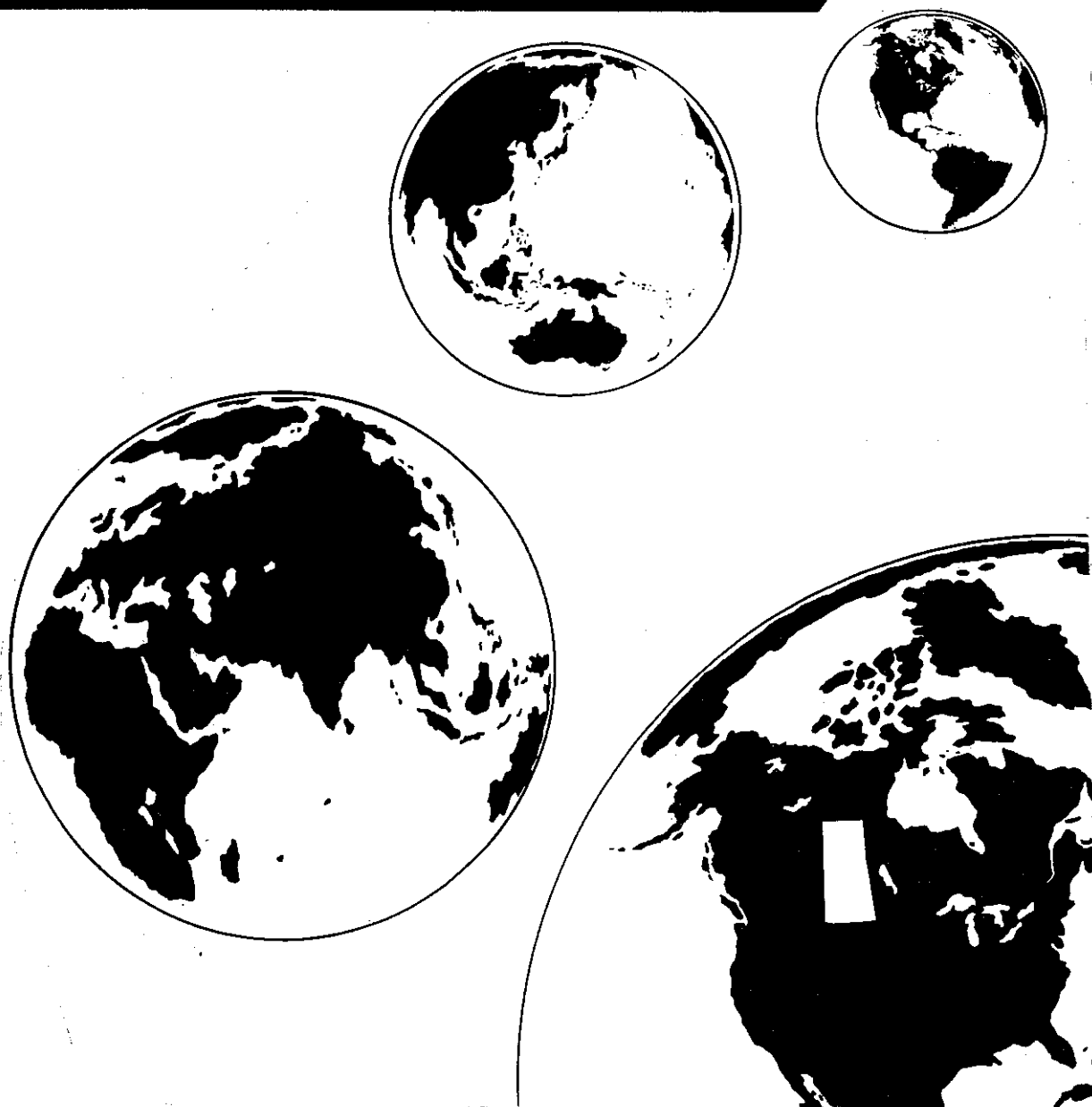




Saskatchewan
Learning

Geography

Program of Studies for the High School - Grade 12 Tentative Course Outline



Recycled Paper

July 1969

FOREWORD

The tentative curriculum guide for Grade XII Geography was developed by a subcommittee of the Provincial Geography Committee. The committee, set up originally in 1963, prepared the present geography courses for grade X and XI. The grade XII course was prepared in response to requests from a few larger schools that their students should be permitted to continue the study of geography in grade XII. The course follows logically from the studies outlined in the grade X and XI courses. The grade X course was basically an introduction to the elements of physical geography; the grade XI course was designed to provide an understanding of the broad regional differences, cultural and physical, which occur within the North American continental area with an attempt in the last unit to show the place of North America in the world setting.

Students who have studied geography in grades X and XI should be able to apply the concepts and skills they have learned earlier to a study of the geography of population which is the theme of the grade XII course. The problem of population expansion is in the forefront of contemporary thinking on economic, political and social issues.

The Grade XII Geography course will be accepted as an academic elective by the Saskatoon and Regina campuses of the University of Saskatchewan for admission.

INTRODUCTORY STATEMENT

An adaptation of a statement prepared for the
British Columbia Department of Education
Geography Advisory Committee by faculty members
of the University of British Columbia Department
of Geography

Geography has been defined as that field of learning in which the characteristics of particular places on the earth's surface are examined. It is concerned with the characteristics of places and regions particularly as to:

- (a) their location in relation to other places
- (b) variable phenomena, both natural and cultural (physical and human), which distinguish one place from another
- (c) interaction between places

Regional geography is the study of the distinctive areas of the earth. A region may be defined as an area of any size throughout which there is some degree of uniformity in terms of the criteria by which it is defined. The region may be as small as a farm or city block or as large as a continent; it may be a region defined by political boundaries, high mountains, or climatic differences. Regional geography studies areas, seeking to discover and analyze particular patterns of phenomena such as landforms, settlement, or crops.

Geography has always dealt with the physical earth, but modern geographers believe that the significance of the elements of the physical world is a function of the attitudes, objectives, and technical abilities of man himself. Man's interest in and study of the differences which exist from place to place on the earth are related to man's search for knowledge about himself. Put in a simple way, geographical study of the earth and its places becomes interesting and meaningful if it is helping to answer the question, "Why do people do what they do where they do it?"

OBJECTIVES OF GEOGRAPHICAL STUDIES

The intent of this course in geography is to acquaint and explain to the student the basic distributions of physical and cultural phenomena over the earth's surface. Through analysis of these distributions, and some of the societal processes, an understanding of the environment, society and economy of the different regions of the world should be achieved. Further, the study of geography should lead to an appreciation of the fact that the world is one, that no region exists in isolation, that, today, all parts of the world are interdependent.

To ensure the attainment of the above, the geography program should foster in the students the development of the following understandings, skills and attitudes:

1. Understandings

- (a) There is no split between "physical geography" and "regional geography". Geography is a chorological science (i.e. deals with distribution) which needs and uses the facts of many sciences to arrive at an understanding of differences between regions.
- (b) Geography is unified by its method and viewpoint and not by its subject matter. Much of its subject matter may be contained in other disciplines -- in history, in physics, in geology, in economics, etc. -- but its viewpoint is distinctive; it is the regional viewpoint.
- (c) The regional viewpoint infers the recognition of differences and of similarities between areas across the earth's surface. Regions are distinguished on the basis of definite criteria, both physical and cultural.
- (d) Classification of phenomena (physical or cultural) into categories of greater or lesser degree of generalization should lead to the understanding of real variation in their occurrence and hence to an appreciation of regional distribution.
- (e) In recognizing relationships occurring between different classes of phenomena, e.g. areas of dense population coinciding with great natural resources, one must be careful to differentiate between cause and effect relationships and those relationships which are accidental.
- (f) The major device for demonstrating regional differences and distributions is the map. In addition the geographer uses a variety of descriptive devices including statistical diagrams of many kinds.

2. Skills

- (a) To read with comprehension in the field of geography.
- (b) To analyze, interpret and evaluate data provided in many forms (statistical, map, or other).
- (c) To discover geographical relationships and to recognize regional differences.
- (d) To present, orally and in writing, in organized fashion, the results of geographical research.
- (e) To use, and construct where possible, the various tools of geography including globes, maps, charts, and graphs.

- (f) To make case studies, local or other, and thus develop understanding of relationships between environment and human activities.
- (g) To undertake geographical studies, including elementary field work, of the local area to achieve first-hand understanding of the fundamental approach of the geographer.

3. Attitudes

- (a) Recognition that the state of knowledge is not finite, that new methods of research and new concepts are continually evolving, that understanding of the world in which we live is very incomplete.
- (b) Willingness to undertake research with an open mind and to arrive at generalizations based on unbiased appraisal.
- (c) Willingness to recognize that cultural differences across the world are the result of geographical, historical and societal factors rather than a result of "racial" dissimilarities.
- (d) A willingness to recognize that regions of similar physical environment may be occupied by very dissimilar economics and societies and that these dissimilarities are a result of numerous factors including stage of cultural and technical development, together with differences in the objectives of the peoples concerned.
- (e) A willingness to understand that no region exists in isolation, that all parts of the world are inter-related and interdependent.

RECOMMENDED PROCEDURES

Geography describes the earth's surface with particular reference to the differentiation and relationship of areas. It is not an exact science which uses the logic of deduction. Its logic is inductive, appropriate to all the sciences of observation and experiment. This approach in the teaching of geography is accomplished by proceeding from the specific to the universal applications which will lead to generalizations.

The following procedures are recommended:

1. Exposition and explanation used in conjunction with diagrams, charts, slides, films, filmstrips, maps, globes, or other instructional aids.
2. Field trips with direct observation of geographical phenomena related to the topics being studied.
3. Student study of appropriate maps, globes, aerial photographs, films, filmstrips, charts, and collections.
4. Committee assignments and student projects.

5. Making the greatest possible use of library resources to supplement the student textbook.
6. Constructing tests and examinations which measure the student's ability to interpret maps, globes, charts, graphs, statistical data, and geographical descriptions, and to illustrate his answers with sketch maps and diagrams.
7. Undertaking a "sample study" of a selected region. (See HISTORY AND GEOGRAPHY TEACHING MATERIALS, University of British Columbia, published by Gage in 1964.)

CULTURAL GEOGRAPHY

The central problem in human or cultural geography is the nature of the relationship between man and his environment. To what extent does the physical environment determine man's actions? To what extent do interrelationships exist between man and his environment and between one environment and another. It is hoped that the following course of study may shed some light on these relationships.

Culture may be defined as the totality of man's learned behaviour, and man's culture prevents the total environment from acting upon him. The extent therefore to which determinism will exist will depend upon how far and how well man's culture has developed.

Somewhere in the secondary school curriculum, there should exist a course offering a balanced picture of the modern world. Like it or not, the modern world is our environment and to understand it requires a knowledge both of the sequence of events that make up the flow of history and of the different characteristics of particular places in which these events take place. No part of the world is so isolated or remote that its inhabitants have not felt, at least in part, some of the revolutionary changes in human living that have occurred over the last 200 years. In each part of the world, however, change must be measured in relation to the cultural traditions of the people. It is with the nature of such changes in mind that this course has been developed in the hope that at least a little better understanding of other peoples' problems may be forthcoming.

In order to maintain a theme, the course's orientation is towards population. Hence the course is divided in six topics each of which is based on the theme which is itself the title of the course.

It should be noted that the "case study" approach may prove very useful in teaching this course.

GRADE XII GEOGRAPHY TIME ALLOCATION

A minimum of 120 minutes per week of regular student class time should be allocated to the course.

THE COURSE OUTLINE IN BRIEF

Theme: Population

<u>Unit Number</u>	<u>Topic</u>
I	The Geography of Population
II	The Western Industrialized World; Its Origins and Characteristics
III	Tropical Settlements and Their Characteristics
IV	The Pioneer Fringe
V	Northern Settlement
VI	Political Geography

Textbooks and References

No single book is entirely suitable as a student textbook. The following may be used as basic student references but would need to be supplemented by the other references listed at the end of each of the units of the course and in the bibliography at the end of the curriculum guide.

Gunn, Patterns in World Geography, Gage

Carter, Man and the Land, Holt, Rinehart and Winston

Jones, Chatto and Windus, Human Geography

Suggate, World Geography, Human, Nelson

The first named would be suitable as a basic student reference for some units of the course.

Basic Teacher References

Bresler (ed.), Human Ecology, Addison-Wesley (Canada)
Broek and Webb, A Geography of Mankind, McGraw-Hill
Carter, Man and the Land, Holt, Rinehart and Winston
Young (ed.), Population in Perspective, Oxford University Press

Teachers will need to consult many references in order to get adequate coverage of all units. See the bibliography at the end of the curriculum guide.

Atlases:

The Atlas of Saskatchewan, Richard (ed.), University of
Saskatchewan (Book Store)
The Canadian Oxford School Atlas, Oxford University Press
World, Shorter Oxford Economic Atlas, 3rd edition, Oxford
University Press
Hammond's Comparative World Atlas and Gazetteer, Book
Society of Canada
Nelson's Canadian School Atlas, Watson and Denison, Nelson

GRADE XII GEOGRAPHY COURSE OUTLINE

UNIT I

The Geography of Population

1. Definition of Population Geography

- (i) - ideas of Human Ecology
- (ii) - relationships between regional differences and densities, growths, etc.

2. Relationships of elements and population

A. Physical Elements

- (i) - empty vs. populated areas
- (ii) - the physical realm as a populated determinant

B. Cultural Elements

- (i) - Nature of culture
- (ii) - Effects of culture
- (iii) - Similar environments are used differently by different cultures
- (iv) - Environmental limitation on the development of culture

3. Race, Nationality and Culture

A. Differences and Correlations

- (i) - Classification
- (ii) - Physical traits
- (iii) - Isolated peoples
- (iv) - Distribution and main racial stocks

B. Ideas of Race Diffusion - See Elements of Geography, Smythe and Brown, (Macmillan) Section VI - Population

C. Cultural Diversity

- (i) - Environmentalism
- (ii) - The nature of culture
- (iii) - The concept of culture in Geography
- (iv) - The cultural landscape

4. Population Densities

A. Overpopulation

- (i) - Define and examine
- (ii) - Controversial views; Malthus, Marx
- (iii) - Population pressures
- (iv) - Nutrition and disease
- (v) - Food supplies

B. Natural increase

- (i) - History of population growth
- (ii) - Birth and death rates

C. Concept of Population Control

- (i) - Cultural resistance and economic necessity
- (ii) - International migration
- (iii) - Internal migration

5. Comparative Studies

Western Europe or North America
South or S.E. Asia

The physical environment is to be stressed; relationships, racial and cultural differences; the concepts of development and under-development are to be examined. Commonly held beliefs should be criticized. The use of maps and atlases should be widespread and thorough.

Teacher References:

Bresler - Ch. 5, 6, 20, 21, 22 - Human Ecology, Addison-Wesley (Canada)
Broek & Webb - Ch. 2, 4, 18, 19, 20 - A Geography of Mankind,
McGraw-Hill

Student References:

Indonesia, Van Nostrand Searchlight # 10
India, Van Nostrand Searchlight # 24
The Lower Mekong, Van Nostrand Searchlight # 12
Smith, P. J., Population and Production, Ch. I and II
Swatridge et al, Regional Geography, Ch. 15, South Asia; Ch. 16, India
Young, Louise B. (ed.) Population in Perspective, See pp. 30,
61 - 106, 170 - 186, 303 - 321.

UNIT II

The Western Industrialized World: Its Origins and Characteristics

1. (a) Definition of the western industrialized world.
(b) Recognition of rapid changes within and without.
2. Origins and Diffusion of Technology
 - (a) Historical survey from the Old Stone Age to the Modern Technological Revolution.
 - (b) Transportation
 - (c) Power and Manufacturing
 - (d) Modern Agriculture
(Note: See Taylor, G., Environment, Race and Migration, Methuen, for "Zones and Strata" Theory.)
3. Industrial Nodes of the Western World
 - (a) Coalfields
 - (b) Transportation and communications as developing agents
 - (c) Urbanization
 - (i) - Origin and spread of cities
 - (ii) - Cities in the Modern Era
 - (iii) - Facets of contemporary cities
 - numbers
 - internal structure
 - function
 - spatial arrangement
 - (iv) - Metropolis and megalopolis
4. Location Theory
 - The influence that growth nodes will always dominate economic, including urban, growth.
 - (a) Factors of industrial location.
 - (b) Factors of location of settlement - site and situation
5. Industry
 - (a) Characteristics
 - (b) Markets vs. Resources
6. Leisure Industries

Teacher References:

Broek and Webb - Ch. 3, 12, 13, 16, 17 - A Geography of Mankind,
McGraw-Hill

Student References:

Goldwin, Robert A., A Nation of Cities, Rand McNally,
Chicago

Van Nostrand Searchlight Series:

#36 - China, Ch. 5

#31 - Mexico, Ch. 7

#11 - Japan, Ch. 3, 5, 6, 7

#21 - A New Soviet Heartland

Gunn, Patterns in Geography, Ch. 4, 13, 14

Stanford and Moran, Geography, A Study of Its Elements, Ch. 12,
13, 14

Walsh, Gerald, Industrialization and Society, Curriculum Resource
Book Series, Selected Sources, McClelland and Stewart (Book of
67 selected documents - industrialization from 1770 to
the present)

Hall, Peter, The World Cities, World University Library, McGraw-
Hill

Smith, P. J., Population and Production, Dent

UNIT III

Tropical Settlements and Their Characteristics

1. Definition of Tropics

2. Rural Economy

- (a) Shifting cultivation
- (b) Livestock herding
- (c) Permanent agriculture, intensive and others
- (d) Cash-crop farming
- (e) Plantation

N.B. Indicate specifically relationships of the above to population density, size of holdings, etc. Where possible relate each of the above to specific regions.

3. The Urban Economy

- (a) Rural settlements
- (b) Size of towns and villages
- (c) Functions of settlement

4. Effects of Colonial Development

- (a) Settlement in plantation regions
- (b) Port towns
- (c) Slave trade

5. Recent changes

Case studies based on the above with current developments.

- (a) India
- (b) A Country of South America
- (c) A Country of Tropical Africa

Note impact of nationalism and self-government.

Teacher Reference:

Broek and Webb, Ch. 8, 10, 11, 15 - A Geography of Mankind,
McGraw-Hill

Student References:

Van Nostrand Searchlight Series:

- #6 - Central America
- #24 - India
- #9 - West Africa
- #10 - Indonesia
- #12 - The Lower Mekong

Student References (continued)

- Lloyd et al, The Geographer's World, Ginn, Ch. 22, 24
Grime, Landscapes of Europe, Bellhaven House, pp. 168 - 191
Swatridge, Langman, Burbidge, Selected Studies in Regional
Geography, McGraw-Hill, Toronto, Ch. 16 India
Smith, P.J., Population and Production, Dent, Ch. III Peru,
Ch. II India, Japan
Bradley, World Geography, pp. 180 - 194; 429 - 438
Hildebrand, Lands of the Eastern Hemisphere, Holt, Rinehart
and Winston, Unit 5

UNIT IV

The Pioneer Fringe

1. The area defined
2. Concept of a contracting fringe
3. Concept of marginal areas in which population is stranded or in difficulty
4. Types of pioneer fringe
 - essentially agricultural
 - a concept of permanent and continuous settlement
 - (a) Northern edge of Canadian agriculture, e.g. Peace River
 - (b) Dry edge of Canadian agriculture, e.g. Southwest Saskatchewan
 - (c) Dry edge of Australian agriculture.
 - (d) Cold edge of continuous settlement in Siberia
5. Indigenous Groups
6. Nature of each environment
 - (a) Physical
 - (b) Cultural
 - (c) Tendency to remain pioneer fringe
7. Solution to Problems of Pioneer Fringe
 - (a) Settlement at all costs
 - (b) Subsidized withdrawal

Teacher References:

MacIntosh, Forest and Mining Frontier
Bowman, Forest Physiography

Student References:

Van Nostrand Searchlight Series:

#21 - A New Soviet Heartland - Part III

Swatridge, Langman, Burbidge, Selected Studies in Regional Geography, McGraw-Hill, Ch. 10 Siberia - A Great Northern Frontier

Irving, Robert M., Readings in Canadian Geography, Holt, Rinehart and Winston, Part II Population and Settlement

Watson, J. W., Canada: Its Problems and Prospects, Longmans, Ch. 6 - The Southern Prairies; Ch. 8 - The Canadian North

Appropriate publications from Government sources and A.R.D.A.

Tomkins and Hills, Canada, A Regional Geography, Ch. 9, pp. 241 - 248; pp. 256 - 258

Scarfe, Tomkins and Tomkins, A New Geography of Canada, Gage, Ch. 7 pp. 313 - 320

UNIT V

Northern Settlement

1. The Area Defined
2. The Physical Setting
3. Arctic and Northern Canada
 - A. (1) Eskimo culture and change
(2) Indian culture and change
 - B. The Characteristics of Modern Society
 - (i) Mining and Prospecting
 - (ii) Administrators, Police and Missionaries
 - (iii) Effects of strategic planning
 - (iv) Numbers and distribution of population
 - (v) Economic Regionalism
 - (a) Mackenzie Lowlands
 - (b) Eastern Arctic
 - (c) Arctic Islands
 - (d) Central Arctic
4. Developments in Northern Siberia
 - A. Urban
 - B. The Planned Economy
 - C. Northern sea routes
5. The Future of the North

N.B. Include a consideration of the development of Churchill.

References:

Regional geographies of North America as listed in the Grade XI course.

Tomkins and Hills, A Regional Geography of North America, Gage
Innis, D.Q., Canada, A Geographic Study, McGraw-Hill, Toronto
Putnam and Kerr, A Regional Geography of Canada, Dent, Don Mills, Ont.
Scarfe, Tomkins and Tomkins, A New Geography of Canada; Gage, Toronto
Watson, J.W., Canada: Its Problems and Prospects, Longmans, Ch. 8
Swatridge et al, Selected Studies in Regional Geography, McGraw-
Hill, Ch. 10

Canadian Geographic, Beaver
(recent Russian publications are available in English)

Lloyd, Russell and Scarlett, The Geographer's World, Ginn, Ch. 25
Watson, Canada: Problems and Prospects, Longman's (Canada),
Ch. 8: The Canadian North

UNIT VI

Political Geography

1. Definition
2. Concepts of nation and state especially as influenced by:
 - A. Historical Geography
 - B. Economic Geography
 - C. Cultural Geography

Examples may be taken from developments in Canada, United Kingdom, United States, U.S.S.R., Spain, Israel.

3. Imperialism and Colonialism:

World expectations and power blocs.

- A. The nature of imperial growth
- B. Special effects in colored areas
- C. Land vs. Sea Empires

Particular reference should be paid to the actions of Britain, United States, U.S.S.R. in this section.

4. International Ideologies and Power Bloc Separations, e.g. Iron Curtain
 - A. Strategic and Economic considerations
 - B. Policies of
 - (i) Containment
 - (ii) Isolation - between wars and post World War II
 - C. Compare territorial growths of U.S.A. and U.S.S.R.

Teacher References:

Broek and Webb - Ch. 7, 8 - A Geography of Mankind, McGraw-Hill
Mackinder: Democratic Ideals of Reality
Alexander: World Political Patterns
Cole, J. P., Geography of World Power

Student References:

Van Nostrand Searchlight Series
#3 - Spain
Gunn, Patterns in World Geography, Ch. 18 - People and Politics