they have already learned and which of the 4 options – strongly agree, agree, disagree or strongly disagree – best fits with their own opinion. • Ask students to move to the corner of the room that best represents their position on the issue and in small groups share their opinions. Each student should take notes about important points raised. 	<ul style="list-style-type: none"> • Consider the statement presented to be used for the Four Corners activity and based on their opinion and the knowledge they have gained decide on one of the four corners of the room. • If possible, break into smaller groups to discuss reasons for their choice while at the same time taking notes.
<p>After</p> <ul style="list-style-type: none"> • At the end of the discussion period, ask one student from each group to share their position on the issue and the reasons for their stance. • Some students may now want to change corners. Let students move to the corner they now agree with and ask what reasons caused them to change their mind. • Provide an additional 5-10 minutes for discussion within the groups and then ask the students to write a paragraph stating their position on the issue using what they consider the 4 strongest arguments from their notes. 	<ul style="list-style-type: none"> • Listen carefully to the other groups and consider the points they put forward about their position on the issue and decide whether or not they may want to move to a different corner. • Take the last 5-10 minutes to conclude the discussion with ‘new’ and ‘old’ people in their corner and proceed to write out a concise paragraph outlining their position on the statement provided. Students must include the 4 strong points from their notes to support their opinion.



POPULATION OVERLOAD?

In 1999 it was estimated that the world's population was 6 billion people. An extra 1 billion people will be on this Earth by 2113, meaning we are currently adding 83 million people to the global population each year (1). Can the Earth sustain this type of growth and do we have the resources to support the needs of the expanding population?

More and more demand for resources, finite resources becoming depleted with limited supplies – what can the outcome be? Many people predict that we are growing too fast and will not be able to keep up with the demands. Food supplies are not available to provide nourishment to all those in need. Some would argue that one only needs to look at the famine epidemics in Sudan and Ethiopia in recent history as proof of the lack of food supplies available. In 1798 Thomas Malthus stated that population grows at a geometric rate (i.e. 1, 2, 4, 8, 16, 32) while food production grows at an arithmetic rate (i.e. 1, 2, 3, 4, 5, 6) and as a result there would be no way for food production to keep up with our exploding population growth rate. Recent global outbreaks of mad cow disease, avian flu, and hoof and mouth disease are all examples of how a break in our food chain can have global implications. It is also important to recognize global warming and its impact on agricultural production around the world. Growing seasons in parts of the world are becoming too short or the amount of moisture needed for a successful harvest is too low, all as a result of global warming. Fast-growing populations are shrinking as well as cropland area per person where countries can no longer produce enough to feed themselves. This brings in the risk of heavy future dependence on food imports (2). In 1950 there was 0.23 ha of cropland available per person globally. By 2050 it is estimated that there will only be 0.07 ha per person (3). The result is less food being produced and the resulting deaths attributed to chronic hunger is on the rise.

While there are lots of doomsday predictions about overpopulation and the food crisis, there are arguments that see a solution to this issue. The world's growing population is not the problem when it comes to food supplies; it is how the current supplies are distributed and consumed that causes the global imbalance. Many developing countries are dependent on a single commodity, such as fishing or agriculture. If those resources become depleted (e.g., over fishing, leaching of nutrients in the soil), these countries have little or no food for their own population, as well as nothing to export to raise money to import food. The developed countries of the world must share their resources and ensure that countries who cannot afford to import these food supplies have a way to access this much needed commodity. Consider the following facts from the U.N. (4):

- During the 1990s, one U.S. citizen was consuming 30 times what one citizen of India did; developed nations were 20% of the world's population yet used two-thirds of all resources and generated 75% of the world's pollution and waste.
- With world population at 6 billion and rising, the richest 20% of humanity consumes 86% of all goods and services used, while the poorest fifth consumes just 1.3%. The wealthy consume 45% of all meat and fish, use 58% of all energy produced and own 87% of the vehicles.
- Americans each consume 260 lbs. of meat per year on average, most of it hamburger; the average in Bangladesh is 6.5 lbs.

At the same developing countries must encourage local agricultural economies so that these developing countries can diversify their crops and move towards self-sufficiency when it comes to food production. Science can also play a role in increasing food supplies around the world. Through biotechnology, scientists have been able to develop genetically modified organisms (GMO's). This means altering the DNA of crops to create a new generation of plants and animals. For example, a vegetable may have its DNA altered so that it can grow in areas where previously the soil was not rich enough in nutrients to support agriculture. We are now utilizing previously unused land and expanding the global cropland that is available. Overall this will mean more food available at a lower cost.

So are we facing a global overpopulation crisis with not enough food to feed everyone? Or do we as a society need to look at how we consume resources, find new ways of distributing food and embrace new technologies to ensure that all countries have an adequate food supply?

Sources

1. <http://www.un.org/popin/data.html>
2. [http://www.un.org/special-rep/ohrll ... osium,%20opening%20session,Tokyo.htm](http://www.un.org/special-rep/ohrll...osium,%20opening%20session,Tokyo.htm)
3. <http://www.unfpa.org/6billion/ccmc/consumptionandresources.htm>
4. <http://www.earth-policy.org/Books/Out/2-1.%20World%20Grainland.xls>



Teacher Resource

Tips for Encouraging Student Participation in Class Discussions

Arrange seating to promote discussion – having students sitting in rows is not always conducive to a class discussion. Try arranging the desks in a circle or in designated groups for the students to better interact. The classroom should promote a respectful, positive, and comfortable atmosphere for the students.

Allow the class time to “warm up” prior to beginning discussion – it is always a good idea to get into class early and spend some time talking with students about other topics besides the course. An alternative is to start the class with a general discussion about current events in which all can participate.

Limit your own comments – direct the discussion but do not dominate it. It then becomes a lecture and not a class discussion!

Use nonverbal cues to encourage participation - for example, smile expectantly and nod as students talk. Maintain eye contact with students. Look relaxed and interested.

Draw all students into the discussion – it is important to encourage all students to participate and share their ideas in a class discussion. By doing so, a variety of opinions and ideas are added into the discussion and this allows students to consider a variety of viewpoints. Try to discourage students who monopolize class discussions.

Give quiet students special encouragement - quiet students are not necessarily uninvolved, so avoid excessive efforts to draw them out. Try to provide some non-threatening opportunities for these students to participate.

Keep the discussion on topic – ensure that the discussion progresses by using a variety of opened ended questions and pointed questions. It is important to rephrase and use a variety of question types for students to ensure that the question is understood by all. Encourage students to elaborate on their ideas and those of other students.

Allow wait time – don't instantly answer your own questions. Give students time to consider the question, gather their thoughts, and formulate a response.

Stress the importance of listening – a well-rounded and successful discussion hinges on everyone listening to each other and responding to different ideas and opinions. Encourage students to ask questions if unsure of question or topic being presented.

Reading Different Texts Forms: **Reading Graphical Texts**

CGW4U Canadian and World Issues: A Geographic Analysis (Reading Bar Graphs)

It is important for students to be able to gather, understand, and analyze information in non-text forms such as diagrams, photographs, maps, charts, tables and graphs. Providing students with an approach to reading graphical text also helps them to become effective readers.

Purpose

- Become familiar with the elements of graphing and their effectiveness in communicating information visually.
- Explore a process for reading graphs, using a range of strategies for before, during, and after reading.

Payoff

Students will:

- become more efficient at interpreting graphs for information and meaning.
- practice a variety of reading strategies and apply them to analyze graphs from a geographical perspective.

Tips and Resources

- By the time students reach senior level courses, it can be assumed that they have been exposed to different types of graphs and their usefulness in communicating information. It is suggested that a brief diagnostic assessment be conducted to remind students of the purpose of graphing (i.e., to place data in a visual context for comparison), the use of appropriate graphs for displaying different types of data and basic graphing conventions:
 - appropriate title;
 - labels for axes (if necessary);
 - appropriate units of measurement;
 - legend (if necessary);
 - accuracy and appearance.
- Graphing supports the curriculum by asking students to communicate the results of geographic inquiry using appropriate terms and concepts and a variety of forms and techniques.
- Be sure that students understand how the United Nations Security Council works, its mandate, and the need for peacekeeping forces around the world. This should be done in the form of a group discussion so that students have the opportunity to ask questions and share ideas with each other before beginning the activity.
- Refer to the Think Literacy: Grade 9 Academic Geography document for an overview of basic graphing types. See Student Resource, *Tips for Reading Graphical Texts*. Focus on one or two tips at a time to help students before, during, and after the assigned reading. Add tips as needed to guide the students as they read.
- www.globalpolicy.org provides a monthly update of peacekeeping statistics around the world.
- www.un.org/Docs/sc/ provides a summary of the U.N. Security Council.

Further Support

- Provide students with an organizer to guide them as they read and interpret the graph. This could take the form of a series of questions directing students to look more closely at some of the aspects of the graph in order to develop a better understanding of the data.



Reading Different Texts Forms: Reading Graphical Texts

CGW4U Canadian and World Issues: A Geographic Analysis (Reading Bar Graphs)

Notes

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Help students to connect new content and ideas to their prior knowledge by encouraging them to reflect on what they already know about the topic of global peacekeeping. • Review the various parts of a graph, different types of graphs, and their usefulness when looking comparing issues/topics. • Distribute the Student/Teacher Resource, <i>Comparing Country Contributions to International Peacekeeping Missions 1996 & 2005 and Reading Graphs Effectively.</i> 	<ul style="list-style-type: none"> • Brainstorm ideas about global peacekeeping with a partner and share those ideas with the class during the teacher led discussion. • Clarify connections between the graph and the associated analysis questions.
<p>During</p> <ul style="list-style-type: none"> • Highlight the different labels on the graph and review the significance of each one. • Identify the different colour coding on the graph or the legend and the information contained within it. • Discuss the 4 levels of reading graphs. (See Student/Teacher Resource, <i>Reading Graphs: A Four Step Process</i>). • Explain strategies for interpreting the graphs (think aloud). • Use focus questions to promote a better understanding of the graph and the analysis to follow. 	<ul style="list-style-type: none"> • Identify the different parts of the graph and the significance of each. • Begin to search for specific information from the graphs based on the Student /Teacher Resource <i>Reading Graphs Effectively.</i> • Ask questions for clarification if necessary. • Participate in a class discussion.
<p>After</p> <ul style="list-style-type: none"> • Review the fourth level of reading graphs – “Reading Beyond the Data” • Have students to share findings and identify similarities and differences in results. • In small groups have students identify the following: <ul style="list-style-type: none"> - the connections between the written text and the graphs; - the usefulness and effectiveness of using graphs to provide information; - the importance of being able to synthesize the information gathered from the graphs and the ability to make reasonable predictions and assumptions. 	<ul style="list-style-type: none"> • Synthesize their information in a written form. • Predict future trends and implications of the information gathered from the graph.



Student/Teacher Resource

READING GRAPHS – A FOUR STEP PROCESS

Previewing the Graph

Before answering any questions about the information in a graph, try to understand the basic elements of the graph:

- What type of graph is it? (e.g., bar graph, pie graph, scatter plot, line graph)
- What does the title tell you about the information in the graph?
- Read the labels on each axis.
- What are the units for the scales?
- Read the legend (if there is one).

Reading the Data

Some questions about data can be answered by stating a fact directly from the graph. To answer these types of questions, use the labels and scale on the horizontal and vertical axes to read or locate specific information on the graph.

Reading Between the Data

The answers to some questions require that you interpret information by identifying relationships and trends within the graph. Compare two or more points on the graph to determine a relationship or a trend.

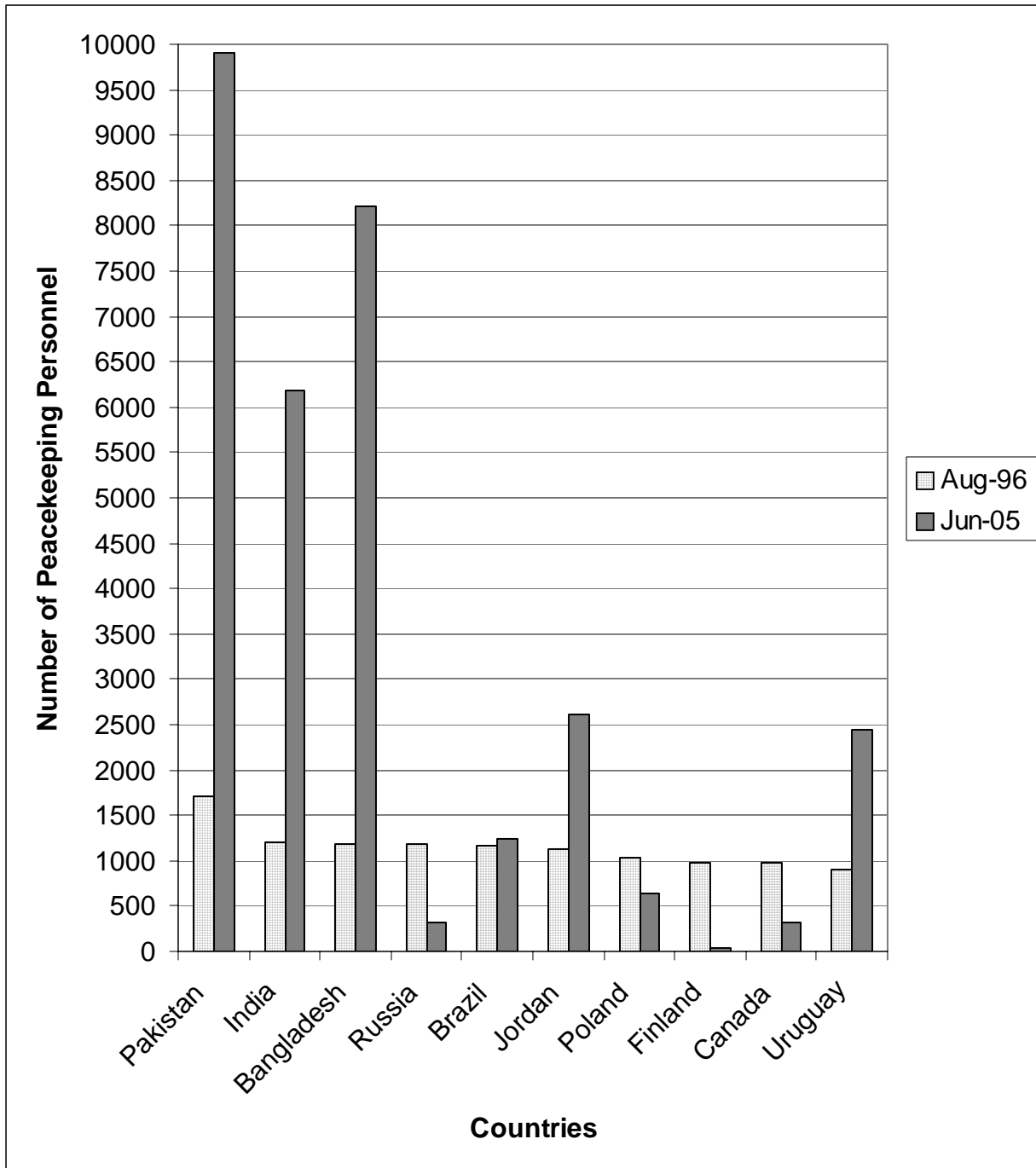
Reading Beyond the Data

Some questions about data in graphs ask you to extend, predict, or infer an answer using your own prior knowledge and experience. To read beyond the data is to draw conclusions from evidence in the graph.



Student /Teacher Resource

Top Ten Country Contributions to International Peacekeeping Missions in 1996 Compared to Contributions in 2005



source: www.globalpolicy.org



Reading Graphs Effectively

1. What does the title of the graph tell me?
2. Can you estimate the changes in the number of personnel for the following countries?

Country	Estimated Change in Number of Personnel Between 1996 & 2005	Increase or Decrease of Personnel Between 1996 & 2005?
Pakistan		
Canada		
Brazil		
Finland		

3. What trends can you identify happening between 1996 and 2005?
4. What other statistics may be helpful in explaining why these trends are occurring?
5. What is the geographical pattern and level of development patterns you can observe in the changes to peacekeeping contributions between 1996 and 2005?
6. Go to www.globalpolicy.org and find the most up-to-date information on the top 10 contributing countries to global peacekeeping efforts. Does the list of countries surprise you? Where are Canada, the United States and the United Kingdom on the list? Brainstorm reasons to explain their contributions to recent peacekeeping missions.



Reading Different Text Forms: Reading Maps

CGW4U Canadian and World Issues: A Geographic Analysis (Reading Cartograms)

Graphical text forms (e.g., diagrams, photographs, drawings, sketches, graphs, schedules, maps, charts, tables and timelines) are intended to communicate information in a concise format and illustrate how one piece of information is related to another. Providing students with an approach to reading graphical text helps them to become effective readers.

Purpose

- Become familiar with different types of graphical texts.
- Explore a process for reading graphical texts, using a range of strategies for before, after and during reading.

Payoff

Students Will:

- become more efficient at “mining” graphical texts for information and meaning.
- practise essential reading strategies and apply them to different course-related materials.

Tips and Resources

- While learning to read maps is a skill that is practiced into the grade 9 level and beyond, it is important to conduct a diagnostic assessment before moving forward with any map activities at the grade 12 level. Many students may not have been exposed to map reading since grade 9 so a review of map conventions and their purpose is suggested. Basic map conventions include: title, legend, border, scale, direction and accuracy/appearance.
- Go beyond the thematic and topographic map examples when describing different types of maps and emphasize the importance of map projection and distortion in understanding the information on a map. See Teacher Resource **Different Map Types** to expose students to more challenging maps and their use in synthesizing data.
- Grade 12 students are expected to gain knowledge in this course through an issues-based approach that will allow them to develop supported opinions about global issues. Being able to effectively read maps is one strategy to assist in reaching this goal.
- Explain how maps need to be looked at critically and that many maps may contain a bias based on the projection used, scale, patterns shown, use of colour etc. A good example to use is a world map developed before the Cold War. Such maps generally used the Mercator Projection. These maps made the U.S.S.R look much larger in size and therefore more intimidating than the U.S.
- A clear explanation of what a cartogram represents and the information it is conveying will be needed. Have a few different examples or cartograms to show the students how they work. Suggestions include world population, agricultural production, or pollution rates.
- Review the **Tips for Reading Maps** in the *Think Literacy Geography, Grades 7-9* resource p. 5 of the CGC1A resource as well as the **Tips for Reading Graphical Texts** in the *Think Literacy: Cross-Curricular Approaches, Grades 7-12*, p. 86.
- See http://www.ncgia.ucsb.edu/projects/Cartogram_Central/ for cartogram examples.
- Many of the strategies for informational and literary texts can be used effectively to read graphical texts.

Further Support

- Gather examples of the maps outlined in Teacher Resource **Different Map Types** to review with students the different types of maps. Explain the potential bias in each and the importance of critically looking at maps before starting the activity.



Reading Different Text Forms: Reading Maps

**CGW4U Canadian and World Issues: A Geographic Analysis
(Reading Cartograms)**

Notes

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Conduct a diagnostic assessment of basic map components, types, and graphical text reading strategies. This can be accomplished by using the teacher resource <i>Different Types of Maps</i> in conjunction with an atlas. The atlas will have a number of useful examples of the maps that will be described to the students including explanations of different map projections (e.g., cylindrical, conic and azimuthal). • Distribute Student Resource <i>Tips for Reading Maps</i> from the <i>Think Literacy Geography, Grades 7-9</i> resource p. 5 of the CGC1A course and review relevant points using examples from the atlas. 	<ul style="list-style-type: none"> • Participate in a map review exercise and ask questions for clarification when needed. • Recall past use of maps to support the current lesson. • Review <i>Tips for reading maps effectively</i>.
<p>During</p> <ul style="list-style-type: none"> • Review the definition and purpose of a cartogram using a variety of examples that reflect the value of using such a resource to better understand global relationships. • Distribute the Student Resource <i>World Trade Cartogram, 1999</i> and model reading the map and asking questions such as: <ul style="list-style-type: none"> - What does the pattern mean? - Why might the pattern exist? - How is the cartogram different from a typical world map? - What is the significance of this map? • Have students work in pairs to “mine” information from the map using the Student Resource <i>Tips for Visual Literacy – Reading Maps Organizer</i>. 	<ul style="list-style-type: none"> • Listen to a description of a cartogram and closely examine examples provided to gain an understanding of how these maps work. • Study the <i>World Trade Cartogram</i> provided and participate in a class discussion. • Work with a partner to gather information from the cartogram using the organizer provided. • Ask questions for clarification if needed.
<p>After</p> <ul style="list-style-type: none"> • Have students get together in groups of 4 to share findings from the organizers. Instruct students to add any information which they may have missed. • Ask students to rephrase the information in the formation of a written paragraph outlining the main points gathered from the cartogram. • As a class, discuss the usefulness of a cartogram when comparing certain criteria at the global level. 	<ul style="list-style-type: none"> • Compare findings with other groups in the class and add relevant points to the organizer. • Develop a written paragraph that clearly outlines the findings from the organizer. • Share ideas about the value of using cartograms to compare countries at the global level.

DIFFERENT TYPES OF MAPS

1. Small Scale vs. Large Scale Maps

The use of the terms "small scale" and "large scale" is often confused, so it is important to be consistent:

- a **large scale** map shows great detail, small features
 - representative fraction is large, e.g. 1/50,000
- a **small scale** map shows only large features
 - representative fraction is small, e.g. 1/250,000

2. General Map Types

- a. **TOPOGRAPHIC**: a large-scale map that contains detailed human and physical features.
- b. **THEMATIC**: communicates geographical concepts such as the distribution of population densities, climate, movement of goods, land use etc.

3. Advanced Map Types

- a. **Dot Maps**: how much of a certain item are found somewhere based on the concentration of dots.
- b. **Graduated Symbol Map**: the distribution of a characteristic, such as population, is shown in the use of circles, rectangles or squares that vary in size to reflect the concentration in a particular area.
- c. **Bar Chart Maps**: show the importance of various categories by the relative height of the bars.
- d. **Flow Maps**: show the origin of some type of flow (e.g., water, oil, money), its destinations, and its magnitude which is reflected through the use of arrows that will vary in thickness.
- e. **Cartograms**: spatial features of an area are distorted in proportion to the values of an assigned characteristic.
- f. **Choropleth Map**: a general category (such as vegetation) is subdivided into smaller specific categories (e.g., Boreal, Montane and Grassland) with each being assigned a colour to differentiate them on the map.
- g. **Isoline Map**: lines on a map that connect places that have the same value. Common examples include parallels of latitude and meridians of longitude.

4. **Map Projections** – use your atlas to review examples of map projections and their importance when looking at maps.



Student Resource

Tips for Visual Literacy – Reading Maps Organizer

Literacy Strategy	Question	Answer
Ask Questions	1. What information do the title and the scale of the map provide?	
Making Inferences	2. What do you think is the purpose of the map? Explain how the cartogram map is different from a political map of the world.	
Understand the Text	3. Identify the patterns that you see on the map. What are these patterns related to? (e.g., level of development, amount of natural resources, and location in the world or other factors).	
Making Inferences	4. Which parts of the world have the least impact on world trade? Provide reasons to explain your choices.	
Making Inferences	5. How would this map look differently if the cartogram reflected global population data instead of economic data?	
Making Connections	6. Physically, Canada is a large country. Why is Canada so small on the cartogram then?	



World Trade Cartogram, 1999

Insert World Trade cartogram map here! (The Map is included on page 33 of this document.)



Reading Graphical Texts: Interpreting Photographs

CGW4U – Canadian and World Issues: A Geographic Analysis

Purpose

- Become familiar with the criteria used to analyze a photograph.
- Learn that photographs are effective means of conveying information and can be interpreted in a number of different ways.

Payoff

Students will:

- gain a better understanding how visual images contribute to our interpretation of people, places, and events.
- become more efficient at “mining” graphical texts for information and meaning.

Tips and Resources

- Visual literacy is the ability to see, to understand, and ultimately to think, create, and communicate graphically. Generally speaking, the visually literate viewer looks at an image carefully, critically, and with an eye for the intentions of the image's creator.
- Visual literacy, especially through the use of photographs, helps us to change our natural tendency to accept information without question. Many times we develop stereotypes because our experiences have helped us to build a world that makes sense to us.
- Explain that every photo reflects the bias of the photographer because it is only showing what the photographer wants us to see. As a result, students must be aware of photo interpretation, manipulation, perspective, and bias when critically analyzing any photograph.
- Begin the lesson with the adage “A picture is worth a thousand words” and ask the students what they think this means.
- Make students aware that photographs, like written text, can contain explicit information (the fairly obvious content the photo is showing) as well as implicit information (conclusions or inferences you can draw from the photograph).
- Have a variety of images around your class (e.g., photographs, maps, posters) that give the students a number of different visual examples to observe and consider while completing the lesson.
- *Sight Unseen: The Art of Active Seeing* by John Schaefer (Goodyear, 1995).

Further Support

- A simple approach to analyzing a photograph is to ask the students to answer the 4 “W’s” – who, what, where, why. The “why” question begins the process whereby students look at photographs more critically and begin to analyze their meaning.
- Consider using the Student/Teacher Resource **Process for Analyzing Photographs** template for the **Using Photographs to Dispel Stereotypes** activity. This will provide a much more structured approach than having the groups write down the “story” of the photo.



Reading Graphical Texts: Interpreting Photographs

CGW4U Canadian and World Issues: A Geographic Analysis

Notes

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Begin the lesson by asking the students what they think the saying “A picture is worth a thousand words” means. You may want to direct them to comment on any of the images you have around the classroom. • Distribute the Student Resource <i>Analyzing Photographs</i> and ask the students to answer the 4 “W’s” – who, what, where and why – about each picture. • Distribute the Student/Teacher Resource <i>A Process for Analyzing Photographs</i> and have students complete the handout for each photograph. This will begin the process of looking at photographs in a more critical manner. • Clearly explain implicit and explicit meaning to the class. • Students can then share their findings in pairs or in a larger group. This will expose the students to interpretations different than their own. 	<ul style="list-style-type: none"> • Consider the saying “A picture is worth a thousand words” and using examples from around the classroom, share your opinions with the rest of the class. • Examine the photos provided and generally answer “who, what, where and why” in a class discussion. • Use the analysis template provided to take a closer look at the photographs to gather more information and meaning. • Compare your findings with a partner or a larger group to see who shared your conclusions as well to appreciate other interpretations.
<p>During</p> <ul style="list-style-type: none"> • Refer to the Teacher Resource <i>Using Photographs to Dispel Stereotypes</i> for a full explanation of the activity. • Using the activity completed above as a starting point, explain to the students that many times we gather information from photographs based on an initial glance and it is important to take the time to analyze photographs. This allows the student to gather more information and a deeper appreciation of what the photograph is showing (i.e., explicit vs. implicit information). • As students move around to the different photographs in the classroom, circulate and listen in on the conversations between the groups but do not offer any personal opinions. 	<ul style="list-style-type: none"> • Listen to the teacher’s introduction and explanation of the activity and ask any questions for clarification if needed. • Working as a group, carefully and critically examine each photograph and designate a group member to write out the “story” that the group feels is being told in the photograph. Be aware of the allotted time the group has so that you complete the story for each photograph. • Each group member should take turns explaining his or her interpretation of the different photographs during the teacher-led discussion. • Identify where possible stereotypes may have influenced the story.
<p>After</p> <ul style="list-style-type: none"> • Remind students of the importance of looking beyond the initial image of a photograph and the usefulness of photographs in preparing a final research paper or presentation. 	<ul style="list-style-type: none"> • Share what they have learned about the power of photographs and consider how they can use them effectively in future reports or presentations.



**Analyzing Photographs
Student Resource**

(The photograph for study is included on page 33 of this document.)

Attach photograph to this page.

Source : S. Pisani 2003/2004. Reproduced with permission.



Student/Teacher Resource

Reading Graphical Texts: Interpreting Photographs

CGW4U Canadian and World Issues: A Geographic Analysis

An Approach to Analyzing Photographs

1. Study the photograph for 1 minute.
2. Form an overall impression of the photograph and then look more closely for details. You may want to divide the photograph in 4 quadrants and see if you can identify anything new in those sections.
3. Give the photograph a title: _____

Use the chart to identify various images found in the photograph:

People	Objects	Activities

Inferences

Based on what you have observed above, list 3 things you might conclude from this photograph.

Explicit Information	Implicit Meaning

Questions

1. What exactly do I see in the photograph?
2. What are my impressions based on the photograph?
3. Look at the composition of the photo. What is the central focus of the photograph?
4. Where was the photographer standing? What if he/she had moved lower? Higher? Farther right? Farther left? How would that have changed the picture?

Using Photographs to Dispel Stereotypes

The following activity is intended to use photographs and the images they present to explore stereotypes regarding developing countries.

BEFORE

You will need to collect a variety of photographs from magazines, newspapers, or even travel brochures that represent a cross-section of life in developing countries. For example, we know one stereotype presented by aid agencies about developing countries and their citizens – poor, living in horrendous conditions, and little to no food or access to healthcare. Find photographs from these countries that offer a contrast to this embedded stereotype. A mixture of images - rural and urban, wealth and poverty, natural environments, political demonstrations and a photograph or 2 from your own region, will be needed to make this activity a success. All text related to the photograph should be removed but keep the article from which the photograph came. Number and mount the photographs and display them throughout the classroom.

DURING

Have the students work in pairs or groups of three and give the group 5-10 minutes at each photograph. The group should discuss the photograph and what they see in it. Students should come to a consensus about the story behind the photograph and record this information. You may “listen in” but do not give any feedback or participate in the student discussions. Over 1-2 periods the groups should have had the opportunity to see and discuss each photograph.

AFTER

Once each of the groups have had the opportunity to look at each photograph, it is time to come back as a class and have a discussion about how the students interpreted the various images. You should go through each photograph individually, allowing students to present their stories and ideas. You will then present the class with the accompanying article from the photograph and share what the picture is really representing. Students are usually surprised by how quickly they may fall into assuming culturally inherited stereotypes of developing countries. This is an engaging activity that lets you act as the guide, not the director, and allows the students to play an important role in their own learning process.



Engaging in Reading: Reading Between the Lines (Inferences)

CGW4U Canadian and World Issues: A Geographic Analysis (Reading Tables)

It is important for students to be able to gather, understand, and analyze information in non-text forms such as diagrams, photographs, maps, charts, tables and graphs. The ability to make inferences from words that are spoken or read is an essential skill for students in senior courses and contributes to life-long learning.

Purpose

- Draw meaning from text – through explicit details and implicit clues.
- Connect prior knowledge and experiences to the text in order to make good guesses about what is happening, may have happened, or what will happen in the future.
- Explore a process for reading tables, using a range of strategies for before, during and after reading.

Payoff

Students will:

- become more efficient at interpreting tables for information and meaning.
- develop a greater awareness that texts can be understood on more than one level.
- become capable and confident in comprehending the subtle meaning in texts.

Tips and Resources

- By the time a student reaches senior level courses, it can be assumed that they have been exposed to different types of tables and their usefulness in communicating information. Tables are a specific form of chart that organizes data or information into specific parts or categories.
- Ensure a good understanding of the difference between *explicit details* (information that can be found directly in the table e.g., names, dates, facts) and *implicit details* (identifying clues in the text that imply a certain outcome or assumption).
- Be sure that students understand how the Human Development Index works, the criteria used to evaluate each country and why it is an effective tool for comparing countries. This should be done in the form of a group discussion so that students have the opportunity to ask questions and share ideas with each other before beginning the activity.
- Refer to the *Think Literacy: Grade 8 Reading Different Text Forms: Geography* (pg. 50) for a basic overview on how to read a table. You can also use *Reading Graphical Texts* (pg.84) from the *Think Literacy: Cross-Curricular Approaches, Grades 7-12* document.
- The most recent edition atlas will have country statistics located at the back of the text to select HDI indicators.
- <http://www.cia.gov/cia/publications/factbook/> - CIA World Fact book.
- <http://unstats.un.org/unsd/databases.htm> - United Nations statistics.

Further Support

- The activity can be easily modified to incorporate more or less indicators to understand a country's ranking on the Human Development Index (HDI). To keep it simple you may want to only include a limited amount of criteria instead of the full table provided. It may also be advantageous to work through the student resources in the form of a class discussion instead of individual seat work. This will allow for greater interaction between the teacher and students and allow for more ideas to be generated.



Reading Different Texts Forms: Reading Graphical Texts

**CGW4U Canadian and World Issues: A Geographic Analysis
(Reading Tables)**

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Explain the differences between implicit and explicit details that can be found in a table and how these can be used to draw conclusions by the reader. • Distribute Student Resource, <i>Reading Between the Lines to Infer Meaning</i>. • Have students go through the resource and identify the explicit information from the scenarios and then draw conclusions or an inference about each. Lead a class discussion the share results. • Provide an explanation of the Human Development Index and have students brainstorm possible indicators that may be used to evaluate individual countries. • Distribute Student Resource, <i>Analyzing the Human Development Index for Select Countries</i>, and explain the criteria listed and strategies to interpret the data. 	<ul style="list-style-type: none"> • Ask questions to clarify the differences between explicit and implicit details. • Complete the Student Resource Using <i>Inferences to Draw Conclusions</i> and share the results with the class. • Work in groups of 4 to develop a list of what they think would be important quality of life indicators in assessing a country's HDI. Students may also want to look in the World Statistics section of an atlas for ideas as well. • Ask questions to clarify the information provided in the Student Resource: <i>Analyzing the Human Development Index for Select Countries</i>.
<p>During</p> <ul style="list-style-type: none"> • Emphasize the need to look carefully at each of the statistics provided and critically compare them to the other countries, making notes about each country and the HDI indicator. These are the explicit facts found in the table. • When examining the daily calorie intake, inform students that the global average is 2791 calories/day. • Distribute Student Resource, <i>Using Inferences to Draw Conclusions</i>, and review each question with the class. • Have students work individually or with partners to complete the <i>Analyzing the Human Development Index for Select Countries</i> worksheet. 	<ul style="list-style-type: none"> • Identify any explicit information that can be gathered about each country and its standard of living, using the factual information in the table. • Complete the <i>Analyzing the Human Development Index for Select Countries</i> resource, referring back to the previous activities as a reference for reading "between the lines". • Discuss findings and conclusions with a partner.
<p>After</p> <ul style="list-style-type: none"> • Have students share results from both the 'explicit' activity and the 'implicit activity' and discuss why students may have a variety of answers. 	<ul style="list-style-type: none"> • Share answers with the class and listen to the conclusions that others have drawn. • Be aware of the implicit and explicit information that can be drawn from both graphical and written texts.

Notes

READING BETWEEN THE LINES TO INFER MEANING

Explain what you think might be happening in the following situations :

1. The Canadian government has decided to make Africa its number one priority when it comes to foreign aid.
2. Increasingly more and more media outlets (television, Internet, newspapers, radio) are being owned by fewer and fewer corporations.
3. Without the United States involved , the chances of the Kyoto Protocol and its goal of reducing greenhouse gases has little chance of being successful.
4. For every month in 2001, it was estimated that an average of 140,000 people used food banks in the city of Toronto.
5. The Chinese government believes the world should thank them for their one-child policy in slowing down their population growth rate.
6. It is important for developed countries to be exploring alternate forms of energy such as solar and wind power.



Student Resource

Analyzing Criteria of the Human Development Index for Select Countries

	Canada	Bolivia	India	Nigeria	Thailand	Australia
HEALTH – Doctors per 100, 000 people (1990-1999)	229	130	48	19	24	240
FOOD – Daily calories per capita (1997)	3119	2174	2496	2735	2360	3224
WATER – Access to safe water (%) (2000)	100	79	88	57	80	100
EDUCATION – Number of students per 100, 000 people in higher education (1996)	5953	N/A	638	N/A	2252	5682
CARS – People per car (2000)	2	65	218	151	37	2
TELEPHONE – Main lines in use (000's) (2000)	20 803	328	27 700	500	5600	10 050

Final HDI Scores

Human Development Index (2000)	0.940	0.653	0.577	0.462	0.762	0.939
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Source: U.N. Statistical Division, CIA Fact book.

Using Inferences to Draw Conclusions

The Human Development Index table you looked at earlier contained a variety of **explicit** or factual information. In your summaries for each of the criteria you may have identified the fact that Canada and Australia have the most number of doctors per 100 000 people or that India has the largest number of people per car when compared to the rest of the countries. But what about the **implicit** details we can find in the table? These are the **conclusions or the inferences** we can make based on the data found in the table.

Using the data found in the table, answer the following questions:

1. Is Nigeria's current healthcare system adequate to serve the needs of its population? Why or why not?
2. What reasons can you give for data on higher education in Nigeria and Bolivia not being available?
3. Explain which country or countries will have the largest negative impact on the environment based on the number of people per car. Be sure to identify the environmental impacts as well.
4. Determine which countries would be considered to be developed, newly industrialized, or developing, based on the data in the chart and each country's overall HDI score. Provide rationale for your choices.



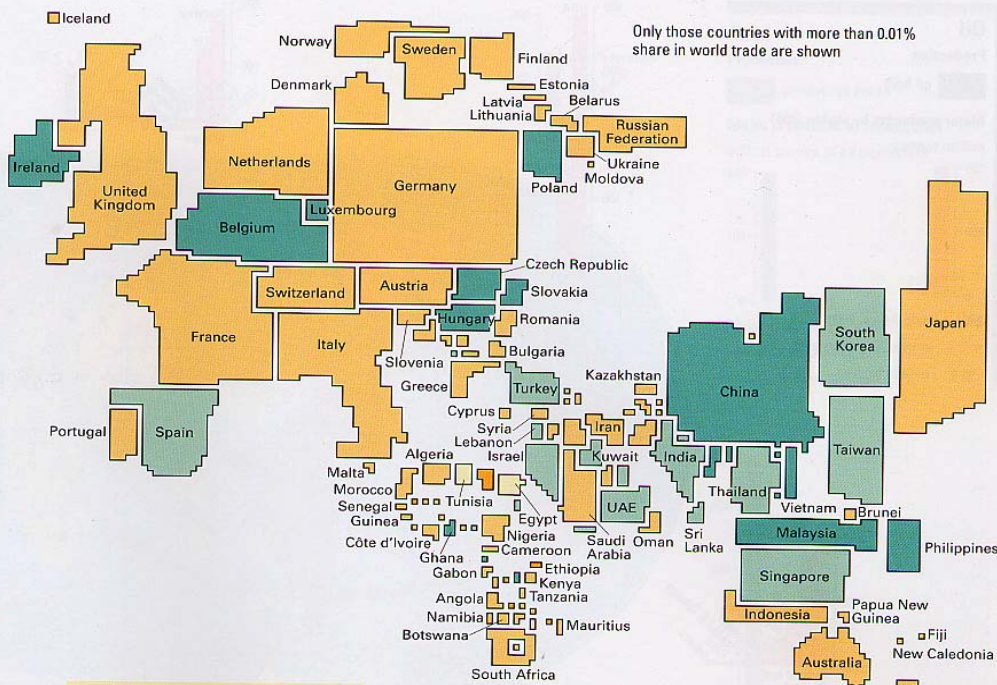
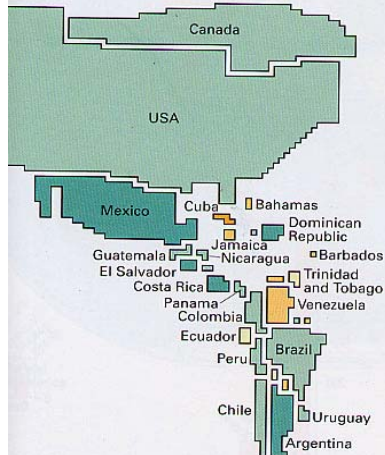
World trade cartogram, 1999

size of each country represents its share of world trade

- 1% of world trade
- 0.1% of world trade

Change in share of world trade, 1990-1999

- | | |
|--|--|
| <ul style="list-style-type: none"> over 50% 5-50% 0-5% growth or decline 5-50% over 50% | <ul style="list-style-type: none"> growth little or no change decline |
|--|--|



Only those countries with more than 0.01% share in world trade are shown

Leading exporters
highest percentage share of world exports
 United States 12.4%
 Germany 9.6%
 Japan 7.4%
 France 5.3%
 United Kingdom 4.8%
 Canada 4.2%

Highest importers
highest percentage share of world imports
 United States 18.0%
 Germany 8.0%
 United Kingdom 5.4%
 Japan 5.3%
 France 5.0%
 Canada 3.7%

