

CGG30 Travel and Tourism: Canadian Travel Reports – A Choropleth Mapping Activity

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Introduction

In this activity students will use the Government of Canada Foreign Affairs and International Trade Canada website, www.travel.gc.ca, to complete an online mapping activity. The concepts of cultural awareness, factors that influence travel destination choices, socio-cultural influences as well as culture comfort are brought into this activity. The Canadian Government informs tourists and citizens living abroad of current travel warnings and issues through reports that they publish online. These warnings and reports are used to help Canadians decide whether travel to a specific destination, country, or region is safe at the current time.

Activity Overview

Pretend you are a travel agent and you have just been assigned a task from your head office from Canadian Foreign Affairs to advertise to your clients places around the world that are currently not safe tourist destinations. How will you get this information across to your clients in a way that is easy to read that you can post in your office? Since not many tourists use the Government Travel Advisories that are published online, it's your job to use the information the Government provides to us for free to produce a map that is easy for anyone to read and understand who may come into your office.

Expectations

- Identify selected factors that influence travellers' destination choices (e.g., location, accessibility, cost, safety, amenities, personal preferences)
- Describe the types of cultural conflicts that tourists may experience in selected world regions and the reasons for these conflicts
- Describe global patterns of travel and tourism and the factors that influence them
- Use the methods and tools of geographic inquiry to locate, gather, evaluate, and organize information

Activity Resources

- Internet to access data at www.travel.gc.ca
- *Pearson School Atlas* or *Canadian Oxford School Atlas*
- **Travel Report Information Collection Worksheet**
- Assessment Rubric
- Blank Map of the World
- Pencil Crayons

Instructions

1. Explain the concept of using a choropleth map to represent different classes of data by using one colour with various shades. In this case, the shades represent the four risk levels issued to the countries. You may need to review or go over how to create a choropleth map with your students.
2. Students use the internet to access the website www.travel.gc.ca and on the site they must navigate to the right side column of the home page where the heading "Travel Reports Recent Updates" is listed and open up this page by clicking on [more...]. This will open a new page with the most recent travel reports. Some countries do not have "warnings" but if the country profile has been changed recently, the website lists the dates of modification. Have students map a variety of countries from this list to ensure that all four levels of risks are present on their maps.
3. Students use the graphic organizer titled "Travel Report Information Collection Organizer" to gather the information needed to complete their map and to list all the recently listed updated travel reports.
4. When they have completed their organizer, they use an atlas to find the correct location of each of the countries listed in their organizer on the blank map of the world. They must add a legend that contains only 4 boxes; each containing a different shade of the colour chosen, with each shade gradually becoming noticeably darker. The last box should be quite dark and should represent the highest degree of risk. See the exemplar on the next page.
****You can modify this activity by having students complete the "Warning explanation" section of this organizer, by limiting the number of countries completed and whether you have them list the regional warnings or just the overall country warning.**
5. Students should also label neatly the names of the countries either on, or close to, the country on the map.
6. All mapping techniques must be included on their maps, including a proper title, compass, border, scale, date of publication, and your name.

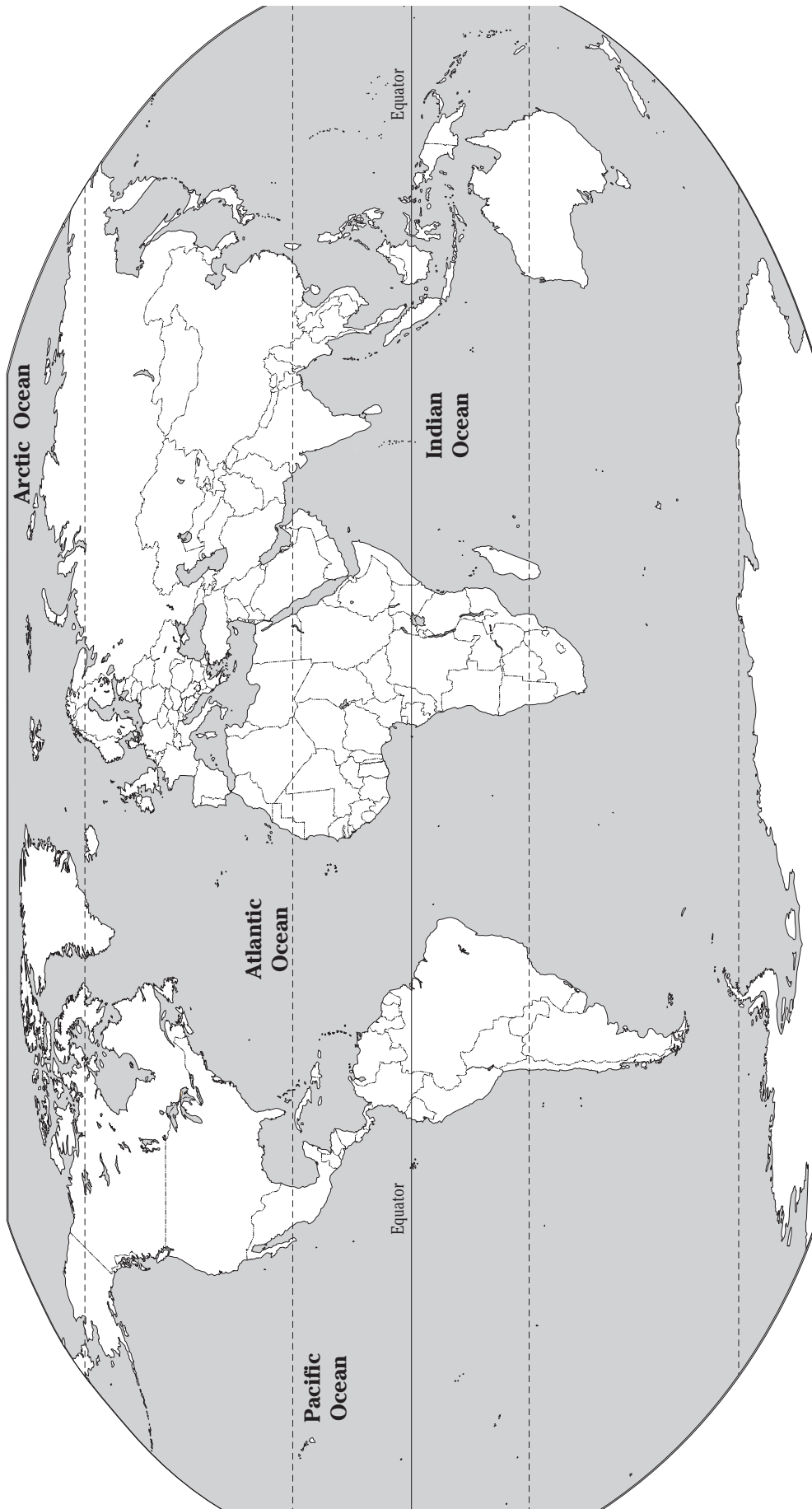
Written Extension Option

Students can write a reflection stating whether or not they would use the travel advisories and if they found them helpful when deciding on a travel destination.

OR

Write a brief response to their findings explaining their thoughts on the reasons listed for the warnings.

World



Robinson Projection

THE MONOGRAPH

Canadian Travel Reports Choropleth Mapping & Reflection Activity Rubric

Appropriate for an open level course

Category	Level 1 50-59	Level 2 60-69	Level 3 70-79	Level 4 80-100
Map Elements Included (Knowledge)	<p>The title is missing.</p> <p>Directional arrow is missing.</p> <p>Labels are untidy or with many spelling errors or labels absent.</p>	<p>The title does not reflect what the map is showing.</p> <p>Directional arrow not pointing in the correct direction.</p> <p>Some labels present, some spelled correctly.</p>	<p>Printed, visible title that suggests what the map shows.</p> <p>Directional arrow presented and pointing in the correct direction.</p> <p>Most printed labels are aligned, and spelled correctly.</p>	<p>Neatly printed, visible and underlined title that has been placed at the top of the page, title clearly tells what the map shows.</p> <p>Neatly drawn directional arrow with a ruler and pointing in the correct direction showing at least 4 directions.</p> <p>Neatly printed labels that are aligned and spelled correctly.</p>
Appearance of Map (Communication)	<p>Colours do not provide strong contrast or used inappropriately.</p> <p>Shading is inconsistent and scratchy often going outside the lines</p> <p>Failure to employ use of ruler on map when necessary.</p>	<p>Colours used inappropriately, but show some contrast.</p>	<p>Colours show good contrast between levels.</p> <p>Shading is consistent and even and stays mostly within the lines.</p> <p>Use of a ruler employed on map in most places when necessary.</p>	<p>Colour used appropriately, showing excellent contrast between the four levels.</p> <p>Shading is consistent and even and stays within the lines always.</p> <p>Use of ruler always employed on map when necessary.</p>
Accuracy of Information Plotted on Map (Application)	<p>Mapping of information is unclear and inaccurate.</p>	<p>Information has been mapped with many inconsistencies.</p>	<p>Most information has been mapped clearly and accurately.</p>	<p>All information has been mapped clearly, consistently and accurately.</p>
Organizer & Reflection (Thinking)	<p>Organizer was not included or was inaccurate and very limited in detail.</p> <p>Reflection was not included or did not reflect the topic and focus question presented.</p>	<p>Organizer was partially completed accurately, some areas missing or inaccurate.</p> <p>Very little detail shown. Reflection was very brief and only partially answered. Limited reasoning shown.</p>	<p>Organizer was accurate and complete, showing some detail of accounts of warnings.</p> <p>Reflection was completed accurately and both questions were touched upon. Showed some reasoning through reflection.</p>	<p>Organizer was completed to a high degree of accuracy including detailed accounts of warnings.</p> <p>Reflection was thorough and answered both questions asked in a reflective manner. Showed clear thinking and reasoning skills through justification in their reflection.</p>