



Tourism in Nunatsiavut Activity

Learning objectives:

- Students will learn about five Nunatsiavut towns on the north coast of Labrador and the role geography plays in recreational activities.
- Students will learn how seasons affect culture and recreation in the region.

Materials:

- Nunatsiavut outline card
- Town cards (5)
- Chains
- Tourism Media notes
- Art materials (as required)
- Scale cards from trunk
- Examples of tourism print ads and commercials (see links in activity)
- Smart device (optional)

Set-up:

Ensure all materials are laid out and prepared for the lesson including information cards and art supplies. Photocopy extra media notes. Ensure smart devices are charged.

Grades:

- 4-12

Time:

- 75-100 minutes

Introduction

Ask students to remove their footwear and stand around the edge of the map. Start with the question, “Which place would you like to visit and why?” Have students think about the question, find this location on the map, form pairs and share their ideas.

Have students observe the colours on the map, then ask them to guess what they mean. Explain to the students that they will not see political borders on this map as it is a mosaic of satellite images. Ask students to consider who could have taken the pictures and why. Get them looking at the map, and ask “What do you see? Where do you live?” Tell students that the map was developed by the Canadian Space Agency using RADARSAT-2 data. Explain that they are going to explore the map and use it for a project to help the Department of Tourism team for Nunatsiavut.

Have students identify the province of Newfoundland and Labrador on the map by standing on it. How did they know where it was? Ask them to point out Labrador. Have students use the chains to create the political border for mainland Labrador. Next, explain that Nunatsiavut is an Inuit-governed region in Labrador. Ask them to explore where they think the regional boundary is located. Consult the Nunatsiavut border card as required. Discuss with students what clues they see on the map (colours, landforms, etc.). What does it look like from space compared to being there in person? What makes Nunatsiavut unique compared to the rest of Canada?

Explore the concept of scale on the map. Have students estimate the distance between two towns in Nunatsiavut and ask students how people travel from town to town. Expect to hear answers such as 4 hours on snowmobile from Nain to Hopedale or 10 minutes by plane from Postville to Makkovik.

Discuss how the geography impacts their way of life, for instance how the people travel, how they spend their time recreationally and how they hunt and gather.

Have students use the chains to measure the distances using the scales in the trunk. Explore different distances on the map in Nunatsiavut between towns, north to south, etc. Brainstorm with students and identify who might make use of the map and why people of Nunatsiavut might need a map (hunting and gathering, travel, transporting of goods, etc.).

Development

Explain to the students that they will now assume the role of Director of Tourism Nunatsiavut. Their goal is to identify the things that people will want to see and do. Look at examples of tourism print advertisements and commercials (some suggestions: <http://caen-keepexploring.canada.travel/> and <https://www.youtube.com/user/canadiantourism/channels>). Ask the students why they might like to visit the places depicted in these examples. Direct the discussion to make links between the climate, the physical geography, and the touristic



Tourism in Nunatsiavut Activity



draw. Tell the students that they have to use the map and create a print advertisement or a commercial to go on the tourism department's social media pages. Depending on how much time you have allotted for the lesson, you may choose one activity over another.

Divide students into groups of 2 or 3. Provide them with a Nunatsiavut Town Card and a copy of the Tourism Media notes handout. This will focus their attention on the details required for the next section.

First, students should situate their assigned town on the map. They can identify which towns are nearby and where they are in relation to the other Nunatsiavut towns. Based on prior knowledge, the map, research and the media template, have students fill out their Tourism Media notes handout. After students have brainstormed and familiarized themselves with their assigned towns by filling out the template, have them choose a season to promote in their ad campaign. Depending on the students' abilities, you may choose to assign one specific season or several.

Each student group should be able to use the map in their tourism ads as well as other resources in the *Canada from Space* giant floor map trunk. The advertisements should highlight **physical geography, weather, heritage and culture, transportation and recreational activities**. Discuss the links among topography, weather, culture and recreation with the students. Allow time for students to present their posters and videos. This can be done using representing skills depending on your class/outcomes. This could be taken further by asking questions about their presentations or taking questions from the other students.

Conclusion

Once all students have presented, review any patterns or trends that students see between the geography of their regions and the cultural activities. Discuss the similarities and differences in each of the towns of Nunatsiavut. What routes and terrain would the students recommend or caution against in their tourism guides? How would they recommend tourists travel? How would a map help the Tourism Department?

Can students think of any other departments or organizations that would benefit from using a map on a regular basis? Prompt answers that may include: Ground Search and Rescue, hunters, Department of Wildlife, Fisheries & Oceans, airline companies, etc.

Extend your geographical thinking

Ask students to identify other regions across Canada and ways in which they differ from Nunatsiavut. What landforms are in other regions? How is the population different from Nunatsiavut? How does geographic location influence the lifestyles of the people who live there? Have students visit <http://www.tourismnunatsiavut.com/home/explore.htm> for more information on tourism for Nunatsiavut and compare it to websites for other provinces/regions.

