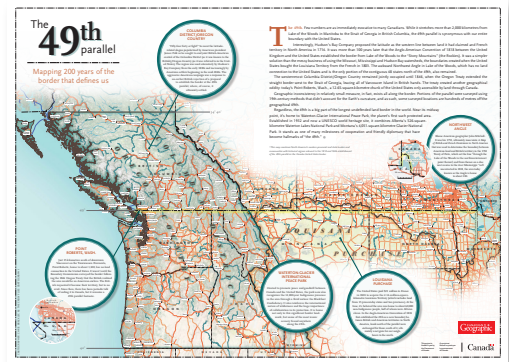


# CANADIAN GEOGRAPHIC IN THE CLASSROOM

**Article** '49th Parallel'

**Issue** September/October 2018



## Lesson Overview:

Students will use the September/October 2018 article and quiz from *Canadian Geographic* to learn about the 49th parallel, its history and why it is important to Canadians.

## Grade Levels:

7, 8, 9

## Objectives:

- Students will learn about the 49th parallel
- Students will explore the purpose of a political border and the history of the 49th parallel
- Students will examine the 49th parallel from a historical, political, global and human perspective.

## Materials:

- September/October 2018 issue of *Canadian Geographic*
- Scrap paper or notebook

## Connection to the Canadian Geography Framework:

### Concepts of Geographic Thinking

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

### Inquiry Process

- Gathering and organizing information
- Interpreting and analyzing data
- Communication

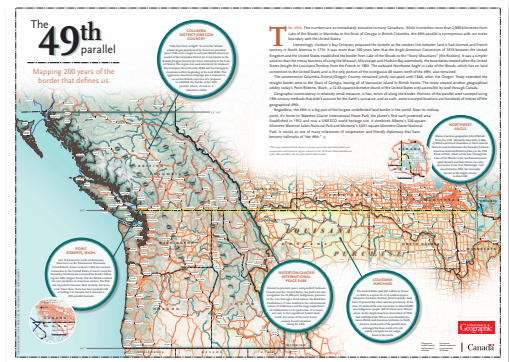
### Geospatial Skills

- Foundational elements

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## Activity Implementation:

- Begin the activity by determining as a class what a border is. Then have students imagine what would happen if we didn't have them. Ask students if political borders and physical borders follow the same rules.
- Using scrap pieces of paper or notebooks, have students divide a blank page into 4 squares and write the following headings for each square: historical, global, political, human/social. Either as a class or individually, read page 39 of the September/October 2018 issue of Canadian Geographic. As students are reading, have them make notes of the various perspectives on the 49th parallel according to the four sections. Allow time for students to share their thoughts with the rest of the class.
- Have a class discussion about the 49th parallel and use the questions in the following section to help guide the discussion.
- Finally, either in groups or individually, complete the quiz on pages 40-48 to learn more about the 49th parallel. (Optional: use Kahoot to integrate technology and have students answer the quiz questions using their handheld device.)

## Questions:

1. How are political borders created and how do they differ from physical borders?
2. What makes the 49th parallel unique from other borders?
3. What lies above and below the 49th parallel?
4. According to the article, what does the 49th parallel disregard? How does this influence our understanding of Canadian culture?
5. What makes political borders important? How do they play a role in national identity?

## Extending Your Geographic Thinking:

Using an online map platform such as Google Earth, explore Canada's political border and research the history of how Canada's border was established. Have students research the history of another country's border and ask them to create a Venn Diagram comparing the similarities and differences between Canada's border and the border of their chosen country. Finally, have each student submit three quiz questions about their country of choice and create a class quiz for students to complete.

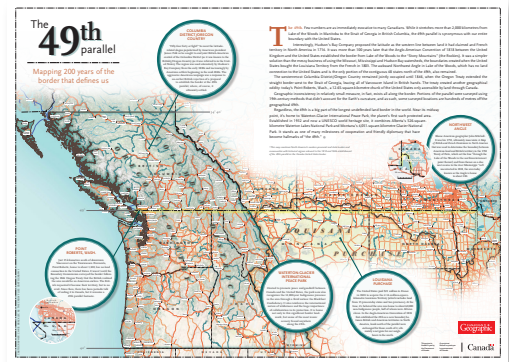
## Modifications

- Display the article and quiz questions 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.

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## 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 the class discussion and taking the quiz.

## Sources and Additional resources

- Kahoot ([kahoot.it](https://kahoot.it))
- Google Earth ([earth.google.com](https://earth.google.com))