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| **Subject:** | Social Studies |
| **Title:** | Comparing Lands |
| **Grade Level:** | 3 |
| **Purpose:** | For students to analyze how the physical geography of a country can affect and influence the recreational pursuits of its people.  |
| **Curricular****Connections:** | * How does the physical geography influence the human activities in the communities (e.g., availability of water, climate)?
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| **Materials:** | * Textbook/Internet
* **Comparing Countries** worksheet
* Pencil, pencil crayons etc.
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| **Activity:** | 1. Ask students to define physical geography.
2. As a class make a list of the things that could be considered part of physical geography.
3. Students brainstorm how physical geography affects the activities people participate in within a community.
4. Using the Internet or a Social Studies textbook, have students pick one of the four countries to complete the **“Comparing Countries”** worksheet.
5. In point form students list the physical geography features of Canada, and of the country of their choice, on the chart.
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| **Extension:** | Students create a “hockey style” sport that takes into account physical geography and can be played in the country they chose.  |
| **Assessment:** | Student is able to:* Accurately interpret physical geography.
* Compare the physical geography of two countries.
* Analyze information to make informed predictions.
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**Comparing Countries**

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

What is physical geography?

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Describe the physical geography of:

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| Canada | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Country) |
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Based on Canada’s physical geography, why do you think we play hockey?

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Do you think hockey would be a popular sport in the country you picked? Why or why not?

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**Comparing Countries (continued)**

Draw a picture of what the land looks like:

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| **Canada** |
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| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Chosen Country) |
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