Canada’s Landform Regions

Lesson Overview
In this lesson, students will identify, describe and explain the processes that created Canada’s Landform Regions. They will map the regions and then choose one region for further research. Students will present their research findings in a creative manner to the class.

Grade Level
Grade 9-12

Time Required
Two 60-minute lessons

Curriculum Connection
Yukon – (and British Columbia curriculum) Social Studies 10

Link to Canadian National Geography Standards
Essential Element #1 (Grade 9-12) – The World in Spatial Terms
• Map, globe and atlas use

Essential Element #2 (Grade 9-12) – Places and Regions
• Physical and human processes shape places and regions

Geographic Skill #2 (Grade 9-12) – Acquiring geographic information
• Systematically locate and gather geographic information from a variety of primary and secondary sources.

Geographic Skill #4 (Grade 9-12) – Analyzing geographic information
• Use the processes of analysis, synthesis, evaluation and explanation to interpret geographic information from a variety of sources.

The Canadian Atlas
Students will use information from the thematic spread entitled “Canada’s Many Faces” on pages 10 & 11 of The Canadian Atlas. The online version of this section can be found at www.canadiangeographic.ca/atlas.

Additional Resources, Materials and Equipment Required
• Video: “Over Canada” (optional) (Pictures or a slide show of Canadian landscapes could also be used.)
• VCR or DVD player if showing a video of Canada’s landscapes
• Student Activity sheet
• Blank base map of Canada http://atlas.gc.ca/site/english/maps/reference/outlinecanada/canada02
• Access to the Internet if students complete the assignment using the on-line Atlas.

Main Objective
Students will be able to identify and describe Canada’s Landform Regions. They will demonstrate an understanding of the characteristics and processes involved in creating these regions by presenting research findings in a creative format.
Learning Outcomes
By the end of the lesson, students will be able to:

- Construct a thematic map of Canada’s Landform Regions.
- Identify and describe the physiographic regions of Canada and the processes that formed these regions.
- Conduct research from various sources of information and present findings to the class.

The Lesson

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<thead>
<tr>
<th>Teacher Activity</th>
<th>Student Activity</th>
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<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td><strong>Teacher Activity</strong></td>
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<tr>
<td>Show parts of the video “Over Canada” to students. (This aerial tour across the country depicts the diversity of Canada’s landscape and landform regions.)</td>
<td>Watch the video or slideshow. Think about what places/landscapes are familiar to you.</td>
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<tr>
<td>OR</td>
<td>Make a list of descriptors for the various landscapes that you see in the video/slideshow.</td>
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<tr>
<td>Use photos or a slideshow of different Canadian landscapes to introduce the topic of Canada’s landform regions.</td>
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<td>Ask students to write down descriptors for the landscapes that they see.</td>
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<tr>
<th><strong>Lesson Development</strong></th>
<th><strong>Student Activity</strong></th>
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<tbody>
<tr>
<td>Distribute Activity Sheets and the base maps.</td>
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<tr>
<td>Read through the instructions with students. Explain that they have one class to conduct research and the second class to complete the “Creative Corner” section.</td>
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<tr>
<th><strong>Lesson Development (cont’d)</strong></th>
<th><strong>Student Activity</strong></th>
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<tbody>
<tr>
<td>Assign students to a landform region or allow the students to choose a region.</td>
<td>Choose a landform region or record the region assigned to you.</td>
</tr>
<tr>
<td>Monitor students as they work through the activity.</td>
<td>Complete the Landform Region activity. (One class for research, one class to prepare the “Creative Corner” section.)</td>
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<th><strong>Conclusion</strong></th>
<th><strong>Student Activity</strong></th>
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<td>Time permitting, ask students to share their “Creative Corner” assignments.</td>
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Lesson Extension

- Show the video or slide show again after the activity has been completed. Ask students to identify the landform region that corresponds to each photo or clip.

- Use this lesson to begin discussing European settlement in Western Canada. Ask students to research settlement patterns and how landform regions in Canada contributed to the challenges of settlement for various groups.

Assessment of Student Learning
Assess the “Creative Corner” assignment based on the accuracy of the facts and how it was presented.
Student Activity Sheet:  
Canada’s Landform Regions

Name: ___________________________  Date: __________________

Introduction:
Canada is made up of many diverse landscapes. These landscapes can be grouped in various ways. One way to group regions is by similar landforms.

In the first part of this activity, you will identify these regions.

Part A: Identifying Canada’s Landform Regions
Use the base map of Canada to create a map of Canada’s Landform Regions. Use information from the thematic spread entitled “Canada’s Many Faces” in The Canadian Atlas on pages 10 & 11. (You may use the print or online version of the atlas.)

• Shade each landform region a different colour.
• Label the regions on the map.
• Include a legend, title, north arrow, author and date on the map.

Proceed to Part B when you have completed the map.

Part B: Describing Canada’s Landform Regions
You will research the characteristics for one of Canada’s landform regions. Use information from “Canada’s Many Faces” on pages 10 & 11 in The Canadian Atlas to choose a landform and region complete the section below. You may also refer to other sections of the atlas for your research.

Landform: ____________________________________________________________

1. Describe your landform region based on the following characteristics:
   - Location:
     ____________________________________________________________________
     ____________________________________________________________________

   - Age:
     ____________________________________________________________________
- Physical features of the landscape:

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

- Climate:

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

- Vegetation:

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

- Population:

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

2. Explain how your landform region was created. (i.e. What processes were involved?):

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________
Part C: Creative Corner
Create an artistic representation of your landform region based on the research from Part B.

- Here are some of the choices for your Creative Corner:

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<tr>
<th>Collage</th>
<th>Poem</th>
<th>Short story</th>
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<tr>
<td>Song</td>
<td>Poster</td>
<td>Web page</td>
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<tr>
<td>Video etc.</td>
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- Make sure you incorporate the characteristics of your region and how it was formed.