

# CANADIAN GEOGRAPHIC IN THE CLASSROOM

Article “Drawn from Victory”  
Issue October 2015



## Objectives:

- In this lesson students explore the evolution of cartographic advances in Canada as a result of the First World War with a focus on reading a topographic/relief map.

## Time Required:

- 1 - 2 lessons

## Recommended Grades:

- Grade 7 – 12 (may be adapted for younger grades)

## Materials:

- *Canadian Geographic* magazine, October 2015 issue – several copies
- Topographic map of either Canada, province, or local area – 1 per student group
- Play-Doh/modeling compound

## Introduction:

- Divide the class into groups and distribute copies of the October 2015 issue of *Canadian Geographic* to each group drawing their attention to the article, “Drawn from Victory” on page 44. Once groups have had the opportunity to read the article, summarize it as a class. Bring attention to the title and discuss what is meant by “Drawn from Victory”.
- Assign one question based on the article to each group:
  1. [Paragraph 1] Describe Canada’s ‘air force’ at the beginning of the First World War in 1914. Contrast this to Canada’s air capability at the end of the war in 1918.
  2. [Paragraphs 5 - 8 ] In what ways did the war in Europe increase Canada’s mapping expertise?
  3. [Paragraph 13] Describe mosaic maps. How were they used to create topographic maps?
  4. [Paragraph 18] Detail R.B. McKay’s of transferring air photos to maps. What was the name of McKay’s system?
  5. [Paragraphs 24-25] Why was 1924 a ‘breakout year’ for aerial photography and the mapping of Canada’?
- Instruct student to discuss their responses among one another and then with the whole class. Draw students’ attention to the magazine article title again: “Drawn to Victory”. Check for understanding: How did cartography advance in Canada as a result of the First World War? What is a topographic map? How are aerial photography and mapping interrelated?

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## Development:

- **Ask:** what is a topographic map? What does a topographic map depict? [The word topographic is derived from two Greek words—“topo,” meaning place, and “graphos,” meaning drawn or written. A topographic map shows natural and/or physical features of a landscape using contour lines; it is also called contour map. The closer together the contour lines appear on the map, the steeper the slope. Topographic maps are representations of three-dimensional surfaces on a flat piece of paper.]
- **Optional:** show several examples of topographic maps. Distribute topographic maps to student groups and check for understanding by asking students to find steep and flat areas using the contour lines.

## Conclusion:

- Distribute Play-Doh/modeling compound to each group. Using their topographic map, instruct each group to mould a 3-D model of the map on their desk/tabletop. When completed, invite students walk about the class to view each group’s creation.

## Extend your geographical thinking:

- Have students create a bulletin board compendium with detailed annotations of different types of maps used during the First World War, including: general military maps (produced for a variety of purposes including training, planning offensive and defensive operations, troop dispositions), trench maps, mosaic maps, aerial photos, and situation maps. As well, commercial maps produced for sale to the general public, pictorial propaganda maps, and newspaper maps intended to illustrate the unfolding conflict.