Note to CCGE: The scanned outline maps (Student Handout #2) may need to be redrawn by your graphic designers. If this is the case, note that the maps must be at the same scale so that they will fit together in the culminating activity. It would also be better if the 2 part region 2 map could be redrawn as one map. Neither the author nor I could manage to combine the two at scale.
Canadians – Shaped by the Land

Lesson Overview
Students will work in groups to examine the different landforms in Canada and their impact on Canadians. They will collect and interpret data, and share their findings, collectively constructing a map of Canada.

Grade Level
Nova Scotia Grade 7

Time Required
This Lesson will require 1 hour and 45 minutes to complete. It might also be split into two class periods with students completing some tasks as homework.

Curriculum Connection
The proposed activity addresses the following two Specific Curriculum Outcomes of the Nova Scotia Social Studies guide. By the end of grade seven students will be expected to:
- Gain an understanding of the physical and political mapping of the world and more specifically of North America.
- Demonstrate a facility for map reading and drawing information from them.

Link to Canadian National Geography Standards

**Essential Elements #1 (Grades 6-8) - The World in Spatial Terms**
- Distribution of major human and physical features at country scale

**Essential Elements #2 (Grades 6-8) - Places and Regions**
- Physical and human characteristics of places and regions in Canada
- Concept of formal, functional and perceptual regions

**Essential Elements #4 (Grades 6-8) - Human Systems**
- Regional development in Canada
- Types and patterns of economic activity in landform regions

**Essential Elements #5 (Grades 6-8) - Environment and Society**
- Limits and opportunities of the physical environment for human activities

**Geographic Skills #2 (Grades 6-8) - Acquiring geographic information**
- Use maps to collect and/or compile geographic information

**Geographic Skills #3 (Grades 6-8) - Organizing geographic information**
- Prepare various forms of maps as a means of organizing geographic information.

**Geographic Skills #4 (Grades 6-8) - Analyzing geographic information**
- Interpret information obtained from maps

**Geographic Skills #5 (Grades 6-8) - Answering geographic questions**
- Make generalizations and assess their validity
The Canadian Atlas

“Canada’s Many Faces” on pages 10-11 of The Canadian Atlas, or visit the online version of this section of the Atlas at: www.canadiangeographic.ca/atlas.

Additional Resources, Materials and Equipment Required

• The teacher should have some basic information about earth building and gradational forces to present a brief introductory lecture
• Students will need some note paper
• A bulletin board or wall space should be available for display
• Student Activity Sheet #1, “Landform Description Sheet”
• Student Activity Sheet #2, outline maps of each region
• Student Activity Sheet #3, Statistics Canada, “Population Map of Canada”

Main Objective

The primary goal of the lesson is to have students understand and explain how the characteristics of different physical environments in Canada affect human activities such as settlement and economic activities.

Learning Outcomes

By the end of the lesson, students will be able to:

• Identify the 6 landform regions of Canada
• Describe the physical features of one of the landforms
• Locate and identify major cities and centres of economic activity in one of the 6 landforms, from information on a map of Canada.
• Plot the location of populated areas on a blank outline map
• Predict the potential for human settlement and economic activity in their specific landform region.
• Locate their specific area of study on a different map and extract information about their area
• Analyze the information collected and compare it to their predictions in the activity
• Synthesize the information collected to present a report on their region, focussing on how the nature of the land shaped the population patterns and economic activities.
The Lesson

<table>
<thead>
<tr>
<th>Teacher Activity</th>
<th>Student Activity</th>
</tr>
</thead>
</table>

---

Canadian Council For Geographic Education
| Introduction | • Ask students to describe what the land looks like along different highways in the province.  
• Ask students what they see outside the car window driving from Halifax to Bridgewater, from Amherst to Truro, through the Cobequid pass, along the South Shore, along the Bay of Fundy, the Annapolis River?  
• Have students list the different features and describe them.  
• Ask students to theorize as to how the features were formed.  
• Share their answers and briefly introduce the concept of earth building processes, and gradational forces.  
• Have students rethink their original theories incorporating the new knowledge.  
• **Time - 15 minutes** |
| --- | --- |
|  | • Students will describe what the different features look like.  
• On a sheet of loose leaf, students list the different types of landforms they have seen while travelling through the province.  
• Students will suggest ways in which they think the features were formed?  
• After hearing the explanation of earth building and gradational forces, students will suggest what forces they think shaped the land around their area. |
| Lesson Development | • Divide the class in 6 groups, and assign each group one of the six landform regions on pages 10 and 11 (or from the website at www.canadiangeographic.ca/atlas) of *The Canadian Atlas*.  
• Distribute Student Activity Sheet #1  
• Using the “Canada’s many Faces” text and photos, and the first part of the “Landform Description Sheet” (student handout #1) have students record the characteristics of their landform region – underlying rock formations, geological age of the region, types of fossils, rocks and minerals, physical features.  
• Ask students to discuss the potential of their landform region for human settlement and to predict where people might live in their region. They should fill in the “Population Predictions” section of the handout. |
|  | • In 6 small groups, students will use the “Landform Description Sheet” handed out by the teacher, and pages 10 and 11 (or website) of the Canadian Atlas, students will record information on their specific landform, under the categories listed.  
• Judging from the photos and information gathered, students will discuss, with their group members, where people might be able to live in their region.  
• After reaching an agreed upon answer, students should fill in the “Population Predictions” section of the Landform Description Sheet.
<table>
<thead>
<tr>
<th>Lesson Development (cont’d)</th>
<th><strong>Teacher Activity</strong></th>
<th><strong>Student Activity</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Give each group the outline map of their region (Student Activity Sheet #2, A-F) and a population distribution map of Canada (Student Activity Sheet #3) and ask them to shade in lightly the portion of their region which is populated. (You might wish to assign one colour for all the groups to use, so that when the maps are assembled, the populated areas are of a uniform colour.)</td>
<td>Using the Canadian Population distribution information on Student Activity Sheet #3, students will shade lightly, in the assigned colour, the populated areas of their region on the blank outline map.</td>
<td></td>
</tr>
<tr>
<td>Ask students to check how closely their predictions on where people might live match up with the actual populated area of their region?</td>
<td>Students will compare the actual areas of population with the predicted areas their group had chosen, and comment on the comparison in the appropriate section of the Landform Description Sheet.</td>
<td></td>
</tr>
<tr>
<td>Time - 30 minutes</td>
<td>Judging from the photos and information gathered, students will discuss, with their group members, what type of economic activities people might do for a living in their region.</td>
<td></td>
</tr>
<tr>
<td>Ask students to review the information in the atlas then discuss and predict what people might do for a living in their region. They should fill in the “Prediction of Economic Activities” section of the handout.</td>
<td>After reaching an agreed upon answer, students should fill in the “Prediction of Economic Activities” section of the Landform Description Sheet.</td>
<td></td>
</tr>
<tr>
<td>Then, using the pages of <em>The Canadian Atlas</em> that focus on Canada’s physical regions, (selected from pages 18 to 29), ask students to list some of the economic activities that actually exist in their region. They should record their findings on their “Landform Description Sheet.”</td>
<td>Using the section between pages 18 and 29 that deals with their landform region, students will collect information on the economic activities that go on in that region. They will then record their findings on the “Landform Description Sheet.”</td>
<td></td>
</tr>
<tr>
<td>Ask students how the shape and nature of the land affected the pattern of settlement and economic activity that developed in their region. Have students fill in the appropriate section of their “Landform Description Sheet.”</td>
<td>Students will again compare their actual findings with their initial predictions, and comment on the comparison in the appropriate sections of the worksheet.</td>
<td></td>
</tr>
</tbody>
</table>
| Lesson Development (cont’d) | • Ask the groups how the actual economic activities compare with the ones they had predicted?  

• Ask students to create a separate page, with a title and simple pictures representing the activities that go on in their region. This will be used as a visual aid for presentation  

• Use the rubric provided to review the marking standards for the group presentation. Have each group prepare to introduce their region to the class, with the help of their map, Landform Description Sheet and picture sheet. Presentations should include the information they collected on their region, and their theory about how the land shaped population and human activity there.  

• Students will draw conclusions and record their theories about how the shape and nature of the land was responsible for the pattern of settlement and economic activity in their region.  

• On a blank sheet of paper, students will create a page of simple pictures to show the economic activities in their region, and clearly title the page with the name of their landform.  

• Each group of students will prepare a brief oral introduction to their landform region, using their map, Landform Description Sheet and picture sheet. |
| Conclusion | • As each group presents, have them post their map on the wall or bulletin board, (the maps should all fit together) and place the pictures above or below their map.  

• *Time – 30 minutes*  

• The result should be a good-sized map of Canada with population and human activities indicated.  

• Students will present their landform region, posting their map section in the appropriate spot on the wall. |

**Lesson Extension**

- Teachers may wish to augment the lesson with a video that provides an overview of the different physical regions of Canada such as *Over Canada: An Aerial Adventure*

- This topic also presents an opportunity to explore the impact of human activities on the physical environment.

- Students could collect news articles, or pictures from magazines or the Internet, and create a collage of images that are associated with each of the landform regions.

**Assessment of Student Learning**

Use the rubric provided to assess student presentations.
Student Activity Sheet #1: Landform Description Sheet

Using the section “Canada’s Many Faces” on pages 10 and 11 of The Canadian Atlas (or the Atlas website at www.canadiangeographic.ca/atlas), complete the following:

1. Studying landforms:
   a) Name of the landform region your group has chosen

   _______________________________________________________________________

   b) Describe the location of the landform region within Canada (north, south, east, west, province, etc.)

   _______________________________________________________________________

   _______________________________________________________________________

   c) Relative size of landform region

   _______________________________________________________________________

   d) According to the geological timeline, in what eon were the underlying rock formations formed? How long ago did this take place?

   _______________________________________________________________________

   e) Using the Timeline: Life forms, what type of fossils would you expect to find?

   _______________________________________________________________________

   _______________________________________________________________________

   f) Examine the inset photos and text blocks on your region, and explain what type of physical landforms are in your region (mountains, plains, hills, etc.)

   _______________________________________________________________________

   _______________________________________________________________________

   _______________________________________________________________________

   _______________________________________________________________________
2. Population Predictions:
   a) Where do you think people would likely live in your region?

   _______________________________________________________________________
   _______________________________________________________________________

   b) Comparison with population map: How closely did you predict the actual populated areas of your region?

   _______________________________________________________________________
   _______________________________________________________________________

3. Prediction of Economic Activity:
   a) What types of economic activities (jobs, occupations, etc) do you think your region might support?

   _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________

   b) List the economic activities that actually go on in your region:

   _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________

   c) How close were your predictions to the actual economic activities?

   _______________________________________________________________________
d) How might the shape and physical characteristics of the land have determined where people could live in your region?

_____________________________________________________________________
_____________________________________________________________________


e) How might it determine what people do for a living?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________


4. Include any other observations you have made regarding your region:

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________


Student Activity Sheet #2:

Teachers:
Attached are simple outline maps of each Canadian region. Give each group a copy of the outline map of their region.

Student Activity Sheet #2A: Cordillera
Student Activity Sheet #2B: Interior Plains
Student Activity Sheet #2C (W): Canadian Shield (West)
Student Activity Sheet #2C (E): Canadian Shield (East)
Student Activity Sheet #2D: Great Lakes – St. Lawrence Lowlands
Student Activity Sheet #2E: Appalachian
Student Activity Sheet #2F: Arctic Lands

Design Note: Student Handout #2 (A through F)

- Create simple outline maps of each of the Canadian region for the students to colour. Each region-maps should fit on one letter size page, in either landscape or portrait format.
- Maps must use same scale so that they will fit together when printed and assembled in a composite map to culminate activity.
- Indicate ‘North’ in a discreet manner (so as not interfere with image or overall map) to help with orientation when assembling the master map. Another option would be to mark where the various map pages should line up in order to complete the composite.
Design Note: reference images
Student Activity Sheet #3: Population Density

CANADA
Population Density, 2001
by Dissemination Area

Persons per
Square Kilometre

# Group Presentation Evaluation Rubric

<table>
<thead>
<tr>
<th></th>
<th>Excellent Work 5 marks</th>
<th>Good Work 4 marks</th>
<th>Fair Attempt 3 marks</th>
<th>Needs work 1 - 2 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group Presentation</strong></td>
<td>All members of the group were well prepared, well informed, familiar with the group’s findings and able to explain their conclusions and answer questions. The presentation was well organized and interesting, as well as informative.</td>
<td>Most of the group was well prepared, informed and familiar with the material. Someone in the group was able to explain conclusions and answer questions. The presentation was fairly well organized and informative.</td>
<td>Most of the group were fairly well prepared and knowledgeable about the material. Explanations were offered and questions answered with reasonable accuracy. There was evidence of some organization.</td>
<td>There was little evidence of preparation. Knowledge of the material was sketchy. Questions were either not answered or answered in an incomplete or inaccurate manner. There was little evidence of organization.</td>
</tr>
<tr>
<td><strong>Map and Legend Sheet</strong></td>
<td>The landform region map showed the location of population accurately, neatly, and in the correct colour. The picture sheet was correctly and neatly titled. The symbols were clearly and simply drawn, understandable, accurate and interesting.</td>
<td>The landform region map showed the location of population fairly accurately and neatly and in the correct colour. The picture sheet was correctly titled, neat and understandable, and accurately representing the activities in the students’ area.</td>
<td>The landform region map showed the location of population in roughly the right area. It was close in colour and an attempt was made at neatness. The picture sheet had most of the correct symbols to represent activities in the students’ region.</td>
<td>The populated region was not accurately shown. The colouring was messy and inaccurate. The picture sheet was messy and had inaccurate symbols or confusing symbols.</td>
</tr>
<tr>
<td><strong>Analysis</strong></td>
<td>The information presented from the Description Sheet was accurate and complete. The predictions and conclusions regarding the connection between the land and people’s activities were logical, intuitive and based on careful study of the information. Students’ observations were interesting and original.</td>
<td>The information from the Description Sheet was fairly accurate and complete. The predictions and conclusions were fairly logical and based on factual information. Students presented interesting observations.</td>
<td>The information from the Description Sheet was partly inaccurate or incomplete. The predictions and conclusions were based on some information but not always logical. Students had few or uninspired observations to offer</td>
<td>The information from the Description Sheet was mostly inaccurate and incomplete. The predictions and conclusions were not related to the information in the atlas, or incomplete. Students had no observations to offer.</td>
</tr>
<tr>
<td><strong>Participation</strong></td>
<td>All group members obviously were actively engaged in the process. Each student presented some information, and had a distinct role to play. The tasks were shared equally and reflected each student’s particular skills or interests.</td>
<td>All group members took part in the activities. Each student presented some information and had a distinct role to play. Tasks were shared fairly evenly.</td>
<td>Most group members took part in the activities. Most students presented some information and shared in the process. There was an attempt to share tasks.</td>
<td>Some group members were not engaged in the activities. Some students did not present information. Tasks were not shared well.</td>
</tr>
</tbody>
</table>