

<b>Critical Issues - Lesson Plan</b>
--------------------------------------

**“Economic Security & Women’s Rights”**

**Unit:** Unit 2 - Economic Decision Making

**Specific Topic:** Economic Security

**URL:** [http://www.cgeducation.ca/resources/learning\\_centre/matrix.asp](http://www.cgeducation.ca/resources/learning_centre/matrix.asp)

**Lesson Description:**

Students will use the Canadian Atlas to discover a vital central plains natural resource. They will use a variety of sources to communicate key facts about the resource in poster format. To locate in the Atlas the region known as the “Tar Sands” in the Central Plains and to hypothesize about the future economic potential of this natural resource.

**Learning Outcomes:**

- Students will gain the understanding that globes and maps contain information about fundamental geographical systems including natural resources.
- Students will develop the skills to:
  - Locate a specific region on a map in the Atlas
  - Organize information obtained from a variety of resources
- Students will demonstrate behaviour that reflects the following values:
  - Consider maps as valuable sources of information
  - Appreciate the natural resources (with a particular focus upon the “Tar Sands”) are crucial to the economy of the Central Plains region in Canada

**Curriculum Outcomes:**

**Social Studies 10 - Unit Two: Economic Decision Making**

- Students will examine how individuals and societies make decisions about using resources in ways that will create a high standard of living for members of society.

**Canadian National Geography Standards**

***Essential Element #2 (Grade 9-12) - Places and Regions***

- The importance of places and regions to individual and social identity
- Regional analysis of geographic issues and questions

***Essential Element #5 (Grade 9-12) - Environment and Society***

- Use and sustainability of resources

***Geographic Skill #1 (Grade 9-12) - Asking Geographic Questions***

- Plan and organize a geographic research project (e.g., specify a problem, pose a research questions or hypothesis, and identify data sources)

***Geographic Skill #2 (Grade 9-12) - Acquiring Geographic Information***

- Systematically locate and gather geographic information from a variety of primary and secondary sources

**Assessment:**

- Use the poster rubric below to assess the learning outcomes (pg. 4)
- To assist students in recording their own on-task practices, the *Treasure of the Tar* Activity Self-Assessment is effective (pg. 5)

**Materials:**

- The Canadian Atlas - Pages 22-23
- Large piece of Bristol board - one per student
- Computer lab to access websites

**Extension:**

Students can explore the website [http://www.energy.gov.ab.ca/com/Sands/Introduction/Oil\\_Sands.htm](http://www.energy.gov.ab.ca/com/Sands/Introduction/Oil_Sands.htm) to compare and contrast the production statistics for the years which are listed on the website. Based on this comparison exercise, students should be prompted to predict production levels for the current year.

**Procedure:**

<p style="text-align: center;"><u>Day One</u> Introduction - Think/Pair/Share*</p>	<p style="text-align: center;"><u>Teacher Activity</u></p>	<p style="text-align: center;"><u>Student Activity</u></p>
<p style="text-align: center;">Lesson Development</p> <p>* This strategy can be found in the CRISS Project Manual. Think/Pair/Share is an active pre-reading discussion strategy. The teacher suggests a topic or asks a question. Students “think” on their own and write down that they know already about the topic. After students have written down their thoughts, they “pair” with another student to share their ideas. Teacher concludes with a whole-class “share” discussion.</p>	<p>Activating Prior Knowledge (15mins)</p> <ul style="list-style-type: none"> <li>- Ask students: <ul style="list-style-type: none"> <li>- What do they already know about the resources underneath the ground in Alberta, Saskatchewan, and Manitoba?</li> <li>- What do they know about a natural resource specific to Alberta?</li> </ul> </li> </ul> <p>Part One - Opening the Atlas (5mins)</p> <ul style="list-style-type: none"> <li>- Locating the correct geographical regions: <ul style="list-style-type: none"> <li>- Distribute the Atlas and ask the students to turn to pages 22-23</li> <li>- Identifying the correct natural resources for further study - tell students that they will be researching a vital natural resource in Alberta, namely The Treasure of the Tar Sands</li> </ul> </li> </ul> <p>Part Two - Exploring the Atlas (10mins)</p> <ul style="list-style-type: none"> <li>- Focusing on specific geographic regions for further research: <ul style="list-style-type: none"> <li>- Ask students to look at the map at the bottom of page 23 where oil and natural gas production is illustrated in Saskatchewan and, in particular, in Alberta</li> </ul> </li> <li>- Identifying the correct natural resources for further study: <ul style="list-style-type: none"> <li>- Tell the students that they will be researching a vital natural resource in Alberta, namely The Treasure of the Tar Sands</li> </ul> </li> <li>- Posing hypothetical questions: <ul style="list-style-type: none"> <li>- Ask students how long the petroleum industry can continue to take from this natural resource before draining the resource entirely. Instruct students to use the remainder of the class time to search for key facts about the Tar Sands from websites</li> </ul> </li> </ul> <p>Part Three - Exploring the Web</p>	<p>Through Think/Pair/Share, students have an opportunity to communicate prior knowledge to one another and then to the whole class.</p> <p>Students turn to selected pages and identify the map selection. Students look at the map section of Alberta, Saskatchewan, and Manitoba.</p> <p>Guided by the teacher, students view the Atlas.</p> <p>Guided by the teacher, students experience looking at the Oil Production and the Natural Gas Production illustration near the bottom of page 23. A short class discussion is generated which hypothesizes how long people can keep taking the resource before it is no longer there.</p> <p>Students conduct research using the following websites:</p> <p><a href="http://www.oilsandsdiscovery.com/">http://www.oilsandsdiscovery.com/</a></p> <p><a href="http://www.energy.gov.ab.ca/com/Sands/Introduction/Oil_Sands.htm">http://www.energy.gov.ab.ca/com/Sands/Introduction/Oil_Sands.htm</a></p> <p><a href="http://en.wikipedia.org/wiki/Tar_sands">http://en.wikipedia.org/wiki/Tar_sands</a></p> <p><a href="http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&amp;Params=J1ARTJ0020255">http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&amp;Params=J1ARTJ0020255</a></p>

**Extension Resource:** For further information on Global Citizenship Education (GCE) and additional resources, see [SCIC's Global Citizenship Education Modules](#).

### Poster Rubric

Category	4	3	2	1
Use of class time	Used time well during class period. Focused on getting the project done. Never distracted others.	Used time well during class period. Usually focused on getting the project done. Never distracted others.	Used some of the time well during class period. There was some focus on getting the project done, but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others.
Graphics - Clarity	Graphics are all in focus and the content easily viewed and identified from 4ft. away.	Most graphics are all in focus and the content easily viewed and identified from 4ft. away.	Most graphics are all in focus and the content easily viewed and identified from 2ft. away.	Many graphics are not clear or are too small.
Content - Accuracy	At least 7 accurate facts are displayed on the poster.	5-6 accurate facts are displayed on the poster.	3-4 accurate facts are displayed on the poster.	Less than 3 accurate facts are displayed on the poster.
Mechanics	Capitalization and punctuation are correct throughout the poster.	There is 1 error in capitalization or punctuation.	There are two errors in capitalization or punctuation.	There are 3 or more errors in capitalization and punctuation.

Gained Knowledge	Student can accurately answer all questions related to facts in the poster and processes used to create the poster.	Student can accurately answer most questions related to facts in the poster and processes used to create the poster.	Student can accurately answer some questions related to facts in the poster and processes used to create the poster.	Student appears to have insufficient knowledge about the facts or processes used in the poster.
------------------	---	--	--	---

**Student Self-Assessment - Treasure of the Tar**

How well did you do in this activity? \_\_\_\_\_

Choose the sentence in the table below that best describes your effort and then give yourself a number score.

I started working immediately and continued working until I completed both the research and the poster.	Give yourself a: <b>4</b>
I started work after a while and continued working until I completed both the research and the poster.	Give yourself a: <b>3</b>
I started working on this project eventually, but did not stay on task very well.	Give yourself a: <b>2</b>
I started working on this project eventually, but I often stopped to talk to others.	Give yourself a: <b>1</b>