**GEOGRAPHY SELF-STUDY LEARNING**

**Print this work and bind it after. You will be required to hand in your work as soon as you report to school**

**Sub-Topic: The Construction of Great Lakes and St. Lawrence Seaway Project**

**Instructions**

•Try to do all the activities programmed for each day

• Remember that some activities may take more than one hour to complete

• Read instructions carefully before you begin doing each activity

• In case you find an activity difficult, ask an older person around to assist you.

**Lesson 1: Reasons for construction of the St. Lawrence Seaway and Problems faced**

**Activity 1**

**Read the text and answer the questions that follow:**

Assuming in your home area, you have a river whose course is narrow and shallow. At

the shallow point, the river deposits large amounts of silt. This has resulted in floods in

the surrounding areas. Still in its course there are sections with several islands or rocks

twining several times.

There are points on its course where it falls sharply over a hard rock forming waterfalls.

This limits navigation at this point. However, these obstacles are not found along the

whole course of the river. There are sections which are clear and navigable.

1. Do you think the river in your home area can be used for transport?

………………………………………………………………………………………………………

2. What should be done by leaders in your home area to improve water transport on that river?

1. ………………………………………………………………………………………………
2. ………………………………………………………………………………………………
3. ………………………………………………………………………………………………
4. ………………………………………………………………………………………………

3. What objectives would you set up to guide construction of a project similar to the St.Lawrence Seaway on the river?

1. ………………………………………………………………………………………………
2. ………………………………………………………………………………………………
3. ………………………………………………………………………………………………
4. ………………………………………………………………………………………………

4. Which problems are leaders likely to face while constructing the project on the river in your home area?

1. ………………………………………………………………………………………………
2. ………………………………………………………………………………………………
3. ………………………………………………………………………………………………
4. ………………………………………………………………………………………………

5. Do you think the objectives for the construction of the St. Lawrence Seaway were similar to the ones you have suggested for the river project in your home area?

**………………………………………………………………………………………………………………………………………………………………………………………………………………**

**Activity 2**

1. Using the knowledge, you have acquired about the river in your home area, explain four conditions which led to the construction of St. Lawrence Seaway?

1. ………………………………………………………………………………………………
2. ………………………………………………………………………………………………
3. ………………………………………………………………………………………………
4. ………………………………………………………………………………………………

2. What problems did the constructors face during the construction of St. Lawrence Seaway?

1. ………………………………………………………………………………………………
2. ………………………………………………………………………………………………
3. ………………………………………………………………………………………………
4. ………………………………………………………………………………………………

**Activity 3**

1. In your notebook, draw the map of Uganda showing Lakes and Rivers

2. Using the knowledge of St. Lawrence Seaway project, what do you think, are problems facing water transport in Uganda today?

1. ………………………………………………………………………………………………
2. ………………………………………………………………………………………………
3. ………………………………………………………………………………………………
4. ………………………………………………………………………………………………

**Follow-up Activity**

1. Copy the table below in your note book and fill in lakes and rivers used for transport in North America and Uganda

**Table 1**

|  |  |
| --- | --- |
| **NORTHAMERICA** | **UGANDA** |
| **4 LAKES** |  |
| **1** |  |
| **2** |  |
| **3** |  |
| **4** |  |
| **2 RIVERS** |  |
| **1** |  |
| **2** |  |

2. How can the Government of Uganda use the ideas from the St. Lawrence Seaway project to improve water transport in the country?

1. ………………………………………………………………………………………………
2. ………………………………………………………………………………………………
3. ………………………………………………………………………………………………
4. ………………………………………………………………………………………………

3. Describe the shipping hazards which hindered navigation along St. Lawrence River and the Great Lakes before the construction of the St. Lawrence Seaway.

1. ………………………………………………………………………………………………
2. ………………………………………………………………………………………………
3. ………………………………………………………………………………………………
4. ………………………………………………………………………………………………

**Summary**

In this lesson you have learnt that:

• USA and Canada faced different problems during the construction of St. Lawrence Seaway which include flooding of the Seaway, freezing during winter, and fog which used to affect visibility.

• The aims for construction of the seaway were: to ease transportation of bulky raw materials, to generate power, to overcome rapids and waterfalls.

**References:**

**1. Geography of North America by R. G White**

**2. Geography of North America by David Waugh**

**3. Geography of North America by Matovu Yiga**

i) Explain problems which are still being faced on St. Lawrence Seaway and in the Great Lakes Region.

1. ………………………………………………………………………………………………
2. ………………………………………………………………………………………………
3. ………………………………………………………………………………………………
4. ………………………………………………………………………………………………

ii) suggest possible solutions to problems still being faced along the seaway.

1. ………………………………………………………………………………………………
2. ………………………………………………………………………………………………
3. ………………………………………………………………………………………………
4. ………………………………………………………………………………………………

iii) identify commodities transported along the seaway.

1. ………………………………………………………………………………………………
2. ………………………………………………………………………………………………
3. ………………………………………………………………………………………………
4. ………………………………………………………………………………………………

**Location and Composition of New England and Agriculture in New England**

By the end of the lesson you should be able to:

i) describe the location and composition of New England.

ii) describe types of farming in Agriculture.

iii) explain factors which have favoured agriculture in New England.

1. List the states which make up New England.

1. ………………………………………………………………………………………………
2. ………………………………………………………………………………………………
3. ………………………………………………………………………………………………
4. ………………………………………………………………………………………………

2. Describe location and composition of New England.

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

3. Explain the types of Agriculture in New England.

1. ………………………………………………………………………………………………
2. ………………………………………………………………………………………………
3. ………………………………………………………………………………………………
4. ………………………………………………………………………………………………

4. Draw a map to show New England.

5. Explain the factors favouring the development of agriculture in New England.

1. ………………………………………………………………………………………………
2. ………………………………………………………………………………………………
3. ………………………………………………………………………………………………
4. ………………………………………………………………………………………………

**Read the text and do activities that follow.**

Agricultural activity existed in New England before European settlers arrived in the region. The development of manufacturing industries and towns led to increased demand for raw materials and food. Farmers were forced to increase capital investment in agriculture to make it more efficient and productive. The majority of civilian diet used to come from corn (maize). Other crops grown include peas, okra, pepper, tomatoes, peanuts, beans, pumpkins, rye, and tobacco. Rice and potatoes were later introduced.

1. Using the information given in the text above, identify common crops grown both in Uganda and New England.

1. ………………………………………………………………………………………………
2. ………………………………………………………………………………………………
3. ………………………………………………………………………………………………
4. ………………………………………………………………………………………………

2. Explain what is meant by agriculture.

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

3. Describe different types of agriculture?

1. ………………………………………………………………………………………………
2. ………………………………………………………………………………………………
3. ………………………………………………………………………………………………
4. ………………………………………………………………………………………………

**Activity 3**

**Read the passage and answer questions that follow.**

In your home District, there are farmers with farms covering large hectares of land. On these farms different crops are grown in well drained areas. These include beans, potatoes, maize, pumpkins, fruits and vegetables. Specialization of labour is done involving doing different activities like planting, harvesting, applying fertilizers, and marketing. However, during busy season some activities come to a standstill. Crops are transported and taken to all nearby small trading centres. Some of the crops are taken to the main city where they are sold to customers. In other districts farmers grow the same crops and this reduces on the sales. In areas with thin soils and crop diseases crop growing is limited. This greatly affects crop production.

1. Describe the conditions that support the development of agriculture in your home district.

1. ………………………………………………………………………………………………
2. ………………………………………………………………………………………………
3. ………………………………………………………………………………………………
4. ………………………………………………………………………………………………

2. Suggest the factors which might have led to the development of agriculture in New England.

1. ………………………………………………………………………………………………
2. ………………………………………………………………………………………………
3. ………………………………………………………………………………………………
4. ………………………………………………………………………………………………

**Follow up Activity**

1. Why is agriculture in Uganda still practiced on small scale by many farmers?

1. ………………………………………………………………………………………………
2. ………………………………………………………………………………………………
3. ………………………………………………………………………………………………
4. ………………………………………………………………………………………………

2. Why is agriculture referred to as the backbone of Uganda?

1. ………………………………………………………………………………………………
2. ………………………………………………………………………………………………
3. ………………………………………………………………………………………………

**Location, Relief, Drainage and Climate of California**

By the end of this lesson, you should be able to:

i) describe the location of California.

ii) describe relief of California.

iii) describe characteristics of climate and drainage of California.

In Primary school SST, you learnt about the climate of East Africa. What do you remember about areas with a semi-arid climate? Think about the economic activities carried out and ways of life of people living in Semi-arid areas. In this lesson you are going to learn about California, a highly developed state with a semi-arid climate. You will learn about its relief, drainage and climate, and how this influences development.

**Activity 1**

1. In about four sentences, describe the location of California State**.**

1. ………………………………………………………………………………………………
2. ………………………………………………………………………………………………
3. ………………………………………………………………………………………………
4. ………………………………………………………………………………………………

**What is the relief of California like?**

Generally, California is a mountainous state. However, a close look at the state from the north south wards shows that it has varying relief. These include mountain ranges, valleys and the delta land of rivers Sacramento and San Joaquin. There are also lowlands around Los Angeles.

2. List the relief features of California which belong to each of the following categories:

(i) Mountains ………………………………………………………………………

(ii) Valleys …………………………………………………………………………

(iii) Low lands ………………………………………………………………………

**Activity 2**

California is an agricultural state despite being a semi-arid region. This area receives low and unreliable rainfall. The northern part which receives more rainfall has less fertile soil. However, the problem of dry climate has been addressed through forming the water transfer scheme to transfer water where conditions were more terrible to support farming through irrigation.

1. Identify types of farming carried out in California.

1. ………………………………………………………………………………………………
2. ………………………………………………………………………………………………
3. ………………………………………………………………………………………………

2. In about two sentences, describe the general distribution of farming activities in California.

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

3. List the places where:

(i) Crop growing is important,

1. ………………………………………………………………………………………………
2. ………………………………………………………………………………………………
3. ………………………………………………………………………………………………
4. ………………………………………………………………………………………………

(ii) Dairy farming is carried out.

1. ………………………………………………………………………………………………
2. ………………………………………………………………………………………………
3. ………………………………………………………………………………………………
4. ………………………………………………………………………………………………

**Activity 2**

Study the ***Figure below*** and do the following tasks:



1. Identify the activity taking place in the picture.

………………………………………………………………………………………………………

2. Why do you think there are many workers employed on the farm?

1. ………………………………………………………………………………………………
2. ………………………………………………………………………………………………
3. ………………………………………………………………………………………………
4. ………………………………………………………………………………………………

3. What benefits do you think the people of California get from this farm?

1. ………………………………………………………………………………………………
2. ………………………………………………………………………………………………
3. ………………………………………………………………………………………………
4. ………………………………………………………………………………………………

4. Suggest the reasons why this farm uses large amounts of capital.

1. ………………………………………………………………………………………………
2. ………………………………………………………………………………………………
3. ………………………………………………………………………………………………
4. ………………………………………………………………………………………………

5. Would you recommend Ugandan farmers to open up such a farm? Give reasons for your answer.

1. ………………………………………………………………………………………………
2. ………………………………………………………………………………………………
3. ………………………………………………………………………………………………
4. ………………………………………………………………………………………………

In the previous Lesson, you learnt about the climate and drainage of California. Which part of California is dry? In this lesson, you learnt about the types of farming in California. In which relief region of California are most farms found? What kind of climate does the region experience? In this lesson, you are going to learn how California has become the leading farming state in USA despite it being largely a dry region.

1. Do you think the methods of irrigating farmland used in California are suitable for Uganda? Give reasons to support your answer.

1. ………………………………………………………………………………………………
2. ………………………………………………………………………………………………
3. ………………………………………………………………………………………………
4. ………………………………………………………………………………………………

2. Carry out textbook or Internet research about the importance of irrigation farming in California.

1. ………………………………………………………………………………………………
2. ………………………………………………………………………………………………
3. ………………………………………………………………………………………………
4. ………………………………………………………………………………………………

**Composition, Location, Size and Population of East Africa**

1. Identify the countries making up East Africa and list them.

1. ………………………………………………………………………………………………
2. ………………………………………………………………………………………………
3. ………………………………………………………………………………………………

2. How many countries are they?

………………………………………………………………………………………………………

3. Describe the position of East Africa in relation to the countries surrounding it.

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

4. Which country in East Africa is locked?

………………………………………………………………………………………………………