

Ticket to Ride: Panorama!

Rules of the Game

- The goal of the game is to get the most points, you get points by:
 - Using trains to connect two cities
 - Connecting specific cities that are illustrated by route cards
 - Having the longest connected train line at the end of the game
- You build train lines by accumulating train cards that are the same colour of the path you are trying to build, you must accumulate the required number of cards before claiming a train track between 2 cities.
- You can pick up to 2 cards from the river or the draw deck. Unless it is an exposed wild card (which can be used for any track), then you may just pick up that one card.
- Cards in your hand should remain hidden until you declare that you wish to build a track.
- Route cards have the bonus point total indicated on it, if the two cities on the card are connected in any way, you add the points at the end of the game. If you did not connect them, you subtract that point total from your score.
- Only one player can claim a track.
- The game ends when one player has anywhere between 0-2 trains left, it triggers the end round where every player is on their last turn.
- Refer to the rule book for more information and game setup!

Your Task

1. After completing a full playthrough of the game, you will create a panorama of the route between 2 Canadian Cities on the Ticket to Ride map. Make sure to label different geographic regions in the panorama.
2. You will have to also write a 500-word report to accompany the panorama. The report should explore the landforms between the two cities and answer the following questions:
 - How does the terrain of the location affect the people that live there?
 - Were there any environmental impacts in creating these train lines?
 - How does various Canadian landmarks divide the country and where the two cities are located?
 - How does the climate affect the landform?
 - How does human activity affect the physical terrain between both cities?

Check-Bric

<p>Knowledge & Understanding</p> <p>I have included characteristics of the various landforms in my report.</p> <p>I have marked the 2 cities that the panorama represents</p>	<p style="text-align: right;">□□□□□</p> <p style="text-align: right;">□□</p>
<p>Application</p> <p>I have shown how the physical land is used for human activities in my panorama. (1 mark per activity)</p> <p>My panorama is accurate and represents the landform region accurately with consideration of the climate.</p>	<p style="text-align: right;">□□□□□</p> <p style="text-align: right;">□□□□□□□□□□</p>
<p>Communication</p> <p>My panorama is neat, organized and aesthetically pleasing</p> <p>My report is properly formatted and I have included a cover page and a reference page</p> <ul style="list-style-type: none"> • 1 mark for the cover page • 1 mark for reference • 4 marks for formatting (double spaced, size 12 font, etc.) <p>My report does not include any spelling or grammar mistakes (-1 mark per mistake)</p>	<p style="text-align: right;">□□□□□□</p> <p style="text-align: right;">□□□□□□</p> <p style="text-align: right;">□□□□□</p>
<p>Thinking & Inquiry</p> <p>I have answered the questions stated in my report (2 marks per concept)</p> <p>My report includes how human activities (include 3) can alter physical processes and contribute to occurrences of natural events and phenomena (2 marks per evidence)</p> <p>I have completed a playthrough of the game.</p>	<p style="text-align: right;">□□□□□□□□□□</p> <p style="text-align: right;">□□□□□□</p> <p style="text-align: right;">□</p>
<p>Total</p>	<p>/55</p>

Self-Evaluation: Please assign yourself a score by circling the level you feel you have achieved.

<u>Learning Skills and Work Habits</u>	Needs Improvement/Satisfactory/Good/Excellent
Responsibility <ul style="list-style-type: none"> • I have completed all of my tasks on time 	N S G E
Independent Work <ul style="list-style-type: none"> • I have come prepared to work on the report when given time. 	N S G E
Initiative <ul style="list-style-type: none"> • I have sought guidance/clarification when necessary and done adequate research on the subject matter. 	N S G E
Organization <ul style="list-style-type: none"> • I have submitted all components of the project. 	N S G E
Collaboration <ul style="list-style-type: none"> • I have gotten my work peer reviewed and provided feedback for others' progress. 	N S G E
Self-Regulation <ul style="list-style-type: none"> • I have used class time effectively to complete the project. 	N S G E

Notes for teacher: Expectations that this assessment addresses

- **A1. Geographic Inquiry: use the geographic inquiry process and the concepts of geographic thinking when investigating issues relating to Canadian geography;**
 - A1.1 formulate different types of questions to guide investigations into issues in Canadian geography (e.g., factual questions: What factors need to be considered when analysing the impact of expanding a highway?; comparative questions: What are the differences in energy resource availability between Ontario and Alberta?; causal questions: How does the infrastructure of this community support environmental sustainability?)

- **B1. The Physical Environment and Human Activities: analyse various interactions between physical processes, phenomena, and events and human activities in Canada (FOCUS ON: Interrelationships; Geographic Perspective)**
 - B1.2 analyse interrelationships between Canada's physical characteristics and various human activities that they support (e.g., mountainous landforms support recreation; water bodies and flat land facilitate urban development and transportation)

 - B1.4 explain how human activities can alter physical processes and contribute to occurrences of natural events and phenomena (e.g., paving over land can alter drainage patterns and cause sink holes; some agricultural practices can contribute to soil erosion; deforestation can make slopes vulnerable to landslides)

- **B3. The Characteristics of Canada's Natural Environment: describe various characteristics of the natural environment and the spatial distribution of physical features in Canada, and explain the role of physical processes, phenomena, and events in shaping them (FOCUS ON: Spatial Significance; Patterns and Trends)**
 - B3.1 explain how various characteristics of Canada's natural environment (e.g., landforms, such as mountains and hills; drainage basins; bodies of water) can be used to divide the country into different physical regions

 - B3.2 explain how geological, hydrological, and climatic processes formed and continue to shape Canada's landscape (e.g., folding and faulting formed and continue to shape Canada's western mountains; glacial recession left scoured landscape in Ontario's north and fertile landscape in the south and shaped the Great Lakes drainage system; winds continue to change landform features in the badlands of Alberta)