

# CANADIAN GEOGRAPHIC IN THE CLASSROOM

**Article** ‘Commemorate Canada - Olympic Hockey Gold Medal’  
**Issue** July/August 2020

## Time:

60 minutes

## Developed by:

Canadian Geographic Education

## Overview/focus question:

How are the locations for the Olympic Games chosen? How does geography affect those choices? What were the Olympic Games like 100 years ago compared to today?

## Subject/topic:

The Olympic Games and Canada’s first gold medal in hockey

## Grade level:

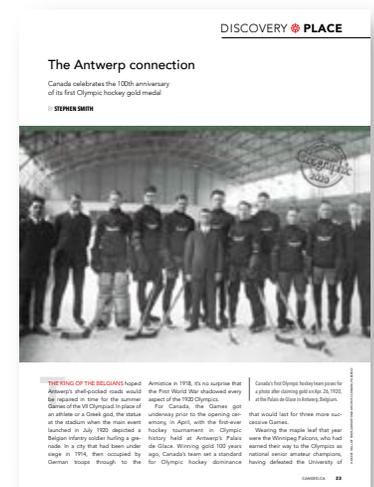
Grades 4-10

## Learning Goals

- Students will learn about the different locations in which the Olympics have been held throughout the years.
- Students will learn about the history of Canada’s first Olympic gold medal in hockey.
- Students will learn about how the Olympics are different in the present day versus 100 years ago.
- Students will consider physical, social and cultural geography while choosing the next Olympic Games location.

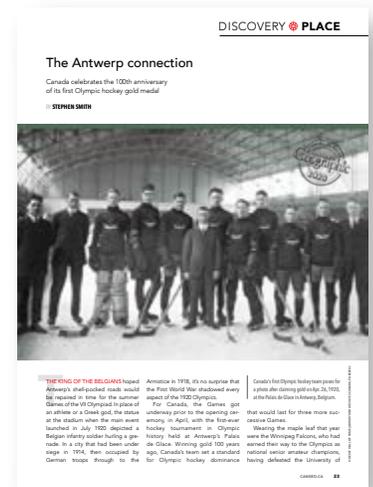
## Materials Needed

- Print or online copies of “[The Antwerp connection](#)” by Stephen Smith in the July/August 2020 edition of *Canadian Geographic* (pages 23-24)
- The Antwerp connection worksheet
- Computer for Google My Maps



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## Connection to the Canadian Geography Framework

### Concepts of Geographic Thinking

- Spatial significance
- Interrelationships
- Geographic perspective

### Inquiry Process

- Ask geographic questions
- Communicate
- Reflect and respond

### Geospatial Skills

- Foundational elements
- Spatial representations

## Lesson Description

### Minds on:

Students will take part in a discussion about the Olympics and create a Google My Maps depicting different locations where the Olympics have taken place along with a suggestion for the next host city of the Olympics.

### Action:

Students will read “The Antwerp connection” by Stephen Smith in the July/August 2020 edition of Canadian Geographic (pages 23-24). After reading the article, students will create a Venn diagram and answer questions on a worksheet.

### Conclusion:

Students will share their Venn diagrams with a partner before creating a classwide Venn diagram with all of the students' information.

## Lesson Implementation

### Minds on

Begin by discussing the Olympics and asking students to think about:

- Past Olympic Games they can recall and where they took place.
- Where were the first-ever Olympic Games held?
- Where were the most recent Olympic Games held?
- Where is the closest location to you in which the Olympics Games were held?
- Why were these locations chosen to host the Olympic Games? Consider how the factors that contribute to a certain location being chosen may vary depending on whether it is the Summer or Winter Olympics being hosted.

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## Action

Instruct students to read “The Antwerp connection” by Stephen Smith in the July/August 2020 edition of Canadian Geographic (pages 23-24). While they read, tell students to take note of similarities and differences between the Olympics in 1920 and the Olympics that take place in the present day.

After they have read the article, students should complete the worksheet attached. They will be answering questions along with creating a Venn diagram to compare and contrast the Olympics throughout the past 100 years.

Using Google My Maps, have students create a map to show where the Olympic Games have been held over the last 10 years as well as the location of the next Olympic Games.

Instruct them to create a tour, providing details and information for each location. Have students come up with a list of five need-to-knows for each location that must be included in the location’s description. These could be about the location itself or something important that happened during the Olympics when they were held there. Information might also exist on how the facilities were used after the Olympics were over. This activity can be done in groups, pairs or individually.

Students will then choose where they think the next location for the Olympic Games should be, either for Summer or Winter Olympics. (They can’t choose one of the upcoming cities set to host the future Olympic Games.) They will add this location to the map they created and explain why they think it should be the next location.

For steps on how to create a Google My Maps, see [this guide](#) put together by Google, or [this cheat sheet](#) by Google Education Trainer Jennifer Judkins.

## Conclusion and Consolidation

Students will share their worksheet with a partner to compare information. They will discuss together the important points that they found. After students have shared with a partner, work together as a class to create one big Venn diagram, comparing the differences and similarities between the Olympics from 100 years ago to the present day.

Allow time for each student, pair or group of students to present a location or two from their Google My Maps tour. Discuss what need-to-knows were common among the groups and which ones were unique. See which locations were chosen for the future Olympics and test whether students considered elements of both physical and human geography when making their decisions.

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Finish with a discussion on the connection between the locations that were chosen for the Olympics and their human and physical geographies. What is it about the geography of a place that makes it an ideal location for the Olympics to be held? What sorts of factors need to be considered (e.g., accessibility, weather, GDP)?

## Extend your geographical thinking

- Continue this activity by discussing the history of the Olympics and why the games were created.
- Have students complete a research project into different Olympic sports and how geography has an impact on the success of different regions (e.g., why Canada excels in hockey versus other countries).

## Modifications

- Provide students with a list of the Olympic Games that they need to include in their Google My Maps.
- Students who need extra support can work in partners or in a small group with support from the teacher.
- Read the article and complete the worksheet as a class.
- Students can fill out the worksheet using an electronic device.
- Questions can be modified and some questions could be removed.
- If some students require more reading time, assign the article the night before.

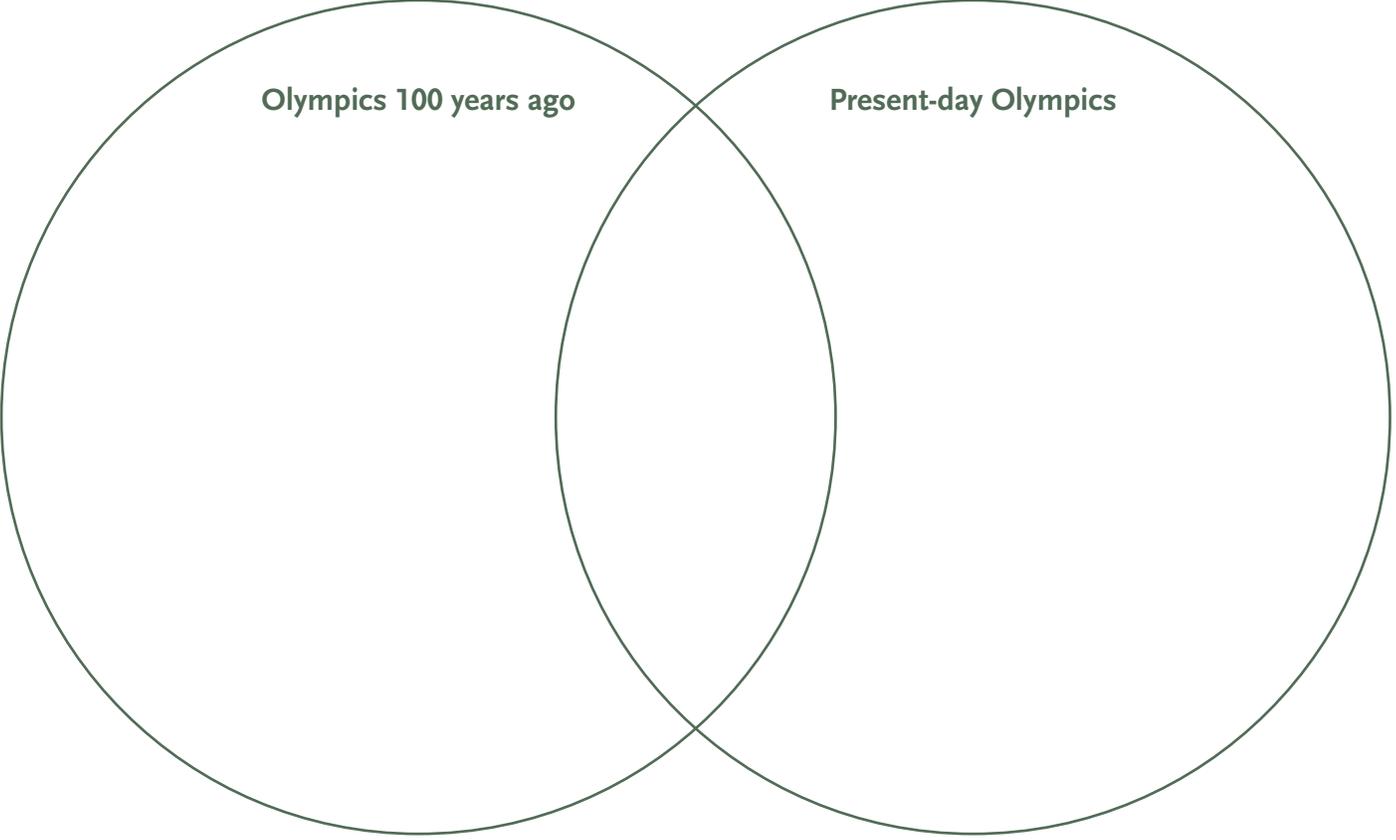
## Assessment Opportunities

- Assess students' learning based on their participation in the initial discussion.
- Assess students' learning through the worksheets and the completion of the questions.
- Assess learning skills such as responsibility, collaboration and organization.
- Assess comprehension by using the Google My Maps tours created by students.

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## THE ANTWERP CONNECTION WORKSHEET:



1. The Olympics have been cancelled or rescheduled four times in history. Write the year and the reason they were cancelled or rescheduled:

- a. Year: \_\_\_\_\_ Reason: \_\_\_\_\_
- . . . . .
- b. Year: \_\_\_\_\_ Reason: \_\_\_\_\_
- . . . . .
- c. Year: \_\_\_\_\_ Reason: \_\_\_\_\_
- . . . . .
- d. Year: \_\_\_\_\_ Reason: \_\_\_\_\_



