

# CANADIAN GEOGRAPHIC IN THE CLASSROOM

**Article** 'The Ultimate Canadian Geography Quiz Photo Edition'  
**Issue** September/October 2019

## Developed by:

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## Focus Question

Students will look at various pictures from around the world and investigate what they are looking at and where in the world the picture was taken.

## Time

Two 50-minute periods

## Subject/topic

Social Studies

## Grade level

Intermediate

## Learning Goals

- Students will use higher-order thinking in Bloom's Taxonomy as they analyze and evaluate pictures.

## Learning Objectives

- Students will learn and use the vocabulary of various landforms: peninsulas, deltas, ice sheets, glaciers, ice caps, fords, and swamps.
- Students will determine the location of various geographic locations in Canada and the world.
- Students will work cooperatively with members of their group to figure out the locations in the photos.
- Students will use digital and print materials when doing research.





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## Lesson Implementation

### Minds on

Tell the class that they are going to be detectives today and they will investigate various pictures and attempt to figure out what part of the world they are in. Show them a picture of the school or a well-known location. Ask them to attempt to name the location and how they came to that conclusion. Take note on the board of the clues that led them to determine the location.

### Activity

(5 minutes) Divide your class into groups (i.e.: five groups, five pictures per group). Together, read the article introduction on page 37.

(10 minutes) Do a gallery walk or a Powerpoint presentation of pictures representing the following landforms: peninsula, delta, ice sheet, glacier, ice cap, fiord, and swamp. There should be at least one picture for each and a brief description of each landform. These will stay on the walls during the activity so that students can refer to them during the activity.

(40 minutes) Assign each group five pictures from the article quiz. Each group will research their pictures and find the correct locations. Make sure they do not see the answers on the last page of the article. Students will work collaboratively on each picture. Have them take one piece of paper and divide it up corresponding to the number of pictures they have, where they will write down the clues that help them figure out the location based on the landforms. Have students consider the following questions to help determine what landform they have: What do you see? Water? Forest? Mountains? Plains? This will narrow your search. Remind them to look at the vocabulary on the wall.

During this process, circulate and guide students as they investigate their pictures.

When a group is done, they look over their answers and if they are correct, have them read the last page of the article. Since all groups will not be done at the same time, groups that are finished can look at other pictures.

(20 minutes) Once all the groups are finished, rearrange students into new groups so that they can share what they have learned with each other. Remind them to listen attentively as tomorrow, they will be doing a gallery walk in which they will attempt to remember the information and answer the questions by themselves.

### Conclusion and Consolidation

During the next day's class, have all the pictures from the article posted throughout the classroom. Students walk around and write their answers on the activity sheet. When finished, they will submit their answers to the teacher. The top students should get a prize.

Wrap up the activity by asking students to answer the following questions:

- If you could visit any of these 25 places, what would be your top three and why?
- Which place would you never go to and why?
- Which place would be the most exciting to visit and why?

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## Extending Your Geographic Thinking

Using Google Earth/Maps, have students pick five places on earth, zoom in, take a snapshot of the place, and quiz their classmates and teachers.

## Modifications

Using Google Earth, could take five snapshots of the following: desert, ocean, mountains, urban area, rural area, and river. Then they can ask the students to identify the landscape. Students could then find those features in their own area (city, town, province or territory).

The wrap-up activity can be done in a journal entry, orally, or as a think-pair-share.

## Assessment Opportunities

- Group skills: Assess how well students work in their groups.
- The correct answer is not necessarily important, but rather the process of how students came to their conclusions. To assess this, focus on the quality of the clues they find and their justification.

## Sources and Additional resources

- [Google Earth](#)
- [Canadian Geographic Photo Club](#)
- [Geoguessr - geography game](#)



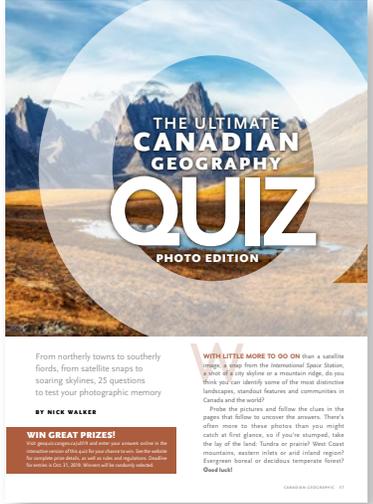


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## The Ultimate Canadian Geography Quiz Photo Edition

Group inquiry: Write down any clues that might help you figure out what you're seeing in the photograph and where it is located. You will need these notes when your group splits up, so be very detailed because you will be responsible for sharing this with your new group.



Picture #	Picture #
Picture #	Picture #
Picture #	Picture #

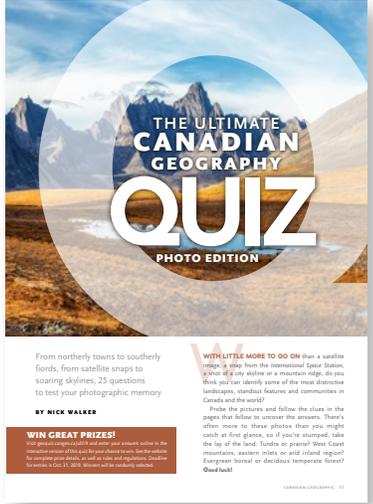
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## The Ultimate Canadian Geography Quiz Photo Edition

Name: \_\_\_\_\_

Yesterday, we looked at various pictures from around the world. What do you remember? Circulate around the room and write down the location for each photo and the reason(s) to justify your answer.



Picture	Location and reason(s)
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	

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Picture	Location and reason(s)
14	
15	
16	
17	
18	
19	
20	
21	
22	
23	
24	
25	