“Some Like it Cold”:
Canada’s Northern Communities

Lesson Overview:
As our knowledge and certainty of global warming increases, we are finding that some human settlements are being affected. It is predicted that they will be even more affected if the warming trend continues. While many of those communities are large cities in low-lying areas around the world, some are smaller communities situated in Northern Canada, where people rely on such consistencies as permafrost in order to carry on daily social and economic activities. This lesson begins with finding out where northern Canadian communities exist.

Grade Level: Grade 5

Time Required: 70 minutes

Curriculum Connection:
Grade 5 Social Studies (British Columbia) (Skills and Processes of Social Studies). It is expected that students will…
- …use maps and timelines to locate, interpret and represent major physical, political, and economic features of BC and Canada

Links to Canadian National Standards for Geography:

Essential Element #2: Places and Regions
- Physical and human characteristics of places and regions within the province and Canada

Geographic Skill #2: Acquiring Geographic Information
- Use maps to collect and/or compile geographic information

Link to the Canadian Atlas Online (CAOL)
- Use the “Explore the Maps” section to find Canada’s northern territories.

Additional Resources, Materials, and Equipment Required:
- A map of northern Canada and one of each of the territories may be useful.
- A recent globe is an excellent 3-D resource for this and many other geography lessons
Main Objective:

To determine where Canada’s northern communities lie.

Learning Outcomes: By the end of the lesson, students will be able to:

- List Canada’s three northern territories
- Describe the location of the Arctic Circle
- List at least four human settlements situated above the Arctic Circle
The Lesson:

<table>
<thead>
<tr>
<th>Teacher Activity</th>
<th>Student Activity</th>
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<tbody>
<tr>
<td>Show a map of the world (on-line at <a href="http://www.canadiangeographic.ca">www.canadiangeographic.ca</a>; as a hard-copy wall map, or in the form of a globe). Students are asked to point left, right, up or down as the teacher calls out north, south, east and west.</td>
<td>Students act as group to point up, down, left or right as the teacher calls out north, south, east or west.</td>
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<td>Remind students about lines of latitude and how they run parallel around the globe starting from zero degrees at the equator and ending at 90° at each pole. (This lesson assumes that students have prior basic knowledge of latitude.)</td>
<td>Students offer to share their knowledge about lines of latitude, and may use the map or globe to point out and explain what they know.</td>
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<td>Introduce (or reintroduce) the term “hemisphere” and connect it to “sphere” (which students will have learned in Grade 5 geometry).</td>
<td>Students identify the Arctic Circle.</td>
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<td>Students show an example of a sphere (globe, ball, geometry shapes, etc.).</td>
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15 minutes
Lesson Development

Create four small groups: two for the Northwest Territories, and two for Nunavut. Each group has a map or a hard-copy atlas, use of the Canadian Atlas Online, and can also access the globe, if available.

Each group works together to locate and record the name of 2-4 communities in their assigned territory. They also determine the boundaries of their particular territory: other provinces or territories, international borders, major water bodies.

Groups compile a list of questions about the climate in the communities they’ve discovered, and about how the imagined climate might affect the people in those communities.

Students work together toward the lesson learning objectives, and all start their own research chart (attached) with required data.

Students work cooperatively around maps, globe, and online atlas to find all required information for the assignment.

Students brainstorm ideas and predictions about what kind of climate the communities exist in, and how that imagined climate might affect the people who live in those communities.

45 minutes

Conclusion

Invite each group to briefly share where their territory is, what its boundaries are, and the name of one or two communities in the territory.

Student spokesperson from each group shares this information with the whole class, using the wall map as a reference.

10 minutes

Lesson Extension:

- Ask each group (or student) to look at Yukon Territory and find northern communities. How are these situated differently than in the other two territories?

- Find out more about one or more of the northern communities that were discovered on the maps.

- Spend more time sharing the climate and lifestyle guesses that were made in the lesson.
• Determine where the communities are located in terms of latitude (and even longitude).

• Name the bodies of water on which each community lies.

• Make a chart listing the similarities and differences between each of the communities.

• Find out who lives in the communities and what life is like for the residents – how is life different than life where you live?

Assessment of Student Learning:
• Assess prior knowledge of Canadian provinces and territories during lesson introduction.

• Observe students during discussions as they offer ideas about what they know or think about latitude.

• Assess for ability to gather information during the small group research.

• Students are apprised of the assessment rubric (attached) to show what is expected throughout the lesson.

• Have students submit their research charts and assess for accuracy, neatness, and completeness.

Further Reading:
• Hard copy atlases
### Student Worksheets

**“Some Like It Cold”: Canada’s Northern Communities**

#### Research chart

<table>
<thead>
<tr>
<th>Community Name</th>
<th>Boundaries (surrounding provinces, territories, countries)</th>
<th>Water Bodies (oceans, seas, large lakes, rivers)</th>
<th>Describe what the community’s climate may be like (point form)</th>
<th>A Question about how life in the community might be determined by the climate</th>
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Student name: _______________________  Territory: _____________________
Resources used for this research:
“Some Like it Cold”: Canada’s Northern Communities
Assessment rubric

<table>
<thead>
<tr>
<th>Willingness to share prior knowledge and/or make thoughtful guesses</th>
<th>Exceeds Expectations (4)</th>
<th>Fully Meets Expectations (3)</th>
<th>Meets Expectations (Minimal) (2)</th>
<th>Not Yet within Expectations (1)</th>
</tr>
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<tbody>
<tr>
<td>Student is eager to recall information and/or make reasonable guesses by obviously willingly offering to share information</td>
<td>Student is willing to recall information and/or make reasonable guesses by offering to share information</td>
<td>Student makes minimal guesses by sharing information when prompted</td>
<td>Student unable and unwilling to try making guesses</td>
<td></td>
</tr>
</tbody>
</table>

| Research chart | Chart is fully complete, labelled, easy to read, and accurate | Chart is complete, labelled, easy to read, and basically accurate | Chart is somewhat complete, partially labelled, somewhat easy to read, and basically accurate | Chart is unfinished, difficult to read, and inaccurate in areas |

| Group Work | Student actively participates, offering ideas and suggestions, and listens to others | Student participates, offers some suggestions, and may listen to others | Student participates minimally, and offers few suggestions | Student does not participate, and may not listen to others (or puts down others’ ideas) |