Canada: A Diverse Land
Grade 9 Lesson Plan

Lesson #1: Geological Careers

Subject: Social Studies

Duration: 2 classes

Topic: Physiographic Regions of Canada

Overview

In this lesson, students conduct an investigation to learn about the different physiographic regions of Canada. They identify, describe, illustrate and analyze a physiographic region of their choice.

Lesson Objectives

Students will be able to:

- Interpret information and data from a variety of maps, graphs, and tables
- Evaluate and organize data (e.g., in outlines, summaries, notes, timelines, charts)
- Use different types of maps, such as topographic and physiographic maps, to effectively identify and describe the physiography of a given region in Canada

Curriculum Connections

Please see the *TRUGG Education Toolkit Curriculum Connections Matrix* for specific connections of this lesson to the B.C. Curriculum for Grade 9.

Materials

- *Images of Canada's Physiographic Regions* Student Handout
- *Investigating the Canadian Landscape* Student Backgrounder
- *Physiography of the Canadian Landscape* Student Handout
- Computer/laptop for each student
- Internet to access the following additional resources:
  - *Government of Canada: Atlas "Toporama" Map*
  - *Google Earth*
  - *Canadian Encyclopedia Physiographic Regions*

Teacher Prep

- Print five sets of the *Images of Canadian Physiographic Regions* Student Handout.
    - If you have access to a laminator, laminate each picture before distributing to students.
- Print and photocopy a class set of the *Physiography of the Canadian Landscape* Student Handout.
- Print and photocopy 4-5 copies of the *Investigating the Canadian Landscape* Student Backgrounder (one for each group).
- Review the *Investigating the Canadian Landscape* Student Backgrounder.
- Review the *Tumbler Ridge UNESCO Global Geopark* Teacher Backgrounder.

Background Information

The Canadian landscape is divided into seven different physiographic regions:

- Arctic Lands
- Cordillera
- Interior Plains
- Hudson Bay Lowland

- Canadian Shield Forest Lands
- St. Lawrence Lowlands
- Appalachia

The different criteria used to determine each physiography region include: permafrost location and distribution, geological structures, relief attributes of the land, and position of the tree lines.

Encourage students to think critically and communicate effectively about the variety of geographic landscapes in Canada, and how these landscapes impact life in each region that they study. Students can work in partners or groups on this assignment, as desired, and will need to have access to the Internet and/or the library.

Please see the *Tumbler Ridge UNESCO Global Geopark* Teacher Backgrounder for more background information and details on the Geopark.

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Lesson Activities

Introduction/Hook:

1. Write the names of the seven physiographic regions of Canada on the board, and explain to the class that Canada is divided into these seven broad regions. Ask each student to spend a minute or so thinking about what each region might look like, then have them discuss their ideas with a partner.

2. Have students form five groups and distribute a set of the Images of *Canadian Physiographic Regions* Student Handout to each group. Ask the students to work together to assess each photo and try to identify which region is represented in each of the photos. Ask each group briefly explain their reasoning behind their selections to the rest of the class.

3. Once each group has finished, collect the Images of *Canadian Physiographic Regions* Student Handouts.

Activity 1:

1. Divide the students into groups of seven, and have students in each group select a different one of the seven physiographic regions of Canada.

2. Distribute the *Investigating the Canadian Landscape* Student Backgrounder to each group and review with students. Have each group review Parts A, B and C. Then, have the group divide up the resource so that each member receives their respective section of the Student Backgrounder.

3. Once each group member has their section of the *Investigating the Canadian Landscape* Student Backgrounder, shuffle the groups so that students work with their peers who have the same physiographic region (they should now be in smaller groups of four or five students).

4. Working independently or in these small groups, have students investigate their selected physiographic region of Canada using the *Investigating the Canadian Landscape* Student Backgrounder and the suggested online resources (see Materials section) using a computer with Internet access. Have them record any key findings in their notebooks.

Activity 2:

1. Once the students have finished their investigations, distribute the *Physiography of the Canadian Landscape* Student Handout to each student and review as a class.

2. Have students work within their groups to complete the *Physiography of the Canadian Landscape* Student Handout.

Closure:

1. Once each group has finished, have students return to their original groups of seven (from Activity 1). They can then present the key findings for their region to the other members of the group (e.g., two-minute super-summaries).

Assessment/Evaluation

- Observe the students during Activities 1 and 2, and assess their ability to work in groups to make observations and conduct an investigation.

- Review and assess student's *Physiography of the Canadian Landscape* Student Handout.

Extensions

- Using the illustrated diagram that students have created on their *Physiography of the Canadian Landscape* Student Handout, have students (independently or in groups) create a 3D model of their physiographic region using recycled materials.

- Host a "3D Models Gallery Show" for other classes in the school, where each student presents their physiographic region to peers from other classes.

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