

Geography Study Guide Systems

Elements of Systems

- Work to complete a task or a mission
- Are composed of sub-systems and parts
- Parts of systems are interdependent upon one another
- A system may be influenced by other systems



Essential Questions:

1. How do culture and experience influence how someone lives?
2. To what degree do physical systems impact human way of life?
3. What systems are present in your daily life and how do they affect you?

Overview

We will launch the cycle topic by finding examples of systems in stories about famous people. Once you start looking for systems, they start popping up all around you. The lessons that will guide you through understanding systems in the world, and specifically in Africa, will utilize the world atlas, Internet, and presentations. You will be able to explore the different types of systems in your African country and look at how the country's past got those systems even there in the first place! As the population continues to grow you will consider what implications those numbers have about the planet.

At the end of this study guide and several weeks of study you will:

- Analyze the characteristics that influence human systems
- Differentiate how physical systems influence patterns of human settlement
- Investigate the location of biomes and their impact on human systems

Weeks 1-2 (Jan. 19-29)

Complete the following:



1. Famous People & Connection to Systems – You will choose a famous person from one of the books: How They Croaked: The Awful Ends of the Awfully Famous and How They Choked: Failures, Flops and Flaws of the Awfully Famous, both by Georgia Bragg. You will mark up the reading in order to determine the systems at play in the famous person's life. Then you will share with the class your famous person, summarize the information you learned, and name the systems at play in the narratives. Write these in your journal before sharing with the class.

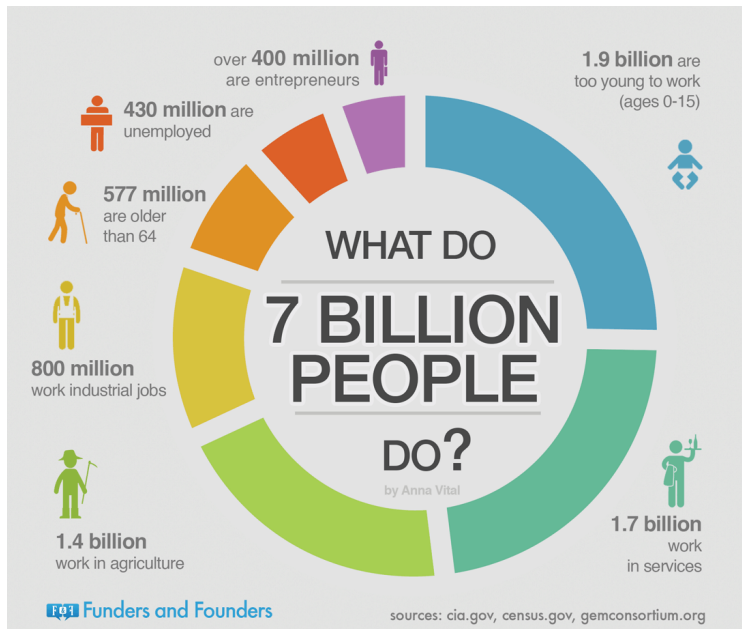
_____ **2. African country (Saharan):** **Draw your country's flag and symbols in your journal, and find its economic/political/human/agriculture systems. Put the flag drawing in your journal, and add the information you find about the other systems on the poster chart in the classroom. Be sure to write your name next to your information.**



_____ **3. Choose 2 of the following assignments from the Nystrom World Atlas:**

- _____ *Africa Lesson 1 Physical & Political Characteristics*
- _____ *Africa Lesson 2 Elevation & Rainfall,*
- _____ *Africa Lesson 3 Where People Live*

_____ **4. World Population Simulation:** discuss what you noticed during the experience, and how you interpret that information, and what that means for our physical/human/agricultural/economic systems. Then help make a class timeline in which major milestones in Earth's human population is noted.



Please turn in all work & this study guide by Jan. 29

Self-evaluation--Rate yourself on:

How well you understood the information in the lesson

(1= didn't learn much, 3=learned some, 5=would be able to teach a peer about it)

1. Short Story _____
2. African Country _____
3. World Atlas _____
4. World Population Simulation_____

How well you used correct spelling, punctuation, grammar, and neatness

(1= more than 5 errors, 3=between 1-4 errors, 5=no errors)

1. Short Story _____
2. African Country _____
3. World Atlas _____
4. World Population Simulation_____

How much effort you gave to the works

(1 = not much effort, not colored/complete, 3=some effort, more than half complete, 5= lots of effort, colored/all complete)

1. Short Story _____
2. African Country _____
3. World Atlas _____
4. World Population Simulation_____

