



## COMPARING ECOZONES

Suggested time: 60 minutes

### What's important in this lesson:

1. You will explore the meaning of ecozone names and use them to predict some of an ecozone's characteristics.
2. As well, you will map the 15 terrestrial ecozones.
3. You will compare two ecozones in detail: Atlantic Maritime and Boreal Plains.
4. Finally, you will predict some of the changes you would expect to see between adjoining ecozones.

### Complete these steps:

1. Read the information on **Handout #1** regarding the words used in naming ecozones, then predict what four (4) ecozones will be like using your understanding of those words.
2. Use a Canada's Ecozones Map from your atlas, from *Making Connections or Perspectives*, or the website [www.ccea.org/ecozones/](http://www.ccea.org/ecozones/) to create your own Terrestrial Ecozones of Canada map on **Handout #2**.
3. Use *Making Connections* or the website [www.canadianbiodiversity.mcgill.ca/english/ecozones/ecozones.htm](http://www.canadianbiodiversity.mcgill.ca/english/ecozones/ecozones.htm) to fill in the chart comparing the Boreal Plains and Atlantic Maritime ecozones on **Handout #3**.
4. You've learned a lot about Canada so far – use what you know to predict the changes you would see between two adjoining ecozones on **Handout #4**
5. Get the **Student Answer Key** from your teacher and check your answers. Make any corrections in a different coloured pen or pencil.

### Hand-in the following to your teacher:

1. Your **Handout #1 -- Terrestrial Ecozones of Canada** map.
2. Your completed and corrected **Handouts #1, #3, #4**.
3. Your completed **Ticket Out the Door #2**.

# Student Instruction Sheet: Unit 1 Lesson 3



**Questions for the teacher:**



## EXPLORING ECOZONE TERMS

When Geographers want to study complex or diverse areas, they often break these areas into regions that contain specific similarities. Some regions may be based on one **single factor**, such as landforms. Other regions are based on a number of features that an area might have in common. Ecozones are an example of this type of **multi-factor region**.

As you learned in the last lesson, the decision about where one ecozone stops and another starts is based on at least 3 physical factors: landform, climate and vegetation. Ecozones also reflect differences in human factors, which we will investigate in more detail in Unit 2.

The names of ecozones are combinations of the following words. When you understand the meaning of these names you have a better understanding of what you might expect to find in that particular region:

<b>Landform features</b>	<b>means</b>
Cordillera	mountains
Plain	flat, open areas
Shield	rocky outcrops
<b>Climate Characteristics</b>	<b>means</b>
Arctic	cold all year
Maritime	cool winters, warm summers with lots of precipitation
<b>Vegetation</b>	<b>means</b>
Tundra	small plants and mosses
Mixed Woods	deciduous and coniferous trees
Montane	changes from coniferous trees to tundra-like plants with higher elevation
Prairie	grasses
Taiga	thin coniferous forest, brush
Boreal	thicker coniferous forest
<b>Geographical Location</b>	<b>means</b>
Northern	north
Southern	south
Atlantic	east coast
Pacific	west coast

Hudson Bay	central, near Hudson Bay
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Use your understanding of the ecozone words to predict what you would find in the following ecozones. Follow the example given.

**Taiga Shield:** **thin, coniferous forest in an area of rocky outcrops**

Hudson Plains: \_\_\_\_\_

Arctic Cordillera: \_\_\_\_\_

Boreal Plains: \_\_\_\_\_

Atlantic Maritime: \_\_\_\_\_



**ECOZONES COMPARISON**



	Boreal Plains	Atlantic Maritime
Area (in km <sup>2</sup> )		
Landforms (description)		
Climate	winter description: summer description: yearly precipitation (in mm):	winter description: summer description: yearly precipitation (in mm):
Vegetation (main types + 1 or 2 examples)		
Human Activities (2 or 3 examples)	total population: examples of activities:	total population: examples of activities:
Major Cities (name 3)	1. 2. 3.	1. 2. 3.

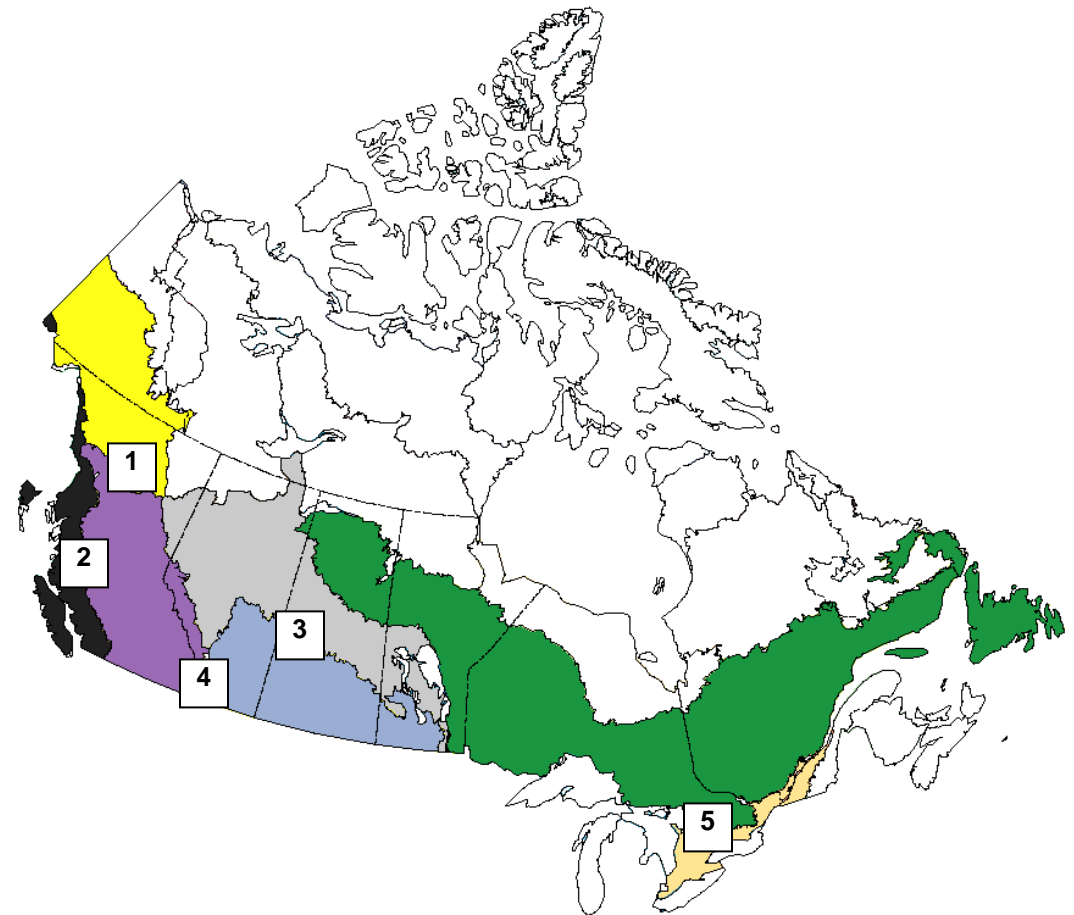


## UNIT 1, LESSON 3: HANDOUT #4 ECOZONE BOUNDARIES

Ecozones were established to divide the country into a small number of regions (15 terrestrial and five [5] marine) that contain similar characteristics. Although the boundaries between adjacent (touching) ecozones do not mean that the region changes drastically at that line, there are real changes between the regions. These changes generally are differences in landforms, climate, vegetation, or human activities.

Using the map below, identify at least one change you would expect to see between the regions at the boundary identified by each number.

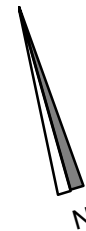
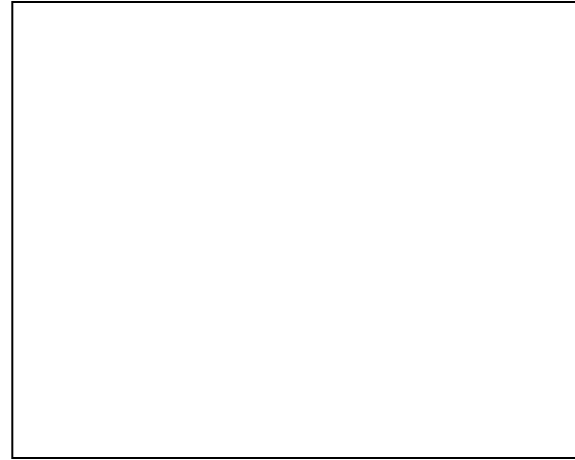
1	Between Boreal Cordillera and Montane Cordillera
2	Between Pacific Maritime and Montane Cordillera
3	Between Boreal Plains and Prairie
4	Between Montane Cordillera and Prairie
5	Between <b>Boreal Shield</b> and Mixedwood Plains





## UNIT 1, LESSON 3: HANDOUT #2

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## Reflection Activity: Unit 1 Lesson 3



### TICKET OUT THE DOOR #2

Complete this and hand it in to your teacher.

**Right now, I think I understand ecozones (check one)**

very well

somewhat

not very well

**To really understand the concept of ecozones, I still need to know more about:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_