Atlantic Canada’s Waterforms: Networks to the Past

Lesson Overview:
Students will understand and appreciate the importance of Canada’s various waterways in their provinces as a road system rooted in the past. They will create a visual representation of each region on a large wall map of Canada and present the information gathered to classmates.

Grade Level:
This lesson is appropriate for students in Grades k-6 but can be adapted to other grades.

Time Required
Two class periods for this lesson.

Curriculum Connection
This lesson meets the outcomes as identified in the Atlantic Provinces Education Foundation Social Studies Curriculum grades K-5 Newfoundland & Labrador Social Studies General Curriculum Outcomes (Can be adapted for any province):

Culture and diversity: Students will be expected to demonstrate an understanding of culture, diversity and worldview recognizing the similarities and differences in various cultural, racial and ethnic perspectives. (Gr. 4)

People, places and environment: Students will be expected to demonstrate an understanding of the interactions among various people in the community. They will understand need for food clothing and shelter. (Gr. 4) / The basic needs of people are the same everywhere. (Gr. 5)

Interdependence: Students recognize that family are important to the local community (K) Students will be expected to demonstrate an understanding of the interdependent relationships among individuals, societies, and the environment – locally, nationally and globally. They will understand that interdependence is consistent and important factor in human relations everywhere (Gr. 4) / the role of the individual in the community (Gr. 5)

Time, continuity and change: Students will be expected to demonstrate an understanding of the past and how it affects the present and the future. Students will understand that events are remembered with traditions and customs. (Gr. 4)

Link to the Canadian National Geography Standards
Essential Element #1 (Grades K-6) – The World in Spatial Terms
- Map, globe and atlas use
- Latitude & longitude
- Map projection (distance, direction)
Link to the Canadian National Geography Standards (cont’d)

**Essential Element #2 (Grades K-6) – Places and Regions**
- How culture affects places and regions

**Essential Element #3 (Grades K-6) – Physical Systems**
- Implications of the hydrologic cycle (hydrogeology, surface water, drought, floods, watersheds)
- Extreme natural events (e.g. floods, hurricanes, earthquakes, tornadoes)

**Essential Element #4 (Grades K-6) – Human Systems**
- Places where people work
- Transportation networks in daily life
- Population density, density & growth rates
- Human migration patterns (voluntary)
- Cities as providers of goods and services
- Types and patterns of economic activity (primary, secondary, tertiary, quaternary)

**Essential Element #5 (Grades K-6) – Environment and Society**
- Renewable and Non-renewable resources
- Earth’s natural resources

**Geographic Skill #1 (Grades K-5) – Asking Geographic Questions**
- Where is it located?

**Geographic Skill #2 (Grades K-5) – Acquiring Geographic Information**
- Locate, gather and process information from a variety of primary & secondary resources including maps, make and record information about human characteristics of place

**Geographic Skill #3 (Grades K-5) – Organizing Geographic Information**
- Prepare maps to display geographic information
- Construct graphs, tables and diagrams to display geographic information

**Geographic Skill #4 (Grades K-5) – Analyzing Geographic Information**
- Use tables and graphs to observe and interpret geographic trends and relationships
- Use texts to interpret geographic trends and relationships
- Use simple mathematics to analyze geographic data

**Geographic Skill #5 (Grades K-5) – Answering Geographic Questions**
- Present geographic information in the form of both oral and written reports accompanied by maps and graphics.

**Principal Resource**

[www.canadiangeographic.ca/atlas](http://www.canadiangeographic.ca/atlas)
Resources, Materials and Equipment Required

- Community Resource persons with geography expertise
- Computer with Internet access and word processing
- Your choice of recording information for the class at the front (overhead, poster paper, board)
- Overhead projector and transparencies
- Bristol board
- LCD projector
- Glue, scissors, color pencils, markers
- Modeling clay
- Blank outline map of Canada: [http://geography.about.com/library/blank/blxcanada.htm](http://geography.about.com/library/blank/blxcanada.htm)
- Print wall maps of Canada and Atlantic Canada
- Outline map of the Atlantic provinces: [http://www.canadainfolink.ca/blankmap.htm](http://www.canadainfolink.ca/blankmap.htm)
- “Canada’s Watersheds” Map (Order free): [http://www.wildeducation.org/programs/nww06/watershed_map.html](http://www.wildeducation.org/programs/nww06/watershed_map.html)

Teachers can also use information from the lesson plan entitled “Water: A Vital Resource for Canadians” of *The Canadian Atlas* as a reference for this unit. Students will become aware of the fact that we live on a water-rich planet: the “Blue Planet”. They will discover that the percentage of fresh water is minute when compared to that of salt water. They will also learn how humans use the surface water that comes from the fresh water supply. [http://www.canadiangeographic.ca/atlas/lessonplan.aspx?ID=LESSON20](http://www.canadiangeographic.ca/atlas/lessonplan.aspx?ID=LESSON20)


**Main Objective**

Students will understand and appreciate the importance of Canada’s various waterways in their provinces as a resource that was used by early settlers as a resource and transportation system, becoming a determinant of settlement patterns.
Learning Outcome
By the end of the lesson, students will be able to:

- Identify elements of change, of environmental, population, occupation and how communities try to resolve their problems of environmental change
- Understand the terms: River, Strait, Lake, Bay, Gulf
- Locate the various waterways in their provinces
- To understand the reason why people lived close to various waterways
- To produce a wall display of selected data
- To be able to work in groups to effectively present material to their class
- To be able to categorize and organize information for presentation

Teacher Preparation
1. Create a bulletin board area for the large wall map of Canada in the classroom.
2. Photocopy maps of Atlantic Canada and a map of Canada, Student Activity Sheet #1, Student Activity Sheet #2: Research Outline, Student Activity sheet # 3: "We are Connected ", Self Evaluation, Peer Evaluation, Teacher Evaluation (one for each student) and a Water System card (enough for each student to receive one card)
3. Collect required materials and resources.
4. Plan group make-up (random or teacher selected). (Each group consists of 3 students from a possible class of 30.)

The Lesson:

<table>
<thead>
<tr>
<th>Introduction</th>
<th>Teacher Activity</th>
<th>Student Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Class</td>
<td>Hand out Water System Cards (One to each student until 10 groups have been assigned with at least three in each group. Students with similar cards will work together.)</td>
<td>Loc ate work groups and discuss assignment as per instructions.</td>
</tr>
<tr>
<td></td>
<td>Direct students to find their work group by locating others with the same card.</td>
<td>In groups, plan and organize today’s individual workload and contribution to the group effort.</td>
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<tr>
<td></td>
<td>Hand out blank outline maps of Canada and the Atlantic Provinces.</td>
<td>Students locate the four Atlantic Provinces on a large map.</td>
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<tr>
<td></td>
<td>Identify the provinces of the Atlantic Region of Canada and point out how Atlantic Canada is connected by various water systems.</td>
<td>Students are given blank base maps of Canada and the Atlantic Provinces.</td>
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<tr>
<td></td>
<td>Review lesson expectations and key points to be covered in “Student Activity Sheet #1”.</td>
<td>Students locate the four Atlantic Provinces on their blank maps and colour code, using a legend.</td>
</tr>
</tbody>
</table>

Note: If possible, arrange to have a LCD Projector available in order to provide visual of available website data which is linked to pages of The Canadian Atlas.)
### The Lesson (cont’d)

<table>
<thead>
<tr>
<th>Lesson Development</th>
<th>Teacher Activity</th>
<th>Student Activity</th>
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</thead>
<tbody>
<tr>
<td><strong>First Class</strong></td>
<td></td>
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<tr>
<td>• Provide students with Internet access to the website.</td>
<td>• Use <strong>The Canadian Atlas</strong> pages as source of information on the water system</td>
<td>• Complete <strong>Student Activity Sheet # 1</strong> by locating the water system on their card by going to: <a href="http://www.canadiangeographic.ca/atlas">www.canadiangeographic.ca/atlas</a></td>
</tr>
<tr>
<td>• In groups, have students go to: <a href="http://www.canadiangeographic.ca/atlas">www.canadiangeographic.ca/atlas</a>.</td>
<td>• Click on “Explore the Map” and type the name of the water system, choose the province and River streams &amp; watercourses or lakes, as appropriate.</td>
<td>• Record waterway location on Atlantic Canada map. <strong>Note:</strong> Both individual and group cards will be required.</td>
</tr>
<tr>
<td>• Click on “Explore the Map”. We are going locate the water systems that is on your card. The cards include:</td>
<td>• Outline region area on the wall map with color (rivers-blue, straits-orange, lake-green, bays red, and gulfs-yellow) as indicated by each group card.</td>
<td>• Create your group and individual map of Canada’s water systems using blank base maps.</td>
</tr>
<tr>
<td>Exploits River</td>
<td>Churchill River</td>
<td>- Fill in each water form a different colour</td>
</tr>
<tr>
<td>Miramichi River</td>
<td>Saint John River</td>
<td>- Label the water forms</td>
</tr>
<tr>
<td>Cabot Strait</td>
<td>Strait of Belle Isle</td>
<td>• Students complete &quot;<strong>Student Activity Sheet #2: Research Outline</strong>&quot;</td>
</tr>
<tr>
<td>Bras D’Or Lake</td>
<td>Strait of Canso</td>
<td>• Complete &quot;<strong>Student Activity Sheet #3: &quot;We Are Connected&quot;</strong>&quot; for homework.</td>
</tr>
<tr>
<td>Bay of Fundy</td>
<td>Gulf Of St. Lawrence</td>
<td>(Note: If possible, arrange to have LCD projector available for student presentations so website data can be projected for class viewing. This class may be held in the computer lab.)</td>
</tr>
<tr>
<td>Labrador Sea</td>
<td>Northumberland Strait</td>
<td>Second Class</td>
</tr>
<tr>
<td>• Hand out &quot;<strong>Student Activity Sheet #2: Research Outline</strong>&quot;</td>
<td>• Hand in and discuss homework and review results of last class to prepare for group presentation.</td>
<td>• <strong>Second Class</strong></td>
</tr>
<tr>
<td>• Circulate and discuss various aspects of student findings.</td>
<td>• As a group, plan and organize work assignments to complete the wall map and prepare for the presentation.</td>
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<td>• Monitor accuracy.</td>
<td>• Collect group handouts; review for accuracy.</td>
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<td>• Conduct mini lessons as required; provide feedback on information gathered.</td>
<td>• Hand out &quot;<strong>Student Activity Sheet #3: &quot;We Are Connected&quot;</strong>&quot; for homework.</td>
<td></td>
</tr>
<tr>
<td>• Collect group handouts; review for accuracy.</td>
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<tr>
<td>• Hand out &quot;<strong>Student Activity Sheet #3: &quot;We Are Connected&quot;</strong>&quot; for homework.</td>
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The Canadian Atlas Online  
Canadian Council For Geographic Education  
February 2007
The Lesson (cont’d)

<table>
<thead>
<tr>
<th>Lesson Development (cont’d)</th>
<th>Teacher Activity</th>
<th>Student Activity</th>
</tr>
</thead>
</table>
|                             | • Hand out "Self Evaluation" and "Peer Evaluation" for students to record information.  
|                             | • Review procedure and expectations for presentations, follow-up questions and student note taking.  
|                             | • Conduct evaluation during presentations for content and effectiveness.  
|                             | • Provide feedback; make connections with places on the wall map and group activity.  | • Present findings to the class while the audience records information and participate in follow-up discussions. |

Conclusion

Summary:
The classroom wall map and presentations to the class identifying key points of their respective region. All students will have completed information outlines about each of main waterways based on the findings presented, and completed individual maps of Atlantic Canada showing the waterways of each region.

Wrap-up:
• Lead final discussion to highlight key points and make connections between the presentations and the completed wall map.  
• Collect student handouts to assess quality and quantity of information gathered.  

• Participate in final discussion.  
• Complete Student Research Handout and Map of Canada.  
• Hand in completed forms.

Lesson Extension:

This unit will base on visual literacy. The intent on focusing on visual literacy is to: - assist students in analyzing visual images to understand the creator’s technique and intent - enable students to achieve a considered response to a visual image- enable students to achieve a considered response to a text through creating a visual image.

Students will combine speaking and listening with a visual display through a photo essay. Students will find photos of the towns that border their waterways and create a photo gallery of their findings using information from Student Activity Sheet. The natural advantages foster independence that allows the people of the areas around the waterways to make a living. This can be followed up with the creation of a mural that captures river systems as transportation in their province.

Brainstorming Prompts:
• Students will brainstorm, which allows them to ask why people live close to waterways.  
• Students can reason why the human geography of an area is influenced by the natural environment (includes landforms and waterways)
Assessment of Student Learning
Include suggestions for assessing the intended learning outcomes.

1. Formative:
   - Demonstrate a skill
   - Peer & self-evaluation and teacher observation can be used to evaluate skills/ process.

2. Communication
   - Read for detail

3. Inquiry:
   - Identify cause & effect

4. Participation
   - Explain the visual representations

5. Products Created
   - Written Assignment
   - Portfolio
   - Flow charts
Student Activity Sheet #1:

**Water System Card**

Follow the steps below to locate, record and complete the Waterform information for your *Water System Card* on the wall map.

<table>
<thead>
<tr>
<th>Description</th>
</tr>
</thead>
</table>
| 1. Go to www.canadiangeographic.ca/atlas  
  Then click on “Explore the Map.” |
| 2. Go to “Feature Name”.  
  Type in the name on your *Water System Card*.  
  Scroll down to the correct Atlantic province.  
  Scroll down to “rivers streams and watercourses” or “lakes, etc” depending on what is on your card. |
| 3. When it comes up on the search, click on the icon on the left.  
  This will display the location of the water system in the set province. |
| 4. Create your own map of water system on your Water System Card using the blank map of Atlantic Canada.  
  Shade the water form a different colour.  
  Label the water forms on the map. |
| 5. Transfer your findings from your map to the wall map.  
  Outline your region’s area on the wall map with color (rivers-blue, straits-orange, lake-green, bays-red, and gulfs-yellow) |
Student Activity Sheet #2:

Research Outline

<table>
<thead>
<tr>
<th>Your Name:</th>
<th>Water system</th>
</tr>
</thead>
</table>

Group Members:

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________
6. ____________________________

Instructions:

- Go to [www.canadiangeographic.ca/atlas](http://www.canadiangeographic.ca/atlas) and to search and find 3 key points in each category below. Look for identifying features that highlight the unique characteristics of your particular water way.

1. Natural Region Overview:

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
2. Water form:

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

3. Vegetation

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_____________________________________________________________________

4 Wildlife:

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________


Student Activity Sheet #3:

“We Are Connected”

By completing this activity you will understand how our lifestyles are interconnected with the different waterways in Canada. Gather information from your research sheet:

1. How has the different waterways contributed to Canada’s development in the past and in the present?

   Past:  
   
   
   
   Present:  
   
   
   

2. Name 3 of Atlantic Canada’s water systems:

   
   
   

3. Create your own map of Atlantic Canada’s water systems using a blank base map of Canada.
   - Shade each water form a different colour.
   - Label the water forms on the map.
   - Include a title, legend, direction (north arrow), author and date.
LESSON EXTENSION

Student Activity Sheet: Visual literacy

<table>
<thead>
<tr>
<th></th>
<th>Prince Edward Island</th>
<th>Nova Scotia</th>
<th>New Brunswick</th>
<th>Newfoundland &amp; Labrador</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location / Area</td>
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<tr>
<td>Type of land</td>
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<tr>
<td>Vegetation</td>
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<tr>
<td>Animals present in the area</td>
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</tbody>
</table>
Self-Evaluation of Presentation:

How well did you do?

For each item in the table below, score your group’s efforts using the following scale:

5 = Excellent  4 = Superior  3 = Good  2 = Fair  1 = Needs Improvement

<table>
<thead>
<tr>
<th>Description</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. We were well prepared for this presentation</td>
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<tr>
<td>2. We were well organized for this presentation</td>
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<tr>
<td>3. We knew the material well</td>
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<td>4. We chose a topic that interested the class</td>
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<tr>
<td>5. Our presentation was well supported with information</td>
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<tr>
<td>6. We were clear in our explanations</td>
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<td>7. Our presentation was well paced</td>
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<td>8. We were enthusiastic and confident</td>
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<td>9. We interacted well with the audience</td>
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<tr>
<td>10. We used audio/visual aids or handouts</td>
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</tbody>
</table>

• My favourite part was: ________________________________________________

• Next time, we should: ________________________________________________

• I would like to have had time to______________________________________
Peer Evaluation of Presentation:

**How well did they do?**

For each item below, indicate your reaction to the presentation. Use the following rating scale:

5 = Excellent  
4 = Superior  
3 = Good  
2 = Fair  
1 = Needs Improvement

<table>
<thead>
<tr>
<th>Description</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td>1. How well was the presentation prepared?</td>
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<td>2. Was the presentation well organized?</td>
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<tr>
<td>3. Did the presenter(s) know the material well?</td>
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<td>4. Was the presentation topic they chose interesting?</td>
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<td>5. Was the presentation well supported by the information?</td>
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<td>6. Was the presenter(s) clear in their explanation?</td>
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<tr>
<td>7. Was the presentation well paced?</td>
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<tr>
<td>8. Was the presenter(s) enthusiastic and confident?</td>
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<td>9. Did the presenter(s) interact well with the audience?</td>
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<tr>
<td>10. Did the presenter(s) make good use of audio/visual aids or handouts</td>
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</tbody>
</table>

- My favourite part was: ________________________________

- Next time, the presentation should: ________________________________

- I would like to learn more about: ________________________________
Teacher Evaluation of Presentation

Name(s):                                      Date:________________

Topic:__________________________________________________________

For each item below, rate the presentation on each of the items below using the following rating scale:

5 = Excellent       4 = Superior       3 = Good       2 = Fair       1 = Needs Improvement

<table>
<thead>
<tr>
<th>Description</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
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</thead>
<tbody>
<tr>
<td>1. Evidence of sufficient preparation</td>
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<tr>
<td>Comment:</td>
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<td>2. Effective use of class time for planning</td>
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<td>Comment:</td>
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<td>3. Organization of presentation</td>
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<td>Comment:</td>
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<tr>
<td>4. Knowledge of material</td>
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<td>Comment:</td>
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<td>5. Choice of topic</td>
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<td>Comment:</td>
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<td>6. Valid supporting information</td>
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<td>Comment:</td>
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<td>7. Creativity and suitability of presentation method</td>
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<td>Comment:</td>
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<td>8. Enthusiasm and confidence</td>
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<td>Comment:</td>
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<td>9. Interaction with audience</td>
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<td>Comment:</td>
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<td>10. Effective use of audio/visual or handouts</td>
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<td>Comment:</td>
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### Evaluation Rubric for: ________________________________

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<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Project content</strong></td>
<td>Project captures audience attention and is very informative</td>
<td>Project captures audience attention and is informative</td>
<td>Information presented not very relevant</td>
<td>Information presented not relevant</td>
</tr>
<tr>
<td><strong>Organization of work</strong></td>
<td>Very well structured and instructions followed</td>
<td>Well structured and most instructions followed</td>
<td>Structured but a number of instructions not followed</td>
<td>Poorly structured</td>
</tr>
<tr>
<td><strong>Aesthetic aspects</strong></td>
<td>Very carefully done</td>
<td>Information clearly presented</td>
<td>Little attention paid to presentation</td>
<td>Work is sloppy</td>
</tr>
</tbody>
</table>
Water System Cards: print and cut out

Bras D’Or
Lake

Exploits
River
Strait of Canso

Labrador Sea
Churchill River

Bay of Fundy
Miramichi River

Gulf of St. Lawrence
Cabot Strait

Northumberland Strait