Coastal City Conundrum

Lesson Overview:
Using a variety of resources, students will compare two coastal cities of Canada (Victoria, BC; Vancouver, BC; Halifax, NS and St. John’s, NL) to determine the push/pull factors, economic trends and environmental concerns related to urban development in cities near oceans in order to determine which of the four cities is most attractive to live in.

Grade Level:
Grades 11

Time Required:
Teachers should be able to conduct the lesson in 30 to 60 minutes.

Curriculum Connection (Province and course):
Saskatchewan Social 20 (Grade 11)

Link to Canadian National Geography Standards:
Essential Element #2: Places and Regions
- Physical and human processes that shape the ocean and coasts

Ocean Scope & Sequence Standard #2: Places and Regions
- Physical and human processes that shape the ocean and coasts.

Essential Element #4: Human Systems
- Role of oceans in human demographics

Ocean Scope & Sequence Standard #4: Human Systems
- The role of oceans in economic development
- Role of oceans in human demographics

Geographic Skill #1: Asking Geographic Questions
- Plan and organize a geographic research project

Geographic Skill #2: Acquiring Geographic Information
- Systematically locate and gather geographic information from a variety of primary and secondary sources

Geographic Skill #3: Organizing Geographic Information
- Use a variety of media to develop and organize integrated summaries of geographic information
Geographic Skill #5: Answering Geographic Questions
- Formulate valid generalizations from the results of various kinds of geographic inquiry

Additional Resources, Materials and Equipment Required:
- Computer lab with Internet access
- Visitor information booklets, city maps and pamphlets about the 4 coastal cities gathered from travel agencies/CAA (not a necessity, but very helpful)
- Web sites related to the coastal cities (Chamber of Commerce, tourism, StatsCan, Atlas of Canada) to help locate required information
- Coastal City Comparison Chart (Student Activity Sheet A)
- Coastal City Summary (Student Activity Sheet B)

Main Objective:
Students will use a variety of resources to compare two coastal cities in Canada in order to determine push and pull factors and evaluate which city would be their preference to live in.

Learning Outcomes:
By the end of the lesson, students will be able to:
- Locate a suitable variety of resources that will provide the information needed to complete the attached chart.
- Compile geographical data gathered from at least three different sources into a comparison chart.
- Identify general and specific push and pull factors of Canadian coastal cities.
- Evaluate two options, choose a preference and be able to explain the rationale for their choice.

The Lesson:

<table>
<thead>
<tr>
<th>Teacher Activity</th>
<th>Student Activity</th>
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<tbody>
<tr>
<td>Introduction</td>
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<tr>
<td>Show the students the “Oceans for Life” brochure and have the students brainstorm role of oceans in human demographics.</td>
<td>Students participate in brainstorming session.</td>
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<tr>
<td>Using the headings in the comparison chart the students will be using later, fill in the chart with your own community’s information. Model using different resources and sites to find the information.</td>
<td>Each student/pair of students is responsible for one section of the chart. Locate the required data and report back to the large group to help fill in the chart for your own community.</td>
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<tr>
<td>Discuss/review the concept of push and pull factors, as they relate to your community.</td>
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Canadian Council for Geographic Education (www.ccge.org)
Canadian Meteorological and Oceanographic Society
<table>
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<tr>
<th>Lesson Development</th>
<th>Conclusion</th>
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| ▪ Facilitate data gathering and reporting on coastal city comparison chart.  
▪ Depending on time and class size, students may be grouped so they work in partners, small groups or jigsaws to complete and share information. | ▪ Locate a variety of resources and determine usefulness for completing chart.  
▪ Compile data into correct sections of the chart.  
▪ Report findings to partner or others in your work group to share data. |
| ▪ Review findings with the class for each of the four coastal cities. Discuss obvious trends and similarities as well as noticeable differences. | ▪ Meet with other students who would also choose the same city as you in a think-pair-share. Present your reasons to the larger group. |

Lesson Extension:
▪ Using a similar process, students can also compare a coastal city with a landlocked city of Canada (such as Calgary, Edmonton, Regina, Winnipeg).
▪ Students can gather photographs, images and maps and create a visual display representing the above material in a visual way (a bulletin board or posters).

Assessment of Student Learning:
▪ Coastal City Comparison Chart (Student Activity Sheet A)  
▪ Coastal City Summary (Student Activity Sheet B)

Further Reading/Website Links:
http://www.city.victoria.bc.ca/common/index.shtml  
http://www.city.vancouver.bc.ca/  
http://www.halifaxinfo.com/  
http://www.stjohns.ca/index.jsp  
http://www.statcan.ca/  
http://atlas.gc.ca/site/english/index.html
Coastal Cities Comparison Survey

Identify five PUSH factors for coastal cities in Canada that make them attractive places to move to and live in.

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Identify five PULL factors for coastal cities in Canada that make them unattractive places and make people want to move away or discourages them from moving there.

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Which of the four coastal cities in Canada that were studied (Victoria, BC; Vancouver, BC; Halifax, NS and St. John’s NL) would you choose to live in? Explain why with three specific examples.

City of choice: ____________________________________________

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Coastal Cities Comparison Chart

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<tr>
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<th>Avg. Precipitation (Jan/July)</th>
<th>Ave. Temperature (Jan/July)</th>
<th>Physical Geography and Vegetation</th>
<th>Population</th>
<th>Ocean Reliant Industries</th>
<th>Other Important Industries</th>
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<tbody>
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## Coastal Cities Comparison Chart

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<tr>
<th></th>
<th>Historical Sites</th>
<th>Popular Tourist Attractions</th>
<th>Ports and Harbor Front Activity (Military, Commercial and Recreational)</th>
<th>Parks and Natural Spaces</th>
<th>Environmental Concerns</th>
<th>Other Important/Interesting Information</th>
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