

Blended Learning Guide

In this guide, you will find tools to adapt Elections Canada's resource [Mapping Electoral Districts](#) in a [blended learning](#) environment, using both online and in-class strategies to support your students' learning. You can [order the physical resource kit](#) to have the hands-on materials ready to use in the classroom, regardless of how you choose to blend the learning.

Overview

In this activity, students consider the concept of fairness in a familiar context. Then they explore this concept in the context of federal elections by mapping electoral boundaries on an imaginary country, taking into account various human and physical factors. They learn how professional geographers at Elections Canada use maps and analyze population data to support decision makers in drawing fair electoral boundaries.

[Review the full classroom activity](#)

Blended Learning Menu

Mapping Electoral Districts was originally designed to engage students in active small-group collaboration in the classroom using hands-on materials. The menu below provides some suggested strategies and tools you can use to maintain the impact of the lesson as you support your students in either an online or in-class environment. The activities can be blended seamlessly in any way that works for you and your students.

Teacher tip: Make a copy of all materials in your own Drive before sharing with your students.

	In-Class	Online
Minds On	Have students complete the Minds On activity as described in the teacher's guide.	Students complete the Minds On online together or use a discussion forum in your Virtual Learning Environment. Ask students to think about how this activity might relate to the inquiry question: What makes an electoral district fair?
Activity	Part 1: Getting started Explain the context and task as described in the Teacher's Guide. Divide the class into pairs or small groups, making sure each group has all the required materials.	Part 1: Getting started Have students read slides 1 to 4 in the Activity slide deck .
	Part 2: Mapping an imaginary country Students work in pairs or small groups to divide their country into fair electoral districts on their Master Map. They use the Info	Part 2: Mapping an imaginary country Students work in pairs or small groups online to divide their country into fair electoral districts on their Master Map online .

	<p>Sheet and the Reference Maps as needed.</p>	<p>Have them read slides 5-8 in the Activity slide deck for instructions on their task.</p> <p>They will need to use the Info Sheet and the Reference Maps.</p> <p>Make sure you are available to answer any questions or provide guidance on how to read the maps.</p>
Consolidation	<p>Part 1: Share your work</p> <p>Have students share their group's map in a gallery walk or presentation, showing their boundaries and explaining their thinking as described in the Teacher's Guide.</p>	<p>Part 1: Share your work</p> <p>Have students share their group's map on slides 9-14 in the Activity slide deck, showing their boundaries and thinking on their group's slide.</p> <p>As described on slide 15, have students engage in a discussion by leaving a comment or a question on at least one other group's map.</p> <p>Or, students could have the discussion in your Virtual Learning Environment.</p>
	<p>Part 2: Video</p> <p>Have students watch the video Interview with an Elections Canada Geographer and invite them to reflect on the inquiry question: What makes an electoral district fair?</p>	<p>Part 2: Video</p> <p>Have students watch the video Interview with an Elections Canada Geographer and invite them to reflect on the inquiry question: What makes an electoral district fair?</p>
	<p>Have students complete the Exit card.</p>	<p>Have students individually complete the Exit card online. You can change the settings on this Google Form so that students can see everyone's responses after they submit.</p> <p>Once students have responded, you can extend the activity by having students look for patterns and trends in the class responses.</p>