

Ticket to Ride: Railway Footprints

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

- After completing a full playthrough of the game, you will consider the resources required to make a cross nation railway network.
- You are required to complete a report that focusses on:
 1. The ecological footprint that the railroad has on the environment
 2. The required amount of natural resources if the Trans Canadian Network was to be built today.
 3. Exploring the advantages/disadvantages of building a rail system.
 4. Explore the ethical issues of building the track and solutions to address them.

Guiding Questions

- How much will the natural resources required cost today?
- How much pollution does a train line create? Is it more or less than alternatives?
- Were there any land alterations done when creating the network?
- Does the network go through indigenous people's land? If so, whose land?

Check-Bric

<p>Knowledge & Understanding</p> <p>I have explained the various ecological impacts of creating a railway</p> <p>I have stated the benefits and disadvantages of creating a railway</p>	<p>□□□□□</p> <p>□□□□□</p>
<p>Application</p> <p>I have explained the human impact of a railway network has affected natural landscapes</p> <p>My report shows the concepts of geographic thinking as I analysed the impacts of building a railway today (2 marks for each: spatial significance, patterns and trends, interrelationships, geographic perspective)</p>	<p>□□□□□</p> <p>□□□□□□□□</p>
<p>Communication</p> <p>Correct use of used spelling, grammar, syntax, punctuation and form in my short story. (-0.5 marks per mistake)</p> <p>My report is well organized</p> <p>I have properly referenced my work in APA format</p>	<p>□□□□□</p> <p>□□</p> <p>□□□□□</p>
<p>Thinking & Inquiry</p> <p>I demonstrated the amount of resources are required to build the trans-Canadian Railway today and an estimate of its cost from relevant sources</p> <p>I have explored the ethical issues of building a rail system and possible solutions to address the concerns</p> <p>I have completed a playthrough of the game.</p>	<p>□□□□□□</p> <p>□□□□□□</p> <p>□</p>
<p style="text-align: right;">Total</p>	<p style="text-align: right;">/48</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/ S atisfactory/ G ood/ E xcellent
Responsibility <ul style="list-style-type: none"> I have completed all of my tasks on time 	<p style="text-align: center;">N S G E</p>
Independent Work <ul style="list-style-type: none"> I have come prepared to work on the report when given time. 	<p style="text-align: center;">N S G E</p>
Initiative <ul style="list-style-type: none"> I have sought guidance/clarification when necessary and done adequate research on the subject matter. 	<p style="text-align: center;">N S G E</p>
Organization <ul style="list-style-type: none"> I have submitted all components of the project. 	<p style="text-align: center;">N S G E</p>
Collaboration <ul style="list-style-type: none"> I have gotten my work peer reviewed and provided feedback for others' progress. 	<p style="text-align: center;">N S G E</p>
Self-Regulation <ul style="list-style-type: none"> I have used class time effectively to complete the project. 	<p style="text-align: center;">N S G E</p>

Teacher Considerations: Expectations

- A1. Geographic Inquiry: use the geographic inquiry process and the concepts of geographic thinking when investigating issues related to the environment and the management of natural resources;
 - A1.2 select and organize relevant data and information on geographic issues from a variety of primary and secondary sources (e.g., primary: raw data from fieldwork, both quantitative and qualitative; photographs; satellite images; secondary: published statistics, newspapers, books, atlases, geographic magazines, websites, graphs, charts, digital and print maps), ensuring that their sources represent a diverse range of perspectives
 - A1.5 use the concepts of geographic thinking (i.e., spatial significance, patterns and trends, interrelationships, geographic perspective) when analysing and evaluating data and information and formulating conclusions and/or making judgements about issues related to the environment and natural resource management
 - A1.6 evaluate and synthesize their findings to formulate conclusions and/or make informed judgements or predictions about the issues they are investigating
 - A1.7 communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose
 - A1.9 use appropriate terminology when communicating the results of their investigations

- B2. Human Impacts: assess impacts of human population settlement on natural spaces and species (FOCUS ON: Interrelationships; Geographic Perspective)
 - B2.2 describe ways in which human settlement and modifications of the natural landscape affect the environment (e.g., loss of vegetation and related impacts on air quality, loss or fragmentation of habitat, changes in predator/prey relationships)

- D2. Impacts of Pollution: evaluate impacts of various types of pollution on the natural environment and on human health (FOCUS ON: Patterns and Trends; Interrelationships)
 - D2.1 explain how changes affecting the natural environment in one location may cause changes to the natural environment in other places around the world
 - D2.2 describe different types of pollution (e.g., in water: thermal pollution, biological and chemical substances that deplete oxygen, bacteria, nutrients, heavy metals and toxic chemicals; in air: particulates, ground-level ozone, heavy metals and toxic chemicals, ozone-depleting substances, acidifying gases, carbon monoxide, greenhouse gases; noise pollution; electromagnetic radiation pollution; light pollution) and their impacts (e.g., water pollutants: health effects in fish and fish-eating birds, animals, and humans; eutrophication; air pollutants: cardiorespiratory stress in humans, acidification of lakes, ozone layer depletion, climate change; light pollution: fatalities among migratory birds, detrimental confusion among sea turtle hatchlings), and explain processes that affect the severity of some of these impacts (e.g., bioaccumulation and biomagnification, acid buffering)