

# Geography: Canada

## Teacher Summary

This is one of three Geography pages. Others cover the [Comox Valley - Vancouver Island](#) and the [World](#). These pages are intended to compliment both teacher prepared material, textbooks, and your school library collection.

[Section 1](#) provides both an interesting link to Abandoned cities and towns and opportunities to explore different elements of Human Geography through the table of Data Sources. Link #4 in Human and Cultural geography (Abandoned Cities) taps into the fact that social development can and has repeatedly failed. Cities and town have, in essence, died. Why? This links may open to door to some pretty open-ended conversations.

The Data Sources links, after link #6 in the Data Sources table are built in sets of two and three. This is intended to open up compare and contrast assignments with data from each row of links. How, for example, does the UNESCO, UN Data and the World Health Organization view the same topic. Why are there differences?

[Section 2](#) provides both a base of general knowledge about Canada through outline maps and several political and physical maps and specific details through the [Special Purpose maps](#) sub-section. The Weather maps may provide a starting point to have students, as part of a combined Socials/English assignment, do Smart Board weather reports (possibly from the specific point of view of an out-of-school activity they are engaged in such as Skiing or Skateboarding). Check the tasks links for future assignments. The EcoZones links may be used to cross over to Science (for students studying biomes). Finally, links 27 and 28 (on the Mountain Pine beetle and Meteor Craters) may peak the interest of students who would benefit from independent studies.

In my experience Canadians don't know enough about the Northern half of our country. [Section 3](#) contains basic links to our three Northern Territories. There are also links to the Northwest Passage, boundaries, and sea ice in the [Special Purpose Maps and Information](#) section. The theme of [boundary issues](#) is picked up further down the page. This topic will be of increasing importance to students – as they become adults - since global warming will continue to impact the Arctic for years to come and create border issues. Reinforcement on this theme comes through some of the [Tasks](#) in section 6.

[Section 4](#) provides a reasonable selection of links to Historic Sources and Historic Maps and to topics linked to the North. The links, through the Canadian Museum of Civilization/Virtual Museum and Prince of Wales Northern Heritage Centre, on Northern history and development are worth a careful look.

Section 6 has [games](#) and [downloads](#). If your school doesn't participate in the Geography Challenge you should consider doing so. A starting point might be: Google Earth, Cmap, and Photostory 3 as starting points. All are free and the [Miscellaneous Section](#) has some tutorials to get you started.

In my opinion the best links are:

1. The weburbanist link to [Abandoned Cities and Towns](#) both intrigued and taught me.
2. [Canadian Geographic's](#) A la carte link "[Slicing the pie](#)" on the territorial claims in the Arctic, lends itself to must teach lessons on the Northwest Passage and its increasing relevance today.
3. [Mount Logan – Canadian Titan](#), in the Tasks section (#6), drew my attention. Several friends have made the climb and this page certainly shows why they found the whole challenge to be motivating.