Crosscountry Canada 2

TEACHER RESOURCE GUIDE

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Using Crosscountry Canada 2 in Your Classroom

Crosscountry Canada 2 is an interactive geography program designed to teach and strengthen many different skills. Students become long-distance truck drivers and are assigned to pick up commodities on their journey.

The program allows students to have fun while they learn:
- Facts about Canada (weather, terrain, cities, population, capitals and more)
- Basic map-reading and map-interpretation skills
- How to budget (time, distance and expenses)

The program may be played on different levels.

Younger children tend to use the program at an introductory level. They learn basic facts about map reading and the differences in terrain across the country. Crosscountry Canada 2 also teaches students where cities and provinces are located, as well as where commodities are produced.

Older children tend to use the program on a more complex level. They learn the facts, but they also learn methods for determining the fastest, most cost-effective route to their destination.

The game is an excellent tool to promote geographical literacy. It also helps broaden children's knowledge about Canada while developing higher-level thinking skills.

To familiarize yourself with Crosscountry Canada 2, we suggest that you start by trying the Sample Game on page 4.

For more information about the Educational Objectives of Crosscountry Canada 2, see page 7.

Sample Game

This Sample Game is the fastest way to learn the basics of Crosscountry Canada. You should be up to speed in about 15 minutes.

Follow These Learning Steps:

Make sure that you have the large wall map with the Commodity–City Cross-Reference chart on hand.

Launch Crosscountry Canada 2 and click 'Load Scenario'. At 'Number of Players', click '1'. Under 'Scenario', click 'sample.scn'.

Click 'Load Scenario'. The truck's Laptop shows you your 'Dispatch Assignment'. This assignment gives you critical information that you need to play the game.

Click the 'Country Map' tab (look for the 'N' in the upper-left corner of the screen, as seen in the Laptop diagram below). A map of Canada appears, showing you where your truck is currently located, your destination city, and where your commodities are located. You may look at this screen at any time during the game.

In the sample scenario, your truck is in Flin Flon, Manitoba, your destination city is Saskatoon, Saskatchewan, and you need to pick up chickens and communications equipment. For this sample game, pick up chickens first. According to the map, you will find chickens in Brandon, Manitoba and Chicoutimi, Quebec. Since Brandon is closest to Flin Flon, go to Brandon.
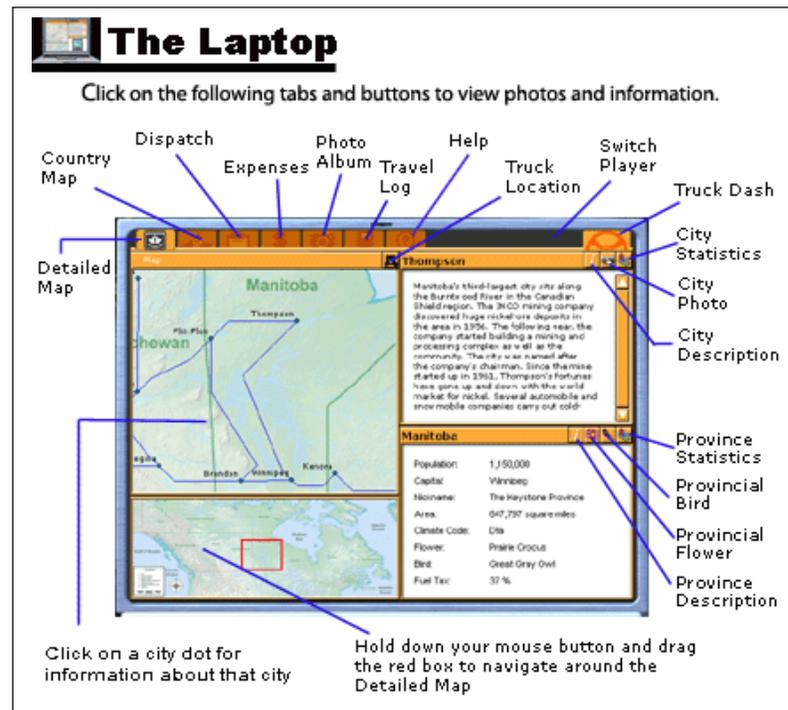
Click the 'Detailed Map' tab (look for the 'Highway 1' tab in the upper-left corner of the screen) to plan your route. Press and drag the small red box to navigate around the map.

Then click the 'Dash' icon (look for the steering wheel in the top right-hand corner of the screen) to get back to the cab of the truck. Click the seatbelt to buckle up. Click the key in the ignition. The key turns to the 'on' position.

On your compass at the top of the windshield, click the direction in which you would like to go (all possible directions are lit up in green). In this case, choose S (south). Finally, click the gas pedal and you will start to drive. You are now driving south through Manitoba, headed for Brandon.

While you drive, keep an eye on the 'Sleep' (ZZZ) and 'Restaurant' (dinner plate) icons on the right-hand side of your screen to ensure that you are not tired or hungry. If you decide to eat or sleep, click the appropriate icon. The cost will then be added to your expenses.

Once you arrive in Brandon, click the 'Loader' button on the left-hand side of the windshield. If the warehouse is closed (warehouses are only open between 6 a.m. and 10 p.m.), you will have to click 'Wait' in order to pass time. You must wait until the warehouse opens or find another way to pass time. When the warehouse opens, click 'Load'.

The next commodity you'll need to pick up is communications equipment. After looking at your country map, you see that communications equipment is available in Fredericton, NB, Lethbridge, AB, Ottawa, ON, Toronto, ON, Regina, SK and Winnipeg, MB.
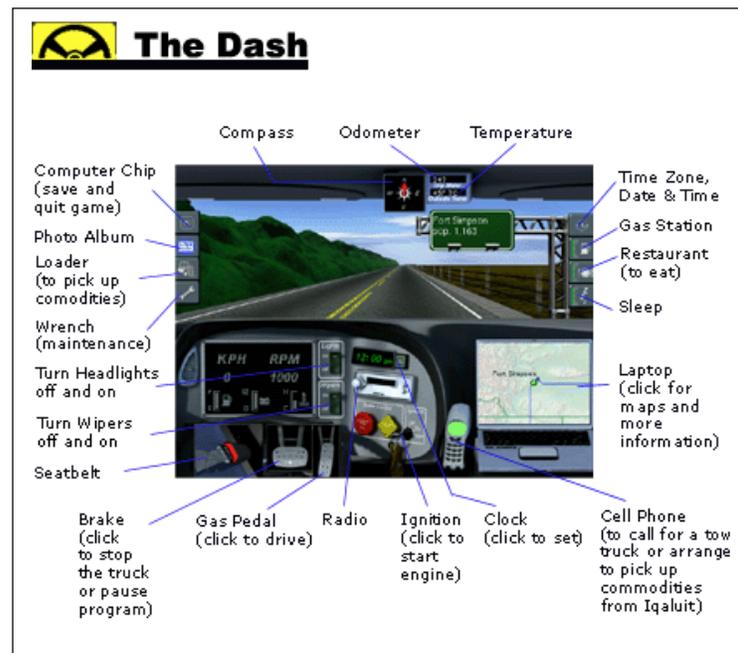
Use the large wall map or click the 'Detailed Map' tab to consider which city to visit. Remember that you have to deliver your cargo to Saskatoon, Saskatchewan. We recommend picking up communications equipment in Regina.

Click the 'Dash' button to get back to the cab of the truck. Select west on your compass (by clicking 'W') and click the gas pedal.

The program notifies you when you cross time zones. When you arrive in Regina, set your clock (click the button beside the clock on your dash) to be sure that the time is accurate. Click the 'Loader' button, and then click 'Load'.

If you run out of gas between cities, you can rescue yourself by selecting 'Tow Truck' from the cell phone.

You have now picked up all of your assigned commodities. Now you have to deliver them to your destination city, Saskatoon.

Once you arrive in your destination city, you will have completed the game. Study your Travel Log. Did you make good choices? If so, congratulations!

Recommended Classroom Use

Crosscountry Canada 2 can be used in the classroom (grades 4 through 9) in a variety of ways:
- One player on one computer
- Two players or two groups of two on one computer
- As group activities

We recommend two players (or two groups of two) play on one computer. This strategy promotes collaboration, teamwork and communication.

Crosscountry Canada 2 picks starting and finishing cities on opposite coasts and then calculates a game. The program makes these games reasonably equal in terms of kilometres travelled. If you would like to use games that are pre-designed, then read about the Similar Games (page 40).

You may want to laminate the Crosscountry Canada 2 wall map.

Educational Objectives

Crosscountry Canada 2 can be seamlessly integrated into a regular social studies/geography program and complement a textbook, direct instruction, and class assignments. It is a valuable instructional tool that adds excitement and variety to the concepts and skills covered in class.

Through multimedia, students can interactively learn basic skills related to map reading and map interpretation, plan routes, make decisions, and learn about Canadian geography.

Crosscountry Canada 2 is a "real-life" simulation program. While driving across Canada, students learn about the relationship between time, distance and money.

Students can make decisions and then analyze their Travel Log to determine if they made wise choices. For example, the dispatcher may offer the player a $350 bonus to pick up a specified commodity.

This decision is entirely up the player. The player will need to compare the cost and amount of gas it will take to pick up the commodity versus the $350 bonus.

Skills and Knowledge

Crosscountry Canada 2 reinforces the following skills and knowledge:
- Map reading, direction, interpreting symbols, calculating and estimating distances, latitude and longitude, and locating information.
- Political geography: locating cities, provinces, capitals and commodities.
- Spatial relationships and distances between cities and provinces.
- Economic geography: major national commodities and their relevance to the Canadian economy.
- Physical geography: some knowledge of terrain.

- Higher level thinking skills such as decision making, problem solving and strategy planning.
- Time zones: Crosscountry Canada 2 can be used to teach the concept of changing time zones.

The program also supports the following Social Studies elements:
- Distinguish among city, province and nation.
- Describe landforms and climates of various regions of Canada.
- Identify major economic resources of regions of Canada.
- Describe the physical, cultural and economic features of Canada.
- Describe the geographic regions of the country.
- Locate places of historical significance in Canada.
- Describe the role of major industries in the economic development of Canada

Methodology

Introduce

Discuss the skill or concept being taught. Before introducing Crosscountry Canada 2, your students should have basic knowledge of Canadian geography. We recommend that you cover the following vocabulary: region, province, commodity, economy, direction and compass.

You might also consider using our Crosscountry Canada 2 Driver's Licence Activity to introduce the program to your students (see page 47).

Demonstrate

Using a projector, show your students how to use the program. Make sure that your students know where to access information on which to base their decisions.

After you have demonstrated the program, go to the Travel Log to discuss with the students how they might have taken a different route. Have students predict the outcome if alternate routes were taken.

Motivate

Set the goals. Encourage the students to collaborate and work as a team. Explain to them what they should do and approximately how long they will have to accomplish the task.

For example, "You will break your group into two teams. After 20 minutes, I will check to see that each team has picked up at least one commodity."

Depending upon the number of computers available, divide students into teams of trucking firms. The ideal group size is between two and four players per team. While Team 1 plays its planned game at the computer, Team 2 plans its game.

The Small Map (see page 42) and the Route Planning Guide (page 43) can be photocopied. Players can use them to help plan their games.

Observe

This is an excellent time to observe individual student and team performance. Once the program assigns a commodity, students should consult the Commodity–City Cross-Reference chart or map to find out where the commodity is available. Transfer this information to the Route Planning Guide.

Consult the Large (wall) Map to find the current location of the truck. Students then locate the various cities that contain the needed commodity and estimate which one is closest.

Calculators may be used to add up the distance between cities for an accurate measurement of the distance. Students then use this information to decide their route. The shortest route may not always be best.

We recommend that the Large Map be located away from the computer so that students transfer their route plan from the Large Map to the Small Map and use that for a reference when using the computer. This reinforces map reading and knowledge of the location of cities.

The Small Map and Route Planning Guide give the students a written record of game decisions so that they can see a relationship between their expenses and the routes they took.

Summarize

Have students discuss the strategies they used. Encourage groups to suggest different methods and procedures that would yield success. Remember: there is more than one way to solve most problems. Compare and calculate gas mileage at the end of the trip.

In Crosscountry Canada 2, gas costs $1 per litre plus fuel tax. The truck's gas tank holds 700 litres.

Gas mileage varies depending on the terrain (better in flat areas and worse in mountainous areas). Speeding and driving through mountainous terrain increases fuel consumption. The truck averages about 14 kilometres/litre.

Apply

Apply skills and concepts to other situations. Extension activities provided at the back of this guide build upon the learning encouraged in Crosscountry Canada 2.

GROUP ACTIVITY

We recommend Crosscountry Canada 2 group activities when you have only a small number of computers or as an introduction to the program.

Materials

- A computer.
- A projector located at the front of the class.
- A game 'Scenario.' You can use a 'Similar Game' or use the Scenario Creator program to make your own. These games are described in the 'Help' section of the program.
- Cross-reference charts, maps, and/or work maps included with the program.

Procedure

- Divide the class into two groups of "trucking companies."
- Pass out the "work maps" to each student.

- Photocopy the Route Planning Guide and pass it out to the students. (See page 43. This is optional.)
- Enter instructions given to each team.

Time Required

A 4-commodity mission will require about 40 minutes of actual play. A 10-commodity game takes about 1 1/2 hours.

Allow for 10 minutes at the end of a game to evaluate the choices made and discuss if the player(s) could have made more-efficient choices. A good project would be for each student to write a short summary of their trip.

Long Games

An excellent mission is 'Similar Game 12' on page 41. It requires both teams to drive similar distances and travel through most of Canada. Shorter games are also available on pages 40–41. *Note:* Your game can be saved and restarted at any point.

Running the Program

Each team's decisions are entered by the teacher or selected student. You may divide responsibilities amongst the team members. Each team makes group decisions on when to eat, sleep, and buy gas, and which city to travel to next. You may assign the route planning to one student or a group of students, or leave it as a group decision. Other members may be responsible for recording the routes taken, cities visited, city populations, province locations, and features. When the game is over, a winning team will be declared.

SMALL GROUP OR INDEPENDENT ACTIVITY

We recommend Crosscountry Canada 2 small-group activities when you have enough computers. Read the 'Methodology' section of this guide (page 9) before allowing the players to start Crosscountry Canada 2 on their own.

Materials

- One computer per student or small group.
- Cross-reference charts, maps, and/or work maps included with the program.

Procedure

- Introduce the program, or follow the steps in the Driver's Licence Activity.
- Photocopy the Route Planning Guide and pass it out to the students.
- Pass out the "work maps" to each student.
- Have students launch the program and let Crosscountry Canada 2 set up a game or use a game 'Scenario' (see page 31 for more information about the Scenario Creator).

- After students have finished their game, have them print their Travel Log.
- You may want to do one or more of the activities described in this manual.

Time Required

A 4-commodity mission (2 players) will require about 40 minutes of actual play. A 10-commodity game takes about 1 1/2 hours.

Using the program in a cross-curricular environment:

ESL ACTIVITY

Go over the Crosscountry Canada 2 Vocabulary List with your students. Then arrange them in small groups of two or more. Encourage students to work as a team and discuss the best route to take to pick up all assigned commodities, using the optimal route. Assign one student in the team to record the names of the cities, provinces and provincial capitals as they travel along the highway. Choose one person in each group to present to the class their team's route using the large map as a visual. The "presenting" student must describe the route saying each city name, province and capital that they visited on their trip.

TEACH DATABASE OR SPREADSHEET CONCEPTS

You must have your own database or spreadsheet program to complete this activity. Design a database or spreadsheet template. Then allow each student to open up a copy of this template and save it with their own names. Each record may be used to record a city, the province in which it is located, its population, available commodities, and points of interest. Students can also collect other information like provincial birds, provincial flowers, etc.

After the data has been collected, students can analyze the data to determine the most common provincial bird or flower, 10 largest cites in Canada, etc.

TEACH ABOUT HERITAGE SITES

Crosscountry Canada 2 may also be used to focus on history. The program includes UNESCO World Heritage sites located in Canada. While your students are on a driving assignment, ask them to take note of all of the postcards they are able to pick up. Each student chooses one postcard (heritage site) to research and write about. If you like, you can use the Scenario Creator to make trips that ensure the students pick up postcards.

The following are research links for students:
- The World Heritage List:
  http://whc.unesco.org/heritage.htm

- UNESCO World Heritage Education site:
  http://whc.unesco.org/education/index.htm

TEACH SURVIVAL MATH SKILLS

Crosscountry Canada 2 may be used to focus on math. Design a scenario or just start Crosscountry Canada 2, and have your students estimate the amount of gas it will take to reach their ending city.

Allow them to play the game, and then check their estimates. Prior to starting their trip, have students estimate their expenses. Have them check their estimates after the game is played.

ACTIVITIES TO DEVELOP GEOGRAPHIC LITERACY

Write a report on a Crosscountry Canada commodity.

Write a report on a commodity which is not in Crosscountry Canada but should, in the student's opinion, be included in the program.

Discuss or write a report on water as it relates to cities and towns. What does water mean to different communities? Find cities or towns where water was not important in their formation or development. Are they a minority?

Using an outline map of Canada, draw where the various natural regions of Canada are and colour them in. Make a table of the regions, their specific geographical features, and the kinds of activities that take place in each.

There are many ways of dividing Canada into its regions. Here is a common regional breakdown:
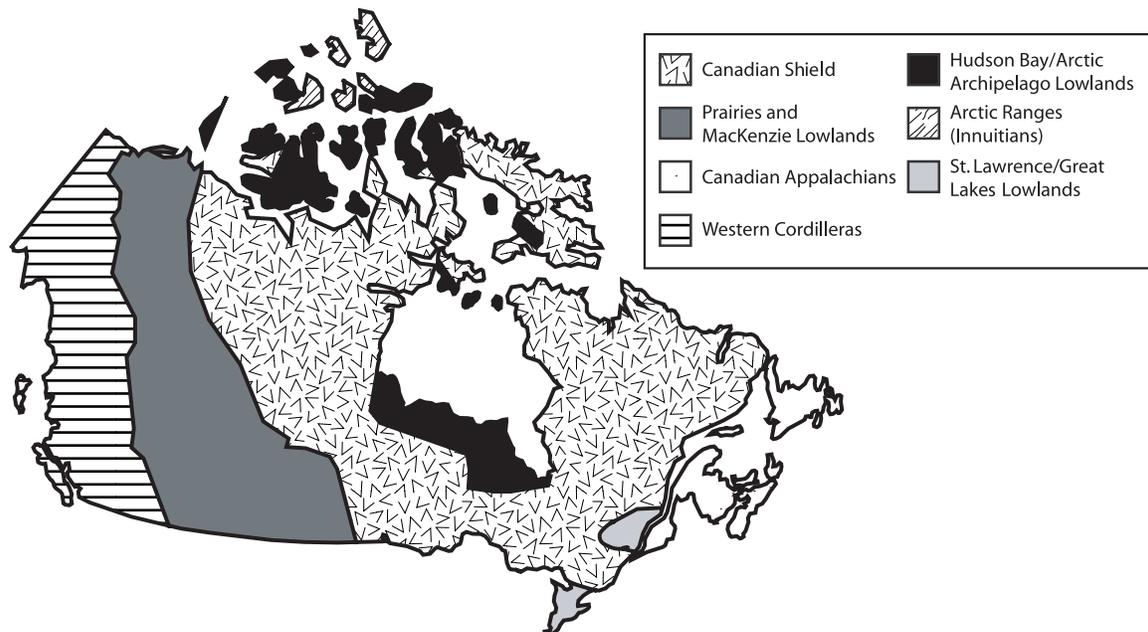
What other ways might there be of dividing up Canada into regions?

Compare the lives of people living far from each other but in the same geographic setting, i.e. fishers on the east and west coasts; oil field workers in Alberta and those in Newfoundland.

Compare the characteristics of life on the farms of the interior plains with farms in similar areas of the world (e.g. Australia, American Midwest, the Ukraine, the interior of Argentina).

ACTIVITIES FOR PERSONAL PLANNING AND SOCIAL RESPONSIBILITY

- Encourage students to participate in discussions of the importance of geography in shaping our lives.
- Encourage students to participate in discussions as to how the role of physical geography has changed over time. Is it more or less important to our lives now than in the past?
- Encourage students to discuss how all living things are influenced by geography, and how people act to influence geography.
- Discuss the cultural activities that are related to specific geographical areas (i.e. sea festivals, agricultural fairs).
- Discuss how geography shapes the way communities are similar and different.
- Discuss the rules of the road from a truck driver's perspective, i.e. specific difficulties in eating or sleeping.
- Discuss or write a report on the commodities in Crosscountry Canada that can be serious health hazards if misused.
- Invite a resource person from industry or government to tell about the importance of a local commodity.
- Invite an older person or local historian to tell about life in the early years of your community.
- Discuss how geography makes groups feel related or distant from each other. For example, do people in Maine feel closer to New Brunswick than to New York? How does living on an island affect one's perceptions?

Guide to Crosscountry Canada Lessons

These lessons offer a few examples of the many educational uses of Crosscountry Canada. The lesson plans are organized into three units: Grades 4/5, Grades 6/7, Grades 8/9. Each unit consists of three lessons with generic learning objectives.

To complete the central activity or assignment in each lesson, students must have played the game. Most of the assignments also require trip logs.

Have students keep trip logs of their missions (see Trip Log template and Sample Trip Log). Creating these logs will help them keep track of where they're going, choose the best routes, be aware of time passing, pay attention to health factors (e.g. food and sleep) and generally make informed decisions.

The time estimates for the lessons do not include the time students spend playing the game.

The scheduling of the game time (when students play the game) varies according to the procedures in the lessons. Sometimes the entire lesson is designed to be presented after a game session; sometimes the lesson requires a pre-game instruction period.

Game Overview

The player is a long-distance truck driver assigned commodities to pick up and deliver on a journey through Canada. The winner of the game is the driver who earns the most amount of money on a mission. Mission choices range from 2 commodities to 12 commodities. A 4-commodity game takes about 40 minutes; a 10-commodity game takes about 90 minutes.

Trip Log for Crosscountry Canada

Total number of commodities to be picked up: _____

Dispatch Notice

Time and date:_____

Current location:_____

Delivery destination:_____

First commodity:_____

First Commodity Journey

Location
choices:_____

My route choice: _____

_____

_____

_____

Loaded first commodity at: _____ (date and time)

Dispatch Update

Next commodity:_____

Bonus commodity:_____

Second Commodity Journey

Location choices:_____

My route choice: _____

_____

_____

_____

Loaded second commodity at: _____ (date and time)

Mission completed on: _____ (date and time),

at _____ (place)

Dispatch Update

Next commodity:_____

Third Commodity Journey

Location choices:_____

My route choice: _____

_____

_____

_____

Loaded third commodity at: _____ (date and time)

Mission completed on: _____ (date and time),

at _____ (place)

Expense Report

Gas: _____

Hotel: _____

Food: _____

Tickets: _____

Ferries: _____

Mishaps: _____

Wear: _____

Credits: _____

Total: _____

Starting Balance: _____

Commodity Revenue: _____

Total Earnings: _____

Sample Trip Log

Total number of commodities to be picked up: 2

Dispatch Notice

Time and date: 9:00, August 1
Current location: Whitehorse
Delivery destination: Vancouver
First commodity: aluminum

First Commodity Journey

Location choices: Prince Rupert, BC or Sept-Îles, QC

My route choice: Drove to Watson Lake on way to Prince Rupert
- Arrived in Watson Lake at 2:02. Drove to Prince Rupert: Checked health and found I was exhausted (14 hours on road). Checked into a hotel and slept 8 hours, then had a meal.
- Warehouse now open; therefore, loaded first commodity, aluminum. Loaded first commodity at: 14:15 on August 2.

Dispatch Update

Next commodity: chocolate

Second Commodity Journey

Location choices: Victoria or Toronto

My route choice: Took ferry south to Port Hardy on the way to Victoria
- Got on ferry headed to Port Hardy at 17:04. Ferry cost $450, 1140 min. to sail.
- Arrived in Port Hardy at 17:20. Checked health; needed sleep so checked into hotel and slept 8 hours.
- Woke up; it was raining in Port Hardy. Chose route to get to Campbell River
- Arrived in Campbell River at 4:01. Checked gas; OK.
- Arrived in Nanaimo at 5:47.
- Arrived in Victoria at 6:57. Checked health; needed sleep, so checked into hotel. Slept 8 hours and had a meal.

Loaded second commodity at: 15:27 on August 4.
- Boarded ferry to Vancouver (ferry cost $65)

Fill up gas tank to determine amount of gas used for trip.
Mission completed on: August 04 at 17:52, at Vancouver, BC.

Expense Report

Gas: $135.00

Hotel: $150.09

Food: $10.70

Tickets: $0.00

Ferries: $515.00

Mishaps: $0.00

Wear: $350.28

Total: $1161.07

Starting Balance: $10,000.00

Commodity Revenue: $700.00

Total earnings: $9,538.93

Grades 4/5 Unit – Social Studies

Lesson 1: Canadian Commodities

Educational Objectives

Students will:
- locate information using a cross-reference resource
- understand vocabulary in economic context: goods, services, commodities
- demonstrate the ability to reorganize information

Time
2 hours

Procedure
1. Discuss the meaning of "the G.S.T." (The Goods and Services Tax is a 7% federal tax applied to almost every sale of good and services in Canada. It was instituted in 1991 and replaced the Manufacturers' Sale Tax.)

Print "G.S.T." on board; ask students what it stands for and whether they've paid it. Show examples of bills with GST costs included.

2. Ask students the difference between "goods" and "services."
Have students brainstorm examples of each.

3. Introduce the word "commodity."
Ask for definition. Dictionary: "Any article that is bought and sold." Emphasize that commodities are movables – items that can be transported from one place to another.

4. Introduce topic of truck transportation.
- Ask students how products get to the stores from all over Canada and the world (air, water, rail, road).
- Ask which method of transportation is used the most in Canada and why.

5. Demonstrate how to use the Crosscountry Canada 'City–Commodity Cross-Reference' chart.
- Explain the term "cross-reference." Show some examples.
- Ask students how the city-commodity card is a "cross-reference."
- Ask students to find the location of a product; then ask them to find what commodities are available in the capital city of their province.

6. Assignment: Have students use the City–Commodity Cross-Reference chart and the "Canadian Postal Abbreviations" (page 39) to create a table showing all of the commodities produced in each province or territory.

Chart entry example:

Province or Territory	Commodities produced
British Columbia	aluminum, apples, beef, canola, coal, copper, cranberries, gypsum, lumber, molybdenum, natural gas, pulp and paper, salmon, ship parts, software, zinc

Assessment
Collect the charts and check whether content is accurate and complete.

Extensions
- Give students blank maps of their province or territory, and have them illustrate these maps with commodity pictures or symbols in the correct location.
- Have students keep a vocabulary list of any commodity names they don't understand. Some, for example, might not know what "software," "communications equipment," or "molybdenum" means. Tell them to use the dictionary to find definitions. Also let them know that during the game, if they pick up the commodity and click their photo album, they can find more information.

Grades 4/5 Unit – Lifeskills

Lesson 2: Analysis of Trip Log and Expenses

Educational Objectives

Students will:
- point out the impact of their decisions
- describe options for saving money and other resources

Time: 2 hours

Procedure
1. Preparation: To do this assignment, students need a detailed trip log and a copy of the expense report for at least one mission of Crosscountry Canada.

2. Display (on transparency or handout) a sample trip log and expense report for one mission. Generate discussion about what this information reveals about the trip and the driver.

Sample questions:
- What is the biggest expense item?
- Could the driver have avoided this big ferry expense? Should the driver have taken the ferry from Prince Rupert to Port Hardy? Would it have been cheaper to take the interior land route to Vancouver, and then take a ferry to Victoria to pick up the chocolate?
- What does this list tell you about this trucker's driving habits or personality? (no tickets or mishaps; therefore, a safe, careful driver)

- What's the lowest cost item? Food was only $10.70 for 3 days. Is this low, normal, or high? Did the driver eat enough? Was he/she risking his/her health and safety by eating so little? Maybe he/she packed food from home?
- Are hotel costs for two nights high or low? Where do you stay on family trips? What's the cost of Motel 6? Hotel Vancouver?

3. Chart Assignment: Ask students to analyze and draw conclusions about their own trip logs and expense reports, and then present these conclusions in a chart format.

Note: Students could use calculators to translate gas total into mileage.

Example:

Expense	Item Cost	What this reveals
Food	$10.70	Driver didn't eat much! Maybe he/she packed food from home?
Tickets	$0.00	Driver doesn't speed; good for safety and gas consumption
Ferries	$515.00	Expensive, but saves wear on truck and driver; 19-hour ferry trip to Port Hardy gave driver chance to relax.
Mishaps	$0.00	Driver follows health and safety rules.

Assessment
Collect charts and look for evidence of students' ability to draw a valid and clearly stated conclusion about each item.

Grades 4/5 Unit – Language Arts

Lesson 3: Writing a Personal Letter

Educational Objective
Students will create a personal and informational communication using logical sequences.

Time: 2 hours

Procedure
1. Preparation: Before introducing this lesson, collect and check each student's Trip Log. To do this writing assignment, students must have played at least one game of Crosscountry Canada (either alone or as part of team) and kept a detailed record of experiences on the trip.

2. Conduct class discussion on the occupation of long-distance truck driver. Have students brainstorm what they consider would be the advantages and disadvantages of this job. List their suggestions on board or transparency.

Examples:

Advantages	Disadvantages
get to visit many parts of Canada	don't have time to sightsee, visit museums or enjoy festivals along the way
not stuck in an office	have to sit behind wheel for long hours
can listen to radio, play CDs; talk to fellow truckers on CB radios	can't ever totally relax while driving
can wear casual clothes	a fairly solitary working day; no co-workers
freedom – can take breaks when you want	long periods of separation from friends and family
get to eat at restaurants	restaurant food not always healthy; not much restaurant choice in remote locations

3. Ask students to suggest how the long-distance truck driver could keep in touch with people back home (telephone, e-mail, postcards, letters).

4. Have students write a short letter about the trip to a friend or family member. The letter should include both facts (where he went, what he saw along the way, what commodities he picked up, things he learned) and personal responses (surprised that so much chocolate was produced in Victoria; enjoyed the long ferry ride to Port Hardy – saw Beluga whales and many seabirds, met some interesting people, etc.).

Sample assignment:

You've just finished your Whitehorse to Vancouver mission. Now, before starting your next long haul, you're taking a day off to relax and enjoy some of the sights of Vancouver.

Before you leave the hotel, write a short letter or e-mail message to a friend or family member. Include where you went, what you saw, what you learned, and what you enjoyed the most and the least.

Assessment
Collect students' letters and look for evidence of ability to organize information in a logical sequence, provide supporting detail, and express ideas in clear, correct sentences using appropriate and correctly spelled words.

Extension
Students write their trip summaries in the form of a telephone conversation between themselves and someone back home. Emphasize that the dialogue should be informative (closely tied to what actually happened during the trip) and interesting (supported with some specific details, facts, descriptions). Two students perform this conversation in a question-and-answer format.

Assessment of Extension
Observe oral presentations and look for clear links between the original Trip Log and the information and personal responses presented during the conversation.

Grades 6/7 Unit – Social Studies

Lesson 1: Communities and Commodities

Educational Objective
Students will analyze the relationship between the development of communities and their available resources.

Time
4–6 hours

Procedure
1. Preparation**:** Set up a research centre containing materials on the location and development of Canadian natural resources.

2. Introduce the topic of how resources play an important role in the development of communities. Discuss the following terms, giving examples of each: natural resource, commodity, primary and secondary industry, raw material processing.

Explain that sometimes the natural resource is the area's access to an energy source that allows economical processing or manufacturing.

3. Display the Crosscountry Canada map. Discuss what factors might influence the type of commodities produced in a few of the towns on this map (density of population, skills, interests, culture, education of people living there, climate, terrain, history, natural resources).

Start with questions about your local area: "How do people earn a living in our town? What is this area known for? Why?"

4. Research activity: Divide class into small groups. Assign one of the commodity/location pairs on the cross-reference chart to each group. Tell them to research and write a report on all of the reasons this commodity is available at that particular locations. Students should use prior knowledge, deductive reasoning and the research materials to find the answers. Have each group summarize its findings in a short report.

Note: This exercise will be more interesting and challenging if students choose products for which the answer isn't fairly obvious. For example, it's easy to explain why Kenora, Ontario produces lumber but why does Victoria produce chocolate?

Assessment
Collect students' completed reports and look for evidence of thorough and accurate causal analysis.

Extensions
- Organize a class field trip to the production site of a commodity produced in your region.
- Have students research and write a report on how changes in resources or attitudes and policies concerning resources have affected a community.

Grades 6/7 Unit – Lifeskills

Lesson 2: Analysis of Team Trip Costs

Educational Objectives:

Students will:
- practise co-operative decision making
- practise budgeting skills
- evaluate decisions they have made

Time: 3 hours

Procedure
1. Preparation: To do this assignment, students need to complete a detailed Trip Log for at least one Crosscountry Canada team mission. They also need a copy of their mission's 'Expense Report.'

Before students play the team game, emphasize how success in the game depends on the truck driver's decisions. Discuss all of the factors that have a direct influence on costs (speed, seat belt use, food and sleep breaks, route choices, bonus commodities).

Tell the teams to keep these factors in mind as they make group decisions during the journey.

2. After students have completed the team missions, demonstrate how a Trip Log and Expense Report can reveal opportunities for cost reduction.

- Show Sample Log (Whitehorse to Vancouver trip) and Expense Report on overhead transparency.
- Tell students to pretend they work in the trucking company's accounting department. Ask them to assess the log and expense report for cost effectiveness, making recommendations about how costs could have been reduced.
- Give examples of recommendations based on sample log/report:

3. Have each team analyze its Trip Log and Expense Report to find ways to reduce costs. Then ask students to summarize their cost-cutting recommendations in a list.

Each point on this list should include the original decision or action, the recommended decision or action, and an explanation of how this recommendation would reduce costs. If they can find no room for improvement, have them justify each major decision, showing how it was the most economical choice.

Assessment
Collect students' lists and check for evidence of valid cause-effect analysis linked to specific decisions.

Extension
Math: Have students calculate and compare the percentage of total expenses for various items such as gas, food and mishaps.

Grades 6/7 Unit – Science & Social Studies

Lesson 3: Renewal Resources

Educational Objectives

Students will:
- develop critical thinking skills through differentiation
- locate and record information from a variety of sources
- organize information into a presentation

Time: 3 hours

Procedure
1. Preparation: Set up a research centre on the topic of renewable resources. Students should have completed at least one four-commodity Crosscountry Canada trip.

2. Introduce the topic of natural resources. Have students brainstorm a list of natural resources in their province or territory.

3. Introduce concepts of "renewable" and "non-renewable."

- Hold up a pencil.
- What is this pencil made of?
- Where do these materials come from?
- Are they renewable? (wood is renewable; graphite is non-renewable). Establish criteria for "renewable" and "non-renewable" (usually an inorganic, non-living substance; cannot be replaced once it is used up).

4. Explore and qualify "renewable" concept. Are forest resources automatically renewable? Why?

5. Review what students may already know about conservation and ecosystems, focusing on how a change in any element usually affects the whole system.

6. Have students identify the commodities picked up on their four-load trip as renewable or non-renewable.

7. Have students choose one of the renewable commodities (or a commodity that depends on a renewable resource) and research what is being done in one region of Canada to ensure this resource will continue to be available in the future.

Assessment
Collect reports and look for evidence of accurate and thorough content presented in a clear, well-organized format.

Extension
Language Arts: Have students read newspapers for a week and clip any articles discussing conservation. Ask them to consider whether there's a "green" or "anti-green" bias in an article. Words chosen for headlines can be revealing: "Logging giant threatens Cathedral Grove on Vancouver Island."

Grades 8/9 Unit – Social Studies

Lesson 1: Canadian Settlement Patterns

Educational Objective
Students will assess how settlement patterns were influenced by geographical, historical and economic factors.

Time: 3–4 hours

Procedure
1. Preparation: Set up a research centre with atlases, books and a list of relevant websites.

2. Display Crosscountry Canada map. Explain that this is the map the students will use to plan their routes as they pick up and deliver commodities across the country. Point out the routes and cities shown in your province. Choose two or three of these communities, and ask students to offer explanations for the location of each city or town.

3. Have students brainstorm a list of all of the factors that could play a role in determining the location of a community. Encourage them to be as specific as possible. Possible factors could include:
   - historical
   - economic (resources)
   - political
   - geographical (landforms, climate)
   - social
   - religious.

4. Introduce the concept of "primary" and "secondary" causes. Explore how the factors influencing settlement patterns are usually interrelated in a complex matrix of geographical, historical and social causes.

5. Have students play a game, recording cities they visit along the way, in the order they visit them (this will give them a record of the routes they took).

6. Research activity: Have students choose one of the cities on their trip and find information on why that city is located in that particular spot. Tell them to consult historical, political, resource and landform versions of maps in atlases as well as books and community websites.

7. Report assignment: Have students present their findings in an expository essay or a multimedia report entitled "Why Town X Exists."

Assessment
Read essays or observe multimedia presentations, checking for accurate, thorough content showing valid cause-effect analysis.

Extensions
History: Have students make connections between early fur trade routes and trading posts and modern roads and cities.

Physical geography: Have students research how landforms and climate have influenced the development of their province or territory.

Grades 8/9 Unit – Science

Lesson 2: Biogeoclimatic Zones

Educational Objective
Students will compare and contrast the major biogeoclimatic zones of their province or territory.

Time: 4 hours

Procedure
1. Preparation: Set up a research centre that includes:
   * atlases with specialized maps (landforms, vegetation zones, mineral resources, agriculture lands, forestry, population distribution)
   * books, articles on regional ecosystems.

2. Have students play a two- or four-commodity game within their own region. Tell them to record details about each leg of the trip (cities, compass directions, mileage, type of landscape they're driving through).

3. Introduce the term "biogeoclimatic zone." Review what the students may already know about this topic. Conduct a class discussion on the elements that make up such a zone: climate, geology, landforms, plants and animals.

4. Discuss how the location of communities, commodities and transportation routes on the Crosscountry Canada map have been influenced by the natural environment. Have students brainstorm elements within biogeoclimatic zones (mountains, flood areas, swamps, conservation area, farmlands, forests, mineral deposits, rivers, lakes, rainfall).

Start with Canada. Review what students know about climate and landforms in the various regions of Canada.

Then focus on your region. How is our town and the commodities it produces influenced by its biogeoclimatic zone and how, in turn, does our town affect this zone?

5. Activity: Divide class into co-operative learning pairs. Have students colour-code, on a map, the major biogeoclimatic zones of their province or territory. Ask them to add a description of each zone: climatic conditions, geological features, and plant and animal life that would inhabit these areas.

6. Follow-up discussion: When students have completed the maps, ask them how their research provided new insights about the locations of communities, commodities and roads. Ask them to consider whether past planners have made some mistakes. If they had been the settlement or transportation planners, what would they have done differently?

Assessment
- Collect maps and look for evidence of accurate and thorough content.
- Show the class the best versions, pointing out the major features.

Extension Activity
- Your legislature wants to improve the province's income from trade and tourism. To this end, they've decided to build more roads. Propose one new highway route that might produce new revenue without damaging ecosystems. Support your proposal with specific references to resources and biogeoclimatic zones.

- In the game, the winner is the driver who spends the least amount of money. Ask students to consider the relationship between economic choices and environmental choices. Can saving money be compatible with saving the environment? Have students research some examples of development issues involving economic and environmental choices.

Grades 8/9 Unit – Career Skills Awareness

Lesson 3: The Occupation of Long-Distance Truck Driver (Career Skills Awareness)

Educational Objective
Students will explain how personal interests, attributes, and strengths are related to transferable skills.

Time: 2 hours

Procedure
1. Preparation: Students should have played at least one four-commodity game of Crosscountry Canada before this lesson begins. They need to have some virtual experience with the challenges facing long-distance truck drivers in order to analyze the skills this job demands.

2. Introduce the topic of how people choose careers that suit them. Have students brainstorm definitions for the terms: interests, attributes, strengths, and transferable skills. Discuss these words in the context of occupation.

3. Remind students that the winner in the Crosscountry Canada game is the driver who has earned the most money at the end of the mission. Ask questions to generate cause-effect analysis about how one could keep costs down on such a road trip. What specific choices or actions help the driver save money? (Don't speed; eat and sleep regularly; choose routes that save gas, time and wear on truck; pick up bonus loads when it's economical to do so; arrive at warehouse when it's open; wear seat belt.)

4. Ask students to identify what personal interests, attributes and strengths would contribute to the skills needed by a professional long-distance truck driver.

5. Have students create personal inventories of their own interests, attributes and strengths.

6. Ask students to assess how well their personal inventories match the career directions they are considering.

Assessment
During the class discussion of skills needed by truck drivers, look for evidence of logical analysis. Collect the students' personal inventories and job matches. Look for thorough content (specific abilities and traits supported by specific examples) in the inventories. Look for valid compare-contrast analysis of personal profiles and job characteristics.

Extensions
- Interview a professional truck driver about the nature of his or her job.
- Interview a trucking company employer about what she or he looks for when hiring drivers.
- Identify a job you would probably dislike, given your personal profile, and explain why.

Scenario Creator

In Crosscountry Canada 2, a scenario is a truck-driving assignment. A scenario includes your starting city, your destination city, and the commodities you need to pick up along the way. Please note that neither your starting nor your ending city can be Iqaluit.

You can create your own scenarios by clicking 'Scenario Creator' on the Main Menu. Choose your starting and ending cities (the starting and ending cities cannot be the same).

Next, choose the needed commodities by highlighting the commodity of your choice and clicking 'Add'. You can only add 1 commodity at a time to a maximum of 12, and all the commodities must be different. Finally, if you wish, choose a bonus commodity. If you have made a mistake, click 'Clear' to start over again.

All scenarios are saved as 2-player games; however, you can choose the 1-player option when you start the game. The file name for your scenario must be less than 27 characters and will automatically be given the extension '.scn'.

To find out the directory in which your scenarios will be automatically saved, click 'Options' on the Main Menu. All of your directories are listed there.

Deleting Saved Games

All saved games are located in the Saved Games (saved_games) directory/folder. To find the Saved Games directory, go to the Main Menu and click 'Options'. The Options screen shows you the location of the Saved Games directory. We suggest that you write down the path for future reference.

It's easy to delete saved games, so be careful. Quit Crosscountry Canada 2. Then browse to the Saved Games directory and simply delete any saved game files you do not want.

Game Materials

THINGS YOU MAY PHOTOCOPY

The following materials may be copied when needed for classroom use:

City–Commodity Cross-Reference: A complete listing of all 79 cities & towns and the commodities available in each. (see page 33; also available as a Portable Document Format [PDF] file on your Crosscountry Canada 2 CD-ROM)

- *(CD-ROM)\Canada_2\Game Materials\city_commodity.pdf*

Commodity–City Cross-Reference: A complete listing of all 50 commodities and the cities in which they can be found. (see page 35; also as PDF file on CD)

- *(CD-ROM)\Canada_2\Game Materials\commodity_city.pdf*

Canadian Postal Abbreviations (see page 39)

Similar Games: A list of prepared (ready-made) game scenarios that are similar in distance. (see page 40)

Small Map: A map of Canada that leaves out the names of cities, provinces and territories. You can use this map to test students' knowledge of the names of cities, provinces and territories as well as capitals. (see page 42; also as PDF file on CD)

- *(CD-ROM)\Canada_2\Game Materials\small_map.pdf*

Route Planning Guide: A sheet to help you plan your journey across Canada by filling in city names and commodity locations, as well as the distances from one city to another. (see page 43)

Extension Activities: A list of some interesting and unusual festivals in and facts about Canada. (see page 44)

Crosscountry Canada 2 Driver's Licence Application Form and Certificate (see pages 47–52)

Crosscountry Canada Vocabulary List (see page 54)

City – Commodity Cross-Reference

City Name	Commodities Available
1. Argentia, NL	none*
2. Baie Comeau, QC	none*
3. Banff, AB	none*
4. Bathurst, NB	lead, silver, zinc
5. Brandon, MB	cheese, chickens, wheat
6. Calgary, AB	beef, swine
7. Campbell River, BC	salmon
8. Channel-Port-aux-Basques, NL	whitefish
9. Charlottetown, PE	ship parts
10. Chibougamau, QC	copper, gold, lumber
11. Chicoutimi, QC	chickens, corn, eggs
12. Corner Brook, NL	gypsum, pulp & paper
13. Cranbrook, BC	coal, gypsum
14. Dawson, YT	gold, silver
15. Digby, NS	scallops
16. Drummondville, QC	apples, cars
17. Edmonton, AB	natural gas
18. Edmundston, NB	lumber, pulp & paper
19. Flin Flon, MB	zinc
20. Fort McMurray, AB	coal, crude oil
21. Fort Nelson, BC	lumber, natural gas
22. Fort Providence, NT	none*
23. Fort Simpson, NT	furs
24. Fort St. John, BC	canola, coal
25. Fredericton, NB	communications equipment
26. Grande Prairie, AB	honey, pulp & paper
27. Halifax, NS	gypsum
28. Hamilton, ON	cars
29. Hay River, AB	Inuit art, whitefish
30. Inuvik, NT	furs, Inuit art
31. Iqaluit, NU	diamonds, Inuit art
32. Jasper, AB	none*
33. Kamloops, BC	beef , copper, molybdenum
34. Kelowna, BC	apples, wine
35. Kenora, ON	lumber
36. Key Lake, SK	uranium
37. Kingston, ON	hockey equipment
38. Kitchener, ON	beef , cars
39. Labrador City, NL	iron
40. Lethbridge, AB	aircraft parts, communications equipment
41. London, ON	aircraft parts, apples, corn
42. Medicine Hat, AB	wheat
43. Moncton, NB	potash

City Name	Commodities Available
44. Montréal, QC	aircraft parts, books, software
45. Nanaimo, BC	pulp & paper
46. New Glasgow, NS	tires
47. Niagara Falls, ON	wine
48. Ottawa, ON	communications equipment, maple syrup
49. Port Hardy, BC	none*
50. Prince Albert, SK	natural gas
51. Prince George, BC	lumber
52. Prince Rupert, BC	aluminum, salmon
53. Québec City, QC	cheese, maple syrup, wine
54. Regina, SK	communications equipment
55. Roberval, QC	none*
56. Rouyn-Noranda, QC	gold
57. Saint John, NB	lobster, potatoes, ship parts
58. Saskatoon, SK	beef, canola, potash
59. Sault Ste. Marie, ON	pulp & paper
60. Sept-Îles, QC	aluminum, quartz
61. St. John's, NL	crude oil
62. Sudbury, ON	lead, nickel, silver
63. Summerside, PE	potatoes
64. Sydney, NS	coal, crude oil
65. Thompson, MB	copper, nickel
66. Thunder Bay, ON	pulp & paper
67. Timmins, ON	copper, gold
68. Toronto, ON	books, chocolate, communications equipment
69. Trail, BC	lead, silver, zinc
70. Trois Rivières, QC	hockey equipment, milk, titanium
71. Truro, NS	milk
72. Vancouver, BC	cranberries, ship parts, software
73. Victoria, BC	chocolate
74. Watson Lake, YT	furs
75. Whitehorse, YT	copper, lead
76. Windsor, ON	cars, corn, milk
77. Winnipeg, MB	communications equipment
78. Yarmouth, NS	lobster
79. Yellowknife, NT	diamonds, gold

Notes: The "none" designation means that for the purposes of Crosscountry Canada 2 game play, no commodities have been assigned to a particular community. We do not mean to suggest that these communities do not produce any commodities. For more information on the assignment of commodities, please see page 53.

This chart is also available as a PDF file on your Crosscountry Canada 2 CD-ROM. See (CD-ROM)\Canada_2\Game Materials\city_commodity.pdf. You can view and print this file if your computer has the free Adobe Reader software from http://www.adobe.com/products/acrobat/readstep2.html.

Commodity – City Cross-Reference

Commodity	Cities Available
1. Aircraft parts	Lethbridge, AB London, ON Montréal, QC
2. Aluminum	Prince Rupert, BC Sept-Îles, QC
3. Apples	Kelowna, BC London, ON Drummondville, QC
4. Beef cattle	Calgary, AB Kamloops, BC Kitchener, ON Saskatoon, SK
5. Books	Montréal, QC Toronto, ON
6. Canola	Fort St. John, BC Saskatoon, SK
7. Cars	Drummondville, QC Hamilton, ON Kitchener, ON Windsor, ON
8. Cheese	Brandon, MB Québec, QC
9. Chickens	Brandon, MB Chicoutimi, QC
10. Chocolate	Toronto, ON Victoria, BC
11. Coal	Cranbrook, BC Fort McMurray, AB Fort St. John, BC Sydney, NS
12. Communications equipment	Fredericton, NB Lethbridge, AB Ottawa, ON Toronto, ON Regina, SK Winnipeg, MB

Commodity	Cities Available
13. Copper	Chibougamau, QC Kamloops, BC Thompson, MB Timmins, ON Whitehorse, YT
14. Corn	Chicoutimi, QC London, ON Windsor, ON
15. Cranberries	Vancouver, BC
16. Crude oil	Fort McMurray, AB St. John's, NF Sydney, NS
17. Diamonds	Yellowknife, NT Iqaluit, NU
18. Eggs	Chicoutimi, QC
19. Furs	Fort Simpson, NT Inuvik, NT Watson Lake, YT
20. Gold	Chibougamau, QC Dawson, YT Rouyn-Noranda, QC Sudbury, ON Timmins, ON Yellowknife, NT
21. Gypsum	Cranbrook, BC Corner Brook, NF Halifax, NS
22. Hockey equipment	Kingston, ON Trois Rivières, QC
23. Honey	Grande Prairie, AB
24. Inuit art	Hay River, NT Inuvik, NT Iqaluit, NU
25. Iron	Labrador City, NF
26. Lead	Bathurst, NB Sudbury, ON Trail, BC Whitehorse, YT
27. Lobster	Saint John, NB Yarmouth, NS

Commodity	Cities Available
28. Lumber	Chibougamau, QC
	Edmundston, NB
	Fort Nelson, BC
	Kenora, ON
	Prince George, BC
29. Maple syrup	Ottawa, ON
	Québec, QC
30. Milk	Trois Rivières, QC
	Truro, NS
	Windsor, ON
31. Molybdenum	Kamloops, BC
32. Natural gas	Edmonton, AB
	Fort Nelson, BC
	Prince Albert, SK
33. Nickel	Thompson, MB
	Sudbury, ON
34. Potash	Moncton, NB
	Saskatoon, SK
35. Potatoes	Saint John, NB
	Summerside, PE
36. Pulp and paper	Corner Brook, NF
	Edmundston, NB
	Grande Prairie, AB
	Nanaimo, BC
	Sault Ste. Marie, ON
	Thunder Bay, ON
37. Quartz	Sept-Îles, QC
38. Salmon	Campbell River, BC
	Prince Rupert, BC
39. Scallops	Digby, NS
40. Ship parts	Charlottetown, PE
	Saint John, NB
	Vancouver, BC
41. Silver	Bathurst, NB
	Dawson, YT
	Sudbury, ON
	Trail, BC
42. Software	Vancouver, BC
	Montréal, QC
43. Swine	Calgary, AB
44. Tires	New Glasgow, NS
45. Titanium	Trois Rivières, QC

Commodity	Cities Available
46. Uranium	Key Lake, SK
47. Wheat	Brandon, MB
	Medicine Hat, AB
48. Whitefish	Channel-Port-aux-Basques, NF
	Hay River, NT
49. Wine	Kelowna, BC
	Niagara Falls, ON
	Québec, QC
50. Zinc	Flin Flon, MB
	Bathurst, NB
	Trail, BC

Note: This chart is also available as a PDF file on your Crosscountry Canada 2 CD-ROM. See (CD-ROM)\Canada_2\Game Materials\commodity_city.pdf. You can view and print this file if your computer has the free Adobe Reader software from http://www.adobe.com/products/acrobat/readstep2.html.

Canadian Postal Abbreviations

|	
ALBERTA	AB
BRITISH COLUMBIA	BC
MANITOBA	MB
NEW BRUNSWICK	NB
NEWFOUNDLAND	NL
NOVA SCOTIA	NS
NUNAVUT TERRITORY	NU
NORTHWEST TERRITORIES	NT
ONTARIO	ON
PRINCE EDWARD ISLAND	PE
QUÉBEC	QC
SASKATCHEWAN	SK
YUKON TERRITORY	YT

Similar Games

Crosscountry Canada 2 comes with prepared (ready-made) scenarios that are designed to be similar in expense, if correct decisions are made.

Scenario Filename	Starting City	Destination	Commodities
scenario01.scn	Timmins, ON	Québec City, QC	Aircraft Parts, Cars
	Sault Ste. Marie, ON	Chicoutimi, QC	Corn, Hockey Equipment
scenario02.scn	Winnipeg, MB	Prince Rupert, BC	Zinc, Communication Equipment
	Vancouver, BC	Thompson, MB	Pulp and Paper, Aircraft Parts
scenario03.scn	Edmundston, NB	St. John's, NL	Milk, Potatoes
	Bathurst, NB	Argentia, NL	Scallops, Pulp and Paper
scenario04.scn	Yellowknife, NT	Dawson, YT	Canola, Furs
	Inuvik, NT	Fort St. John, BC	Diamonds, Inuit Art
scenario05.scn	Halifax, NS	Saint John, NB	Scallops, Potatoes
	Sydney, NS	Moncton, NB	Potatoes, Scallops
scenario06.scn	Rouyn-Noranda, QC	Prince Rupert, BC	Aircraft Parts, Zinc
	Prince Rupert, BC	Fredericton, NB	Natural Gas, Wine
scenario07.scn	Campbell River, BC	Regina, SK	Aluminum, Coal
	Yarmouth, NS	Kenora, ON	Gold, Milk
scenario08.scn	Fort Nelson, BC	Vancouver, BC	Furs, Potash
	Sept-Îles, QC	Fort Simpson, NT	Pulp and Paper, Lead

Scenario Filename	Starting City	Destination	Commodities
scenario09.scn	Yarmouth, NS	Brandon, MB	Lobster, Maple Syrup
	Campbell River, BC	Inuvik, NT	Molybdenum, Furs
scenario10.scn	Kamloops, BC	London, ON	Natural Gas, Books
	Vancouver, BC	Edmonton, AB	Furs, Crude Oil
scenario11.scn	Truro, NS	Summerside, PE	Coal, Potatoes, Quartz
	Hamilton, ON	Quebec City, QC	Beef, Lumber, Pulp and Paper
scenario12.scn	Victoria, BC	St. John's, NL	Canola, Wine, Uranium, Cars, Nickel, Software, Lead
	Digby, NS	Prince Rupert, BC	Communications Equipment, Lobster, Crude Oil, Wheat, Natural Gas, Salmon, Gold

Small Map
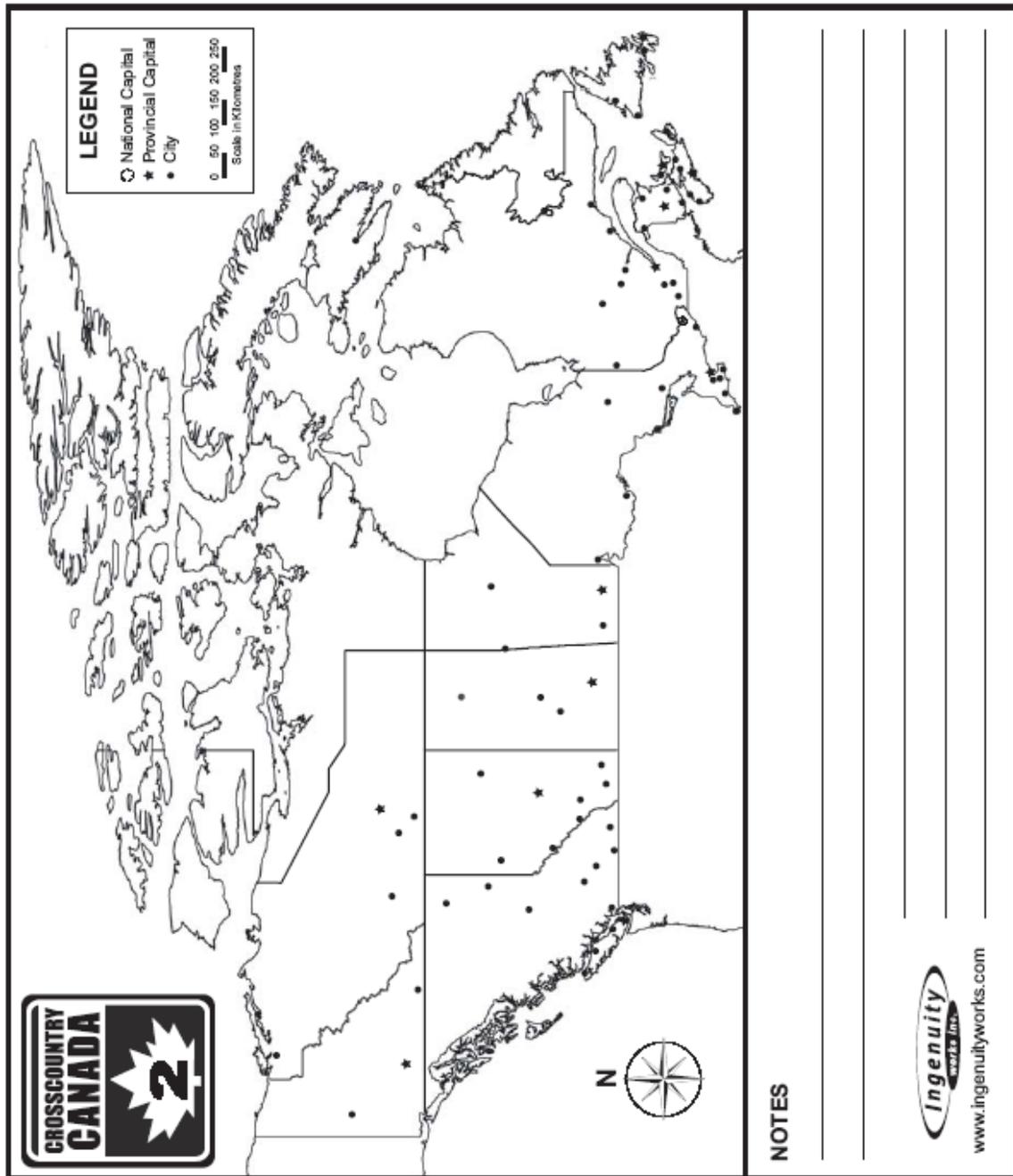
Note: This map is also available as a PDF file on your Crosscountry Canada 2 CD-ROM. See (CD-ROM)\Canada_2\Game Materials\small_map.pdf. You can view and print this file if your computer has the free Adobe Reader software from http://www.adobe.com/products/acrobat/readstep2.html.

Route Planning Guide

Name _____   Date _____

Starting City _____   Commodities to pick up:

Destination City _____   _____

_____

_____

_____

_____

	Cities where commodity available:	Kilometres from location of truck:
Commodity: _____	_____	_____
Current truck location:	_____	_____
_____	_____	_____
Commodity: _____	_____	_____
Current truck location:	_____	_____
_____	_____	_____
Commodity: _____	_____	_____
Current truck location:	_____	_____
_____	_____	_____
Commodity: _____	_____	_____
Current truck location:	_____	_____
_____	_____	_____
Commodity: _____	_____	_____
Current truck location:	_____	_____
_____	_____	_____

Extension Activities

Every month there's something fun to do in Canada!

Here is a list of some of the interesting and unusual festivals. Using a highway map, plot the route you would use to go from one to the other. How many kilometers would you have to drive? Which are the five nearest to you?

January - Ring in the new year at the Polar Bear Swim in Vancouver, BC. Join 2000 or so hardy souls at English Bay. Have a warm house to go to afterwards.

February - Get your picture taken with 'Bonhomme Carnaval' at the Québec Winter Carnival in Québec City, QC.

March - Celebrate the end of winter in Yellowknife, NT at the three-day Caribou Carnival festival. What celestial event marks the end of winter?

April - Visit Narcisse, MB near Winnipeg and witness the mating of red-sided garter snakes. Tens of thousands form a frenzied, writhing carpet for up to three weeks before they suddenly vanish into the marsh.

May - Celebrate the birthdays of Queen Victoria and Queen Elizabeth II on the Victoria Day holiday. When was this holiday first celebrated?

June - On June 24, celebrate Québec's distinct culture and provincial holiday on Saint Jean Baptiste Day.

July - Get your cowboy boots and take in the world famous Calgary Exhibition and Stampede.

August - Take in the musical play *Anne of Green Gables* at the Charlottetown Summer Festival. Started in 1965, the festival has become Prince Edward Island's most popular tourist attraction.

September - Enjoy the last weekend of summer, take in a parade or picnic on Labour Day -- the first Monday in September. The day honours the contribution of organized labour and has been celebrated since 1872.

October - Visit Churchill, MB and see the polar bears migrate to their wintering grounds on the ice of Hudson Bay. How much can a polar bear weigh?

November - Take in the last bit of the annual Shaw Festival at Niagara-on-the-Lake, ON. It is the only festival dedicated to the works of George Bernard Shaw and his contemporaries.

December - Have your camera ready and go to Nathan Phillips Square in Toronto for the annual Ice Sculpture Competition. Teams of professional and amateur sculptors turn blocks of ice and snow into three-dimensional ice art.

Did you know?

Biggest Province: Québec 1,542,056 sq. km (land + water)

Biggest Territory: Nunavut 2,093,190 sq. km

Smallest Province: Prince Edward Island 5,660 sq. km

Largest Island: Baffin, NT 507,451 sq. km

Highest Community: Lake Louise, AB 1,540 m

Longest River: Mackenzie, NT 4,241 km

Largest lake entirely in Canada: Great Bear Lake, NT 31,328 sq. km

Deepest Lake: Great Bear Lake, NT 614 m

Highest mountain: Mount Logan, YT 5,951 m

Highest temperature: Midale and Yellow Grass, SK reached 45ºC on July 5, 1937

Lowest temperature: Snag, YT reached -63ºC on February 3, 1947

Warmest City: Victoria, BC has a mean annual temperature of 10.4ºC

Coldest City: Yellowknife, NT has a mean annual temperature of -5.4ºC

Sunniest City: Saskatoon, SK averages 2,450 hours of sunshine per year

Heaviest snowfall in one day: Lakelse Lake, BC had 118.1 cm on Jan. 17, 1974

Strongest Wind: Cap Hopes Advance on the Ungava peninsula in Québec experienced winds of 203 km per hour on November 18, 1931

Other things to think about!

• Regina was originally known as Pile O' Bones - or Oskunah-Iasis-Take in the Cree language. It was renamed Regina in honour of Queen Victoria.

• The CN Tower in Toronto, ON is the world's tallest free standing structure. Next door is SkyDome – the first stadium to have a retractable roof.

• Canada has the longest coastline of any country in the world. It's 243,972 kilometres, which is almost 2/3 of the way to the moon!

• In Canada, male life expectancy at birth is 74.7 years. Female life expectancy is 81.7 years.

• Canada has 8,890 km of international border – all with the United States.

• According to recent census figures, the average Canadian family had 3.1 members and an annual income of $57,339.

• The number of frost-free days ranges from 4 in Alert, NU to 216 in Vancouver, BC

Crosscountry Canada Driver's Licence

As this activity is written, it will be most appropriate with upper elementary students. Feel free to add or omit steps in the activity to fit the sophistication and ability of your class.

Materials required:

- Complete Crosscountry Canada package.
- A variety of maps of Canada.
- Access to an encyclopedia, other source material on Canadian commodities and cities.
- Source material on the rules of the road – check with your local motor vehicle branch.
- Class set of "Crosscountry Canada Driver's Licence" photocopied from this guide.
- Class set of "Crosscountry Canada Driver's Licence" application forms.
- Vision chart (see the school nurse).
- Large screen monitor.

Before you start:

Make sure that you have a basic familiarity with the program. You should know the following:
- How to start the truck.
- How to check to see what commodity you need.
- How to drive.
- How to get gas.
- What to do when you get tired, hungry, darkness falls, run out of gas, etc.

Your computer resources, and the age and ability of your students will determine whether or not you need to divide the class into teams and how large they need to be. With younger students, it is often preferable to have teams of a 'driver' and a 'navigator'. Then two teams play against each other at the computer.

Talk to the school nurse or health resource person about appropriate ways to measure vision and to enlist their support in performing the evaluation.

Getting Started:

- Explain the purpose of Crosscountry Canada
- Explain that students will be allowed to use it on the target date provided they have completed the application form.
- Show the students the software using the large screen monitor, making sure to point out the important items noted above.
- Pass out copies of the "Application Form".

Students can complete the forms over a period of several days, although you may want to schedule specific times for the vision test and library research.

Once the students complete the "Application Form," review it and determine if it merits the awarding of a "Driver's Licence". Don't worry too much about the technical aspects of interacting with the program. Students should use their application form to test their theories when they encounter specific situations in the program.

Crosscountry Canada - Driver's Licence Application Form

Name of applicant:

_____

Class _____ Examiner_____

Complete the activities below and return this form to your examiner. Successful applicants will be awarded a Crosscountry Canada Driver's Licence.

1. Choose a commodity from Crosscountry Canada and write a paragraph on its importance to us—for good and bad. Try to find out some interesting statistics about it.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

2. Choose a city or town from Crosscountry Canada and write a paragraph on the things that make it important. Try to find out its population, its major industries and some interesting things to do there.

_____
_____
_____
_____
_____
_____
_____
_____
_____

3. Write a description of Crosscountry Canada and the goal of the program.

_____

_____

_____

_____

_____

4. When you play Crosscountry Canada, you'll see the map below. Answer the following questions about travelling.
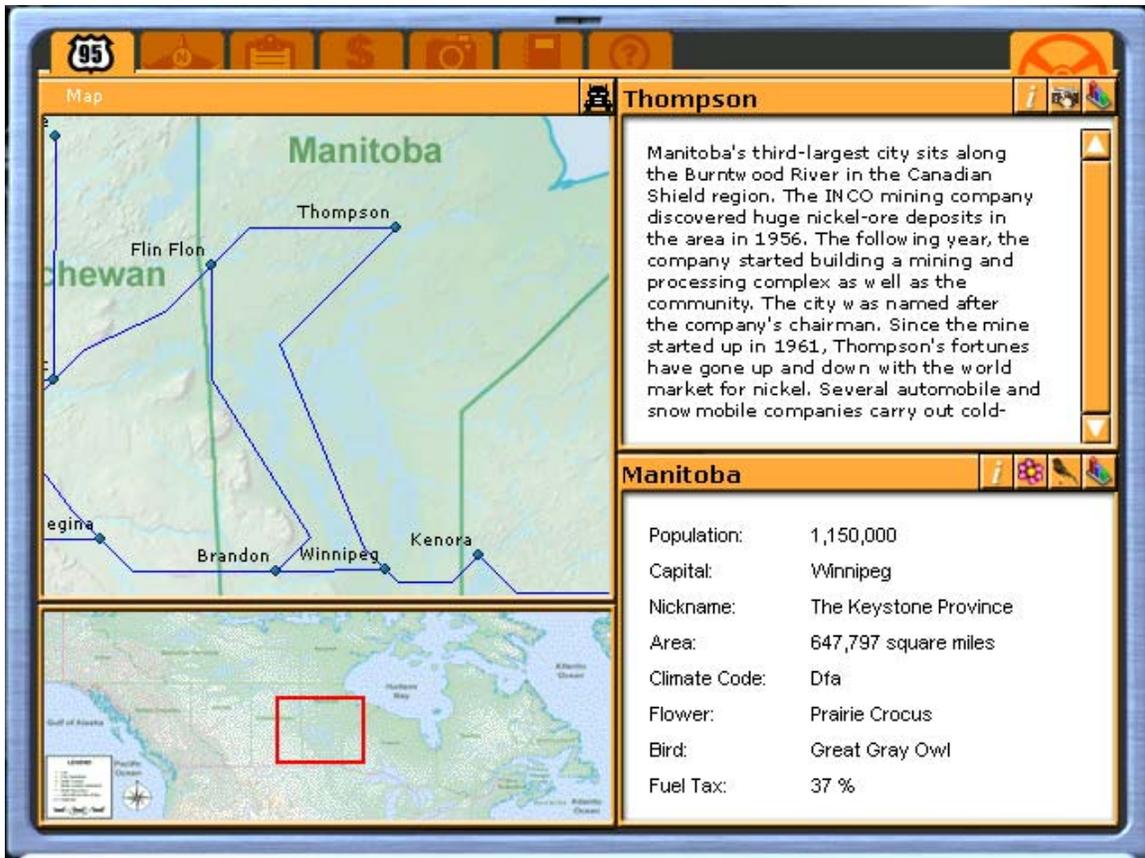
What direction of travel will take you from:

      i) Brandon to Flin Flon _____

      ii) Thompson to Winnipeg _____

      iii) Kenora to Winnipeg _____

5. Vision is important. Record the results of your vision test below.

Uncorrected: Left Eye _____   Right Eye _____

Corrected: Left Eye _____   Right Eye _____

6. Look at the dashboard below and answer the following questions.

i) It's getting dark soon. What should you do when darkness falls so that you can keep on driving?

_____

_____

ii) If it starts to rain, what do you need to do?

_____

iii) You are getting low on gas. What should you do if you can't find a gas station and you run out of gas before you get to the next city?

_____

_____

iv) What are the two options you may choose from if you get a flat tire?

_____

_____

Official Driver's Licence

Notes

Commodity Assignments

The 50 commodities were taken from three major commodity groups: agricultural, manufactured, and minerals.

Assignment of the agricultural commodities to a particular city is difficult because production is regional and not concentrated in cities. Assignment to a city was made by first determining which provinces were the largest producers of an agricultural product, examining the regional distribution of that commodity within the province and assigning it to a city within that region.

The manufactured commodities were selected from the standard classification system used by the Manufacturing Industries of Canada. Cities were ranked by their production of a particular manufacture. The total dollar contribution to the Canadian economy was the basis for assigning a commodity to a city.

Minerals were selected based on whether or not Canada is an important world producer of that mineral. As mining is not usually done in major centres, assignment to a city was based on the regional characteristics of production.

Crosscountry Canada Vocabulary List

A
aircraft
aluminum
apples

B
bar
battery
beef
belt
books
brake
buckle

C
cafe
call
cameras
canola
chain
chains
change
channel
charge
clock
coal
computers
continue
copper
corn
cotton
cranberries
crude oil

D
dashboard
diamonds
dine
diner
drive

E
east
engine
enter
expense

F
fill
find
fix
flag
flat
food
fuel

G
gas
gasoline
glass
gold
granite
gypsum

H
headlamp
headlights
health
hotel

I
inventory
Inuit
iron
island

J
jewelry

K

L
lead
leather
lights
listen
load
lumber

M
maple
molybdenum
motel
motor

movie

N
natural
new
north
northeast
northwest

O
oil
oranges

P
paper
parts
pay
phone
pick
police
potatoes
pulp
put

Q
quit
quartz

R
radio
remove
repair
rest
restaurant
restore
rice
rubber

S
salmon
salt
scallops
seafood
seatbelt
set
silver
sleep

south
southeast
southwest
speed
start
station
stop
syrup

T
take
tank
time
tip
tire
tow
truck
turn

U
unbuckle
undo
unlock
uranium

V
vegetables
version

W
wait
warehouse
wear
west
wheat
wine
wipers
wool

X

Y

Z
zinc