

CANADIAN GEOGRAPHIC IN THE CLASSROOM

Article 'Celebrating 20 Years - Nunavut'
Issue March/April 2019



Focus Question

What are the geographical (human, physical and cultural) characteristics that contributed to the creation of Nunavut?

Time

1-3 days (depending on depth of lesson development and summary project chosen.)

Subject/topic

Geography/ Social Studies

Grade level

8-12

Learning Goals

- Students will learn about the human, physical and cultural geography of Nunavut.
- Students will note the patterns and trends of Nunavut and compare it to their local region.
- Students will note the important interrelationships in Nunavut.
- Students will understand the different geographical perspectives related to the creation of Nunavut.
- Students will understand the spatial significance of Nunavut.

Materials Needed

- One or more copies of the March/April 2019 issue of *Canadian Geographic*
- Document camera or equivalent (to display article)
- Large wall map of Canada (e.g. Can Geo Education's tiled map of Canada's [Provinces and Territories](#) and/or [Arctic Circumpolar](#))
- Computers with internet access for Google Tour Builder (tourbuilder.withgoogle.com)
- PowerPoint projector

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Connection to the Canadian Geography Framework

Concepts of Geographic Thinking

- Patterns & Trends
- Interrelationships
- Geographic Perspective
- Spatial Significance

Inquiry Process

- Formulating questions
- Gather and organize
- Interpret and analyze
- Evaluate and draw conclusions
- Communicate

Geospatial Skills

- Foundational elements
- Spatial representations

Lesson Description

- **Minds on:** Students will brainstorm and record their knowledge of Canada's provinces/territories, as well as their geographical (human, physical and cultural) knowledge of Nunavut.
- **Action:** Students will read the March/April 2019 *Canadian Geographic* magazine article "Our Land and our Strength - Reflecting on 20 years of Canada's newest territory, Nunavut" (pg. 30-40). Students will add information to their previously created list on the human, physical and cultural facts of Nunavut. Students will conduct further research to learn more about Nunavut (list of suggested topics can be found in the Action section below).
- **Conclusion:** After collecting and analyzing their data, students will create a "tour" of Nunavut using Google Tour Builder. This summary product will show the geographical and cultural uniqueness of Nunavut and why it deserved to be recognized as a territory.

Students will give a brief oral presentation on 5-7 things they found most interesting and/or surprising during their research for the 20th anniversary of Nunavut.

- **Alternative summary product:** Students may create a brochure/pamphlet, public service announcement, or other product to celebrate 20 years of Nunavut.

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Lesson Implementation

Minds on

- How many provinces and territories were there in Canada on March 31, 1999? (10 provinces and two territories) What new territory came into being on April 1, 1999? (Nunavut) What is its capital city? (Iqaluit) What is the main language in Nunavut? (The term Inuktitut is inclusive of all dialects used in Nunavut)
- Write down images or thoughts that come to your mind when you think of the Arctic.
- In groups of three, compare the student lists. Sort the items on the lists into human geography (where people live, travel hunt, fish), physical geography (climate, landscape, natural environment), and cultural geography (customs, traditions, history of the people).

Action

- Using the March/April 2019 *Canadian Geographic* magazine article "Our Land and our Strength - Reflecting on 20 years of Canada's newest territory, Nunavut" (pg. 30-40), students will add detailed information from the article to the minds-on activity lists.
- Using the lists created in the previous activities, work in groups of three to research the following information:
 1. **Human:** Determine population distribution and density and compare this to your province and to Canada. What is the average age of people living in Nunavut? What are the implications for governments and businesses of all this information?
 2. **Physical:** Provide a climograph or the average temperature and precipitation for Nunavut. Compare this to your province/territory or local region. Describe the topography, rivers, lakes, etc. What biomes, flora and fauna are found in Nunavut?
 3. **Cultural:** Research the customs and traditions of the Inuit. Compare these to your province or local region.
- Once all the data has been collected, analyze it by using the following geographical concepts:
 - **Spatial Significance:** Determine the importance of the place or region.
 - **Patterns and Trends:** Recognize the characteristics that are similar or that repeat.
 - **Interrelationships:** Explore connections within and between the natural and human environments.
 - **Geographical Perspective:** What do geographers think about when they analyze this information?
- Show students a couple of examples of Google Tours so they can start thinking about the creation of their final product.

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Conclusion and Consolidation

- Briefly review the article “Our Land and our Strength - Reflecting on 20 years of Canada’s newest territory, Nunavut” (pg. 30-40).
- Review student lists from the previous lesson.
- Introduce the summary project: Celebrating 20 years of Nunavut! Create a tour of Nunavut using Google Tour Builder. Students will add locations onto a map of Nunavut, as well as provide text and visuals to show the geographical and cultural uniqueness of Nunavut and why it deserved to be recognized as a territory.
- Project the completed Nunavut Google Tours for the class to review.
- Students should prepare a brief oral presentation on 5-7 things they found most interesting and/or surprising during their research about Nunavut’s 20th anniversary.

Extending Your Geographic Thinking

- Using the March/April 2019 *Canadian Geographic* magazine article “The Polar Blog – Science North” on page 27, read about some of the science activities that have been going on in the Arctic since the 1950s. Ask students to research two or more careers related to geography that might be needed in the near future in Nunavut or the Arctic in general.
- Using the March/April 2019 *Canadian Geographic* magazine article “On the Map – Changing Waters” on pages 28-29, conduct an “ethical dilemma” debate or written response regarding the issue of balancing conservation with resource development in the north. Students should note different geographical perspectives and the variety of interrelationships associated with the issue of resource development.
- Class discussion topics may include:
 - Political implications for Canada and Nunavut regarding resources in the region.
 - Concerns regarding the impacts of climate change.
 - Arctic sovereignty issues regarding access to the Northwest Passage.
 - International boundary claims for the Arctic being sought by many countries, including those who are not Arctic nations.
- Students will select one of the three regions of Nunavut and create a poster (or other format) to share information. Students should describe the topography, resources, flora and fauna, and make special note of protected areas. (explorenunavut.com/index.php)
- Discuss the role that geography played in the Arctic relocations that took place in the 1950s during the Cold War.
- Discuss the social and political impacts of the Arctic relocations that took place in the 1950s during the Cold War.
 - cbc.ca/news/canada/north/inuit-get-federal-apology-for-forced-relocation-1.897468
 - thecanadianencyclopedia.ca/en/article/inuit-high-arctic-relocations
 - thestar.com/news/insight/2009/11/29/inuit_were_moved_2000_km_in_cold_war_manoeuvring.html
- The creation of Nunavut on April 1, 1999 was the culmination of many years of work. Research the history of the creation of Nunavut.

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Modifications

- Use a document camera (or equivalent) to display the article on the board for students to follow along while reading.
- Assign the article to students to read the night before, allowing them to review the article ahead of time.
- Instead of an oral presentation, students can write down and submit the 5-7 things they found most interesting and/or surprising during their research about Nunavut's 20th anniversary.
- Reduce the number of interesting/surprising things students found during their research.
- Students may create a brochure/pamphlet, public service announcement, or other product to celebrate 20 years of Nunavut.

Assessment Opportunities

- Assess student learning based on their participation in class discussions after the article has been read.
- Students can assess their own understanding of the article based on the notes they made while reading the article.
- Students can self-reflect on what they learned by participating in class discussion and reflecting on their summary product.
- Teacher will assess the summary product – the rubric will depend on the type of product submitted by each student.

Sources and Additional resources

- Google Tour Builder: (tourbuilder.withgoogle.com/)
- Article on Inuit future (2018): canadiangeographic.ca/article/inuit-future
- Article on Indigenous languages (2017): canadiangeographic.ca/article/mapping-indigenous-languages-canada
- Interactive activity: [Google Earth Voyager: Canada's Original Place Names](#)
- Information about Nunavut: explorenunavut.com/index.php
- The Government of Nunavut FAQ: gov.nu.ca/eia/information/nunavut-faqs
- The Canadian Encyclopedia - Nunavut: thecanadianencyclopedia.ca/en/article/nunavut
- Canada: The Story of Us: Episode 10: The Canadian Experiment (1976 - 1999) Social Sharing: cbc.ca/2017/canadathestoryofus/csou-episodes/episode-10-the-canadian-experiment-1976-1999-1.4024868