

Catholic District School Board Writing Partnership

Course Profile **Geography of Canada**

Grade 9
Applied

• *for teachers by teachers*

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Acknowledgements

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Western Ontario Catholic Curriculum Cooperative

Institute for Catholic Education

Unit 2: Natural Resources: The Challenge of Sustainability

Time: 22 hours

Unit Developer(s)

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Development Date: May 19, 1999

Unit Description

Students demonstrate their understanding of how people use resources in Canada and the issue of sustainability by using a variety of informational sources including primary and secondary print media as well as electronic sources like the Internet. Students evaluate environmental issues like megaprojects, energy alternatives, waste reduction and conservation by applying appropriate strategies to locate, read, and understand information. Finally, they present their work through a variety of responses. Their effort reinforces the Catholic value of stewardship and the common good within the framework of environmental awareness.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 1d, 1i, 2c, 3b, 3c, 3d, 3f, 4f, 7g, 7i, 7j.

Strand(s): Human Interactions with the Environment, Understanding and Managing Change, Methods of Geographic Inquiry, Geographic Foundations: Space and Systems

Overall Expectations: CGC 1P, HEV.01P, HEV.02P, HEV.03B, UMV.01B, UMV.02B, MIV.01B, MIV.03P.

Specific Expectations: CGC 1P, HE1.01B, HE1.02.B, HE1.03B, HE1.04B, HE2.01P, HE2.02P, HE3.01P, HE3.02P, UM2.01B, UM2.02B, UM3.02P, MI1.02B, MI2.03P, MI2.07B, MI2.11P, M12.12P, MI2.13B, MI2.14B, MI3.03B, M13.02P.

Activity Titles (Time + Sequence)

Activity 1	Resource Concepts	240 minutes
Activity 2	A Sustainable City	150 minutes
Activity 3	Sustainability and Animal Resources	180 minutes
Activity 4	Investigating Agricultural Resources	150 minutes
Activity 5	Forest Resources Decision-Making	180 minutes
Activity 6	The Non-Renewables: Patterns of the Energy Minerals	180 minutes
Activity 7	Energy for the Future: Renewable and Alternative Sources	240 minutes

Unit Planning Notes

- Arrange access to a computer a lab for Internet, CD-ROM, and software activities.
- Obtain a set of atlases and suitable textbooks.
- All activities can be modified (RE: *IEP - Resource Guide* 1999, Ministry of Education and Training

Note: The numbering system used in the Assessment/Evaluation section for each activity is tied directly to the numbers in the Teaching/Learning Strategies section.

Prior Knowledge Required

- Contents and skills required in Unit 1
- Grade 7 Geography - Natural Resources
- Grade 8 Geography - Economic Systems and Migration

Teaching/Learning Strategies

Activity 1 - research inventory, student survey, and action plan

Activity 2 - small group poster

Activity 3 - teacher-led debate

Activity 4 - correlation chart and report

Activity 5 - student research and application of decision-making model

Activity 6 - teacher-led instruction, diagram construction, and chart comparison

Activity 7 - small group simulation project

Assessment/Evaluation

Reflection: probe questions and statements

Observation: formal and informal teacher observation, student observation

Conferencing: student-teacher conferencing, peer conferencing, roving conference

Paper and pencil tests - teacher-made

Performance Assessment: formal written assignments, simulations, presentations

Resources

Print

Canada: Exploring New Directions, Revised ed. Fitzhenry & Whitteside, 1999.

Christian Justice. Minnesota: St. Mary's Press, 1995.

Contact Canada, 3rd Edition. Oxford University Press, 1999.

Geo Canada. McGraw-Hill Ryerson Ltd., 1990.

Canada 21: Imprints: Developing Canada's Resources. Prentice-Hall Ginn Canada, 1996.

Canada and the World. Scarborough: Prentice-Hall Ginn, 1995.

Making Connections. Prentice-Hall Ginn Canada, 1999.

'New Internationalist'. New Internationalist Pub. Ltd.

Perspectives: Canadian Geography. Irwin Publishing, 1999.

'500 Years After Columbus: Rebuilding the Americas'. Canadian Catholic Organization for Development and Peace.

The State of Canada's Environment. Government of Canada, 1991.

Computer

See individual activities

New Internationalist

<http://www.newint.org/ni/>

Activity 1: Resource Concepts

Time: 240 minutes

Description

The students review 'ecological footprint' and examine the connection between this concept and the types and classifications of resources. They then identify the use and management of resources within the local community. Students also construct a survey to identify the attitudes toward and practices of resource conservation within their home and school. Finally, the students create an action plan that addresses environmental issues drawn from their surveys.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 1d, 7i.

Strand(s): Geographic Foundations: Space and Systems, Human - Environment Interactions

Overall Expectations: CGC 1P; HEV.02P.

Specific Expectations: CGC 1P; HE1.01B, HE2.05B, HE3.01P, HE3.02P.

Planning Notes

- Obtain telephone books.
- Obtain permission from other teachers to allow the students to administer their surveys

Note: Resources refers to anything a country has that can help it prosper.

Human resources refers to the knowledge and special skills that people possess.

Natural resources refers to things in the natural world that our society finds useful.

Renewable refers to a natural resource that can be replaced by natural means.

Sustainable refers to a renewable resource that is used at a slower rate than the resource can replace itself.

Nonrenewable refers to resources that are not replaced naturally as they are used.

Prior Knowledge Required

Ecological footprint from Unit 1 - Activity 5

Grade 7 Geography: Natural Resources

Teaching/Learning Strategies

1. Review the term ecological footprint and develop a pyramid chart explaining the types of resources and classifications of natural resources in a note. Explain to the students that the unit culminating activity requires that they research and present different energy resource alternatives for Canada's future.
2. Help the students to understand that stewardship involves responsible resource management on an individual as well as a communal level. Complete the Caring for Creation reflection assignment (Appendix 2.1.1)
3. Organize small groups, then in pairs, research a section of a local phone book to identify the following:
 - local resources "harvested"- which? where?
 - local manufacturing using resources - which? where?
 - resources by community
 - electrical energy sources, where?
 - water sources - where?
 - outdoor recreation-types - where?
 - resource disposal-how? where?

-
4. Demonstrate how to construct a survey. In groups of four, design and administer a survey focusing on attitudes towards and practices of resource management.
 5. Independently or in small groups, using Appendix 2.1.2, create a plan to address an environmental concern that arose from the results of their survey.

Assessment/Evaluation (*numbers refer to Teaching/Learning Strategies*)

- 2-5 Formative Teacher Assessment: Roving Conference by the teacher with the students to monitor progress and comprehension by assisting students and answering questions.
2. Student Self-Assessment: Probe questions for students on Appendix 2.1.1.

Resources

Print

See Unit Overview

Computer

Canadian Communities Atlas

<http://cgdi.gc.ca/ccatlas/>

Accommodations

In this activity, as in all others, each student's strengths are recognized and reinforced to foster a positive attitude among all students. Monitor progress on survey, reflection assignment, and action plan and use mixed ability grouping to allow for peer support.

Appendices

Appendix 2.1.1 - Caring for Creation

Appendix 2.1.2 - Action Plan

Activity 2: A Sustainable City

Time: 150 minutes

Description

Students apply the knowledge gained from the first activity with their research of forms of environmentally safe energy and waste reduction systems to create a 'sustainable city'.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 3c, 4f.

Strand(s): Geographic Foundations: Space and Systems, Human - Environment Interactions, Understanding and Managing Change.

Overall Expectations: CGC 1P; SSV.03B, HEV.03B.

Specific Expectations: CGC 1P; UM3.02P.

Planning Notes

- Obtain Bristol board, glue, and markers

Prior Knowledge Required

Prior practice in working co-operatively in small groups

Knowledge of appropriate Internet protocol

Experience in design concepts and techniques to make an attractive display

Teaching/Learning Strategies

1. Review vocabulary from Activity 1. Divide students into mixed ability groups of four. Supply each group with a copy of Appendix 2.2.1 and lead a class discussion to link the diagram with concepts from Activity 1. Using examples from the Appendix:
 - a) identify the best ways for communities to use
 - i) water
 - ii) air
 - iii) energy
 - iv) wastes
 - b) identify good examples of the following
 - i) reduce
 - ii) recycle
 - iii) reuse
 - c) why is Appendix 2.2.1 entitled A Sustainable City?
2. Use Internet, CD-ROM and encyclopedia to research the following information from Appendix 2.2.1:
 - solar panels;
 - greenery as an air purifier;
 - wind farms;
 - wave generators;
 - electric powered vehicles;
 - recycling plants;
 - sewage treatment;
 - smokestack scrubbers.
3. Print out or draw a diagram to show how each of the systems researched works and compose a 50- to 100-word caption to accompany each diagram or drawing explaining the benefit to the environment.
4. Produce a poster entitled 'A Sustainable City' locating a selection of these systems within a city.

Assessment/Evaluation *(numbers refer to Teaching/Learning Strategies)*

- 2-5. Formative Assessment: roving conference to ensure student learning and progress on assignment
- 2-3. Summative Assessment: teacher-designed paper and pencil test ensure the students can identify and label forms of energy and waste management.
4. Formative Peer Assessment using the rubric for 'A Sustainable City' poster. (Appendix 2.2.2)

Resources

Print

See Unit Overview

Christian Justice. Minnesota: St. Mary's Press, 1995, p264-265

Computer

dir.yahoo.com/science/energy

dir.yahoo.com/society-and-culture/environment-and-nature/waste-management

<http://ccrs-gad1.cgdi.gc.ca/resources/engnratlas.html>

Accommodations

Use mixed ability grouping to allow for peer support.

Allow students to apply drawing talents to 'A Sustainable City' diagram.

Appendices

Appendix 2.2.1 - Student Handout 'A Sustainable City'

Appendix 2.2.2 - Peer Assessment: 'A Sustainable City'

Activity 3: Sustainability and Animal Resources

Time: 180 minutes

Description

Students continue to examine resource management by focussing on animal resources. Some fundamental tenants of aboriginal spirituality pertaining to human relationships and the natural world are compared to the Christian concept of stewardship. Finally, the students research and formally debate the issue of fur trapping in Canada.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 2c, 3c, 4f, 7g, 7i.

Strand(s): Human - Environment Interactions, Methods of Geography Inquiry

Overall Expectations: CGC 1P; HEV.02P, HEV.03B, MIV.03P, UMV.01B.

Specific Expectations: CGC 1P; HE1.03B, MI2.02P, MI2.09P.

Planning Notes

- Obtain dice or pennies as markers.
- Obtain access to Internet or Library/Resource Centre.
- Groupings for aboriginal distribution are Coastal, Plains, Woodlands, and Lower Lakes.
- The web site [www-nais](http://www.nais) is an excellent source for profiles of all Canadian endangered species.

Prior Knowledge Required

Grade 8 - Natural Resources

Internet protocol

Teaching/Learning Strategies

1. Introduce the topic by having pairs of students play the Fish and Wildlife game (Appendix 2.3.1). The game is played the same as 'Snakes and Ladders'. If die are not available, the students can flip 2 pennies, with Heads = 1 each and Tails = 2 each (e.g., 2 Heads = 2, Head & Tail = 3).
2. Work in pairs and use the Internet, CD-ROM, and/or encyclopaedia to research a pair of events opposite each other on the game board (#2 'up' and #12 'down') and prepare a half-page report on each topic.
3. Give students a reflection assignment (Appendix 2.3.2) which compares resource management from the perspective of Aboriginal spirituality to the Catholic concept of stewardship. Reinforce the notion of Aboriginal resource management by having the students examine the relationship between the location of Aboriginal peoples and the resource they used in the past and present.
4. Work independently or in pairs to research and prepare a position on the issue of fur trapping from the following perspectives:
 - a) First Nations;
 - b) non-First Nations fur trappers;
 - c) the fur industry
 - d) environmental groups.
5. Facilitate a formal debate concerning the issue of fur trapping, using Appendix 2.3.3 as a guide. Use the resolution "Fur Trapping Must Be Ended".

Assessment/Evaluation (*numbers refer to Teaching/Learning Strategies*)

3. Formative Assessment: Teacher observation of student discussion using the reflection questions from Appendix 2.3.2.
4. Summative Assessment: Teacher evaluates each student's report based on its organization and expression.
5. Summative Assessment: Teacher uses Appendix 2.3.4 to assess each student's contribution to the debate about trapping.

Resources

Print

See Unit Overview

Computer

www.acs.vcalgary.ca/

www.alphaweb.com/andriana/furred/

www.peta.com

www.nais.ccrs.nrcan.gc.ca/schoolnet/issues/risk/ewldfrsk.html

Accommodations

If group process is used, students should be placed in mixed ability groups for research. An oral presentation could also be made instead of a written one. The groupings for the debate should mix students with good verbal skills with those who have good research skills.

Appendices

Appendix 2.3.1 - Fish and Wildlife game

Appendix 2.3.2 - Aboriginal People - The First Ecologists

Appendix 2.3.3 - Debate format

Appendix 2.3.4 - Debate assignment

Activity 4: Investigating Agricultural Resources

Time: 150 minutes

Description

Students use distribution maps to identify the general soil, heat, and moisture requirements of different types of agriculture in Canada. From this, they rank the relative insurance risk of various types of farming, based on the natural conditions affecting each. Then, students select one type of agriculture in Canada and prepare a brief report outlining its distribution, as well as the natural and human factors that affect it. A field trip to visit a local area farm is optional.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 3f.

Strand(s): Human - Environment Interactions, Methods of Geography Inquiry, Understanding and Managing Change

Overall Expectations: CGC 1P; HEV.01P, HEV.02P, MIV.01B, UMV.02B.

Specific Expectations: CGC 1P; SS2.01P, SS3.07P, UM2.02B, MI2.12B.

Planning Notes

- This activity requires an electronic atlas (Geographic Information Systems) or textbook maps of Canada at the same scale, which show: types of agriculture, soil types, annual precipitation, and “degree days”.

Note: “degree days” is the measure of heat or temperature. Growing degree days affect the planting and harvesting of various crops.

Insurance risk: The more risk there is of crop or livestock loss, the higher the cost to purchase insurance.

Prior Knowledge Required

- Some understanding of climate and soil from Unit 1.
- Some experience at comparing two thematic maps of an area at the same scale to establish correlations.
- A basic understanding of crop and livestock insurance rates. This could be done by paralleling to car insurance rates for young drivers.

Teaching/Learning Strategies

1. Assist the students in developing concepts and notes about the general natural requirements for plants to grow, for example: soil conditions, moisture, temperature, and clean air. Develop concepts and brief notes regarding the general human factors connected with business (and agricultural) success, for example: market, competition, investment, machinery, and labour.
2. Supply the students with a map of Canada showing heat distribution “degree days”. to compare to an atlas map of Canadian Agriculture.
3. Compare maps of agriculture to “degree days”, soil and precipitation to complete the chart in Appendix 2.4.1 to determine natural factors affecting farming. Compare maps of agriculture and population distribution to see if a nearby market affects certain types of farming in Canada and add it to the chart.
4. Use Appendix 2.4.1 to rank the insurance risk of each type of agriculture from highest to lowest:
 - a) which type of Canadian Farming seems most risky? Explain your reasons.
 - b) which is least affected by natural factors? Why?
5. Prepare a 350 word summary on one type of Canadian agriculture, based on the distribution of this type of farming, and the general natural and human factors affecting it. Organize the report under the chart headings.
6. Organize and conduct a local field trip to examine farm operation and use of the land. (Optional)

Assessment/Evaluation *(numbers refer to Teaching/Learning Strategies)*

3. Summative Assessment: The teacher marks student answers to Appendix 2.4.1 according to the criteria found on the lower portion of the Appendix.
4. Summative Assessment: Summary report. The teacher evaluates each student’s ability to correctly organize information under the headings provided.

Resources

Print

See Unit Overview

Computer

Agriculture Canada
aceis.agr.ca

Accommodations

A photocopied enlargement of the southern Canadian portions of the “degree days” map will make it easier to read.

Students may find it easier to work with horticultural catalogues (tree nursery, garden centre), which divide Canada into different climatic zones. They can then use the catalogue to select plants and trees suitable for the region in which they live. Try selecting plants able to withstand conditions of planting for the two environments.

Appendices

Appendix 2.4.1 - Correlation Chart: Canadian Agriculture

Activity 5: Forest Resources Decision-Making

Time: 180 minutes

Description

Students first review the variety of purposes served by trees, then develop concepts about the ecological significance of forests. Then, students use a decision-making model to evaluate five forest sites for potential development for logging and/or park land uses. They conclude the activity by writing a justification for their choices that reflects the principles of resource sustainability.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 3c, 3f.

Strand(s): Geographic Foundations: Space and Systems, Human-Environment Interactions, Understanding and Managing Change, Methods of Geographic Inquiry

Overall Expectations: CGC 1P; SSV.03B, HEV.02P, UMV.02B, MIV.02B.

Specific Expectations: CGC 1P; SS1.02B, SS3.07P, HEI.02B, HE3.03P, UM2.02B, MI2.12B, MI3.03B.

Planning Notes

This activity practices a decision-making model that is important in the culminating activity for the unit.

Prior Knowledge Required

Students may or may not have prior experience with interpreting elevation using simple contour line patterns. Review and practise this concept for showing mountains by working with 3-dimensional shapes, such as cones. Elevation shading of relief in Unit 1, Activity 2 comes close to this concept. Students must also recognize that trees can serve many important purposes: aesthetic, ecological, economic, and recreational.

Teaching/Learning Strategies

1. Introduce the six-step decision-making model in Appendix 2.5.1 as a means to make wise choices about the use of resources. Apply the model to a local issue as an example.
2. Introduce the topographic map in Appendix 2.5.2 and assist students in comparing the surface features in the five different forest tracts indicated.

-
3. Have small groups of students read the five forest tract descriptions (Appendix 2.5.3) and study their map locations (Appendix 2.5.2). Follow the decision-making model to determine which, *if any*, of the five forest tracts should be opened up for:
 - a) logging;
 - b) recreation (a natural or provincial park).

Note: some areas must be reserved for wilderness.
 4. Develop a chart of benefits and problems for development of each forest tract in order to come to a decision about whether logging or recreation or wilderness use is best for the area. Complete step 6 of the decision-making model to explain the best solution arrived at for each of the five forest tracts. Compare these decisions to those made by other groups of students.

Assessment/Evaluation (*numbers refer to Teaching/Learning Strategies*)

3. Formative Assessment: Roving conference by the teacher to answer questions and assist students, particularly with reading the map and using the decision-making model.
- 3-4 Formative Assessment: Student assessment of forest planning decision using Appendix 2.5.4.

Resources

Print

See Unit Overview

Computer

Parks Canada's 12 world heritage sites

//parksCanada.pch.gc.ca/unesco/CANMAP/CANMAPE.HTML

Accommodations

Students may find the topographic map easier to read if they first colour it using relief shading similar to that used on relief maps in atlases or on wall maps. Mixed ability groups help students of different types learn from one another or shared tasks.

Appendices

Appendix 2.5.1 - Six-Step Decision-making Model

Appendix 2.5.2 - Forest Tracts Map

Appendix 2.5.3 - Forest Tract Descriptions

Appendix 2.5.4 - Rating Scale for Peer Assessment of Forest Planning Decision

Activity 6: The Non-Renewables: Patterns of the Energy Minerals

Time: 180 minutes

Description

Students learn that energy minerals are obtained by three methods: open - pit or strip mining, drilling and shaft mining. In groups of three or four, they prepare distribution maps and operations diagrams to show how energy minerals are distributed and used. After completing these visuals, the students use them to develop similarities and differences charts for coal and uranium, petroleum, and natural gas resources.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: 2c, 5a.

Strand(s): Geographic Foundations: Space and Systems, Human-Environment Interactions

Overall Expectations: CGC 1P; SSV.01B, HEV.02P.

Specific Expectations: CGC 1P; SS1.04B, HEI.004B.

Planning Notes

- Base maps of Canada are needed.
- This activity requires electronic atlas (Geographic Information Systems) or textbook maps of Canada at the same scale which show:
 - i) resource locations;
 - ii) the networks used to move/transport resources;
 - iii) locations of energy or petrochemical facilities which use the resources.

Prior Knowledge Required

In constructing maps, students require some skill at making a legend to show the meaning of colours, symbols, and lines.

Teaching/Learning Strategies

1. Have students match four energy minerals: coal, uranium, petroleum and natural gas to three principal mining methods: open-pit/strip mining, drilling, and shaft-mining. Discuss the reasons for each type of mining, its hazards, and ways to rehabilitate the area when the resource deposit is depleted. Record notes.
2. Organize students into groups of three or four and supply them with atlas and textbook sources as well as electronic atlas sources, such as *PC Globe/MacGlobe* and GIS programs. Each student develops the following for either coal, uranium, natural gas, or petroleum:
 - a) a map of Canada showing: resource locations, networks used to move the resource and locations of energy or petrochemical facilities which use the resource;
 - b) a graph showing statistics for the production and consumption of the energy resource in Canada (comparing different years if available);
 - c) a diagram to show how energy is produced using the resource: thermal (coal or natural gas), nuclear (uranium) or how gasoline and other fuels are produced by fractional distillation (petroleum).
3. Students compare their work to one another and identify similarities and differences in the geographic patterns shown on their maps. List the information on a group chart.

Assessment/Evaluation (*numbers refer to Teaching/Learning Strategies*)

2. Formative Assessment: Roving conference by the teacher to assist students with strategy 2, parts a, b, c.
3. Summative Assessment: Teacher marks student map using map-making rubric (see Unit 1, Appendix 2-1).

Resources

Print

See Unit Overview

Computer

Explorer CD-ROM

ArcVoyager CD-ROM

ArcView CD-ROM

PC Globe or *MacGlobe*

Coal Association of Canada

www.coal.ca

Trans Canada Pipelines

www.transcanada.com

Atomic Energy Control Board

www.aecl.ca

The GIS Gateway

www.census.gov/geo/www/gis_gateway.html

Accommodations

Uranium and nuclear energy is least widely used in Canada, so would prove to be the least difficult mapping assignment of the four. It could be a good assignment for a less able student, or combined with coal as a more complex assignment for a student of above-average capability. Reorganization of the duties (mapping, statistical investigation, and drawing) can be done to capitalize on the individual strengths and interest of the students.

Appendices

Appendix 2.6.1 - Student Self Assessment of Group Work Skills

Activity 7: Energy for the Future: Renewable and Alternative Sources

Time: 240 minutes

Description

National Energy Board officials are concerned with graphs that show the depletion rates of Canada's non-renewable energy resources. They have called upon expert groups, representing the various renewable and alternative energy sources and energy conservationists to present briefs aimed at establishing a direction toward a sustainable energy future. Students follow a decision-making model and do some political 'lobbying' in order to promote the benefits of the particular energy resource that they have researched.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: 2c, 3c, 4f, 5a, 1f.

Strand(s): Human-Environment Interactions, Understanding and Managing Change, Methods of Geographic Inquiry

Overall Expectations: CGC 1P; HEV.01P, HEV.02P, HEV.03B, UMV.01B, UMV.02B, MIV.01B, MIV.02B, MIV.03P.

Specific Expectations: CGC 1P; HE201P, HE2.02P, UM2.01B, UM2.02B, UM3.01P, UM3.02P, UM3.03P, UM3.04P, UM3.05P.

Planning Notes

Students need some familiarity with the techniques of persuasion used in a formal decision-making process: a persuasive presentation of a point of view (Activity 3); informal lobbying to persuade others; and building a consensus of opinion (from Activity 5).

Prior Knowledge Required

Understand the concepts of renewability and sustainability of resources.

Teaching/Learning Strategies

1. Use the charts on the web site “Depletion Rates of Canada’s Conventional Energy Sources” listed in the Resources both to identify renewable alternative forms of energy, and to introduce the National Energy Board scenario of this activity, i.e., to use the decision-making model to establish directions for Canada’s energy future.
2. Organize small groups of students to begin researching the following topics:
 - a) Hydro-electric “Mega projects”
 - James Bay
 - Churchill Falls
 - b) Alternative energies
 - Solar Power
 - Wind Power
 - Tidal Power (Bay of Fundy)
 - Hydrogen fuel cells
 - Fusion reactors
 - Passive geothermal heating and cooling systems
 - c) Energy conservation
 - battery-powered vehicles
 - home energy-saving devices
3. Develop visuals which help support a persuasive class presentation. Examples: how it works, where it is already being used, energy savings that it creates, and so on.
4.
 - a) Make a persuasive presentation, defending the benefits of their own energy/conservation alternative, while refuting other similar alternatives.
 - b) Take opportunities to “lobby” other classmates to seek their support for the particular type of future direction being promoted. Consensus-building can be achieved by showing how some of these strategies are complementary, rather than competitive.
 - c) Develop some means to decide which direction(s) the class favours for sustainable energy future; i.e., voting, a scoring or ranking system.
5. Students assess their own efforts, as well as those of their peers (Appendix 2.7.1).
6. Conduct a closing prayer service (Appendix 2.7.2). Prior to conducting the prayer service, the teacher contrasts the Aboriginal spirituality (nature is the centre) to Christian spirituality (Christ centred).

Assessment/Evaluation (*numbers refer to Teaching/Learning Strategies*)

5. Summative Evaluation: a teacher/peer/self-evaluation of the culminating activity using Appendix 2.7.2.
6. Summative Assessment: teacher observation to assess participation and behaviour during prayer service.

Resources

See Unit Overview

Depletion Rates of Canada's Conventional Energy Sources.

www.st-clair.net/cst/profiles

Accommodations

Mixed ability groups of helping partners would be appropriate. The easier topics are those dealing with energy conservation.

Appendices

Appendix 2.7.1 - Teacher/Peer/Self-evaluation Rubric

Appendix 2.7.2 - First Nations Prayer for the Four Directions of the Earth

Appendix 2.1.1: Caring for Creation - Our Natural Resources

In the Creation story God tells Adam and Eve to fill the earth and subdue it, to “Be masters of the fish of the sea, and birds of heaven and all living animals on earth” (Genesis 1:28). We are called to use our God-given power to care for our natural resources. This does not make us superior to Creation or give us the right to exploit it.

In Unit 1 we discussed ways in which we as individuals could take responsibility for the areas we live in (Genesis Walk). The challenge for all people as stewards is to take responsibility for our natural resources as well. All parts of Creation work together to form a healthy environment. Stewardship calls us to maintain that balance and not put our needs before those of the earth.

Reflection Questions:

1. What makes a sports team successful? How do the players gain those kinds of skills?
2. How can the same idea apply to natural resources?
3. As a society what are some of the things we should consider before we decide to use a natural resource?

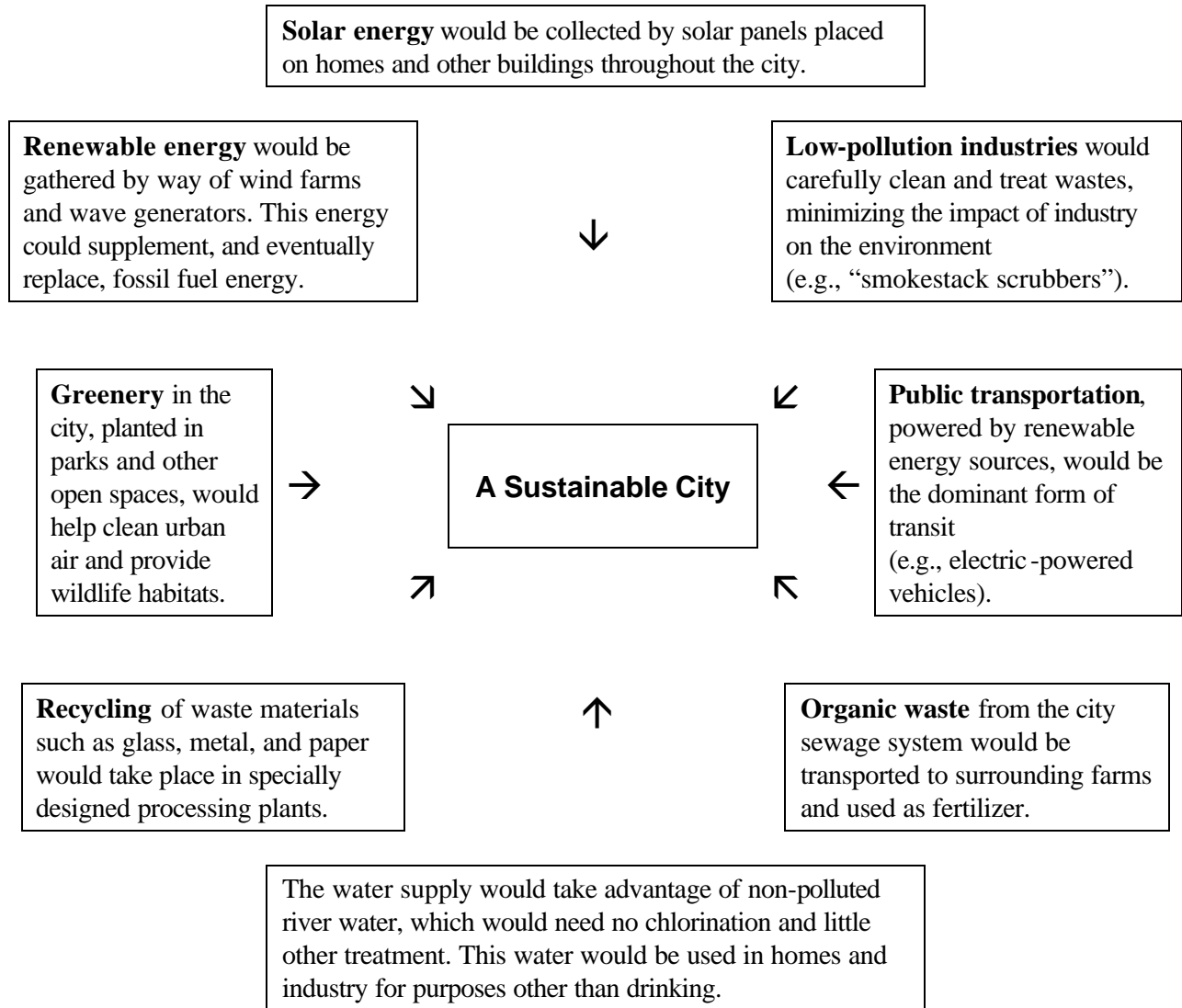
Good stewardship grows out of respect
for the integrity of creation
An attitude of respect is important, but
the attitude needs to be made visible in actions.
Christian Justice, p.243

Appendix 2.1.2: Action Plan

Based on the results of your survey, what are two areas of resource management that could be improved upon in each of the following environments. What can be done to improve these situations?

	What is the Issue?	What is a Possible Action?	Who is Responsible?	How Long will it Take?
In your home				
In your school				
In your community				

Appendix 2.2.1: Student Handout 'A Sustainable City'



Adapted from *Christian Justice*, St. Mary's Press

Appendix 2.2.2: Peer Assessment: “A Sustainable City”

Name of Peer: _____

Names of Poster Maker(s):

Criteria	Level 1	Level 2	Level 3	Level 4
Content <ul style="list-style-type: none"> energy and waste management systems used within city 	- limited use of a variety of systems	- satisfactory use of a variety of systems	- good use of a variety of systems	- excellent use of a variety of systems
Knowledge base of systems <ul style="list-style-type: none"> appropriateness of locations of systems understanding of how system works 	- limited understanding of topic	- satisfactory understanding of topic	- very good understanding of topic	- excellent understanding of topic
Organization	- limited organization	- some evidence of organizational skills	- good organizational skills	- topic is very clearly organized
Overall appearance <ul style="list-style-type: none"> general impression of poster related to its clarity and care in construction 	- diagram is poorly constructed and hard to read	- diagram construction and clarity is satisfactory	- diagram is clear and well constructed	- diagram is clear and well constructed with added features
Comments and suggestions for improvement: 				

Appendix 2.3.1: Fish and Wildlife Game

	37	38	39	40	41	42
						GOAL: SUSTAINABLE RESOURCES
	36	35	34	33	32	31
	25	26	27	28	29	30
	24	23	22	21	20	19
	13	14	15	16	17	18
	12	11	10	9	8	7
	1	2	3	4	5	6
Roll one dice to advance. (Must land on 42.)						
UP			DOWN			
2	Ontario trappers must pass government courses to obtain a licence.		12	Illegal hunting by poachers is an international and Canadian problem.		
5	Greenpeace vessels race between whales and whaling ships to stop hunt.		18	Killer whales are taken from their pods to perform in zoos and theme parks.		
14	"Grey Owl" promoted wildlife protection during the 1930's.		21	The buffalo were slaughtered almost to extinction in Western Canada.		
19	Newfoundland Premier Tobin fights "cod war" with Spanish fishermen off Grand Banks.		28	European community nations over fished cod off the Grand Banks of Newfoundland.		
25	Aulavik National Park created to protect wildlife on remote Banks Island.		32	Oil tanker, Exxon Valdez, ran aground causing great damage to Alaskan wildlife.		
27	"Fish ladders" help spawning Pacific salmon migrate upstream.		37	Power dam projects often destroy fish habitats (see Kemano Dam Project).		
34	Ontario government cancelled spring bear hunt for 1999.		39	Polar bears in the Arctic have dangerous chemicals in their tissues.		

Appendix 2.3.2: Reflection Assignment

Aboriginal Peoples - The First Ecologists

Whatever befalls the earth
befalls the sons and daughters of earth
If we spit upon the earth
we spit on ourselves

Chief Seattle 1854

Aboriginal spirituality carries within it three basic principles that can be applied to natural resources and sustainability.

Honour the Spirit

Aboriginal peoples' spirituality attempts to place all of the physical world within the scheme of creation. Humans, animals, insects, trees, and even the land forms all contain the power of the 'Great Spirit'. For harmony to exist all of these things must be understood and respected.

Love the Land

Aboriginal people believe the land is a gift from the creator that we hold in trust for future generations. No one has the right to deprive future generations of their birthright by exploiting our natural resources today without thinking about the long-range consequences.

Respect Nature

Traditional Aboriginal people depended on animal and plant life for survival. Nothing was wasted; everything was eaten, worn or made into tools. They sustained the resources they used for thousands of years.

Reflection Questions:

1. According to Genesis, what is our relationship to the physical world like? How does it differ from the Aboriginal concept of 'honouring the spirit'?
2. Aboriginal peoples try and make a decision about an environmental issue by considering the potential effects of their choice for seven generations. What does stewardship call us to do?
3. Historically, Aboriginal people lived in 'sustainable' communities for centuries; there is very little evidence of resource mismanagement. How does this compare with North American society in the last century? List some examples.

Appendix 2.3.3: Debate Format

- Students research topic: “Should Trapping Be Ended?”
- Each student prepares a half-page ‘position paper’ which includes their opinion and supporting arguments.
- Set up room for debate: six desks at front (three on left and three on right)
- Have the class sit to the left or right side of the room based on their view.
- Seek/assign strong panelists to represent each side at the front of the room.
- Have a preliminary vote on the resolution (include undecided) and record the score.
- Alternate speakers starting with the affirmative.
- Allow questions from the floor at intervals.
- Closing statements are made by the Affirmative and then the opponents.
- Take a final vote of the audience and panel.
- The winner of the debate is declared.

The debate winner is the side that moves opinion, even in the minority.

Appendix 2.3.4: Debate Assessment

Student Name: _____

Criteria	Levels of Performance			
	Level 1	Level 2	Level 3	Level 4
Organization and clarity • viewpoints and responses outlined clearly and orderly	- limited clarity and organization	- clear in some parts but not over all	- most parts clear and orderly	- completely clear and orderly presentation
Use of arguments • reasons given to support viewpoint	- few relevant reasons given	- relevant reasons given with some support	- relevant reasons are fully supported	- relevant reasons are fully supported and articulated clearly with additional examples
Use of examples and facts • examples and facts given to support reasons	- few relevant supporting examples/facts	- some relevant examples/facts given	- many examples/facts given; most relevant	- relevant examples and facts are expanded upon to make linkages clear
Use of rebuttal • arguments made by the other teams responded to and dealt with effectively	- limited use of counter arguments	- some counter arguments were used effectively	- key counter arguments were made effectively	- effective counter arguments were well articulated and supported with examples
Presentation style • tone of voice, use of gestures, and level of enthusiasm convincing to audience	- few style features were used; not convincingly	- some style features were used convincingly	- all style features were used, most used convincingly	- all style features were used convincingly
• Additional criteria developed by teacher and/or students				
Comments and suggestions for improvement:				

Appendix 2.4.1: Correlation Chart: Canadian Agriculture

Characteristics	Types of Agriculture			
	Fruit Crops and Vegetables	Wheat	Dairy Cattle	Hogs
Locations	- Southern British Columbia - Southern Ontario and Southern Quebec	- Southern Saskatchewan, Alberta, and Manitoba	- Eastern Canada - Southern British Columbia	- Southern Quebec - Southern Ontario
Soil Types	- grassland - podzol (forest)	- grassland	- peat and podzolic - transition black (forest) - podzol (forest)	- podzol (forest)
Annual Precipitation (approx.)	- 600 to 1000 (or 2000) mm per year	- 200 to 400 (or 600) mm per year	- 600 to 1000 (or 2000) mm per year	- 600 to 1000 mm per year
Annual Heat (degree days)	- 1666 to 222 CE	- 1399 to 1666 CE	- 1111 to 1944 CE	- 1111 to 1944 CE
Nearby Markets (population, cities density)	- Vancouver - Toronto- Montreal - heavily populated	- Edmonton - Calgary - Winnipeg - not heavily populated	- many cities - population density varies	- Montreal - Toronto - heavily populated

Use the information above to estimate the degree of risk these farmers face:

Insurance Risk (1=most)	1	2	3/4	3/4
Explain Risk Choice	- limited locations - high heat and precipitation requirements	- narrow range of heat is required	- found within a broad range of heat and precipitation zones - animals often in barns	- found within a broad range of heat and precipitation zones - animals often in barns

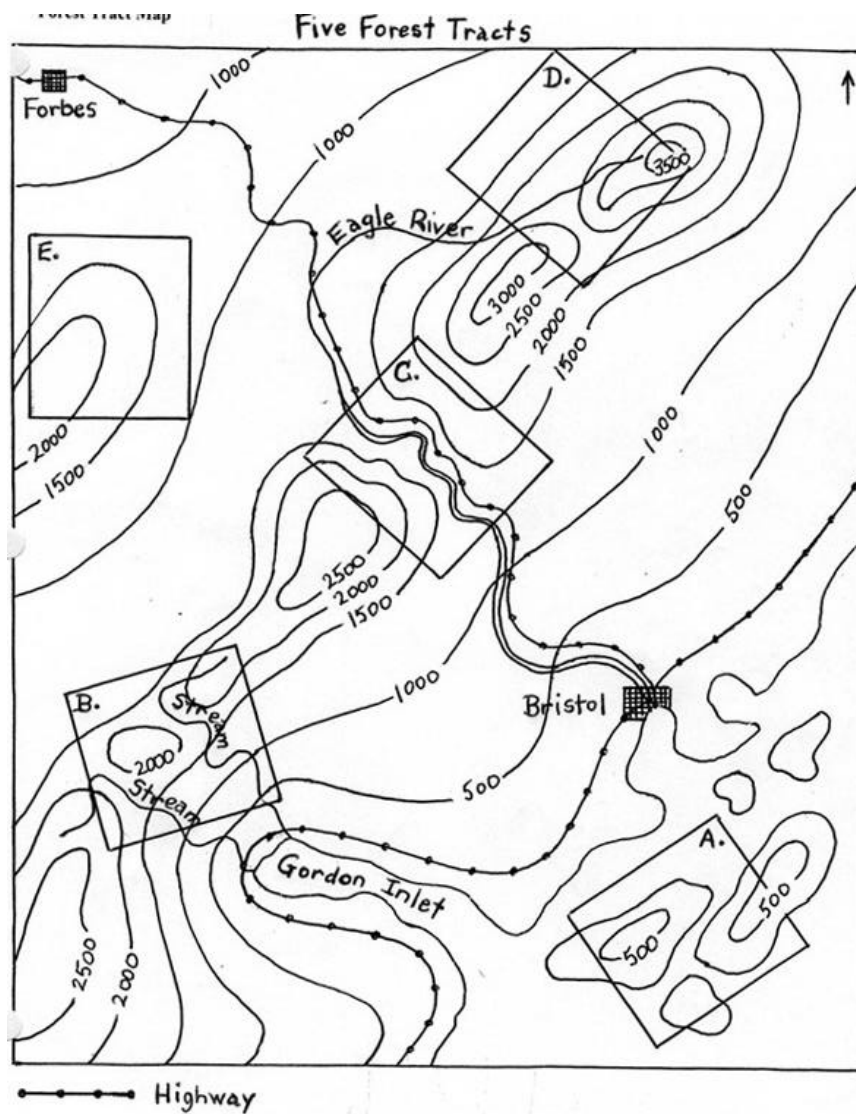
Evaluation Criteria:

- Level 4: 23 or more of the information boxes are largely correct.
- Level 3: 20 to 22 of the information boxes are largely correct.
- Level 2: 17 to 19 of the information boxes are largely correct.
- Level 1: 14 to 16 of the information boxes are largely correct.

Appendix 2.5.1: Six-Step Decision-making Model

- Step 1: What is the issue or problem to be decided here?
- Step 2: What is the background information we need to know?
- Step 3: What are the different options or viewpoints to choose among?
- Step 4: What are the benefits and problems of each alternative?
- Step 5: What is the best solution to the issue at the present time? For the future?
- Step 6: Why is it the best solution? How could it be better?

Appendix 2.5.2: Forest Tracts Map



Appendix 2.5.3: Forest Tract Descriptions

Tract A: is located across large parts of three forested islands within a few kilometres of the coast near the small city, Bristol. Old growth forests here have been cut in the past 75 years, but a mature mix of secondary growth softwoods (spruce, cedar) blanket the area. The islands have been claimed as ancestral lands by coastal Aboriginal peoples, though the provincial government has in past declared the trees available for harvesting.

Tract B: is located in the rugged coastal mountains within a few kilometres of Gordon Inlet, south of Bristol. There is some old growth forest in the remote northwestern area. This forest tract has mountain glaciers and fast streams rushing down to the inlet. Thick forests of cedar and spruce cover the valley floors and the lower slopes of the mountains. Backpackers are the only humans using the area at present.

Tract C: is located along the highway about mid-way between Bristol and the interior town of Forbes. The highway follows the broad valley of the Eagle River. The original forest was cut fifty years ago and parts of the river valley and adjacent slopes are used for pasturing cattle. Beyond that, the outer portions of this tract boast tall stands of secondary growth pine and cedar already, accessible by a system of rough forest roads.

Tract D: is a remote zone that has never been logged. In fact, only a narrow road along the upper Eagle River leads to its towering mountains. Huge, old growth forests are abundant here and winter snowfall is heavy. Several different interests are known to be competing for use of the tract, including lumber industries, helicopter skiing companies and wildlife conservationists. There is an Aboriginal Land claim on the area.

Tract E: is located within view of Forbes on a clear day. The foothill forests in the north part of this tract were cut over thirty years ago, though a mix of original forests and some thick stands of spruce are found in the interior valleys. This scenic area has become popular with day-hikers, backpackers and snowmobilers. They would all like to see a park here, but the timber is close to the mill in town, so the lumber industry is interested too.

Appendix 2.5.4: Rating Scale for Peer-Assessment of Forest Planning Decision

Criteria	No		Somewhat		Yes
	0	1	2	3	4
Information is carefully organized so the reader understands it easily.	0	1	2	3	4
The problem is clearly identified.	0	1	2	3	4
The benefits and problems given include background information and are clearly explained.	0	1	2	3	4
The solution given is clearly explained and is supported by researched arguments.	0	1	2	3	4

Appendix 2.6.1: Student Self-Assessment of Group Work Skills

Answer the following questions by using the scale below:

- 1 = improvement is needed
- 2 = to some extent
- 3 = good
- 4 = very good

Contributing

- Did I help the group stay on topic? _____
- Did I help the group plan what each member would do? _____
- Did I help other group members do their work if needed? _____

Working Independently

- Did I understand my responsibilities within the group? _____
- Did I complete my own tasks (collecting and organizing information)? _____
- Did I clearly organize my work? _____

Appendix 2.7.1: Teacher/Peer/Self-Evaluation Rubric

Evaluator: Teacher _____ Peer _____ Student _____

Category	Level 1	Level 2	Level 3	Level 4
Knowledge/Understanding				
Content	- limited amount of material presented is related to the topic	- some material presented is not related to the topic	- most material presented is related to the topic	- all material in the presentation is related to the topic
Thinking/Inquiry				
Organization	- presentation shows poor organization and limited preparation	- presentation shows signs of organization but some parts do not seem to fit the topic	- presentation is organized, logical and interesting	- presentation is very well organized, logical, interesting, and lively
Preparation	- limited preparation is shown	- adequate preparation is shown	- substantial preparation is shown	- presentation reflects excellent preparation
Communication				
Language	- language used is hard to follow and understand	- some language used is hard to follow and understand	- most language used is easy to follow and understand	- language used is well chosen, easy to follow and understand
Format	- limited use of aids and support materials (diagrams, overhead, maps, pictures) did not support the topic	- adequate use of aids and support materials; most supported the topic	- good use of aids and support materials; almost all supported the topic	- excellent use of aids and support materials; all aids supported the topic and enhanced audience interest
Application				
Delivery	- many words unclear; voice was monotonous; spoke too quickly	- some words unclear; voice somewhat varied; spoke too quickly at times; some pausing for emphasis; voice sometimes too low to be heard easily	- most words clear; voice often varied; interesting; generally spoke at the correct speed; frequent pausing for emphasis; voice loud enough to be heard easily	- all words clear; voice frequently varied; interesting; spoke at the correct speed; effective pausing for emphasis; voice loud enough to be heard easily
Audience	- limited audience involvement or interest	- audience somewhat involved and engaged throughout presentation	- audience involved and interest maintained throughout presentation	- audience very involved and high level of interest maintained throughout presentation

Appendix 2.7.2: First Nations Prayer for the Four Directions of the Earth

- Movement: All stand and form a circle, with a prayer table and candle in the centre.
Leader: Christ is the centre of our creation, the central reality of God's plan for the world, and the central reality of our lives as Christians. Using an aboriginal prayer for the four directions of the Earth let us begin by recognizing the great city of creation and our responsibility to care for it and use it wisely.
- Movement: All face East.
Leader: From the East, the direction of the rising sun, comes wisdom and knowledge.
Let us Pray:
Enable us, O God to be wise in our use of the resources of the Earth, sharing them in justice, partaking of them in thankfulness.
- Movement: All face South.
Leader: From the south comes guidance and the beginning of life.
Let us Pray:
May we walk good paths, O God living on this earth as sisters and brothers should, rejoicing in one another's blessings, sympathizing with one another's sorrows, and together with you, renewing the face of the Earth.
- Movement: All face West.
Leader: From the West comes purifying waters. May the Spirit of God again breathe over the waters making them fruitful.
Let us Pray:
We pray that we too may be purified so that life may be sustained and nurtured over the entire face of the Earth.
- Movement: All face North
Leader: From the North comes purifying winds. O god, you have been called breath and wind and life.
Let us Pray:
May the air we breathe be purified so that life may be sustained and nurtured over the entire face of the Earth.
- Movement: Face centre
Leader: The Earth is our source of survival. Deplete her resources, poison her waters and you will cultivate death.
- Response: We choose life, that we and our children may live.
Leader: Life is a fragile environment. Upset the balance, and everything, everyone, everywhere will suffer.
- Response: We choose life, that we and our children may live.
Leader: Let us Pray.
All: O Great Spirit, Whose breath gives life to the world
and whose voice is heard in the soft breeze
May we walk in beauty
May our eyes ever behold the sunset
Make us wise so that we may understand what you have taught us
Help us learn the lessons you have hidden, in every leaf and rock
Make us always ready to come to you with clean hands and straight eyes
so that when life fades, as the fading sunset, our spirits may come to you without shame.

Unit 4: Canadian Industry - Location, Impact, Opportunity

Time: 22 hours

Unit Developer: Gord Bristo, St. Clair Catholic District School Board

Development Date: July 1999

Unit Description

Evolving out of Unit 3 - People, Places and Patterns, students focus on Canada's industrial base. The dignity of work and role of technology permeates the student's investigations. Mastery of increasingly difficult activities over time provides the impetus to participate for students. Students develop notes, make maps, create a poster, write a report, and predict the future of local industry.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 2b, 2d, 3c, 5b, 7b.

Strand(s): Geographic Foundations: Space and Systems, Understanding and Managing Change, Methods of Geographic Inquiry

Overall Expectations: CGC 1P: SSV.04B, UMV.01B, UMV.03B, M1V.01B, M1V.02B, M1V.03B.

Specific Expectations: CGC 1P: SS1.04B, SS1.08B, SS3.02b, SS3.04P, UM2.03B, UM3.03B, UM3.05P, MI1.02B, MI2.02B, MI2.06B, MI2.04B, MI2.07B, MI2.08B, MI2.09B, MI2.12B, MI2.13B.

Activity Titles (Time + Sequence)

Activity 1	Overview - Industry	66 minutes
Activity 2	Canadian Industry - Getting the Facts	380 minutes
Activity 3	Career Poster - Refining Your Future	152 minutes
Activity 4	Application - Our Local Industrial Base	532 minutes
Activity 5a	Prediction - The Future of Our Local Industry	152 minutes
Activity 5b	Review	38 minutes

Unit Planning Notes

- Appendix 4.1.1 - Canadian Industry - Location, Impact, Opportunity given to students in the first activity outlines the activities of the unit.
- Make prior arrangements to have a local industrial society representative and a local union representative visit the class.
- Activity 3 is an out of class assignment once the teacher describes and clarifies the activity.
- Appendix 4.1.5 Master Rubric - Canadian Industry monitors the progress of a student throughout the unit. Once a student completes an activity it is upgraded with the student present. The final mark for the unit is the most consistent level of achievement. Consideration is given to the student's most recent work.
- Depending on the teacher's level of expertise, consultation with a religion teacher or consultant may be necessary regarding the Church's position on work, unions, technology, etc., for Activity 4.

Note: The numbering system used in the Assessment/Evaluation section for each activity is tied directly to the numbers in the Teaching/Learning Strategies section.

Prior Knowledge Required

- note and map making
- developing questions
- writing a report
- use of audio/video equipment

Teaching/Learning Strategies

- Activity 1 Overview, teacher-centered explanation, students practise questioning ability to clarify and understand tasks.
- Activity 2 Getting the Facts, students read independently, organize a note, create maps. The teacher assists through roving conferencing and small group discussion. A pen/paper test indicates the student's level of achievement.
- Activity 3 Career Posters - teacher-centered explanation, students ask questions to clarify for understanding. Students complete this assignment out of class and the submission date is mutually agreed to by the teacher and the students. (A suggestion is the class between Activity 4 and Activity 5.)
- Activity 4 Think/Pair/Share exercise based on suggestions from the teacher to generate questions for class visitors. A representative of local industry and a Union representative visit the class. Students write a report of the experience either from the industrial or union perspective.
- Activity 5a The pairs from Activity 4 are reunited to solve the problem posed by the teacher regarding the future of local industry.
- Activity 5b A discussion in class to improve the student's ability to succeed, not only in the unit but other courses.

Assessment/Evaluation

- Activity 2 Appendix 4.1.2 - Note and Map Work Assessor - pencil and paper test.
- Activity 3 Appendix 4.1.3 - Poster Assessor
- Activity 4 Appendix 4.1.4 - Case Study Assessor
- Activity 5 Appendix 4.1.5 - Master Rubric - Canadian Industry. (This tool not only monitors this activity but monitors the students overall performance. It is adopted from the Canadian and World Studies Achievement Chart)
- Activities 2, 4, 5 Personal Communication: roving conference

Resources

Internet Resources

Canada and Geography Skills

<http://temagami.carleton.ca/geography/careers.html>

<http://130.88.36.8/student/cidd/signpost/Geograph.htm>

<http://www.geography.unimelb.edu.cau/Careers.htm>

<http://www.uwosh.edu/departments/geography/careers.html>

Print

Cartwright, F., et al. *Contact Canada*, 3rd Edition. Don Mills: Oxford University Press, 1999.

Clark, B. and J. Wallace. *Making Connections*. Scarborough: Prentice-Hall Ginn Canada, 1999.

Draper, A. *Perspectives: Canadian Geography*. Toronto: Irwin Publishing, 1999.

Swatridge, W., et al. *Canada: Exploring New Directions*. Markham: Fitzhenry & Whiteside, 1999.

Other

Local industrial society representative and union representative

Canadian Conference of Catholic Bishops

Dreams, Dilemmas, Decisions. Ottawa: CCBC, 1994. p. 62

Papal Encyclical "On Human Work" (Sept. 14, 1981)

Activity 1: Overview - Industry

Time: 66 minutes

Description

This activity introduces the students to the unit. Appendix 4.1.1 - Canadian Industry - Location Impact and Opportunities outlines the geographic aspects of the unit and the Catholic Graduate Expectations. Students are also provided with the assessment tools to prepare themselves for the unit.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 2a.

Strand(s): Methods of Geographic Inquiry

Overall Expectations: MIV.02B.

Specific Expectations: MI2.02B.

Planning Notes

- Distribute copies of Appendix 4.1.1 - Canadian Industry: Location Impact Opportunity to the students.
- Once the students have read the handout the teacher needs to reassure the students that these activities can be done.

Prior Learning Required

- reading for understanding
- questioning for clarity
- factors affecting location
- Teachers need to emphasize that regular attendance and personal initiative on their part will help them be successful.

Teaching/Learning Strategies

1. The teacher leads the students through each activity to make them aware of what is expected. The students are encouraged to ask questions and discuss them to clarify any misconceptions.
2. The teacher reviews with the students the different assessment tools to help them achieve an even better perspective. Again, students are encouraged to question the teacher to achieve greater clarity of understanding.
3. Finally, the teacher emphasizes that at the end of each assessment is an opportunity to reflect on their recent performance.

Assessment/Evaluation (*numbers refer to Teaching/Learning Strategies*)

1 and 2 Formative: The teacher assesses the class's ability to question as a means to achieve greater clarity of understanding informally at the end of the class.

Accommodations

This activity is primarily visual and auditory. To assist students it can be printed in larger size. Students should also be placed in the room where they can see and hear better.

Appendices

Appendix 4.1.1 - Canadian Industry - Location, Impact, Opportunity

Appendix 4.1.2 - Note and Map Assessor

Appendix 4.1.3 - Poster Rubric

Appendix 4.1.4 - Case Study Assessor

Appendix 4.1.5 - Master Rubric - Canadian Industry

Activity 2: Canadian Industry - Getting the Facts

Time: 380 minutes

Description

Gathering information is the first step in gaining understanding. Doing it correctly is a skill requiring constant refinement. Using their textbook and atlas students work at organizing a note and completing maps. The chance to reflect on their skill level is provided at the end of this activity.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 2b, 7b.

Strand(s): Geographic Foundations: Space and System, Methods of Geographic Inquiry

Overall Expectations: CGC1P: SSV.04B, MIV.01B.

Specific Expectations: CGC1P: SS1.04B, SS1.08P, MI1.02B, MI2.08B, MI2.09P, M12.12B, M12.13B.

Planning Notes

- Students need their textbook and atlas.
- Base maps of Canada are required.

Prior Knowledge Required

- note and map making

Teaching/Learning Strategies

1. Review the description of Activity 2 in Appendix 4.1.1, Canadian Industry: Location, Impact and Opportunity. Encourage the students to practise their questioning techniques as a means to achieve even greater clarity of understanding.
2. Review the assessment tool for this exercise (Appendix 4.1.2 - Note and Map Assessor). Stress the need to question for clarity and understanding.
3. The teacher outlines to the class the time limits. They are:
 - 228 minutes to complete the notes and maps
 - 76 minutes for a pencil and paper test that, time permitting, will be peer-assessed
 - 152 minutes for a peer review of their notes using Appendix 4.1.2 - Note and Map Assessor

-
4. Finally, the teacher informs the students that the lower portion of Appendix 4.1.2 - Note and Map Assessor is for their personal reflection. Student should account for their performance during the test and link that to the quality and quantity of their notes. Finally, they should plan any future improvements in note making and test performance.

Assessment/Evaluation (*numbers refer to Teaching/Learning Strategies*)

3. Formative: The teacher and student personally communicate through roving conference and small group discussion during the note and map-making task.
3. Summative: The teacher creates and administers a pen and paper test that is peer-assessed.
4. Diagnostic: Peer assessment of the student's notes using the upper part of Appendix 4.1.2 - Note and Map Work Assessor.
4. Diagnostic: Self-evaluation of the student's performance using the lower portion of Appendix 4.1.2 - Notes and Map Work Assessor.
4. Summative: The teacher, with the student present, upgrades Appendix 4.1.5 Master Rubric - Canadian Industry especially categories 1 and 2.

Resources

Print

Swatridge, W., et al. *Canada: Exploring New Directions*. Markham: Fitzhenry & Whiteside, 1999.

Cartwright, F., et al. *Contact Canada*, 3rd Edition. Don Mills, Oxford University Press, 1999.

Clark, B. and J. Wallace. *Making Connections*. Scarborough: Prentice-Hall Ginn Canada, 1999.

Draper, A. *Perspectives: Canadian Geography*. Toronto: Irwin Publishing, 1999.

Student Atlas

City Hall for local industrial locations especially if based on GIS computer program.

Accommodation

Primarily, this is a reading and writing assignment. Note organizers, tests, and extra time for the texts are options.

Activity 3: Career Poster - Refining Your Future

Time: 152 minutes

Description

Students help prepare their future with this activity. The effort and focus on the poster helps them refine their possible future. Using the assessor for this activity prepares them for their immediate future as learners.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 5b, 7b.

Strand(s): Geographic Foundations: Space and System, Understanding and Managing Change, Methods of Geographic Inquiry

Overall Expectations: CGC1P, SSV.04B, MIV.03P.

Specific Expectations: CGC1P, SS3.02B, SS1.08P, UM3.03P, M12.04B.

Planning Notes

- This is an out of class assignment.
- Students require Bristol board.

Prior Knowledge Required

- Internet protocol
- making a poster
- If time permits computer access to review Internet sources is encouraged.

Teaching/Learning Strategies

1. The students review with the teacher the appropriate section of Appendix 4.1.1, Canadian Industry - Location, Impact and Opportunity. Again, encourage students to practise their questioning techniques.
2. The teacher makes the link with students that geography skills are required in Canada's workplace and a fulfilling life is available to them using these skills.
3. The teacher and students decide the due date for this activity and its evaluation.
4. The teacher draws the students' attention to Appendix 4.1.3 - the Poster Assignment Rubric so they know the tool that will be used.
5. Students use computers to visit web sites related to this activity.

Assessment/Evaluation *(numbers refer to Teaching/Learning Strategies)*

3. Formative: Appendix 4.1.3 -The Career Poster, especially the upper portion. Evaluated by the teacher with the student present.
3. Summative: Appendix 4.1.5 - Master Rubric - Canadian Industry especially category 5 by the teacher with the student present.
3. Diagnostic: the lower portion, of category 5, Appendix 4.1.3 - The Career Poster. This reflection is based on the rubric for the Career Poster. The students' focus should be on their level of understanding use of questions and future improvements to their learning.

Resources

Print

- Cartwright, F., et al. *Contact Canada*, 3rd Edition. Don Mills, Oxford University Press, 1999.
- Clark, B. and J. Wallace. *Making Connections*. Scarborough: Prentice-Hall Ginn Canada, 1999.
- Draper, A. *Perspectives: Canadian Geography*. Toronto: Irwin Publishing, 1999.
- Swatridge, W., et al. *Canada: Exploring New Directions*. Markham: Fitzhenry & Whiteside, 1999.

Computer

- Canada and Geography Skills
<http://temagami.carleton.ca/geography/careers.html>
<http://130.88.36.8/student/cidd/signpost/Geograph.htm>
<http://www.geography.unimelb.edu.cau/Careers.htm>
<http://www.uwosh.edu/departments/geography/careers.html>

Accommodations

Depending on the student's IEP or IPRC, alternatives need to be discussed to complete this assignment. Suggestions include: extended time, alternative submissions, audio report, etc.

Activity 4: Application - Our Local Industrial Base

Time: 532 minutes

Description

Students use a think/pair/share exercise to develop questions suggested by the teacher. After the class visit by a local industrial society representative and union representative they write a report of their experience. Time is provided to reflect on the learning experience.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE2d, 3c, 7b.

Strand(s): Geographic Foundations: Space and System, Understanding and Managing Change, Methods of Geographic Inquiry

Overall Expectations: CGC1P, SSV.04B, UMV.03B, MIV.02B.

Specific Expectations: SS3.04P, UM3.05P, UM2.03B, M12.02B, M12.07B, M12.06B.

Planning Notes

- Depending on the teacher's familiarity with the Church's teachings on work, it may be necessary to consult with a religion teacher or consultant.
- A hand-written report is suggested.
- Allow 152 minutes for question development and preparations for class visits (introductions, thank-you, etc.), 76 minutes for the class visit, 228 minutes for the writing of the report, and 76 minutes for evaluation and reflection.

Prior Knowledge Required

- report writing
- generating questions
- collaborative learning

Teaching/Learning Strategies

1. The teacher and students use 152 minutes to:
 - refresh the student's awareness of Activity 4 in Appendix 4.1.1, Canadian Industry - Location, Impact, and Opportunity;
 - review the assessment tool for the assignment Appendix 4.1.4 - Case Study Assessor;
 - Use a think/pair/share exercise to develop questions for the class visitors around the themes of:
 - types of products produced locally;
 - transportation methods;
 - location factors of industry applied to the area;
 - impact of manufacture, transportation, and consumption of products on the local - environment and people;
 - the dignity of work;
 - obligations of employees and employers to one another;
 - the role of unions;
 - the importance of technology in the workplace;
 - assign duties to students (e.g., who welcomes, who chaperones, who thanks, who questions the visitors, etc.).
2. The teacher and students allow up to 76 minutes for a class visit by a local industrial society representative and a union representative. Ask all the questions to both representatives.

-
3. After the class visit the teacher and students allow 228 minutes for writing a report. One member of the pair writes from the union perspective, the other from the industrial society perspective.
 4. The teacher allots 76 minutes allow the pair of students to exchange their reports and assess them using Appendix 4.1.4, Case Study Assessor, especially the upper portion.
 - reflect on their experience using the lower portion of Appendix 4.1.4 - Case Study Assessor. The focus of the reflection should be on the quality of their report on the quantity of the questions to the visitors, the different perspectives of their reports and future planning to improve their learning.
 - the teacher collects the assessment tools and upgrades Appendix 4.1.5, Master Rubric, Canadian Industry, especially categories 3, 4 and 6.

Assessment/Evaluation (*numbers refer to Teaching/Learning Strategies*)

3. Diagnostic: The teacher and students communicate about the report by means of roving conference or small group discussion.
4. Formative: Peer assessment of the report on the class visit using Appendix 4.1.4, Case Study Assessor especially the upper portion.
4. Formative: The student uses the lower portion of Appendix 4.1.4, Case Study Assessor to reflect on the recent experiences especially the quality of the report, the quality of the classes questions, the perspective of the speakers, and future planning to improve their learning.
5. Summative: The teacher upgrades and shares with the student their progress so far in the unit using Appendix 4.1.5, Master Rubric, Canadian Industry especially categories 3, 4, and 6.

Resources

Print

Cartwright, F., et al. *Contact Canada*, 3rd Edition. Don Mills, Oxford University Press, 1999.
Clark, B. and J. Wallace. *Making Connections*. Scarborough: Prentice-Hall Ginn Canada, 1999.
Draper, A. *Perspectives: Canadian Geography*. Toronto: Irwin Publishing, 1999.
Swatridge, W., et al. *Canada: Exploring New Directions*. Markham: Fitzhenry & Whiteside, 1999.

Other

Local industrial society representative and local union representative
CCBC. *Dreams, Dilemmas, Decisions*, p. 62
Papal Encyclical “On Human Work” (Sept. 14, 1981)

Accommodations

This is an all encompassing activity of collaboration, listening, and writing. Depending on the students IEP or IPRC the teacher and student need to problem solve the student’s capabilities. Some suggestions are the use of educational assistants, audio reports, joint submission with another student, etc.

Activity 5a: Prediction - The Future of our Local Industry

Time: 152 minutes

Description

This culminating activity asks students to put all their previous knowledge to work. With their partner from Activity 4, they choose to predict a positive or negative future for local industry. Time is also provided to reflect on the experience.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 3c, 5b, 5g, 7b.

Strand(s): Geographic Foundations: Space and System, Understanding and Managing Change

Overall Expectations: CGC1P, SSV.04B, UMV.01B.

Specific Expectations: CGC1P, UM3.05P, SS1.04B, UM2.03B.

Planning Notes

- A handwritten submission is suggested.
- A quick turn-around in the evaluation of the written work is suggested to be most effective. Students will benefit from this effort.

Prior Knowledge Required

- writing for a purpose
- collaborative learning

Teaching/Learning Strategies

1. The teacher refreshes the student's awareness of Activity 5 from Appendix 4.1.1 - Canadian Industry - Location, Impact, Opportunity as well as the assessment tool Appendix 4.1.5 - Master Rubric - Canadian Industry.
2. Students partner with the person from the think/pair/share exercise and develop a draft answer.
3. The teacher assists the students by circulating from pair to pair to clarify any problems or resolve any dilemmas.
4. Individual students prepare a final answer for submission to the teacher.
5. The students submit their work for evaluation.

Assessment/Evaluation *(numbers refer to Teaching/Learning Strategies)*

2. Formative: Personal communication between partners and with the teacher during the writing of the report.
5. Summative: Appendix 4.1.5 - Master Rubric - Canadian Industry, especially category 7 by the teacher with the students present.

Resources

Cartwright, F., et al. *Contact Canada*, 3rd Edition. Don Mills: Oxford University Press, 1999.

Clark, B. and J. Wallace. *Making Connections*. Scarborough: Prentice-Hall Ginn Canada, 1999.

Draper, A. *Perspectives: Canadian Geography*. Toronto: Irwin Publishing, 1999.

Swatridge, W., et al. *Canada: Exploring New Directions*. Markham: Fitzhenry & Whiteside, 1999.

Accommodations

This activity is primarily collaborative and written. Depending on the student's IEP or IPRC, the student and teacher can decide on an alternative submission. Some suggestions are an oral report, an audio report, and a three-student submission.

Activity 5b: Review

Time: 138 minutes

Description

After all this concentrated effort it is necessary for the students and teacher to reflect on the experience. The focus of the discussion should centre on the organization of the unit and the assessment tools.

Planning Notes

- Be prepared to justify choices, and be open to suggestions.
- Have Appendix 4.1.5 - Master Rubric - Canadian Industry ready to return to students.
- This mini class should occur almost immediately after Activity 5a or very shortly thereafter so students memories are fresh.

Prior Knowledge Required

None

Teaching/Learning Strategies

1. The teacher encourages the class to discuss the recent learning experience particularly the organization and assessment tasks.
2. The students are encouraged to write a submission if they are hesitant to speak up.
3. The teacher notes the suggestions on the black board.
4. The students can record the reflection of their learning experience in Activity 5a and overall observations of the unit on Appendix 4.1.5 - Master Rubric - Canadian Industry.

Assessment/Evaluation *(numbers refer to Teaching/Learning Strategies)*

1. Formative: the teacher at the end of the exercise should reassure the class that their candor and honesty is appreciated.
4. Summative: a copy of Appendix 4.1.5 - Master Rubric - Canadian Industry is given to the students. The teacher should note that the final grade is based on their most consistent level of performance and consideration is given to their most recent effort.

Appendix 4.1.1: Canadian Industry - Location, Impact, Opportunity

Unit Overview

Overall Expectations

1. Analyse factors that affect natural and human systems in Canada using local and regional examples.
2. Communicate the results of geographic inquiries using appropriate methods and technologies, and present viewpoints or issues affecting Canada.

Specific Expectations

1. Demonstrate a knowledge of the characteristics of human systems (industry).
2. Identify jobs and career opportunities in the Canadian workplace requiring geographic oriented knowledge and skills as a refinement of their personal opportunities.
3. Produce a case study of a local business, industry, or transportation system in which they apply the factors influencing it's 'location', explore the positive and negative impacts on people and the environment at the manufacture transportation and consumption of the finished product; investigate per Catholic idea of dignity of work.
4. Predict the future of the case study, industry, and the continuum of worker dignity.

Task

The following tasks are to be completed over the next seventeen days once you understand what is required and how it will be assessed. Finally, after each activity the opportunity to reflect on your performance is available to help you with future studies.

Activity 2 - Gathering the Facts

1. Using your textbook, atlas, and base maps construct a note identifying:
 - the four types of industry in Canada with an example of each type
 - list the factors affecting where each type of industry locates (use properly annotated maps)
2. Time
 - 228 minutes to prepare notes and maps
 - 76 minutes for test
 - 76 minutes to review your performance

Activity 2 - Assessment

1. A pencil and paper test that is peer-assessed
2. Appendix 4.1.1 - Note and Map Assessor to review your performance (peer assessed)
3. Appendix 4.1.5 - Master Rubric - Canadian Industry is updated to indicate your overall performance.

—

Activity 3 - Career Poster - Refining Your Future

1. Create a poster or video highlighting three or more career choices in the community.
2. Identify which type of industry it is.
3. This is an out of class assignment to be submitted and evaluated on _____.

Activity 3 - Assessment

1. Appendix 4.1.3 - The Career Poster
2. Appendix 4.1.5 - Master Rubric - Canadian Industry

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Appendix 4.1.1: Canadian Industry - Location, Impact, Opportunity (Continued)

Unit Overview

Activity 4 - Application - Our Local Industrial Base

1. Using your notes, textbook and a think/pair/share exercise the class develops a series of questions around topics provided by the teacher.
2. An industrial society representative and a union representative come to class to answer these questions.
3. Write a report based on your findings. In your conclusion discuss the following:
 - from a geographic perspective are we a good industrial location?
 - what, if any, are the positive or negative impacts local industry has on us and our environment.
 - describe the importance of technology in our local industry.
 - describe the local employer/employee relations.
4. Time Allotment
 - 152 minutes to develop the questions and prepare for the test.
 - 76 minutes for the class visit
 - 228 minutes to write the report
 - 76 minutes to evaluate the report with the teacher, reflect on your performance and upgrade Appendix 4.1.5. Master Rubric - Canadian Industry.

Activity 4 - Assessment

1. Appendix 4.1.4 - Case Study Assessor.
 2. Appendix 4.1.5 - Master Rubric - Canadian Industry.
-

Activity 5a - Prediction - The Future of our Local Industry

1. Geographers often times are called upon to predict the future. Using your report, notes, and at least three criteria:
 - predict why our local industry will decline and what the impact will be for our people and our environment, ten years from now;or
 - predict why our local industry will grow and what the impact will be for our people and environment ten years from now.
2. Using your notes and report from Activity 4, predict the future of employer/employee relations especially with regard to the impact of technology ten years from now. Again present three features.
3. Work with your partner from the previous think/pair/share exercise to write your answer.

Time: 152 minutes

Activity 5 - Assessment

Appendix 4.1.5 - Master Rubric - Canadian Industry.

Activity 5b - Review

A discussion focussing on the class's success and any modifications to the organization and assessment. Appendix 4.1.5 Master Rubric - Canadian Industry will be given to you with your final mark.

Time: 38 minutes

Appendix 4.1.2: Note and Map Assessor

Student: _____ Date: _____

Peer Assessor: _____

A. Notes	Level 1	Level 2	Level 3	Level 4
Content	- few facts recorded; placement weak at times	- adequate facts recorded; somewhat properly placed	- all necessary information included and properly placed	- complete details; information ordered logically
Thoroughness (clearly communicated information)	- many missing elements	- elements present but incomplete	- mostly complete and accurate	- thorough and accurate
Organization (titles, subtitles, etc.)	- limited use of note-making conventions; some major omissions	- some note-making conventions evident	- most note-making conventions evident, only minor omissions	- all note-making conventions evident and effectively used
B. Maps				
Accuracy of information	- many missing details	- some details missing	- no missing details	- complete and accurate
Proper annotation	- limited use of cartographic convention	- some cartographic conventions evident, few errors	- most cartographic conventions evident, few minor errors	- complete adherence to cartographic conventions with no errors
Visual appearance	- little attention to clarity, neatness	- some attention to clarity, neatness	- clear and neat	- of “camera ready” quality
C. Personal reflection - To improve I will: <ul style="list-style-type: none"> • • • 				

Appendix 4.1.3: Poster Assignment Rubric

Student: _____ Date: _____

Assessed by: Teacher _____ Peer _____ Self _____

Criteria	Level of Performance			
	Level 1	Level 2	Level 3	Level 4
Theme	- not clear, not unique	- somewhat clear; not unique	- easily identifiable; not unique	- easily identifiable; unique
Organization	- poor use of space and not balanced	- adequate use of space and balance	- good use of space and good balance	- excellent use of space and well balanced
Visual appeal	- no focal point; lack of colour; limited use of words and symbols	- focal point evident; some use of colour, words, and symbols	- good focal point; good use of colour, words, and symbols	- excellent focal point; excellent use of colour, words, and symbols
Content	- missing major and minor points; no extension of ideas	- missing several minor points or one major point; no extension of ideas	- good presentation of pertinent points; some attempt to extend ideas	- excellent presentation of pertinent points; extends ideas
Additional criterion developed by students/teacher				
Personal reflection - Next time I need to: <ul style="list-style-type: none"> • • • 				

[Adapted from Implementation Support Material for *The Ontario Curriculum, History and Geography, Grades 7 and 8, 1998*]

Appendix 4.1.4: Case Study Assessor

Student: _____ Date: _____

Knowledge/Understanding	Level 1	Level 2	Level 3	Level 4
Ability to connect notes and guest information	- few basic connections	- some connection between notes and guest's information	- makes logical connections between notes and guest's information	- makes insightful connections between notes and guest's information
Thinking/Inquiry				
Analysed, interpreted, and evaluated information from guest speakers	- obvious analysis of some information; inconsistent interpretation; limited evaluations	- some clarity of analysis; some inconsistency in interpretation; adequate evaluations	- clear analysis of information; logical interpretation; accurate evaluation	- complete analysis of information; insightful interpretation; thorough evaluation
Communication				
Structured case study (beginning, middle, conclusion)	- limited structure, major details omitted	- some structure evident with some supporting details	- well structured with supporting details	- well structured with supporting and enriching details
Grammar and spelling	- errors in grammar and spelling limit communication	- some errors in grammar and spelling	- only minor errors in grammar and spelling	- grammar and spelling error free
Style	- difficult to read and understand	- some parts difficult to read and understand	- easy to read and understand	- interesting and easy to read with well-crafted and connected ideas
Reflection: To improve I will: <ul style="list-style-type: none"> • • • 				

Appendix 4.1.5: Master Rubric - Canadian Industry

Student Name: _____

Categories	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/ Understanding	The student:			
Knowledge of facts and terms	- demonstrates limited knowledge of facts and terms	- demonstrates some knowledge of facts and terms	- demonstrates considerable knowledge of facts and terms	- demonstrates thorough knowledge of facts and terms
Understanding of concepts, principles, and theories	- demonstrates limited understanding of concepts, principles, and theories	- demonstrates some understanding of concepts, principles, and theories	- demonstrates considerable understanding of concepts, principles, and theories	- demonstrates thorough understanding of concepts, principles and theories
Thinking/ Inquiry	The student:			
Inquiry skills (e.g., formulating questions; organizing and conducting research; analysing, interpreting, and evaluating information, drawing conclusions)	- applies few of the skills involved in an inquiry process; limited effectiveness	- applies some of the skills involved in an inquiry process; most are effectively applied	- applies most of the skills involved in an inquiry process effectively	- applies all of the skills involved in an inquiry process effectively
Communication	The student:			
Communication of information and ideas	- communicates information and ideas with limited clarity	- communication information and ideas with some clarity	- communicates information and ideas with considerable clarity	- communicates information and ideas with a high degree of clarity, and with confidence
Use of symbols and visuals, including the use of technology (e.g., mapping and graphic skills)	- uses symbols and visuals with limited accuracy and effectiveness	- uses symbols and visuals with some accuracy and effectiveness	- uses symbols and visuals with considerable accuracy and effectiveness	- uses symbols and visuals with a high degree of accuracy and effectiveness

Appendix 4.1.5: Master Rubric - Canadian Industry (Continued)

Application	The student:			
Transfer of concepts, skills, and procedures to new contexts	- transfers concepts, skills, and procedures to new contexts with limited effectiveness	- transfers concepts, skills, and procedures to new contexts with moderate effectiveness	- transfers concepts, skills, and procedures to new contexts with considerable effectiveness	- transfers concepts, skills, and procedures to new contexts with a high degree of effectiveness
Making predictions and planning courses of actions	- makes predictions and plans courses of action with limited effectiveness	- makes predictions and plans courses of action with moderate effectiveness	- makes predictions and plans courses of action with considerable effectiveness	- makes predictions and plans courses of action with a high degree of effectiveness
FINAL MARK _____%				
Final Reflection - Next time I need to: <ul style="list-style-type: none"> • • • 				

[Adapted from the Achievement Chart - Grades 9-10, Canadian and World Studies]

Unit 5: Canada and the World

Time: 22 hours

Unit Developer(s)

Linda McGlade, Toronto Catholic District School Board

Ed Otten, Toronto Catholic District School Board

Development Date: May to July 1999

Unit Description (new July, 1999)

Students appreciate our Catholic belief of solidarity and interdependence with the Third World in this unit. Students analyse how Canada participates in the world by focussing on environmental, tourism, and contemporary global issues using a variety of group activities, simulations, and mapping skills. Multiple media resources are used in the culminating activity. This activity includes both visual and oral presentation components, which enable students to assess how Canadians and others view our global obligations. Students explore how global, economic, and lifestyle influences may affect their individual career choices.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 1d, 2e, 5e, 7e, 7f, 7g.

Strand(s): Geographic Foundations: Space and Systems, Global Connections, Understanding and Managing Change, Methods of Geographic Inquiry

Overall Expectations: CGC 1P, GCV.01P, GCV.02B, GCV.03B, UMV.03B, MIV.03P, SSV.01B.

Specific Expectations: CGC 1P, SS2.04P, GCL.05P, GC3.02P, CGA1P, GC1.01P, GC1.02P, GC1.03B, GC2.01P, GC2.02P, GC2.03P, GC.04P, GC3.01P, M11.02B, M12.02B, M12.03P, M12.04B, M12.05B, M12.09B, M12.11P, M12.14B, UM1.01B, UM2.01B.

Activity Titles (Time + Sequence)

Activity 1	“Zoom”	115 minutes
Activity 2	Where Are We From?	150 minutes
Activity 3	Gaia Concept	280 minutes
Activity 4	Top 200	175 minutes
Activity 5	Global Issues	300 minutes
Activity 6	Backpacking the World	300 minutes

Unit Planning Notes

- The culminating activity must be discussed at the beginning of the unit in order to allow the students to visit travel agencies, etc. to gather information and data.
- Obtain a copy of the video *Mickey Mouse Goes to Haiti*.
- Obtain a copy of *The Top 200*.

Note: The numbering system used in the Assessment/Evaluation section for each activity is tied directly to the numbers in the Teaching/Learning Strategies section.

Prior Knowledge Required

- instruction in the use of the Internet including proper protocol
- basic mapping skills including the use of scale, distance, and time
- familiarity with a simple atlas computer program such as *MacGlobe/PCGlobe*

Teaching/Learning Strategies

- Activity 1: individual map construction.
- Activity 2: class data gathering, individual graph construction/interpretation.
- Activity 3: class data interpretation, individual/group visual presentation, simulation game.
- Activity 4: jigsaw group activity, individual film synopsis.
- Activity 5: small group library and electronic media research, small group presentations.
- Activity 6: library, electronic and off site group research, compilation and organization of data, large group presentation.

Assessment/Evaluation

- Personal Communication: roving conference by teacher to oversee ongoing work, self-assessment of achievement, personal reflections on North/South handout and Trading Shoes game, reflection paper, student/teacher conference on library research, roving conference to monitor progress, comprehension, and assist students and to answer questions
- Observation: informal group dynamics.
- Pencil and Paper Test
- Performance Assessment: final presentation evaluation, rubric for written account, evaluation of reflection paper, rubric for peer assessment/teacher evaluation of group presentations, peer assessment of group presentation and research product, teacher evaluation of group presentation and research product.

Resources

Print

Do Justice! CCB Toronto, 1987

Christian Justice. Minnesota: St. Mary's Press, 1995.

Allen, Robert. *How to Save the World.* Toronto: Prentice Hall, 1980.

Bryan, Shelley. *Global Issues.* Toronto: McGraw-Hill Ryerson, 1993.

Rescue Mission: Planet Earth. Canadian Rescue Mission Consortium. London: Kingfisher, 1994.

Getting Started on Social Analysis in Canada. Michael Czerny S.J. and Jamie Swift, Between the Lines, Toronto, 1987

Ryan, Michael. *Solidarity: Christian Social Teaching and Canadian Society.* London: Guided Study Programs in the Catholic Faith, 1986.

Clark, Bruce W. and John K. Wallace. *Making Connections: Canada's Geography.* Scarborough: Prentice-Hall Ginn, 1999.

Andrew, Wayne and Graham Draper. *Perspectives: Canadian Geography.* Toronto: Irwin Publishing, 1999.

Anderson, Sarah and John Cavanagh. *The Top 200.* Washington: Institute for Policy Studies, 1996, 733 15th Street, NW1020, Washington, D.C. 20005. (Telephone - 202-234-9382)

Video:

Mickey Mouse Goes to Haiti: Walt Disney and the Science of Exploitation. National Labour Committee (212)0986, 275 7th Avenue, New York, NY 10001, Crowing Roosters Arts 1996 (available through: Canadian Catholic Organization for Development and Peace).

Computer

MacGlobe

PCGlobe

www.lonelyplanet.com

ArcView GIS or *ArcVoyager* (available free with OAGEE membership)

Activity 1: “Zoom”

Time: 115 minutes

Description

“Zoom” is an activity in which students acquire an understanding of spatial awareness from a local level to a global level. This is done through a series of student-produced maps exploring their personal world within a global perspective. The Peters Projection is introduced as an increasingly accepted alternative to conventional map projections. The notion that something as simple as a map can be used to depict bias and geopolitical values is introduced. Arguments for viewing the world in a just and equitable manner, which respects diversity and stresses interdependence, are presented.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 7e, 7f.

Strand(s): Geographic Foundations: Space and Systems, Global Connections, Methods of Geographic Inquiry

Overall Expectations: SSV.01B, GCV.01P, MIV.03P.

Specific Expectations: M11.02B, M12.03P, M12.04B, M12.05B, M12.09P, M12.11P.

Planning Notes

- Sensitivity is required when discussing mental maps of students’ personal worlds. Some students may be sensitive about disclosure of their background.
- Provide the following base maps for use by students: neighborhood map, town/county map, Ontario map, Canada map, North America map, northern hemisphere map, and Peters Projection world map.
- Teacher needs to have background knowledge of the Peters Projection method of showing the world (see Appendix 5.1.1).
- This activity offers an excellent opportunity to incorporate GIS computer technology, if it is available. Geographic Information Systems are now considered part of geographic literacy and should be incorporated at every opportunity. The maps to be prepared in this activity and the analysis to be completed in Activity 2 are examples of where GIS can be integrated into the curriculum.

Prior Knowledge Required

- Students need to have a working familiarity with base maps and know how to use an atlas.

Teaching/Learning Strategies

1. a) Instruct students to produce a “mental map” of their personal worlds.
 - Students draw “mental maps” on blank pieces of paper which include special places and landmarks in their lives.
- b) Lead a class discussion revolving around the notions of space and the size of students’ spatial worlds.
 - Students write down notes after the class discussion around the notion of space.

-
2. Help students to develop a sense of spatial understanding of their local environment through the construction of a series of maps utilizing the atlas, wall maps, and the computer.
 - Students relate their personal world to a larger world view through the use of maps. On each map provided by the teacher, students depict significant landmarks, places visited, homeland, or country of heritage through the use of colours and symbols shown on a class-developed legend.
 3. Assist students in interpreting all information with a critical eye by introducing the Peters Projection world map in comparison to the standard Mercator map projection by constructing a chart organizer on the board.
 - Students compare and contrast the Peters Projection world map to a conventional world map projection by means of a chart organizer.
 4. Assist students in organizing their sets of maps in such a way as to demonstrate their understanding of the linkages between their little world and the big picture.
 - Students gain an appreciation of how any media source, i.e., maps, can reflect bias and values.
 5. Students creatively display the connections between the different maps that they produce.

Assessment/Evaluation (*numbers refer to Teaching/Learning Strategies*)

1. Students informally observe the mental maps prepared by other students making note of similarities and differences to help understand that each individual perceives the world in a different way.
2. Teacher observes and conferences with students as they prepare a series of maps.
5. Teacher conducts the final performance assessment by evaluating the final presentation with a rubric (Appendix 5.1.2)

Accommodations

Teachers should be aware of the differing abilities of their students when teaching about spatial relationships. Be aware that some students may require additional support or modifications to do the activity and assessments.

Resources

Print

class sets of base maps

atlas

wall map of Canada

wall map of Ontario

Peters Projection world map

Computer

MacGlobe/PCGlobe

Appendices

Appendix 5.1.1 - A Comparison of Peters Projection to Mercator's Projection (Background Information)

Appendix 5.1.2 - Map Connections Evaluation Rubric

Activity 2: Where are we from?

Time: 150 minutes

Description

Students in a class may come from a plethora of geographical backgrounds. This activity uses raw data from the class makeup to examine geographic migrations through the use of graphing techniques. The activity is designed to assist with the concept that Canada is part of the 'Global Village' by contributing to the image of multiculturalism as the defining image of Canadians. The ethical principles of acceptance and tolerance of our multicultural origins are endorsed.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 1d, 7e, 7f, 7g.

Strand(s): Geographic Foundations: Space and Systems, Global Connections, Understanding and Managing Change, Methods of Geographic Inquiry

Overall Expectations: SSV.01B, GCV.01P, GCV.02B, UMV.03B, MIV.03P.

Specific Expectations: SS2.04P, GCI.05P, UMI.01B, M11.02B, M12.04B, M12.08B, M12.14B.

Planning Notes

- Teachers are to locate textbook chapter or prepare a lesson on how to create pie graphs.
- Teachers should prepare a series of pie graph templates for distribution to class.
- Teachers are to be aware of and sensitive to unique and different cultures and family circumstances when students discuss personal histories.
- Teachers are to locate from the Canadian Statistical Yearbook statistical chart on Canada's immigrant population by place of birth.
- This activity offers an excellent opportunity to incorporate GIS computer technology, if it is available. Geographic Information Systems are now considered part of geographic literacy and should be incorporated at every opportunity. The maps to be prepared in this activity and the analysis to be completed in Activity 2 are examples of where GIS can be integrated into the curriculum

Prior Knowledge Required

- familiarity with the use of a calculator
- awareness of personal geographic heritage

Teaching/Learning Strategies

1. a) Introduce the fact that most Canadians are immigrants. Conduct a survey to determine the origins of class members. (If students are of a multiple background they should choose the background with which they feel the closest affiliation.)
 - Students participate in a discussion of their geographic origins, the image of self and other imposed cultural images with relation to geographical backgrounds.
- b) Direct students in an examination of cultural images with relation to geographic backgrounds.
 - Use data collected from class to lead students in constructing and interpreting pie graphs depicting geographic origins of the class and of Canada as a whole.

-
2. a) Students construct a pie graph on the template provided, based on information gathered from the class and explain the resulting image.
 - Students, employing the same method used for the class data, use Canadian immigration data to construct a second pie graph.
 - b) Students, under teacher's direction, determine if there is a correlation between the Canada pie graph and the class version. Students provide possible explanations for the similarities and differences found. A written account should be kept.

Assessment/Evaluation (*numbers refer to Teaching/Learning Strategies*)

1. Teacher conducts a formal performance assessment for the written account/pie graphs using a rubric (Appendix 5.2.1)

Resources

Print

local textbook chapter on how to produce a pie graph

Canadian Statistical Yearbook

Accommodations

- Modify Canada data to the level best suited to the special needs of students in the class.
- Complete equations for pie graphs on board if necessary.
- Mixed ability peer groups are recommended to facilitate completion of pie graphs.

Appendices

Appendix 5.2.1 - Written Account Graph Rubric

Activity 3: Gaia Concept

Time: 280 minutes

Description

In this activity, a variety of perspectives are incorporated to acquaint students with different ways to define our world. There are more ways than one to view our world and the images created by these views are imbued with values. The concepts of solidarity, social responsibility, and stewardship as taught by the church are an integral part of this activity.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 1d, 2e, 5e, 7e.

Strand(s): Global Connections, Understanding and Managing Change, Methods of Geographic Inquiry

Overall Expectations: GCV.01P, MIV.03P.

Specific Expectations: GC2.02P, GC2.01P, UM1.01B, UM2.01B, M11.02B, M12.02P, M12.04B, M12.08B.

Planning Notes

- This activity consists of four separate parts: The World is a Village, North/South, Chief Seattle's Lament, and the Trading Shoes simulation (see Appendices and Activity Resources for all of the above).
- Provide an overhead of The World is a Village, class set of handouts of North/South and Chief Seattle's Lament, and the necessary equipment to play Trading Shoes.
- As each part of this activity is independent of the others, teachers may, if there are time constraints, pick those activities appropriate to their class.

Prior Knowledge Required

- basic awareness of the Catholic Churches' view on stewardship.
- basic awareness of Catholic social teaching to promote social responsibility and solidarity with the marginalized.
- the ability to work together using a co-operative game.
- some knowledge of basic graphing techniques.

Teaching/Learning Strategies

1. Present an overview of the parts included in this activity.
2. a) Lead a brainstorming session centering on the cultural, ethnic, economic, and religious make-up of the world as if there were only 100 people on earth (The World is a Village).
 - Students participate in a brainstorming session and record ideas raised.b) Discuss with class the brainstorming results versus the realities revealed on the The World is a Village overhead.
 - Students compare/contrast brainstorming results with the realities shown on the overhead in a written summary.
3. a) Provide copies of North/South fact sheet to each student.
 - Pair up members of class and instruct each pair to prepare a pie graph and/or bar graph demonstrating the contrast between the two worlds depicted.
 - Students create, in pairs, graphs from the statistics on the handout North/South and display the finished products.b) Students describe each world from the graphs and explain why the terms north and south are used in the exercise.
- c) Provide leading questions to help students discover divergent qualities of life.
 - Students reflect on the divergent worlds described and comment on feelings elicited from these images.
4. a) Review the Principle of Stewardship according to Christian social teaching.
 - Present a simplified summary visual of key points relating to Christian social teaching.b) Facilitate small group discussions around the concept of ownership/stewardship of land.
5. a) Distribute, read, and analyse with students the handout Chief Seattle's Lament.
 - Students summarize in point form, or highlight directly on the handout, the main points of view expressed.b) Provide opportunities for student demonstration/confirmation of concepts learned with particular emphasis on global interdependence as expressed through the concept of the Web of Life.
- c) Students create, after class discussion, a poster or poem which captures the essence of the Lament and the Web of Life concept.

-
6. a) Explain the rules of the Trading Shoes game and supervise the playing of the game.
 - b) Students participate in the playing of the Trading Shoes game and the follow-up included in the instructions.
 - c) Debrief the class on the concepts learned in this part of the activity as well as the other parts of the activity.

Assessment/Evaluation (*numbers refer to Teaching/Learning Strategies*)

- 3.6. Teacher conducts a roving conference with groups as they work through the assignments to ensure that students are on task and on topic. Teacher provides direction where needed. Teacher assists, through leading questions, with student personal reflections in North/South and Trading Shoes activities in order to reach the most insightful responses possible.
5. Teacher conducts a summative pencil and paper test on the terms and interpretation of graphs for the first three parts of the activity.

Resources

Print

Do Justice! Toronto: CCB 1987.

Christian Justice. Minnesota: St. Mary's Press, 1995.

The World is a Village (Appendix 5.4)

North/South (Appendix 5.5)

The Land is Sacred: Chief Seattle's Lament

www.st-clair.net/cst/profiles

Trading Shoes

www.st-clair.net/cst/profiles

Allen, Robert. *How to Save the World.* Toronto: Prentice Hall, 1980.

Bryan, Shelley. *Global Issues.* Toronto: McGraw-Hill Ryerson, 1993.

Canadian Rescue Mission Consortium. *Rescue Mission: Planet Earth.* London: Kingfisher, 1994.

Michael Czerny S.J. and Jamie Swift. *Getting Started on Social Analysis in Canada.* Toronto: Between the Lines, 1987.

Ryan, Michael. *Solidarity: Christian Social Teaching and Canadian Society.* London: Guided Study Programs in the Catholic Faith, 1986.

Accommodations

- Use mixed ability pairs/groups for all the individual parts, in particular Trading Shoes activity demands this.
- Selection of parts of activity and suggested assignments should be based on class make-up.

Appendices

Appendix 5.3.1 - The World is a Village overhead

Appendix 5.3.2 - Focus on Facts - North/South

Activity 4: The Top 200

Time: 175 minutes

Description

This two-part activity consists of an analysis of current economic data coupled with a case study of one familiar global corporation. These exercises examine changes in the global economy with particular emphasis on the responsibility of the global corporation towards the producers and consumers as espoused in Catholic social teachings.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 1d, 2e, 7e.

Strand(s): Global Connections, Understanding and Managing Change, Methods of Geographic Inquiry

Overall Expectations: GCV.03B, UMV.03B, MIV.03P.

Specific Expectations: GC2.01P, M11.02B, M12.02P, M12.14B.

Planning Notes

- Prepare appropriate class sets of World's Top 100 economies.
- Teachers need a copy of The Top 200.

Prior Knowledge Required

- familiarity and carry over of Catholic social teachings from previous activities.
- students need to know how to write a position paper.

Teaching/Learning Strategies

- a) Introduce vocabulary and concepts needed for this exercise: economy, corporation, Gross Domestic Product (GDP), global corporation, multinational corporation, global village, global apartheid, etc.
 - b) Students participate in class discussion of introductory vocabulary and keep written notes.
- a) Distribute Table 1, World's Top 100 Economies, 1995.
 - Divide class into 10 groups and indicates what students are to do in the exercise.
 - b) Students, in a group, organize the information presented in Table 1 according to:
 - number of countries versus number of corporations.
 - with the help of a calculator/computer, calculate the total \$ value of countries vs. corporations.
 - with the help of the teacher/peer and a calculator/computer, calculate the percentage value of countries vs. corporations.
 - note which country is the home of the majority of global corporations. Brainstorm as to why this is the case.
- a) After students have completed 2.b. above, hand out one part of the Top Ten Findings to each group.
 - b) Students, in a jigsaw fashion, summarize one of the Top Ten Findings for presentation to class and keep notes of other groups' presentations.
 - c) In conjunction with the student presentation of the Top Ten Findings, use an overhead of the Top Ten Findings and produce blackboard notes for the class.
 - d) Lead the class in a concluding discussion on the significance of global corporations sales being larger than the GDP's of most countries.

-
4. a) Lead a discussion on the class impressions of the Disney corporation.
b) Show the video *Mickey Mouse Goes to Haiti*. Provide leading questions to help direct student reflection paper. Students view the video *Mickey Mouse Goes to Haiti*. Consider leading questions while viewing video.
c) Discuss with class the impact of the video on their prior impressions of the Disney corporation.
 5. Students write a short reflection/position paper from the Christian perspective on possible solutions to the issues presented in the video.

Assessment/Evaluation (*numbers refer to Teaching/Learning Strategies*)

1. Teacher conducts a pencil and paper text or quiz on the concepts and vocabulary covered in the activity.
5. Teacher conferences with each student on the reflection paper prepared after viewing the video. Students prepare the paper based on teacher's leading questions and the conference establishes whether the requirements were met and how well they were met.
5. Teacher conducts a formal performance assessment on the reflection paper produced by each student.

Resources

Computer

www.st-clair.net/cst/profiles

The Top 200: The Rise of Global Corporate Power

Video

Mickey Mouse Goes to Haiti

Accommodations

- Special needs students may need peer helpers or modification of program for performing calculations or to be provided with percentages already calculated.
- Evaluation modifications may be needed for identified students.

Appendices

None

Activity 5: Global Issues

Time: 300 minutes

Description

This activity approaches Canada's role in world events by utilizing newspaper, electronic media, and library/resource centre research. Canada's image in global events is shaped largely by its visible participation in a number of international organizations. It is important that students make the connection between this image and the roles Canada plays when key issues arise. Within this context, an evaluation of whether Canada's activities can be reconciled with Catholic teachings on social justice and solidarity may be conducted. The activity moves from a general overview of Canada's image in the media to more specific roles during recent developments.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 2e, 7f, 7g.

Strand(s): Global Connections, Understanding and Managing Change, Methods of Geographic Inquiry

Overall Expectations: GCV.01P, GCV.03B, UMV.03B, MIV.03P.

Specific Expectations: GCI.01P, GCI.02P, GCI.03B, GC2.01P, GC2.02P, UMV.03B, UM2.01B, M11.02B, M12.02B, M12.02P, M12.05B, M12.08B, M12.11P.

Planning Notes

- Students need access to atlases, *MacGlobe/PCGlobe*, *Canada Yearbook* and other sources.
- Supply approximately one month's supply of recent magazines and newspapers.
- One period of library time is booked for this activity.
- Locate textbook chapter on Canada and the world to acquaint students with Canada's involvement with international organizations.
- Supplies for creative component should be available.
- This activity offers an excellent opportunity to incorporate GIS computer technology, if it is available. Geographic Information Systems are now considered part of geographic literacy and should be incorporated at every opportunity. The maps to be prepared in this activity and the analysis to be completed in Activity 2 are examples of where GIS can be integrated into the curriculum.

Prior Knowledge Required

- familiarity with Internet use and protocol
- previous introduction to library research skills
- familiarity with simple atlas skills and computer programs
- Appreciation of rudimentary church teachings on social justice and solidarity as studied in previous activities.

Teaching/Learning Strategies

1. a) Divide class into working groups to locate newspaper/magazine article titles and headlines depicting Canada's role in events at the international level.
 - Students work co-operatively with others in locating newspaper/magazine article titles and headlines depicting Canada's role in events at the international level.b) Organize the display of these titles around the room.
 - Students display these titles/headlines around the room.

-
2. Lead class in a discussion and analysis of images of Canadians in world affairs.
 - Students contribute to a class discussion on how these titles depict a positive or negative image of Canada and how one can tell.
 3. a) Using the textbook, provide a template which students use to organize Canada's membership and role in various organizations (e.g., CIDA, NATO, United Nations, OAS, NAFTA, etc.)
 - Students use textbook or other source of information provided by the teacher to fill in organizer on Canada's membership in international organizations.b) Identify for class some recent incentives and issues on the world stage e.g., Montreal Protocol (ozone), Rio Conference (environment), Landmines, Kyoto Conference (global warming), Bosnia, Kosovo, etc.
 4. a) Lead class in library/resource centre research on selected world issues and Canada's involvement in these issues.
 - Students choose one of the issues presented by the teacher and conduct library research on the issue. Research should cover the following areas: name of the issue; countries involved, causes of the issue, possible solutions to the issue, and Canada's role in this area.b) Facilitate class presentations demonstrating an understanding of their research.
 - Students present findings to the class. Methods could include: a skit, a dialogue between parties involved in the issue, a short video newscast on the issue, or simply an information board.c) Students/teacher assess Canada's role presented by each group on whether or not it would meet their understanding of the church's position on the issue (Appendix 5.5.1).

Assessment/Evaluation (*numbers refer to Teaching/Learning Strategies*)

1. Ongoing student/teacher conferencing on library research skills and activity progress. Teacher records on an informal checklist to monitor progress throughout the activity.
4. Teacher and students use the rubric (Appendix 5.5.1) to formally evaluate the summative group presentations.

Accommodations

- Reading passages aloud in class will assist those students whose reading level is not strong.
- Expectations for group research and presentation should be tailored to the class's ability.

Resources

Print

local textbook

Canada Yearbook

atlas

Do Justice! Toronto: CCB, 1987.

Christian Justice. Minnesota: St. Mary's Press, 1995.

assorted back issues of various newspapers/magazines

Computer

MacGlobe/PCGlobe

Internet access

Other

school library/resource centre

camcorder

TV/VCR

materials to create information board

Appendices

Appendix 5.5.1 – Global Issues Presentation Evaluation Matrix

Activity 6: Backpacking the World

Time: 300 minutes

Description

In this culminating activity, students apply the skills and concepts discovered in the previous activities to research a simulated backpacking expedition to a Third-World country. The resulting product demonstrates an appreciation of the skills required to travel, the planning involved in executing a successful trip, and the adaptations needed to successfully relate to diverse environments.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE. 1d, 5e, 7f, 7g

Strand(s): Geographic Foundations: Space and Systems, Global Connections, Understanding and Managing Change, Methods of Geographic Inquiry

Overall Expectations: SSV.01B, GCV.01P, GCV.03B, UMV.03B, MIV.03P.

Specific Expectations: GC2.01P, GC2.03P, GC2.04P, UMV.03B, UML.01B, UM2.01B, M11.02B, M12.02P, M12.05B, M12.08B, M12.11P.

Planning Notes

- Prepare a list of local travel agencies, libraries, and preliminary web sites which students use to complete this activity.
- Set realistic expectations vis-a-vis budget, timing, and depth of research.
- Provide initial base maps of Third-World areas.

Prior Knowledge Required

- work co-operatively with other members of their expedition in the planning and execution of the activity.
- assume responsibility for completing their assigned task within the overall group task.
- apply skills and knowledge from previous activities in the unit to successfully complete this culminating activity.
- has an understanding of the need to respect and affirm the diversity of the world's peoples and cultures as they travel.
- an attitude open to responding to, managing, and constructively affecting change in a discerning manner.
- an appreciation of the Catholic worldview that we are called to combine social responsibility and concern for others with the desire to live in harmony with nature and emphasize the interrelatedness of all life forms on the planet.

Teaching/Learning Strategies

1. a) Prepare students at the outset of the unit by presenting an overview of this culminating activity.
b) Read through and clarify the process and expected final product of the activity. (Appendix 5.6.1)
 - If done as a small group activity, help determine group members and clarify responsibilities.
 - Guide class through the culminating activity process.
2. a) Students visit several travel agencies to gather and organize pamphlets and other material on “off the beaten track” locations and routes. Care should be taken to concentrate on backpacking, student rates, and youth hostels.
b) Students budget overall trip expenses.
c) Students decide on a route and map it out.
d) Students log length of stay and sights seen in each area.
3. Students determine and, as Canadians, investigate one issue of concern in the country they are visiting i.e., relate to understandings of Third-World issues already discovered in Trading Shoes and Global Issues activities.
4. a) Students produce a visual presentation in the form of a “photo album” of the trip showing places visited, people met, favourite foods (recipes) consumed, souvenirs, and sights seen.
b) Students present to the class the map route, itinerary and budget, the album, and the issue.
5. a) Students assess their classmates oral and visual presentation (Appendix 5.6.2).
b) Evaluate the final product (Appendix 5.6.2).

Assessment/Evaluation *(numbers refer to Teaching/Learning Strategies)*

Throughout this activity there should be personal communication between teacher and students to monitor progress and comprehension and to provide assistance to students.

5. Formal teacher- and peer-assessment of the group presentations and research products using a rubric (Appendix 5.6.2)

Accommodations

- It is important that students be placed in mixed ability groups in order to accomplish the variety of tasks required in this activity.

Resources

Print

assorted base maps

Computer

Internet access

www.lonelyplanet.com

Other

libraries/resource centres

travel agencies

Appendices

Appendix 5.6.1 - Backpacking the World handout assignment

Appendix 5.6.2 - Backpacking the World Evaluation Matrix (Teacher/Peer)

Appendix 5.1.1: A Comparison of Peters Projection to Mercator's Projection (Background Information)

Traditional maps, of which the Mercator is one example, have tended to show countries incorrectly in proportion to one another, to the advantage of the European colonial powers, while the southern continents (Africa, South America, Australia) are far too small.

Five thousand years of human history have brought us to the threshold of a new age. It is an age typified by science and technology, by the end of colonial domination, by a growing awareness of the interdependence of all nations and all peoples.

Such a moment in history demands that we look critically at our understanding of the world. This understanding is based, to a significant degree, on the work of map-makers of the age when Europe dominated and exploited the world.

Surprisingly, maps still reflect that bygone era. The new map, the work of the German historian Arno Peters, provides a helpful corrective to the distortions of traditional maps. While the Peters Map is superior in its portrayal of proportions and sizes, its importance goes far beyond questions of cartographic accuracy. No less than our world view is at stake.

Consider the characteristics of the Peters Map:

EQUAL AREA. This new map shows all areas - whether countries, continents, or oceans - according to their actual size. Accurate comparisons become possible.

EQUAL AXIS. All North-South lines run vertically on this map. Thus, geographic points can be seen in their precise directional relationship - northwest, southeast, northeast or southwest.

EQUAL POSITIONS. All East-West lines run parallel. Thus the relationship of any point on the map to its distance from the equator or to the angle of the sun can easily be determined.

FAIRNESS TO ALL PEOPLES. By setting forth all countries in their true size and location, this map allows each one its actual position in the world. In this complex and interdependent world in which the nations now live, the peoples of the world deserve the most accurate possible portrayal of their world. The Peters Map is that map for our day.

Appendix 5.1.2: Map Connections Evaluation Rubric

Name of Student:			Date:	
Category	Level 1 1 of 4	Level 2 2 of 4	Level 3 3 of 4	Level 4 4 of 4
Completeness <ul style="list-style-type: none"> • Title • Legend • Labels • Direction 	- one criterion included - completeness; expectations met	- two criteria included - completeness; expectations met	- three criteria included - completeness; expectations met	- four criteria included - completeness; expectations met
Appearance <ul style="list-style-type: none"> • Consistent and appropriate use of line and colour • Neatness 	- appearance of maps suggests they were created with a limited amount of care and thought	- appearance of maps suggests they were created with a moderate amount of care and thought	- appearance of maps suggests they were created with a considerable amount of care and thought	- appearance of maps suggests they were created with a substantial amount of care and thought
Accuracy	- features have been mapped with limited accuracy (more than 5 errors)	- features have been mapped with moderate accuracy (4-5 errors)	- features have been mapped with considerable accuracy (2-3 errors)	- features have been mapped with a great deal of accuracy (0-1 error)
Connections	- limited degree of connections made between maps	- some degree of connections made between maps	- considerable degree of connections made between maps	- high degree of effectiveness in making connections between maps

Appendix 5.2.1: Written Account Graph Rubric

Name of Student:			Date:	
Category	Level 1	Level 2	Level 3	Level 4
Class Pie Graph <ul style="list-style-type: none"> • title • divided • labelled • quality 	- incomplete; of limited quality	- somewhat complete; of moderate quality	- required elements; acceptable quality	- all elements included; excellent quality
Canada Pie Graph <ul style="list-style-type: none"> • title • divided • labelled • quality 	- incomplete; of limited quality	- somewhat complete; of moderate quality	- required elements; acceptable quality	- all elements included; excellent quality
Comparison Between Graphs: <ul style="list-style-type: none"> • identify similarities 	- limited recognition/ understanding	- moderate recognition/ understanding	- similarities clearly recognized; some connections made to relationships	- similarities fully recognized; very good connections made to relationships
<ul style="list-style-type: none"> • identify differences 	- limited recognition/ understanding	- moderate recognition/ understanding	- differences clearly recognized; some connections made to relationships	- differences fully recognized; very good connections made to relationships
<ul style="list-style-type: none"> • explain similarities 	- limited clarity	- moderate clarity; limited linkage to relationships	- considerable clarity and good linkage	- excellent clarity and linkage to relationships
<ul style="list-style-type: none"> • explain differences 	- limited clarity	- moderate clarity; limited linkage to relationships	- considerable clarity and good linkage	- excellent clarity and linkage to relationships
Specific Recommendations for Improvement: (Growth Goals)				

Appendix 5.3.1: The World is a Village

THE WORLD IS A VILLAGE

If at this very moment the Earth's population was shrunk to a village with a population of exactly 100, it would look like this:

- There would be 57 Asians, 21 Europeans, 14 North, Central, and South Americans, and 8 Africans.
- 70 of the hundred would be people of colour, 30 would be white.
- 70 would be non-Christian, 30 Christian.
- 50% of the entire village's wealth would be in the hands of 6 people and all 6 would be citizens of the United States.
- 70 would be unable to read.
- 50 would suffer from malnutrition.
- 80 would live in sub-standard housing.
- only one of the 100 would have a university education.

Appendix 5.3.2: Focus on Facts - North/South

FOCUS ON FACTS

NORTH	SOUTH
<ul style="list-style-type: none">• 1/3 of the world's population live in countries classified as the North.	<ul style="list-style-type: none">• 2/3 of the world's population live in countries classified as the South.
<ul style="list-style-type: none">• These people possess 4/5 of the world's wealth.	<ul style="list-style-type: none">• These people possess 1/5 of the world wealth.
<ul style="list-style-type: none">• They consume 86% of the total energy supply.	<ul style="list-style-type: none">• They consume 14% of the total energy supply.
<ul style="list-style-type: none">• There is a doctor for every 620 people.	<ul style="list-style-type: none">• There is a doctor for every 6,150 people.
<ul style="list-style-type: none">• A nurse is available for every 220 people.	<ul style="list-style-type: none">• A nurse is available for every 6,200 people.
<ul style="list-style-type: none">• 100% of the people have access to clean water.	<ul style="list-style-type: none">• 29% of the people have access to clean water.
<ul style="list-style-type: none">• In every 1,000 births, 1/3 of babies die before reaching age one, and only one more dies before the age of four.	<ul style="list-style-type: none">• In every 1,000 births, 110 babies die before reaching age one, and 17 more will die before the age of four.
<ul style="list-style-type: none">• 98% of the people can read and write and have finished high school.	<ul style="list-style-type: none">• 51% of the people can read and write and most have little chance of receiving any education.
<ul style="list-style-type: none">• A man living in this part of the world earns \$9,440 a year, consumes 3,377 calories a day (131% of daily requirement), and will live to be 75 years old.	<ul style="list-style-type: none">• A man living in this part of the world earns \$230 a year, consumes 2,231 calories a day (98% of daily requirement) and will live to be 57 years old.

Appendix 5.5.1: Global Issues Presentation Evaluation Matrix

Name of Student:			Date:	
Category	Level 1	Level 2	Level 3	Level 4
Organization	- presentation shows poor organization and lack of preparation	- presentation shows signs of organization but some parts do not seem to fit the topic	- presentation is organized, logical, and interesting	- presentation is very well organized, logical, interesting, and lively
Preparation	- some student preparation is shown	- a fair amount of student preparation is shown	- a considerable amount of student preparation is shown	- a great deal of student preparation is shown
Content <ul style="list-style-type: none"> • Name of Issue • Countries Involved • Causes or issue • Possible Solutions • Canada's Role 	- little evidence of creativity, not clearly presented, low impact	- some evidence of creativity, somewhat clear, moderate impact	- considerable evidence of creativity, quite clear, considerable impact	- exceptionally creative, clear, and high-impact presentation
Delivery <ul style="list-style-type: none"> • Creative • Clear • Impact 	- little evidence of creativity, not clearly presented, and low impact	- some evidence of creativity, somewhat clear, moderate impact	- considerable evidence of creativity, quite clear, considerable impact	- exceptionally creative, clear, and high-impact presentation
Application	- attempt to assess only one of Canada's role or the church's position on the issue	- Canada's role or the church's position on the issue are discussed but no connections are made	- both Canada's role and the church's position on the issue are discussed and some connections are made	- both Canada's role and the church's position on the issue are thoroughly discussed and effective, insightful connections are made
Group Members:				
Evaluator:		Teacher	Peer	
<p>Note: In this rubric/matrix, as with others, teachers are encouraged to “customize” the categories, descriptions, and expectations to suit their needs. As well, the grade awarded in each category may be weighted to reflect where the teacher wishes to place the greatest emphasis. Using a “multiplier” is probably the easiest way to accomplish this. For example, if the teacher wishes to place more emphasis on a category, a multiplier of 2 would double the value of the grade for that category.</p>				

Appendix 5.6.1: Backpacking the World Handout

BACKPACKING THE WORLD

You have just finished high school. Yeah! You and some friends are ready to see the world but you are not wealthy and will use a backpack, a limited amount of money, and inexpensive lodging to do this.

You must have a budget (the total money you can spend) and a destination. You have one month to see one part of the world (good idea because that is all you can afford) then it is off to work or college in September. What to do?

In order to successfully complete this activity, assign each group member one or more of the following tasks:

- Visit travel agency to gather brochures, flight information, and other materials.
- Use Internet to locate hostels and other inexpensive accommodations.
- Work out a budget detailing all expenses the group incurred on the trip.
- Find and research one issue of concern in the country you are visiting.
- Find, research, and prepare, as part of the final presentation, a typical food of your country.
- Research and present the unique cultural characteristics of the country.
- Produce a route map and itinerary (list of dates, locations, and activities) of the trip.
- Research and present one popular tourist site visited.
- Research and analyse the attitude of people in the country you are visiting towards Canadians and why they would hold these attitudes.

All group members are responsible for helping to prepare the photo album and class presentation. The presentation should include the following components:

- a) map of route;
- b) itinerary;
- c) photo album;
- d) discussion of the issue.

Appendix 5.6.2: Backpacking the World Evaluation Matrix

Group Members: Evaluator: Teacher			Peer		Date:
Category	Level 1	Level 2	Level 3	Level 4	
Knowledge/Understanding <ul style="list-style-type: none"> Knowledge and understanding of country visited Criteria involved in travel: <ul style="list-style-type: none"> map budget itinerary album 	- demonstrates limited knowledge and understanding of country visited - 1 of 4 criteria completed effectively	- demonstrates some knowledge and understanding of country visited - 2 of 4 criteria completed effectively	- demonstrates a considerable knowledge and understanding of country visited - 3 of 4 criteria completed effectively	- demonstrates a thorough knowledge and understanding of country visited - 4 of 4 criteria completed effectively	
Thinking/Inquiry <ul style="list-style-type: none"> Research and synthesize information from a variety of sources e.g., library, internet, travel agency Identify and analyse an issue 	- uses 1 or 2 types of research methods - inappropriate issue chosen - limited analysis	- uses 2 or 3 types of research methods - significant issue chosen - some analysis	- uses 3 or 4 types of research methods - significant issue chosen - considerable analysis	- uses more than 4 types of research methods - a creative significant issue chosen - thorough analysis	
Communication <ul style="list-style-type: none"> Oral - use of language to convey findings and interpretation Product - use of language graphics, photos, and visuals to present information and interpretation 	- oral presentation has limited degree of effectiveness - product shows a limited effectiveness in use of expected communication media	- oral presentation has some effectiveness shown - product shows some effectiveness in use of communication media	- oral presentation shows a considerable degree of effectiveness - product shows a considerable degree of effectiveness in using expected communication media	- oral presentation with a high degree of effectiveness - product shows a high degree of effectiveness in using expected communication media	
Application	- makes connection with limited effectiveness	- makes connections with moderate effectiveness	- makes connections with considerable effectiveness	- makes thorough connections with a high degree of effectiveness	